DAKOTA STATE
UNIVERSITY

CYBER LEADERSHIP AND INTELLIGENCE

Year-Six Program Self-Study
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Section 1: Institutional History

Mission Change

Since 1881, Dakota State University (DSU) has provided challenging academic programs in one of the best educational environments in South Dakota. In 1984, the Legislature of the State of South Dakota (South Dakota Codified Law §13-59-2.2) authorized Dakota State University with the primary purpose of providing instruction in computer management, computer information systems, business, electronic data processing, and teacher education. DSU has the authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees, and doctoral degrees through formal approval by the South Dakota Board of Regents (SDBOR) and the Higher Learning Commission (HLC), DSU's institutional accreditor.

Special Focus Institution

The SDBOR has identified DSU as a "special focus" STEM University with an emphasis in computer management, computing information technologies, cybersecurity, and related undergraduate and graduate degrees. DSU's emerging research and focus on cybersecurity is propelling the workforce, economy, and student experience to protect and advance South Dakota and beyond.

Institutional Mission

DSU's mission is to prepare cyber-savvy graduates who are lifelong learners, problem solvers, innovators, and leaders to live lives of positive purpose and consequence.

Institutional Vision

Innovative, entrepreneurial, and resilient since 1881, DSU will continue to rise through short - and long-term success of our students and graduates, increased strength in applied research and athletics, and deep engagement with our stakeholders, in an environment infused with quality improvement.

Institutional Values

- Distinguished and effective teaching
- Integrity
- Clear communication
- Innovation
- Inclusion
- Quality

Institutional Accreditation

Dakota State University is accredited by the Higher Learning Commission (HLC), founded in 1895, and is one of several institutional accreditors in the United States. HLC accreditation indicates that DSU has the standards, processes, and assurance that it delivers quality educational experiences. DSU must meet core components within the four HLC Criteria for Accreditation. The University completes periodic reviews for reaffirmation of accreditation

through HLC's Open Pathway, a ten-year cycle with an assurance review in year four and a comprehensive evaluation in year ten. The Open Pathway also includes an improvement component, the Quality Initiative, between years four and ten, that provides DSU the opportunity to pursue improvement projects that meet institutional needs. The institution's most recent comprehensive reaffirmation visit in October 2018 resulted in a positive review without any requirement for monitoring reports. In October 2022, DSU also met all core components during its mid-cycle assurance review.

Section 2: Program History

The Cyber Leadership and Intelligence (CLI) program was developed in response to institutional priorities to create an undergraduate major that integrated technological and quantitative skills with social science and humanistic methods. In 2016, Dakota State University President José-Marie Griffiths envisioned a program that would bridge these disciplines, aligning with the university's broader mission in cybersecurity and technology-focused education. Initial discussions took place that spring, bringing together faculty from both the College of Arts and Sciences and the then-College of Business and Computing. A faculty committee was formed to explore the structure of the proposed program, leading to an Intent-to-Plan request submitted to the South Dakota Board of Regents in May 2016.

Following the Board's approval, faculty engaged in extensive discussions throughout the summer and fall of 2016 to shape the program's curriculum. Two foundational decisions were made early in the process: the program would be housed in the College of Arts and Sciences, and its focus would broadly align with the field of security studies while incorporating computing coursework.

Consistent with the university's approach to developing new programs, the initial curriculum drew on existing courses within the Board of Regents system and leveraged faculty expertise. The program successfully navigated the DSU and BOR approval process, receiving final approval in the spring of 2017. Recruitment efforts began in the fall of 2017, and the program officially welcomed its first full-time faculty member in 2019. The first graduating student completed the program in May 2020.

As with any new program, CLI has undergone several revisions in its first six years. Faculty departures created opportunities to bring in adjunct lecturers with expertise in specialized areas, such as grand strategy and intelligence analysis, and led to regular curriculum updates to align course offerings with evolving industry needs and faculty expertise. Since its approval in 2017, the program has undergone two major curriculum revisions and several minor updates, with the CLI minor launching in the fall of 2025.

The most recent curriculum revisions have refined the major's focus on intelligence collection and assessment, as well as the infrastructure of the intelligence process. Permanent courses such as US Intelligence Community (CLI 110), Intelligence Failures (CLI 430), Online Radicalization (CLI 470), and National Security Law (CLI 410) provide depth and specialization within the intelligence field. These courses also strengthen students' abilities to analyze qualitative evidence while maintaining a balance with the program's existing technical and computational coursework.

The program remains committed to its goal of providing students with cross-disciplinary training in security studies. While ongoing improvements will continue to enhance its offerings, CLI prepares students with a blend of practical and analytical skills that support career opportunities in government and industry, as well as pathways to graduate education.

Section 3: Program Trends within the Discipline

Identifying broad trends in the discipline is challenging for two reasons. First, Cyber Leadership and Intelligence integrates multiple disciplines—including history, sociology, law, political science, and computer science—to provide students with a comprehensive understanding of cyber and national security issues. Each of these disciplines has its own evolving trends that influence the substantive focus of CLI courses, making it difficult to pinpoint a clear set of relevant curricular developments. For example, the study of law increasingly recognizes concerns over the digital Fourth Amendment, while the study of international relations increasingly focuses on AI-integrated weapon systems and the development of cyber grand strategies. However, not all trends in the fields of law and international relations are relevant to CLI. The program must strategically select which trends to incorporate from diverse fields to shape its curriculum.

Second, as a unique interdisciplinary program, CLI has few direct counterparts that can serve as models to guide its decisions about what should be covered, expanded, or adopted. This lack of comparable programs also makes it challenging to identify prevailing trends that could shape CLI's development. For example, while some undergraduate programs in national security and intelligence offer courses on the social and political dimensions of cybersecurity and emerging technologies, they are typically designed for students pursuing non-technical security careers and focus merely on foundational knowledge of data and network protection. By contrast, CLI not only includes courses on these topics but also offers training in cyber operations and digital forensics, setting it apart from similar programs. Additionally, national security and intelligence degrees have a narrower scope compared to CLI. Although some CLI students aim for careers in intelligence services, many are interested in the business side of computer security or emerging technologies, reflecting the program's broader focus.

That said, three key trends merit particular attention:

1. Artificial Intelligence
Rapid advances in artificial intelligence are reshaping business, education, and national security, raising numerous concerns across multiple disciplines. In business, AI drives automation, enhances decision-making, optimizes supply chains, and personalizes customer experiences. In education, it is transforming course design, learning expectations, assessment tools, and tutoring support. In national security, AI influences areas such as cyber defense, surveillance, and the development of autonomous weapon systems. Beyond these fields, AI is also creating new opportunities and challenges in law, healthcare, public policy, and media. Legal professionals need to address emerging questions of liability, privacy, and intellectual property in AI-driven fields. Healthcare practitioners need to manage AI-enabled diagnostics and personalized medicine, while also tracking bioethical concerns as technology advances. Policymakers and analysts face the task of regulating AI while using it for public benefit, and media professionals must adapt to the use of AI in content creation and the fight against misinformation.

Preparing students for careers in an environment of near-constant disruption requires not only a technical foundation in AI technologies but also a deep understanding of their ethical, legal, and strategic implications. An interdisciplinary approach is the most effective way to help students appreciate the broad range of difficulties and opportunities that emerge from this transformative technology.

2. Online Influence Campaigns

Online influence campaigns—whether through misinformation, disinformation, or algorithmic manipulation—present a growing challenge across the humanities and social sciences. These campaigns erode trust in public institutions, spread false narratives, polarize societies and, in extreme cases, incite violence, making them critical areas of study in the social sciences. At the same time, they have created career opportunities in fields such as cybercrime investigations and the emerging discipline of disinformation analysis. For CLI students, understanding the mechanisms and impacts of these campaigns is a critical step in learning to develop effective countermeasures. This includes analyzing how state and non-state actors exploit social media algorithms to influence public opinion and exploring the legal tools available (or desperately needed) to combat the spread of harmful online content.

3. Open-Source Intelligence

Because of the steady proliferation of online data, open-source intelligence (OSINT) is an increasingly valuable resource in fields ranging from journalism to national security. The ability to gather, analyze, and interpret publicly available information is a critical skill as governments, organizations, and individuals rely on OSINT to inform decision-making. OSINT analysis includes a range of techniques and skills. Commonly, analysts extract posts, images, videos, profiles, and comments from social media platforms that serve a particular investigative interest. Additionally, analysts track and identify misattribution efforts, in which online users take deliberate action to conceal their identities, often by manipulating publicly available information through the use of fake online profiles and VPNs, among other methods. Analysts also compile findings from diverse public sources to develop comprehensive threat assessments or other types of investigative reports. The increasing importance of OSINT across industries highlights the need to train students in OSINT tools, techniques, and ethical considerations. Proficiency in OSINT will enable students to excel in diverse roles, from counterintelligence and cybersecurity to private-sector risk analysis and various research fields.

Responding to Trends

The CLI program has tried to address the above trends—requiring students to take an introductory computer science course in artificial intelligence, offering multiple courses that explore the substantive and ethical dimensions of AI, providing an online radicalization course, and including a digital forensics stream that develops critical intelligence skills. However, as discussed in Section 11 of this report, there are opportunities to make improvements in all areas.

Section 4: Program Features and Curriculum

Program's Mission Statement
The College of Arts and Sciences offers a variety of programs and courses leading to many successful career paths. Computer technology is integrated throughout all majors. The College offers the majority of Dakota State University's required 30-credits of general education courses, serving as the backbone for all degrees. Faculty in speech and theater, English, and digital arts and design are principally located in Beadle Hall. Math, science, and social science faculty are housed in the C. Ruth Habeger Science Center.

The College of Arts and Sciences offers degree programs in history, biology, computer game design, cyber leadership and intelligence, digital content creation, digital arts and design, English, and mathematics. In addition to these degree programs, the College of Arts and Sciences offers majors, minors, and courses which prepare students to apply for admission to professional schools and programs.

Dakota State University's program in Cyber Leadership and Intelligence is designed to prepare students for leadership roles in the rapidly evolving field of cybersecurity and digital risk management. The curriculum is interdisciplinary, encompassing coursework in international politics, cyber systems, and world cultures. Students choose the World Affairs and Human Behavior track or the Digital Forensics track, depending on their academic and career aspirations. Both tracks prepare students to be leaders and liaisons in a variety of fields, including cybersecurity, public policy, national defense, and emerging technologies. They also prepare students for graduate work in law, data privacy, political science, homeland security studies, and related fields.

Degrees offered within the program
Students can obtain a Bachelor of Science in Cyber Leadership and Intelligence, choosing either a Digital Forensics track or a World Affairs and Human Behavior track. Students may also complete both tracks, by opting to be a World Affairs and Human Affairs major while minoring in Digital Forensics. This is a popular option. Students may also pursue a minor in CLI. In addition, a Master's degree program in Data Privacy is currently being developed at DSU, which graduates of the CLI program will be qualified to pursue.

Table 4.1. Required Courses for the CLI Major

Course Prefix and Number	Course Name	Credits
	Required Courses:	
CLI 101	Introduction to Cyber Leadership	3
CLI 110	The US Intelligence Community	3
CLI 242	Cyber Social Science Methods and Analysis	3
CLI 320	Religion, Beliefs, and Technology	3
CLI 420	Cyber Leadership	3
CLI 494 or 498	Internship or Research	3
CSC 105	Introduction to Computers	3
CSC 134	Introduction to Cyber	3
CSC 150 or CIS 123	Computer Science I or Problem Solving and Programming	3
CSC 147	Artificial Intelligence Survey	3
CSC 321	Cyber Law Policy	3
ENG 212	World Literature II	3
HIST 468	US and World Affairs: 1900-Present	3
POLS 350	International Relations	3
SOC 370	People and their Cultures	3
	Total credits	**45**
	Choose 9 credits from the following:	**9**
CLI 310	Hacking, Hackers, Hacktivism (3)	
CLI 430	Intelligence Failures (3)	
CLI 370	Cyber-Ethics (3)	
CLI 492	Topics (3)	
HIST 358	The United States Since 1941 (3)	
	Total required course credits	**54**
	Choose one of the following specializations:	**18**
	Digital Forensics	
CSC 409	Operating Environments	3
CSC 285	Networking I	3
CSC 385	Networking II	3
CSC 388	Computer Forensics Fundamentals	3
CSC 418	Advanced Computer Forensics	3
CSC 419	Advanced Windows Forensics	3

	World Affairs and Human Behavior	
CLI 410	National Security Law	3
CLI 440	Cybercrime	3
CLI 470	Online Radicalization	3
POLS 440	Comparative Government	3
SOC 402	Social Deviance	3
MCOM 353 or CMST 470	Digital Media Communication or Intercultural Communication	3
	Electives or Minor	**18**
	Total required program credits	**90**

Table 4.2. Required Courses for the CLI Minor

Course Prefix and Number	Course Name	Credits
	Required Courses:	
CLI 101	Introduction to Cyber Leadership	3
CLI 420	Cyber Leadership	3
	Total Credits	**6**
	Choose 6 credits from the following:	**6**
CLI 410	National Security Law	3
CLI 430	Intelligence Failures	3
CLI 440	Cybercrime	3
POLS 350	International Relations	3
	Choose 6 credits from the following:	**6**
CLI 320	Religion, Beliefs, and Technology	3
CLI 470	Online Radicalization	3
HIST 468	US and World Affairs: 1900-Present	3
SOC 370	People and their Cultures	3
	Total Required Credits	**18**

Comparison to other programs in the region

This program is unique in the region. In fact, to our knowledge, there are very few programs in the country that compare directly to CLI. There are some Criminal Justice and National Security undergraduate programs that offer a series of cyber-focused courses, but rarely do these programs require the grounding in computer science that CLI does. (For comparison, see the University of South Florida's undergraduate degree in Criminology, with a concentration in Cybercrime, which requires only one, three-credit digital forensics course. See also Coastal Carolina's course offerings in Intelligence and National Security Studies.)

Typical progression of students through the program

Students typically complete the CLI degree program within four years. For instance, the average time to completion was 3.7 years in Academic Year (AY) 2020–2021, 4.4 years in AY 2021–2022, 4.2 years in AY 2022–2023, and 4.3 years in AY 2023–2024, resulting in an overall average of four years. Transfer students generally complete the degree within three years (calculated from their entry to DSU, not the CLI program) and transfer an average of 71 credits. Notably, 62% of transfer students began in a different major before graduating with a CLI degree. The program offers flexibility, with students able to enroll on the DSU campus, through distance learning, or via a hybrid approach. Courses are available in online, face-to-face, and hybrid formats. In fact. All CLI courses must be available online and asynchronous. Most courses are offered annually, with a few on an every-other-year rotation. As program enrollment grows, it is anticipated that all courses will be offered annually.

Accreditation Standards

There is no accrediting board for this degree program.

Program Features and Curricular Strengths

The CLI degree stands out for its interdisciplinary approach, combining traditional social and behavioral sciences and humanities with technology-focused courses in digital forensics, computer science, cyber operations, and cybersecurity. This blend prepares students to excel as leaders and liaisons in the many different tech fields, whether in government or the private sector; it also prepares them for graduate study in an array of disciplines, including law, political science, public policy, and data privacy, among others.

The CLI program is especially appealing to military personnel due to its flexible distance delivery format and unique combination of coursework in international politics, cybersecurity, and leadership. Military students benefit from discounted tuition rates, dedicated scholarships, and Dakota State University's designation as a Military Friendly School since 2012. DSU was also recently recognized by *Military Times* as one of the best colleges for military members and veterans.

To ensure the program remains relevant, the CLI Program Coordinator collaborates with an Advisory Board composed of former military personnel and professionals from the

cybersecurity industry. The Board provides recommendations for curricular updates based on workforce demands and their networks in both the public and private sectors.

As a recognized leader in cyber operations and cybersecurity education, DSU offers CLI students the opportunity to learn from faculty who are innovators in the field. Students can also apply for internships at Madison Cyber Labs (MadLabs), located on campus. MadLabs researchers focus on advancing technology, ensuring information quality, planning for adverse events, and driving economic and policy improvements. Through partnerships with public and private sectors, MadLabs turns research into real-world solutions.

Finally, the program's internship requirement, which mandates 120 hours of relevant work experience, provides CLI students with exceptional hands-on training prior to graduation. This experience often leads to full-time employment. Below are examples of organizations and firms where CLI students have completed internships:

- Computer Forensics Resources Inc
- Daktronics
- Department of Homeland Security
- Digi-Key Electronics
- Earth Resources Observation and Science – Sioux Falls, SD
- General Dynamics Information Technology
- Hetherington Group
- Interstates Control Systems Inc.
- KBR Inc
- Los Alamos National Laboratory
- Office of AG/Division of Criminal Investigation, SD
- Office of District Attorney for the 18th Judicial District-Arapahoe, CO
- Office of Senator Mike Rounds
- Olsson
- PREMIER Bankcard
- Sandia National Laboratories
- Tikor Consulting
- United States Airforce
- US Space Force, Space Systems Command

Section 5: Program Enrollment, Persistence, Retention, & Graduation

Dakota State University gathers data on student academic progress to assess the health of its programs. Overall, the data reveals that the CLI program has been performing well in this key area.

Enrollment Trends

CLI faculty members meet regularly with prospective students to answer questions about the program. Interested students and their families can schedule individual campus visits throughout the year, including in summer. They can also attend Discover DSU Days to take a campus tour, attend panel sessions, and meet with faculty members in various programs. As Table 5.1 reports, CLI has enjoyed steady gains in enrollment across the last six years, indicating that faculty efforts to support recruitment drives have been successful.

Table 5.1. Cyber Leadership & Intelligence, College, and University Enrollments						
	Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
BS in Cyber Leadership & Intelligence	29	43	58	56	58	66
College of Arts & Sciences	369	325	337	332	315	312
Dakota State University	3268	3186	3219	3241	3509	3774

Note: Program enrollment is based on number of students enrolled in at least one DSU class with an active program of Cyber Leadership & Intelligence (BS); includes both Digital Forensic and World Affairs/Human Behavior specializations. College and University enrollment is based on the number of students enrolled in at least one DSU class as of fall census.

Demographic Trends

The demographic breakdown of CLI students roughly matches that of the wider DSU student body. Table 5.2 presents demographic data for the CLI program, the College of Arts and Sciences, and the university as a whole.

Table 5.2. Student Diversity - Gender & Ethnicity						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
BS Cyber Leadership & Intelligence						
Gender						
Female	11	18	21	17	20	26
Male	18	25	37	39	38	40
Ethnicity						
White	23	35	47	47	45	50
Other Races/Unknown	6	8	11	9	13	16
College of Arts & Sciences						
Gender						
Female	168	134	139	126	130	130
Male	201	191	198	206	185	182
Ethnicity						
White	291	257	264	258	237	234
Other Races/Unknown	78	68	73	74	78	78
Dakota State University						
Gender						
Female	1196	1139	1194	1156	1279	1482
Male	2072	2047	2025	2085	2230	2292
Ethnicity						
White	2607	2534	2541	2493	2619	2772
Other Races/Unknown	661	652	678	748	890	1002

Note: Other Races/Unknown includes all students who do not identify as 'White' based on ethnicity. This category includes students who identify as Hispanic/Latino as well as those classified as U.S. nonresidents.

Student Graduation Trends

The South Dakota Board of Regents sets the program productivity target at seven bachelor's degrees awarded per academic year. Despite being a new program, CLI is meeting this benchmark. In fact, Table 5.3 reports that the program exceeded this requirement by a healthy margin in AY2023-24. Because program enrollment continues to increase, CLI is expected to continue to report strong graduation rates.

Table 5.3. Number of Degrees Awarded by Academic Year				
	AY20-21	AY21-22	AY22-23	AY23-24
BS in Cyber Leadership & Intelligence	4	8	6	11
College of Arts & Sciences	78	99	89	97
Dakota State University	543	519	583	602

Note: Degrees awarded at the college and university level are representative of all program completions at the associate, bachelors, masters, and doctoral level; for example, if a student earned a bachelor's degree in both Cyber Leadership & Intelligence and Computer Science, they would be counted twice at the college and university level. Certificates are not included.

Persistence Rates

Persistence, as defined by the Office of Institutional Research (OIR) at Dakota State University, is the number of first-time students enrolled in the fall semester who re-enrolled in the subsequent spring semester. DSU monitors persistence data for first-time, full-time, baccalaureate degree-seeking freshmen, as well as transfers. Tables 5.4 and 5.5 report impressive persistence rates for the CLI program in recent years, particularly for degree-seeking freshmen. CLI faculty members have worked hard to help first-year students succeed.

Table 5.4. Persistence Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshman (Fall 2018 to Fall 2023 Cohorts)												
	Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		Fall 2023 Cohort	
	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring
BS in Cyber Leadership & Intelligence	3	67%	8	88%	4	50%	8	100%	9	100%	8	100%
College of Arts & Sciences	60	87%	76	88%	63	79%	68	88%	66	95%	62	90%
Dakota State University	376*	86%	399	89%	355	83%	345	90%	354	90%	383*	89%

Note: * indicates one student passed away prior to fall 2018 term - they are removed from persistence calculations. One student passed away prior to the fall 2023 term - they are removed from persistence calculations.

Table 5 .5. Persistence Rates for Incoming Degree-Seeking Transfers (Fall 2018 to Fall 2023 Cohorts)												
	Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		Fall 2023 Cohort	
	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring
BS in Cyber Leadership & Intelligence	2	100%	4	75%	5	80%	12	92%	5	60%	8	88%
College of Arts & Sciences	27	74%	32	3%	20	85%	23	87%	23	78%	17	88%
Dakota State University	251	75%	245	78%	207	78%	183	84%	210	80%	237	89%

Retention Rates

Retention, as defined by OIR, is the number of first-time students enrolled in the fall semester who re-enrolled in the subsequent fall semester. Students that graduated before their subsequent fall semester are considered "retained" and included in the percent returned. DSU monitors retention data for first-time, full-time, baccalaureate degree-seeking freshmen, as well as transfers. Tables 5.6 and 5.7 report impressive retention rates for the CLI program in recent years, particularly for degree-seeking freshmen.

Table 5.6. Retention Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshman (Fall 2018 to Fall 2023 Cohorts)												
	Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		Fall 2023 Cohort	
	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall
BS in Cyber Leadership & Intelligence	3	67%	8	50%	4	50%	8	75%	9	100%	8	100%
College of Arts & Sciences	82	59%	63	65%	63	75%	68	71%	66	83%	62	71%
Dakota State University	376*	66%	399	71%	355	72%	345	75%	353	75%	383*	76%

Note: *indicates that one student passed away prior to fall 2018 term - they are removed from retention calculations. One student passed away prior to the fall 2023 term - they are removed from retention calculations.

Table 5.7. Retention Rates for Incoming Degree-Seeking Transfers (Fall 2018 to Fall 2023 Cohorts)												
	Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		Fall 2023 Cohort	
	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall	Number of Students	% Returned Next Fall
BS in Cyber Leadership & Intelligence	2	0%	4	75%	5	40%	12	83%	5	60%	8	75%
College of Arts & Sciences	32	53%	35	54%	20	45%	23	61%	23	70%	17	71%
University	251	56%	245	62%	207	57%	183	61%	210	65%	237	76%

Graduation Rates

Graduation rate measures first-time, full-time, baccalaureate degree-seeking students in the selected federal cohorts and the rate at which they graduated with a baccalaureate degree. As Table 5.8 shows, the recent establishment of the CLI program limits the available data on graduation rates.

Table 5.8. Graduation Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2018 to Fall 2020 Cohort)									
	Fall 2018 Cohort			Fall 2019 Cohort			Fall 2020 Cohort		
	No. of Students in Cohort	4-Year Grad Rate	6-Year Grad Rate	No. of Students in Cohort	4-Year Grad Rate	6-Year Grad Rate	No. of Students in Cohort	4-Year Grad Rate	6-Year Grad Rate
BS in Cyber Leadership & Intelligence	3	66.67%	66.67%	8	25.00%		4	0.00%	
College of Arts & Sciences	71	22.54%	35.21%	82	29.27%		63	26.98%	
Dakota State University	374*	34.22%	48.93%	399	36.84%		355	37.46%	

Note: * indicates 2 students from the Fall 2018 cohort passed away during the completion timeline and thus have been excluded from the calculation.

Section 6: Faculty Credentials

The Cyber Leadership and Intelligence program at Dakota State University is supported by a diverse and highly qualified faculty with expertise spanning political science, intelligence, sociology, history, and cybersecurity. These faculty members bring a combination of academic rigor and practical experience, ensuring that students receive a well-rounded education in cyber leadership and intelligence. (Their CVs can be found in Appendix C).

Dr. William Bendix, Associate Professor of International Relations & Intelligence and CLI program coordinator, holds a PhD in Political Science from the University of British Columbia. Since joining Dakota State University in 2021, Dr. Bendix has contributed to the program through his research on international security, intelligence studies, and cyber policy, with publications in leading journals such as *Foreign Policy Analysis*, *International Journal of Law and Information Technology*, *International Politics*, and *Political Research Quarterly*. He teaches the introductory and senior courses in Cyber Leadership (CLI 101 and 420), as well as courses in international relations and national security.

Bringing extensive real-world experience to the program, Professor of Practice David Gillian is a retired intelligence officer from the Australian Army, retiring at the rank of Brigadier as the Army's most senior intelligence officer. Prof. Gillian has deep expertise in leadership, intelligence, defense, national security, strategy, operations and organizational performance in both the military and private sector. His professional background enhances the applied aspects of the curriculum, offering students firsthand insights into intelligence operations and strategic analysis.

Dr. Viki Johnson, an Associate Professor of Sociology with a PhD from the University of North Dakota, supports the program through her courses on cultural analysis and social behavior. She teaches People and Their Cultures (SOC 370) and Social Deviance (SOC 402), both of which provide critical sociological perspectives on cyber leadership. Dr. Johnson has successfully secured external funding, most recently the S-STEM grant, "GROWSTEM—Building a Sense of Belonging through Engagement," aimed at increasing opportunities for low-income STEM students. Her previous grant work includes a 2009 initiative, "Learn and Serve: Exploring Service-Learning Opportunities with Disadvantaged Youth."

Dr. Kurt Kemper, Professor of History and CLI, contributes interdisciplinary expertise through courses such as Cyber Social Science Methods and Analysis (CLI 242), U.S. and World Affairs (HIST 468), and The U.S. Since 1941 (HIST 358). With a PhD in History from Louisiana State University, Dr. Kemper's research focuses on cultural history, sports history, and Cold War studies. His numerous publications include books and articles on American sports history and civil rights issues. As the Director of the General Beadle Honors Program, he fosters an environment of academic excellence for CLI students.

Dr. Kenley, an expert on East Asia with a PhD in History from the University of Hawaii, teaches Great Power Competition in Cyber Space (CLI 492). His scholarship includes four books and over two dozen journal articles and book chapters. As a former dean, Dr. Kenley has extensive experience in curriculum design and program development. His successful grant activity includes the administration of a Title VI grant, demonstrating a strong commitment to advancing research and institutional development in cyber leadership.

Supporting faculty from related disciplines further enrich the CLI program. Brent Tulloss (MS in Information Systems) teaches Network Security, while Steven Gingras (MS, Dakota State University) covers Forensics Fundamentals. Quentin Covert (MS in Computer Science) instructs Advanced Forensics, and Dr. Pat Engebretson (DSc in Information Systems) teaches Networking. These faculty members provide essential technical instruction that complements the broader leadership and intelligence curriculum. Additionally, faculty members from across the humanities and social sciences offer courses that further support CLI. For example, Dr. Will Sewell, an English professor, teaches Online Radicalization (CLI 470), and Dr. Mattew Ingram, the director of the Center for Teaching & Learning, teaches Intercultural Communication (CMST 470).

Faculty in the CLI program are actively engaged in research that aligns with institutional priorities and contributes to economic development in cybersecurity and intelligence fields. Research initiatives range from cyber policy to geopolitical cyber strategy. Faculty-student collaborations are encouraged, fostering an applied learning environment that prepares students for careers in both government and private-sector intelligence roles.

The program also maintains strong community and regional engagement. With an advisory board made up of industry professionals, the CLI faculty seek to remain connected to outreach initiatives, cybersecurity awareness programs, and partnerships with industry and government agencies. Dr. Johnson's work in service-learning, combined with faculty expertise in intelligence and cybersecurity, ensures that the CLI program remains connected to real-world applications and regional workforce needs.

At present, there are no anticipated personnel changes within the CLI program. As the demand for cyber leadership and intelligence professionals continues to rise, the program remains committed to expanding research opportunities, securing external funding, and enhancing interdisciplinary collaborations to further its mission. With the growing success and ambitions of the program, investments in additional personnel may be needed.

Section 7: Academic and Financial Support

The Cyber Leadership and Intelligence program at Dakota State University is committed to fostering academic excellence and professional growth for both students and faculty. This section highlights the substantial academic and financial support available to the program, demonstrating DSU's dedication to nurturing a premier educational experience.

Professional Development Opportunities

DSU provides robust funding for professional development, enabling faculty members to pursue in-service training, attend conferences, and acquire teaching and research materials. This financial support ensures that instructors remain at the forefront of their fields, delivering cutting-edge knowledge and practices to their students. Access to professional development funds allows faculty to stay abreast of rapid advancements in cyber-related disciplines, fostering a culture of continuous learning and innovation within the CLI program.

Sabbatical Leave for Faculty

Faculty members at DSU are eligible to apply for sabbatical leave after six years of full-time service. Sabbaticals offer an invaluable opportunity to engage in focused research, refine teaching methodologies, or refine academic programs. Applicants are encouraged to provide letters of support detailing the academic merits and institutional benefits of their proposed projects. These sabbaticals not only contribute to the faculty member's professional growth but also strengthen the CLI program and the broader DSU community by fostering cutting-edge scholarship and teaching practices.

Guest Lecturers and Community Engagement

Internal college funds are allocated to bring guest lecturers to CLI classes, exposing students to diverse perspectives and real-world expertise. These sessions enhance the curriculum by bridging academic theories with industry practices. Additionally, funding from the Center for Civic Engagement at Black Hills State University supports activities that promote civic engagement. Given the CLI program's emphasis on leadership and societal impact, this funding aligns seamlessly with the program's mission. Faculty and students can utilize these resources to host community events, create civic-minded projects, and highlight the critical intersections between cybersecurity and civic responsibility.

Student-Centered Support

The CLI program prioritizes student engagement and success through multiple avenues of financial and academic support:

- **Student Research Funding:** DSU's Student Mentored Research Initiative (SRI) provides financial and logistical backing for student-faculty collaborative research projects. These initiatives allow undergraduates to gain hands-on experience, enhancing their practical skills and academic credentials. The SRI program underscores DSU's commitment to experiential learning, enabling students to contribute to the advancement of knowledge in cybersecurity and intelligence.

- **Field Trips and Experiential Learning:** Internal college funds support student field trips, offering experiential learning opportunities that connect classroom concepts with real-world applications. Whether visiting leading cybersecurity firms or participating in governmental policy discussions, these trips broaden students' understanding of the industry and its societal implications.

- **Curricular Guidance:** Each CLI student is paired with a faculty advisor, ensuring personalized academic support. Comprehensive "check sheets" provide a clear roadmap for navigating the curriculum, enabling students to stay on track for timely graduation. This structured guidance empowers students to make informed decisions about their educational and career goals.

Faculty Research Initiatives

DSU's Faculty Research Initiative (FRI) grant program underscores the institution's dedication to academic scholarship. Since 2005, this initiative has offered grants of $3,000 for individual projects and $5,000 for collaborative efforts. These funds provide faculty with the flexibility to explore diverse research areas, including those directly tied to the CLI program. Participation in the FRI program also requires engagement in DSU's annual research symposium, fostering a vibrant academic community. Faculty can further integrate these grants with other funding sources, such as the SRI program or external proposals, amplifying their research impact.

Advisory Board Support

The CLI program benefits significantly from its external Advisory Board, composed of industry leaders who provide guidance on curriculum development and professional standards. The board's semi-annual meetings ensure the program remains aligned with current industry needs. Board members also enrich the student experience by offering guest lectures and facilitating internship opportunities, giving CLI students a competitive edge in the job market.

First Day Access and Equity

To support equitable learning, DSU has implemented the First Day Access program, which ensures all students have immediate access to required course materials at the start of each semester. This initiative minimizes financial barriers and promotes academic success, particularly for students in resource-intensive fields like cyber leadership.

Support Staff

Ms. Susan Langner, an administrative assistant at Dakota State University, plays a pivotal role in ensuring the success of the Cyber Leadership and Intelligence (CLI) program. She handles a wide array of administrative tasks, including scheduling meetings, managing program documentation, and coordinating events such as guest lectures and student field trips. Her meticulous attention to detail ensures that both faculty and students have the resources they need for smooth day-to-day operations. She helps students navigate the program's requirements by assisting with curricular materials like check sheets and other essential resources. By providing this comprehensive support, Ms. Langner enables the CLI program to maintain its high standards of academic and professional excellence.

The DSU Writing Center

The DSU Writing Center and Writing Center Online offer comprehensive support to students across disciplines, assisting with a range of reading and writing tasks. Whether students need help understanding course materials or polishing nearly complete essays, Learning Assistants provide guidance at every stage of the process. Beyond individual consultations, the Writing Center delivers tailored support and group workshops on topics such as reading strategies, study skills, academic formatting, research techniques, and more.

Students can connect with Learning Assistants through various formats, including in-person meetings, virtual sessions via Zoom, or asynchronous feedback on written work submitted through a D2L Dropbox. This flexibility ensures that students can access assistance in a way that best fits their schedules and learning preferences.

Conclusion: A Comprehensive Framework for Excellence

The Cyber Leadership and Intelligence program at Dakota State University exemplifies a holistic approach to academic and financial support. By investing in professional development, research initiatives, and student success programs, DSU has created a thriving academic environment. These resources not only empower faculty and students but also position the CLI program as a leader in cyber-related education.

As the field of cyber leadership continues to evolve, DSU's commitment to fostering innovation, engagement, and excellence ensures that its graduates are well-prepared to address the challenges of an increasingly interconnected and complex world.

Section 8: Facilities and Equipment

Classroom space

Dakota State University is committed to providing a high-quality university classroom environment that enhances learning, engagement, and comfort. Ergonomic and flexible seating, effective acoustics, climate control, and proper ventilation are the minimum requirements. DSU also emphasizes advanced audiovisual technology, including clear audio systems, microphones, high-resolution projectors, and smartboards, ensuring that students can engage with course material effectively. Reliable Wi-Fi and accessible power outlets further enhance technology integration.

Many of our CLI courses are taught in the Ruth Habeger Science Center. The Science Center, completed in August 1972 and fully renovated about 15 years ago, is a 35,000-square-foot, single-story facility with two large lecture rooms, a 200-seat auditorium, and 10 classrooms, Additionally, the Science Center is home to the DSU Server Room and houses the servers for the South Dakota K-12 Digital Dakota Network.

The university is currently renovating Beadle Hall, at a cost of nearly $5 million, which will likely also provide classroom space for CLI in the future.

Computers

Dakota State University has a long-standing tradition of using technology to enrich the academic experience, fostering dynamic and interactive classrooms. A key part of this effort is the Wireless Mobile Computing Initiative (WMCI), which was launched in 2004. This initiative provides all full-time freshmen with a state-of-the-art Dell Latitude 7440 2-in-1 laptop, tailored for DSU's academic programs. Faculty members receive the same devices, ensuring a unified platform for teaching and learning.

These laptops are equipped with pre-installed licensed software, secure wireless and wired network access, warranty coverage, replacement batteries, and on-campus Help Desk support. Faculty use the laptops to create a green, paperless classroom environment, where students can take digital notes, annotate presentations, and record synchronized audio. Students also submit assignments electronically, access online resources, and organize their notes in a cohesive digital binder. The laptops promote collaboration, leveraging the university's secure network to enable efficient study sessions and peer interaction.

D2L

Because CLI is fully available online, we rely heavily on our learning management system D2L, or Desire2Learn. D2L enhances personalized learning experiences for both educators and students. D2L enables our instructors to deliver course materials, communicate with

students, and create various learning activities and assessments. The platform ensures that students in both traditional and online classrooms have access to the same content in a consistent format.

Panopto

Panopto is a video management platform that enables our CLI professors to record, share, and manage videos. We utilize it to capture and share lectures, study sessions, and other content. Integrated with D2L, Panopto allows users to record audio, video, computer screens, and PowerPoint or Keynote presentations. Videos can be recorded directly in the browser using Panopto Capture. Users have the option to share videos with specific individuals or make them public.

Panopto also provides machine-generated closed captioning to enhance accessibility and complies with federal requirements for online video accessibility. Users can control video access and maintain privacy. Faculty can view detailed reports on student engagement, including which videos were watched and for how long.

Trojan Connect

Trojan Connect is a student relationship management program that facilitates collaboration between faculty, support staff, and administrators to ensure student success. This technology supports the entire student journey, and assists us in improving retention and graduation rates.

DegreeWorks

DegreeWorks is a degree audit and advising tool that helps students track their academic progress and stay on course for graduation. It provides a clear, interactive view of completed and remaining requirements, allowing students to plan future courses effectively. Features like the "What-If" tool help students explore different majors and minors, while the GPA calculator projects academic standing. Advisors use DegreeWorks to provide real-time guidance, ensuring students meet institutional requirements. By streamlining course planning and enhancing transparency, DegreeWorks empowers students to make informed decisions, reducing uncertainty and increasing their chances of graduating on time.

Section 9: Student Learning Assessment Plans and Results

At Dakota State University, faculty hold the responsibility for determining student learning priorities, deciding how and when to measure proficiency, and utilizing the results to improve outcomes. DSU supports this process with the Trojan Assessment Profile (TAP), an online repository where faculty are required to upload student learning assessment plans and the results from annual program health reviews.

Program Learning Outcomes (PLOs) Statements

Faculty have developed three PLOs for the CLI program:

1. develop an information security plan or other strategies to mitigate cybersecurity risks;

2. explain social, cultural, political, and economic frameworks at a national and international level; and

3. apply reading, writing, critical thinking, and analytical skills to leadership practices.

The CLI program conducted an assessment in AY2023-24 and found that most students met or exceeded expectations. Faculty members are committed to continuous improvement and plan to review and revise the assessment process and each learning outcome during AY2024-25.

Specifically, CLI faculty are revisiting and refining the PLOs to enhance the program's ability to leverage assessment data for meaningful, data-driven improvements. One key challenge has been uncertainty over which required courses should be assessed, given the program's multidisciplinary structure, which includes courses shared with other programs that are already being assessed. Additionally, the original curriculum relied on adopting existing courses from across the university to facilitate the program's launch, resulting in the inclusion of some courses with overly narrow measurable contributions. Finally, recent curriculum revisions—particularly the cohesive development of the program's intelligence focus—have rendered much of the previous assessment data obsolete.

Measures Used for Each PLO
After CLI faculty members have refined the PLOs, they will determine appropriate assessment content and timing. While PLO mastery will be assessed near the end of the bachelor's program, faculty may decide to embed PLO proficiency measures at earlier points in the program to assess student progress along the way.
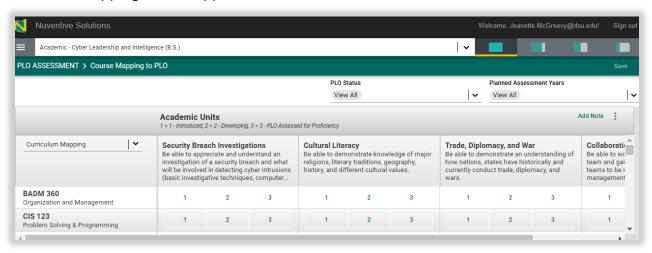
Performance Benchmark for Each PLO
After faculty have finalized appropriate PLO measures, they will determine a benchmark for each measure. For example, a benchmark might be this: 80% of students meet or exceed

proficiency. Faculty make the final decisions about the level of the benchmark and cut scores on each measure for the following: Does Not Meet Proficiency, Meets Proficiency, and Exceed Proficiency.

Curriculum Mapping

Once faculty finalize the PLOs, they will determine in what courses PLO assessments will occur. This mapping feature appears in the TAP menu as evidenced below:

PLO Student Proficiency Results Trends

Per DSU policy **Academic Program Assessment 1.21**, program faculty will report PLO proficiency results as identified in the assessment plan and engage in the following:

> 3. Participating in discussions focused on analyzing student performance trends and implications for curriculum and instruction.

Cross-Curricular Student Proficiency Results Trends

After faculty have finalized the PLOs, they will select a minimum of three cross-curricular skills to be embedded in somewhere within at least one or more PLOs.
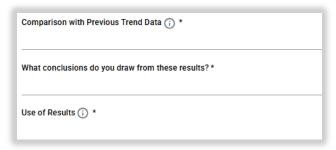

Cross-curricular skills are required and defined by SDBOR **Academic Affairs Council (AAC) Guideline 2.3.7.D Cross-Curricular Skills.**

1. Inquiry and Analysis
2. Critical and Creative Thinking
3. Information Literacy

4. Teamwork
5. Problem Solving
6. Civic Knowledge and Engagement
7. Intercultural Knowledge
8. Ethical Reasoning
9. Foundational Lifelong Learning Skills
10. Integrative Learning
11. Access and Opportunity

Changes Made to Program Informed by Assessment Data Analyses

Part of the reporting process in TAP requires faculty to reflect upon results and indicate how they will use results:

CLI faculty intend to start reporting PLO results for the Cyber Leadership and Intelligence program at the end of Spring Term 2025. The Office of Institutional Effectiveness, Assessment, and Policy and the Office of Institutional Research will provide technical assistance to help the program complete the tasks as outlined in this section.

Section 10: Alumni Placement & Satisfaction

Whether they complete the Digital Forensics or World Affairs track, CLI majors enjoy tremendous job success. Graduates of the program have gone on to work as software engineers, IT specialists, cyber warfare officers, information security consultants, and researchers at federal agencies and think tanks. Table 10.1 provides placement information for the majority of CLI graduates. Some CLI graduates choose to pursue graduate studies rather than immediately entering the workforce; their placements are not listed in Table 10.1.

Table 10.1. CLI Employment Success (2021- 2024)

Program Track	Grad Date	Employer	Location
Digital Forensics	05/2021	Rapid Cyber Defense, Inc	Rapid City, SD
World Affairs	05/2021	MITRE	Fredericksburg, VA
World Affairs	12/2021	Dakota State University	Madison, SD
Digital Forensics	12/2021	Eagle Creek Software Services	Yankton, SD
World Affairs	12/2021	Digi-Key Electronics	Minneapolis, MN
World Affairs	05/2022	FRSecure	Sioux Falls, SD
Digital Forensics	05/2022	US Air Force	NA
Digital Forensics	05/2022	Sanford Health	Sioux Falls, SD
Digital Forensics	08/2022	State of South Dakota	Sioux Falls, SD
Digital Forensics	12/2022	San Diego Unified School District	San Diego, CA
Digital Forensics	12/2022	US Air Force	NA
World Affairs	05/2023	Sandia National Labs	Albuquerque, NM
World Affairs	08/2023	Black Hills Habitat for Humanity	Rapid City, SD

World Affairs	08/2023	Special Competitive Studies Project	Washington, DC
Digital Forensics	08/2023	Olsson Engineering	Lincoln, NE
Digital Forensics	12/2023	Wurth Elektronik	Watertown, SD
Digital Forensics	12/2023	Children's Home Society	Brandon, SD
World Affairs	05/2024	Los Alamos National Lab	Santa Fe, NM
World Affairs	05/2024	Baltic Unified School District	Baltic, SD
Digital Forensics	05/2024	US Depart. of Defense	San Antonio, TX
Digital Forensics	05/2024	US Dept. of Veterans Affairs	Sioux Falls, SD

Section 11: Program Opportunities for Improvement

Over the short and long term, there are three areas where the CLI program could make improvements:

1) Curricular Content Areas in Need of Improvement
The CLI program recognizes the need to expand its content in criminal justice studies due to the vast opportunities for fraud, theft, and criminal conspiracies in the online space. While the program currently offers courses such as Cybercrime (CLI 440), Online Radicalization (CLI 470), and Social Deviance (SOC 402), it seeks to develop a more cohesive suite of criminal justice-type courses, similar to its well-structured offerings in intelligence and national security. Possible additions include a course on white-collar crime to enhance substantive knowledge in a key topic area and a course on open-source intelligence to provide practical, highly marketable investigative skills. Expanding these offerings would require a new faculty hire, ideally a professor specializing in criminology or criminal justice studies.

2) Instructional areas in need of improvement
A key challenge for a multidisciplinary program like CLI is the limited control over courses that support the major but primarily serve other programs and are often housed in separate colleges. This arrangement complicates the ability to track which instructors are teaching specific courses, making it difficult to advise students on course selection. Instructional quality can vary, particularly in CSE introductory courses, because graduate students with limited teaching experience often deliver this content. While this issue poses a concern, we recognize that no immediate or straightforward solution is available. The multidisciplinary nature of CLI requires the program to depend on the support of other colleges, and the high demands on Beacom, combined with its focus on doctoral training, often result in the use of graduate-student instructors.

3) Facilities in Need of Improvement
As CLI continues to grow and the curriculum gains greater coherence, it would be beneficial to house CLI faculty and those who regularly teach CLI courses in the same building, ideally within the same wing. This arrangement would foster a sense of community among faculty, encourage informal hallway conversations, and provide students with a centralized location to connect with professors about courses, internships, extracurricular opportunities, and more.

Appendix A – Sample Program of Study

Plan of Study

Cyber Leadership & Intelligence: Digital Forensics Catalog Year: 2024-2025

Sample Schedule: students are not limited to this plan; it is meant to serve as a guide for planning purposes in discussions with your academic advisor. This plan is one possible path to completing this degree in *four years.*

FIRST YEAR

First Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 101 Intro to Cyber Leadership		3	F
CSC 105 Introduction to Computers		3	F/S/SU
Mathematics Requirement		3	F/S/SU
Natural Science Requirement and Lab		3	F/S/SU
Written Communications Requirement	ENGL 101 required	3	F/S/SU
	Total Credit Hours	**15**	

Second Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CIS 123 Problem Solving and Programming **or** CSC 150 Computer Science I		3	F/S/SU
CSC 134 Introduction to Cyber		3	F/S/SU
CLI 110 The Intelligence Community		3	S
Natural Science Requirement and Lab		3	F/S/SU
Oral Communication Requirement	CMST 101 **or** CMST 215 **or** CMST 222	3	F/S/SU
	Total Credit Hours	**15**	

SECOND YEAR

Third Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
Arts & Humanities Requirement		3	F/S/SU
CLI 242 Cyber Social Science Methods and Analysis		3	F
POLS 350 International Relations		3	F
Social Science Requirement		3	F/S/SU
Elective		3	F/S/SU
	Total Credit Hours	**15**	

Fourth Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
Arts & Humanities Requirement		3	F/S/SU
ENGL 212 World Literature II	P = ENGL 101	3	S
Social Science Requirement		3	F/S/SU
Written Communications Requirement	ENGL 201 Required (P = ENGL 101)	3	F/S/SU
Minor or Elective		3	
	Total Credit Hours	15	

THIRD YEAR

Fifth Semester - Students should consider study abroad as an option to enhance their undergraduate experience. While it is possible to study abroad any time, this is the preferred semester. For more information regarding study abroad, speak to your advisor and the International Office.

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 310, 370, 430, 492, or HIST 358		3	F/S
CSC 247 Introduction to Artificial Intelligence	P = CSC 150 and MATH 201	3	F/S/SU
CSC 285 Networking I		3	F/S/SU
CSC 328 Operating Environments		3	F/S/SU
SOC 370 People and Their Cultures		3	F (Odd)
	Total Credit Hours	15	

Sixth Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 310, 370, 430, 492, or HIST 358		3	F/S
CSC 385 Networking II	P = CSC 285	3	S
CSC 388 Computer Forensics Fundamentals	P = CIS 350 or CSC 163	3	F/S/SU
HIST 468 The US and World Affairs: 1900-Present		3	S (Even)
Minor or Elective		3	
	Total Credit Hours	15	

FOURTH YEAR

Seventh Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 320 Religion, Beliefs, and Technology		3	F
CSC 321 Information Security Management	Completed 30 credit hours	3	F/S/SU
CSC 418 Advanced Computer Forensics	P = CSC 388	3	F
Minor or Elective		6	
	Total Credit Hours	15	

Eighth Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 420 Cyber Leadership		3	S (Odd)
CLI 310, 370, 430, 492, or HIST 358		3	F/S
CLI 494 Internship **or** CLI 498 Undergraduate Research/Project		3	F/S/SU
CSC 419 Advanced Windows Forensics	P = CSC 388	3	S
Minor or Elective		3	
	Total Credit Hours	**15**	

P = Course Prerequisite

Semester: F = Fall; S = Spring; SU = Summer

Information and course schedules may change. This is not a contract.

*Internship may work best in a summer session, either before or after Senior year.

Students with the intent to apply for law school are strongly advised to take ACCT 210 as one of their electives.

Plan of Study

Cyber Leadership & Intelligence: World Affairs and Human Behavior

Catalog Year: 2024-2025

Sample Schedule: students are not limited to this plan; it is meant to serve as a guide for planning purposes in discussions with your academic advisor. This plan is one possible path to completing this degree in *four years.*

FIRST YEAR

First Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 101 Intro to Cyber Leadership		3	F
CSC 105 Introduction to Computers		3	F/S/SU
Mathematics Requirement		3	F/S/SU
Natural Science Requirement and Lab		3	F/S/SU
Written Communications Requirement	ENGL 101 required	3	F/S/SU
	Total Credit Hours	**15**	

Second Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CIS 123 Problem Solving and Programming **or** CSC 150 Computer Science I		3	F/S/SU
CSC 134 Introduction to Cyber		3	F/S/SU
CLI 110 The Intelligence Community		3	S
Natural Science Requirement and Lab		3	F/S/SU
Oral Communication Requirement	CMST 101 **or** CMST 215 **or** CMST 222	3	F/S/SU
	Total Credit Hours	**15**	

SECOND YEAR

Third Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
Arts & Humanities Requirement		3	F/S/SU
CLI 242 Cyber Social Science Methods & Analysis		3	F
Written Communications Requirement	ENGL 201 required (P=ENGL 101)	3	F/S/SU
Social Science Requirement		3	F/S/SU
Minor or Elective		3	
	Total Credit Hours	**15**	

Fourth Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
Arts & Humanities Requirement		3	F/S/SU
ENGL 212 World Literature II	P = ENGL 101	3	S
Social Science Requirement		3	F/S/SU
Minor or Elective		6	
	Total Credit Hours	**15**	

THIRD YEAR

Fifth Semester - – Students should consider study abroad as an option to enhance their undergraduate experience. While it is possible to study abroad any time, this is the preferred semester. For more information regarding study abroad, speak to your advisor and the International Office.

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 310, 370, 430, 492, or HIST 358		3	F/S
CLI 320 Religion, Beliefs and Technology		3	F
CSC 247 Introduction to Artificial Intelligence	P=CSC 150 and MATH 201	3	F/S/SU
CSC 321 Information Security Management	Completed 30 credit hours	3	F/S/SU
Minor or Elective		3	
	Total Credit Hours	**15**	

Sixth Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 310, 370, 430, 492, or HIST 358		3	F/S
HIST 468 The US and World Affairs: 1900-Present		3	S (Even)
POLS 440 Comparative Government		3	S
SOC 370 People and Their Cultures		3	S (Even)
Minor or Elective		3	
	Total Credit Hours	**15**	

FOURTH YEAR

Seventh Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 410 National Security Law		3	F
CLI 440 Cybercrimes		3	F
CLI 470 Online Radicalization		3	F (Even)
POLS 350 International Relations		3	F

Course	Prerequisites / Comments	Credits	Semester(s) Offered
Minor or Elective		3	
	Total Credit Hours	**15**	

Eighth Semester

Course	Prerequisites / Comments	Credits	Semester(s) Offered
CLI 310, 370, 430, 492, or HIST 358		3	F/S
CLI 420 Cyber Leadership		3	S (Odd)
CLI 494 Internship or CLI 498 Undergraduate Research/Project		3	F/S/SU
SOC 402 Social Deviance		3	S (Odd)
CMST 470 Intercultural Communication **or** MCOM 353 Digital Media Communications		3	S (Even) S
	Total Credit Hours	**15**	

P = Course Prerequisite

Semester: F = Fall; S = Spring; SU = Summer

Information and course schedules may change. This is not a contract.

*Internship may work best in a summer session, either before or after Senior year.

Students with the intent to apply for law school are strongly advised to take ACCT 210 as one of their electives.

Appendix B - Bachelor Degree Annual Health Checks; CLI 2022-23, 2023-24

Bachelor Annual Health Checks 2022-23 & 2023-24

Cyber Leadership and Intelligence (B.S.)

CLI Program

2022 - 2023 Bachelor Annual Program Health Analytics/Evaluation

Annual Health Check Completed By
Bill Bendix

STUDENT DEMAND
FALL TERM
Fall Term Applicant
26

Fall Term Admitted
19

Fall Term Enrolled
12

SPRING TERM
Spring Term Applicant
15

Spring Term Admitted
11

Spring Term Enrolled
8

FALL/SPRING YIELD RATE
Yield Rate
67

STUDENT HEADCOUNT ENROLLMENT (UNDUPLICATED)
Total Enrollment
69

3-Year Enrollment Average
64

STUDENT SUCCESS
RETENTION RATES
All Students
Cohort
58

Retention Rate (%)
83

Online Students
Cohort
25

Retention Rate (%)
72

First-Time, Full-Time Freshmen Students
Cohort
9

Retention Rate (%)
78

Transfer Students
Cohort
12

Retention Rate (%)
83

Sophomore Students
Cohort
5

Retention Rate (%)
100

Junior Students
Cohort
21

Retention Rate (%)
91

Graduate Students from Year 1 to Year 2
GRADUATION RATES
First-Time, Full-Time Freshmen: 4-Year
Transfer Students: 4-Year
First-Time, Full-Time Freshmen: 6-Year
Transfer Students: 6-Year
DEGREES AWARDED
Graduates Academic Year
6

Total Graduates – Past 5 Years
18

COURSE EFFICIENCY
In the past academic year, did the program meet its undergraduate or graduate minimum section size thresholds outlined in the BOR Academic Affairs (AAC) Guideline 5.7.C?
N/A (Metrics not avaiable from Board Office)

INSTRUCTIONAL STAFF
Number of faculty in program (FT/PT Total)
5

Full-time faculty (exclusive to program)
1

Full-time (exclusive to program and general education)
2

Part-time/Adjunct (exclusive to program)
2

Number of faculty in underload (fall, spring)
2

Number of faculty in overload (fall, spring)
1

FINANCIAL EFFICACY
PROGRAM LEARNING OUTCOMES (PLOs)
Did students meet all of the "benchmarks" faculty set for each Program Learning Outcome (PLO) in the last academic year?
PLO Proficiency Not Assessed

If "no" or "not assessed," what is the plan to improve student learning results/program assessment in the coming year?

The CLI Program held discussions with the CLI Advisory Board to formulate new Program Learning Outcomes. (Minutes from the advisory board meeting are included below.) Drawing on the suggestions from the CLI Advisory Board, faculty members in the CLI Program drafted new PLOs. Currently, we are using these new PLOs to assess student performance.

Summary Last Academic Year

Indicate the areas of program health.

Over the last five years, the CLI Program has quickly established itself as a popular major at DSU, attracting a healthy new cohort of students each year. CLI 101, which is taken by all new majors, had 28 students enrolled in Fall 2023.

Indicate the areas of concern regarding program health.

The CLI Program has no obvious areas of concern, but it does face one special challenge. The online version of the program serves many nontraditional students, who are working full time, often in the military. Because of career demands, many of these students are unable to complete the program requirements within four years. As a result, the CLI Program experiences unavoidable fluctuations in graduation rates from year to year.

What actions will the program take to address areas of concern?

No program-wide actions are necessary at this time.

Is this program at-risk for BOR program productivity review?

No

Supporting Documents

230413-CLI_Advisory_Board Minutes_.docx

<div align="center">2023 - 2024</div>

2023 - 2024 Bachelor Annual Program Health Analytics/Evaluation

Annual Health Check Completed By

William Bendix

Program Reviewed on (Date)

11/15/2024

Was this a new program last year

No

STUDENT DEMAND
FALL TERM
Fall Term Applicant

44

Fall Term Admitted

35

Fall Term Enrolled

16

SPRING TERM
Spring Term Applicant

27

Spring Term Admitted

12

Spring Term Enrolled

6

FALL/SPRING YIELD RATE
Yield Rate
47

STUDENT HEADCOUNT ENROLLMENT (UNDUPLICATED)
Total Enrollment
76

3-Year Enrollment Average
71

STUDENT SUCCESS
RETENTION RATES
All Students
Cohort
56

Retention Rate (%)
75

Online Students
Cohort
26

Retention Rate (%)
58

First-Time, Full-Time Freshmen Students
Cohort
9

Retention Rate (%)
100

Transfer Students
Cohort
5

Retention Rate (%)
60

Sophomore Students
Cohort
8

Retention Rate (%)
75

Junior Students
Cohort
9

Retention Rate (%)
78

GRADUATION RATES
First-Time, Full-Time Freshmen: 4-Year
Cohort N
0

Graduation Rate (%)
0

Transfer Students: 4-Year
Cohort N
0

Graduation Rate (%)
0

First-Time, Full-Time Freshmen: 6-Year
Cohort N
0

Graduation Rate (%)
0

Transfer Students: 6-Year
Cohort N
0

Graduation Rate (%)
0

DEGREES AWARDED
Graduates Academic Year
11

Total Graduates – Past 5 Years
29

COURSE EFFICIENCY
In the past academic year, did the program meet its undergraduate or graduate minimum section size thresholds?
Yes

INSTRUCTIONAL STAFF
Number of faculty in program (FT/PT Total)
9

Full-time faculty (exclusive to program)
2

Full-time (exclusive to program and general education)
2

Part-time/Adjunct (exclusive to program)
1

Number of faculty in underload (fall, spring)
1

Number of faculty in overload (fall, spring)
6

FINANCIAL EFFICACY
PROGRAM LEARNING OUTCOMES (PLOs)
Did students meet all of the "benchmarks" faculty set for each Program Learning Outcome (PLO) in the last academic year?
Yes

Summary Last Academic Year
Describe major program strengths. (PLO proficiency, financial efficiency, course efficiency, staffing, enrollment, graduation rates, retention rates, relevancy, sub-group performance, etc.)
Enrollment and graduate rates are strong.

Describe opportunities for improvement: PLO proficiency, financial efficiency, course efficiency, staffing, enrollment, graduation rates, retention rates, relevancy, sub-group performance, etc.
The CLI program will likely need an additional faculty member, especially if the Data Privacy MS is launched. A new faculty hire could be used to expand course offerings and draw even greater interest from prospective students.

What actions will the program take to address improvements needed?
The program will need to identify curriculum needs and hire accordingly.

Is this program at-risk for BOR program productivity review? BOR AAC Guideline 2.3.4.A(5)
No

Supporting Documents
2024 CLI PLO.docx

Appendix C - CLI Faculty CVs

WILLIAM BENDIX

Dakota State University
820 Washington Ave N
Madison, SD 57042
605-679-7674
William.Bendix@dsu.edu

Updated: Feb. 2025

ACADEMIC APPOINTMENTS

Dakota State University

Associate Professor of International Relations & Intelligence, 2024-present

Assistant Professor of International Relations & Intelligence, 2021-2024

Undergraduate Coordinator for the Cyber Leadership & Intelligence Program, 2023-present

Keene State College

Associate Professor of Political Science, 2017-2021

Assistant Professor of Political Science, 2012-2017

EDUCATION

University of British Columbia, Vancouver, BC, Canada
Ph.D., Political Science, 2012
Fields: US Politics (Congress, Public Policy), International Relations (Theory, Security Studies)

University of Waterloo, Waterloo, ON, Canada
Joint MA, English and Political Science, 2005

BA (Dean's Honors), English and Political Science, 2004

TEACHING & RESEARCH INTERESTS

International Relations: Cyber Politics, Security Studies, US Foreign Policy

American Politics: Congress, Presidency, Public Policy, National Security Law, Data Privacy

PEER-REVIEWED JOURNAL ARTICLES

William Bendix and Gyung-Ho Jeong. 2023. "Hawks versus Doves: Who Leads American Foreign Policy in the US Congress?" *Foreign Policy Analysis* 19(4): orad025.

William Bendix and Jon MacKay. 2022. "Fox in the Henhouse: The Delegation of Regulatory and Privacy Enforcement to Big Tech." *International Journal of Law and Information Technology* 30(2): 115-34.

William Bendix and Gyung-Ho Jeong. 2022. "Beyond Party: Ideological Convictions and Foreign Policy Conflicts in the US Congress." *International Politics* 59(5): 827-50.
- A revised version appears in Gordon Friedrichs and Jordan Tama, eds. 2024. *Polarization and US Foreign Policy: When Politics Crosses the Water's Edge*. New York: Palgrave MacMillan, 95-124.

William Bendix and Gyung-Ho Jeong. 2020. "Gender and Foreign Policy: Are Female Members of Congress More Dovish Than Their Male Colleagues?" *Political Research Quarterly* 73(1): 126-40.

William Bendix and Jon MacKay. 2017. "Partisan Infighting Among House Republicans: Leaders, Factions, and Networks of Interests." *Legislative Studies Quarterly* 42(4): 549-77.

William Bendix. 2016. "Bypassing Congressional Committees: Parties, Panel Rosters, and Deliberative Processes." *Legislative Studies Quarterly* 41(3): 687-714.

William Bendix and Paul J. Quirk. 2016. "Deliberating Surveillance Policy: Congress, the FBI, and the Abuse of National Security Letters." *Journal of Policy History* 28(3): 447-69.

William Bendix. 2016. "Neglect, Inattention, and Legislative Deficiencies: The Consequences of One-Party Deliberations in the U.S. House." *Congress & the Presidency* 43(1): 82-102.

BOOK CHAPTERS

William Bendix and Gyung-Ho Jeong. 2021. "The Polarization of Defense and Foreign Policy Committees." In *Congress and U.S. Foreign Policy: Activism, Assertiveness, and Acquiescence in a Polarized Era*, eds. Ralph G. Carter and James M. Scott. Lanham, MD: Rowman-Littlefield.

Paul J. Quirk, William Bendix, and André Bächtiger. 2018. "Institutional Deliberation." In *The Oxford Handbook of Deliberative Democracy*, eds. André Bächtiger, John Dryzek, Jane Mansbridge, and Mark Warren. New York: Oxford University Press.

Paul J. Quirk and William Bendix. 2011. "Deliberation in Congress." In *The Oxford Handbook of the American Congress*, eds. Eric Schickler and Frances E. Lee. New York: Oxford University Press.

POLICY PAPERS

William Bendix and Paul J. Quirk. 2015. "Secrecy and Negligence: How Congress Lost Control of Domestic Surveillance." Brookings Institution, *Issues in Governance Studies* 68 (March): 1-20.

William Bendix and Paul J. Quirk. 2013. "Institutional Failure in Surveillance Policymaking: Deliberating the Patriot Act." Brookings Institution, *Issues in Governance Studies* 60 (July): 1-15.

OTHER PUBLICATIONS

William Bendix and Gyung-Ho Jeong. 2019. "New evidence suggests that for legislators, dovishness or hawkishness has little to do with gender." The LSE US Centre's daily blog on American Politics and Policy (December 10).

Jon MacKay and William Bendix. 2017. "Republican infighting key for candidate Trump. Now it's a roadblock." *The Globe and Mail* (March 26).

William Bendix and Paul J. Quirk. 2016. "Here's how we'll know if Trump engages in secret surveillance." *Monkey Cage/Washington Post* (December 15).

William Bendix and Paul J. Quirk. 2016. "Some lawmakers want to let the FBI monitor your Internet and email activity — without oversight." *Monkey Cage/Washington Post* (July 14).

William Bendix and Paul J. Quirk. 2013. "Spies Gone Wild?" *OpenCanada* (November 13).

BOOK REVIEWS

William Bendix. 2021. Review of Jeremy Gelman, *Losing to Win* (University of Michigan Press), in *Congress & the Presidency* 48(2): 276-77.

SPECIAL JOURNAL ISSUE

William Bendix and Paul J. Quirk, guest editors. 2016. "Governing the Security State." Special issue of the *Journal of Policy History* 28(3). [Editors' introduction, pp. 399-405.]

GRANTS AND FELLOWSHIPS

START program grant, 2024-25
Funding: $3,500 US

Academic Technology Institute Fellowship, University System of New Hampshire, 2016-2017
Funding: $4,000 US
Role: Co-applicant (with Angela Barlow)

Smith Richardson Foundation Grant, 2014-24
Funding: $45,000 US
Roles: Co-applicant and co-investigator (with Paul Quirk)

Paetzold Graduate Fellowship, University of British Columbia, 2007-8
Funding: $36,000 Cdn

WORKS IN PROGRESS

William Bendix and Paul J. Quirk. *Deliberating Mass Surveillance: Can Congress Enhance Security, Control Abuses, and Protect Democracy?* [Revise and resubmit, Oxford University Press]

William Bendix. "The Paradox of Power in Cyber Conflict: Why Authoritarian States Have the Advantage." [Under review.]

William Bendix and Jon MacKay. "The Limits of Weaponized Interdependence: The Case of Huawei and the Five Eyes." [Draft complete.]

William Bendix, "If Studies of Intelligence Failures Are Really 'Postmortems,' They Should Use Postmortem Causal Concepts." [Under review.]

INVITED TALKS

"The Logic and Paradox of Cyber Conflict among States." University of West Florida, Pensacola, FL, February 21, 2023.

"Twenty Years of the Patriot Act: Public Misapprehensions and Government Misapplications." First Amendment Museum, Augusta, ME, September 9, 2021.

SELECTED CONFERENCE PRESENTATIONS

William Bendix and Gyung-Ho Jeong. 2024. "Hawks versus Doves: Who Dominates Which Foreign Policy Issues in Congress?" Paper presented at the Annual Meeting of the American Political Science Association, Philadelphia, PA, September 5-8.

William Bendix and Jon MacKay. 2023. "The Limits of Weaponized Interdependence: The Case of Huawei and the Five Eyes." Paper presented at the Annual Meeting of the American Political Science Association, Los Angeles, CA, August 31-September 3.

William Bendix. 2022. "The Logic and Paradox of Cyber Conflict among States." Paper presented at the Annual Meeting of the American Political Science Association, Montreal, QC, September 15-18.

William Bendix and Gyung-Ho Jeong. 2022. "American Hegemony versus Partisan Instability: The Legislative Influence of Hawks and Doves in the US Congress." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 7-10.

William Bendix and Jon MacKay. 2022. "Fox in the Henhouse: The Delegation of Regulatory and Privacy Enforcement in Big Tech." *Proceedings of the 55th Hawaii International Conference on System Sciences*. DOI: 10.24251/HICSS.2022.320, http://hdl.handle.net/10125/79653 [peer-reviewed conference publication].

William Bendix and Jon MacKay. 2020. "Fox in the Henhouse: The Delegation of Regulatory and Privacy Enforcement to Big Tech." Paper presented at the annual Joel R. Reidenberg Northeast Privacy Scholars Workshop, Northeastern University School of Law, Boston, MA, November 13.

William Bendix and Gyung-Ho Jeong. 2020. "Beyond Party: Ideological Convictions and Foreign Policy Conflicts in the US Congress." Paper presented at the Workshop on Domestic Polarization and U.S. Foreign Policy: Ideas, Institutions, and Policy Implications, Heidelberg University, Germany, November 12-13.

William Bendix and Gyung-Ho Jeong. 2019. "Gender and Foreign Policy: Are Female Members of Congress More Dovish Than Their Male Colleagues?" Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 4-7.

Paul J. Quirk, William Bendix, and Byron Haworth. 2018. "Balancing Act: Public Opinion and Antiterrorism Surveillance Policy." Paper presented at the Annual Meeting of the American Political Science Association, Boston, MA, August 30-September 2.

TEACHING EXPERIENCE

Dakota State University

- CLI 101: Cyber Leadership and Intelligence, 2021-24
- POLS 350: International Relations, 2021-24
- CLI 410: National Security Law, 2022-24
- CLI 420: Cyber Leadership and Intelligence, 2022-24
- CLI 430: Intelligence Failures, 2024
- POLS 440: Comparative Government, 2022-24

Keene State College

- ISPOSC 199: Presidential Politics, 2019
- ISPOSC 210: US Politics, 2012-21
- POSC 218: Lawmaking and Politics, 2020
- ISPOSC 220: International Relations, 2013-15
- POSC 250: Writing and Research, 2021
- ISPOSC 317: US Presidency, 2013-21
- POSC 318: US Congress, 2013-16
- POSC 319: National Security Law, 2020
- POSC 335: Qualitative Research Methods, 2015, 2017

University of British Columbia:

- POLI 320A: Politics and Government of the United States, 2009-11

PhD SUPERVISION

Completed:
Glenn Pape (chair)
Chad Johnson (committee member)

In progress:
Patrick Gallo (chair)
Joe Christian (chair)

ACADEMIC SERVICE

American Political Science Association
- Foreign Policy Section, Committee member for Best Paper in Foreign Policy, 2025
- Foreign Policy Division: Program Co-Chair, 2024
- Foreign Policy Section: Committee member for Best Book in Foreign Policy, 2023-present

Reviewer: *American Journal of Political Science*, *American Political Science Review*, *American Politics Research*, *Congress & the Presidency*, *Democracy & Security*, *Foreign Policy Analysis*, *International Journal of Law and Information Technology*, *International Relations*, *International Studies Perspectives*, *Journal of Deliberative Democracy*, *Journal of Politics*, *Legislative Studies Quarterly*, *New England Journal of Political Science*, *Party Politics*, *Policy & Internet*, *Political Research Quarterly*, *Politics & Gender, Presidential Studies Quarterly*, University of Michigan Press

- Outstanding reviewer for *Political Research Quarterly* (2018)

Chair/Discussant: APSA (2017, 2023, 2024); MPSA (2009, 2013-15, 2017-19, 2021-22); NEPSA (2015); WPSA (2009)

External Examiner: Marlboro College, VT, undergraduate thesis (2017, 2019)

DEPARTMENT & COLLEGE SERVICE

Dakota State University

Search Committee Member for Dean of Arts and Sciences, 2023-24

Member on the Task Force to Review Shared Computer Courses, 2023-24

Internship Coordinator for the Cyber Leadership and Intelligence Program, 2022-present

University Code of Conduct Committee, 2022-24

Search Committee Member for Cyber Leadership and Intelligence Program, 2021-22

Library Committee, 2021-2023

Keene State College

At-Large Member of the Keene State Senate, 2021

Member of the Science and Social Science Curriculum Committee, 2013-21

Advisor to Keene State College Democrats, 2015-21

Co-developer of the Social Research Methods minor, 2015

College-Wide Learning Outcomes Committee on Civic Engagement, 2015-16

Search Committee Member for Associate Provost, 2015

Search Committee Chair for Assistant Professor in Political Science, 2014-15

David Gillian

1101 S 4th Ave, Sioux Falls, SD, USA ▪ +1 (703) 350 7647 ▪ dgillian@hotmail.com

Professional Summary

Nearly a decade of consulting and strategic advisory work combined with over 30 years service as an officer in the Australian Army underpins an internationally experienced, board-qualified Senior Executive with extensive global networks, ideally placed to connect individuals and organizations and build productive networks. Identifying and implementing unique solutions is a core strength, developed through an extensive background in building and forging new teams and partnerships, solving business and operational problems in complex international and domestic settings, and creating innovative, sustainable change in organizations. Brings deep expertise from both the military and private sector in leadership, organizational performance, business, risk, intelligence, national security, space and emerging technologies, international relations, policy, strategy, operations, strategic communications, education and training.

Skills

-
Strategic advice and planning to
    C-suites and boards
- National security and intelligence policy and operations
- Business development and sales, entering and building new markets
-

- Corporate boards
- Designing, developing and implementing new organizations
- Dealing with complexity, ambiguity and uncertainty
- Executive leader development

Experience

Capability development

Partner, 04/2013 to 01/2022
McChrystal Group LLC – Alexandria, Virginia, USA

McChrystal Group LLC is an advisory services firm that improves organizational performance to make companies faster at achieving their goals, outpace their competition and adapt to a constantly changing environment.

- Senior Partner involved in the creation of 5x growth from start-up to established consulting firm with international business and brand recognition across 40+ countries.
- Led 3.5 year, $15m client engagement that underpinned the establishment and growth of McChrystal Group.
- Establishing long-term, trusted relationships with Board and C-Suite executives across multiple industries, companies and nationalities.
- Generated multi-million dollars in revenue through the sale and delivery of US and international consulting services across industries including technology, mining, construction and engineering, healthcare, banking and finance, travel services, consulting services, government and defense.
- Course delivery and support to curriculum development for McChrystal Academy, McChrystal Group's executive leader development entity.
- Key contributions to core intellectual property involving unique deliverables in organizational network mapping and performance analysis, organizational adaptability, risk management and leadership development.

Managing Partner, European Office, 07/2018 to 01/2022
McChrystal Group Ltd – London, UK

- Oversight, management, budgeting and maturation of a newly established London
- office. Expanded business and brand into new international markets including UK, EU, Middle East and Australia.
- Delivery of major client engagements in the energy, banking, healthcare, consulting, travel services, defence and government sectors.
- Established a deep, trusted business network within the UK and EU.

Chief Growth Officer, 01/2016 to 05/2017
McChrystal Group LLC – Alexandria, Virginia, USA

- Development and closure of multi-million dollar business sales during a core expansion period for McChrystal Group.
- Opened new markets with initial sales to UK, Canada and Australia.
- Created new internal sales processes to enable sustainable business expansion.

Personal Liaison Officer for the Chief of Defence Force , 01/2011 to 09/2012

Australian Army – Washington, DC, USA

- Senior Australian Defence Force officer in the Pentagon and personal liaison to the Chairman of the US Joint Chiefs of Staff.
- Provided strategic advice to the Australian Chief of Defence Force, Strategic Command Group and Service Chiefs on US strategic policy, plans and capability development. ● Developed deep and productive relationships across strategic planning, operations, intelligence, space, politico-military affairs, and capability development portfolios.

Deputy Chief of Intelligence, 09/2009 to 10/2010

Headquarters International Security Assistance Force – Kabul, Afghanistan

- Responsible for intelligence support to Generals McChrystal and Petraeus for the conduct of counter-insurgency operations in Afghanistan and for the integration of the 46-nation, 165,000 person coalition force.
- Coordination and operational oversight of an intelligence architecture of 6,500 people involving ground, space and air operations while concurrently building and maintaining links to coalition national and military intelligence organizations.

Director General of Intelligence, 01/2007 to 09/2009

Headquarters, Joint Operations Command – Canberra, ACT, Australia

- Responsible for intelligence support to Australia's global military operations and specialist advice to the senior leadership of the Dept of Defence and the Australian Defence Force. ● Initiated and led the review and redesign of Australia's intelligence support to global operations to increase the integration of Australia-based and forward-deployed capabilities and enhance operational effectiveness.
- Created enduring relationships and open communications with the senior intelligence leadership of Australia's allies to ensure alignment with allied strategies and outcomes.

Military Intelligence Officer (Brigadier (Retd)), 12/1984 to 04/2013

Australian Army – Australia and Overseas

- Served for over 25 years in the Australian Intelligence Corps, developing broad and deep experience at the tactical, operational and strategic levels in peacetime, peacekeeping and combat operations.

- In 2004, hand-picked as the sole military representative to the Australian Government directed Inquiry into Australian Intelligence Agencies. This inquiry shaped organizational, resource and capability changes within the Australian Intelligence Community over the following decade.
- Deep international experience throughout this period, including extensive service in the Asia-Pacific, Europe and the Middle East including UAE, Saudi Arabia, Qatar, Kuwait and Iraq.
- Trained and experienced in all facets of strategic, operational and tactical planning and operations.
- Accomplished in education and training delivery including as Instructor for Strategic Studies at the Royal Military College of Australia.
- Selected multiple times to establish and lead new Army and Defence organizations.

Education

Graduate Certificate: Company Directorship,
Australian Institute of Company Directors - Melbourne, Vic, Australia
Completed both the Australian and International Company Directors courses.

Master of Arts: Strategic Studies,
Deakin University - Canberra, ACT, Australia
Course work and dissertation-based degree focused on defence and foreign policy in areas of
Australian primary strategic interest. Consisted of an 'Assessment'-related dissertation entitled
'Russia as an Asia-Pacific Power: Implications for Australian Defence and Foreign Policy' and a 'Policy'-related dissertation on 'Australian Nuclear and Non-Proliferation Policy'.

Graduate: Defence and Strategic Studies Course,
Australian Defence College - Canberra , ACT, Australia
Tertiary education in strategic-level national security and defence policy, planning, operations, international relations, capability development and logistics.

Master of Arts: International Relations,
Deakin University - Geelong, Vic, Australia

Course work focused on international relations theory and dissertation-based submission on 'The Revolution in Military Affairs: Implication for Australian Foreign and Defence Policy'.

Graduate Certificate: Management Studies,
Australian Army Command and Staff College - Queenscliff, Vic, Australia

Bachelor of Arts (Honours): History,
University of New South Wales - Canberra, ACT, Australia

General Service Officer Commission: Dec 1984
Royal Military College of Australia - Duntroon, ACT, Australia

Honours And Awards

Member of the Order of Australia
Commendation for Distinguished Service
US Meritorious Service Medal

KURT EDWARD KEMPER

1314 S. Phillips Avenue
Sioux Falls, SD 57105
(605) 338-1986
kurt.kemper@dsu.edu

EDUCATION

Louisiana State University and A&M College, Department of History, Baton Rouge, LA 70803
      Ph.D. 2000 - American History
           Dissertation: "Reformers in the Marketplace of Ideas: Student Activism and Democracy in Cold War Los Angeles"
George Mason University, Department of History, Fairfax, VA 22030
      M.A. 1995 - American History
        Thesis: "'Confederate Insufficiency,' Jefferson Davis and the Arming of Slaves"
University of South Dakota, Vermillion, SD 57069
      B.S. 1991 – History, English
        University Scholar
        Honors Thesis: "The Day the Sun Set Crimson: The Battle of Antietam, September 1862"

POSITIONS

DAKOTA STATE UNIVERSITY Madison, SD
      Associate Professor –2008 to 2012
      Professor – 2012 to present
      Director, General Beadle Honors Program – 2013 to present
UNIVERSITY OF SOUTH DAKOTA Vermillion and Sioux Falls, SD
      Assistant Professor –2003 to 2008
RIVER PARISHES COMMUNITY COLLEGE Sorrento, LA
      Assistant Professor - 2000 to 2002
LOUISIANA STATE UNIVERSITY Baton Rouge, LA
      Instructor - 1999 to 2001
      Teaching Assistant – 1996 to 2000

BOOKS

American Sports History, 1607-Present, (Sioux Falls, SD: Scholastic Texts, 2021).

Before March Madness: The Wars for the Soul of College Basketball, (Champaign, IL: University of Illinois Press, 2020).

College Football and American Culture in the Cold War Era, (Champaign, IL: University of Illinois Press, 2009).

ARTICLES

"Bear Bryant, Sam Cunningham and Popular Memory of the Civil Rights Movement," *International Journal of the History of Sport*, forthcoming.

"'No Colored Athletes Allowed': The HBC Challenge to the NCAA," in Michael Lomax, ed., *Sports and the Racial Divide Revisited*, (Lawrence, KS: University of Kansas Press, 2023)

"'No Substitute for Football': Cold War Culture and College Football," in Marc Boulton and Tobias Gibson eds., *Red Reckoning: A New History of the Cold War and the Transformation of*

American Life, (Baton Rouge, LA: Louisiana State University Press, 2023).

"Reconciling the Consequences of Modernity: College Football as Cultural History," in Steven A. Riess, ed., *The Blackwell Companion to the History of American Sports*, Wiley-Blackwell, (New York: 2013).

"Dark Spirits: The Emergence of Cultural Nationalism on the Sidelines and on Campus," in Michael Lomax, ed., *Sports and the Racial Divide: African American and Latino Experience in an Era of Change*, (Jackson, MS: University Press of Mississippi, 2008).

"The Smell of Roses and the Color of the Players: College Football and the Expansion of the Civil Rights Movement in the West," *Journal of Sport History*, 31 (2004) no. 3.

SCHOLARLY PRESENTATIONS

Visiting Lecturer, "Sports, Values, and Anxiety in American Culture," Stephen F. Austin University, October 2018

Presenter, "Movin' on Up: College Sports and Athletic Realignment in the 1950s," 2012 South Dakota State Historical Society History Conference, Pierre, SD

Presenter, "Harry Potter, History, and the Worst Subject at Hogwarts," American Library Association traveling exhibit, "Harry Potter's World: Renaissance Science, Magic, and Medicine," 2010 Madison, SD

Presenter, "Race and the Limits of Reform: The Birth of Modern College Basketball," 2009 Northern Great Plains History Conference, St. Cloud, MN

Commentator, "Memories and Misconceptions in Native American History," 2006 Northern Great Plains History Conference, Sioux Falls, SD

Presenter, "Black Power, Black Beauty: Cheerleading and Racial Pride on Campus," 2003 North American Society for Sport Historians Annual Meeting, Columbus, OH

Presenter, "The Smell of Roses and the Color of the Players: Race, Activism and Football in Los Angeles, 1961," 1997 Western History Association Annual Meeting, St. Paul, MN

PROFESSIONAL and COMMUNITY PRESENTATIONS

Panelist, "The Commercialization of Sports in America," Vail Symposium, Aug. 2024**,** Vail, CO.

Presenter, "Live Aid 1985 and American Culture," Lake County Historical Museum, April 2022, Madison SD.

Presenter, "The Segregated Origins of March Madness," Madison Public Library, March 2022, Madison, SD.

Presenter, "Baseball in American History," Osher Lifelong Learning Institute, Sioux Falls, SD 2008, 2012, 2019

Presenter, "American Football in American Culture," Osher Lifelong Learning Institute, Sioux Falls, SD 2013, 2018

Presenter, "Using Pop Culture in the Freshmen Honors Seminar," 2018 Upper Midwest Honors Council Annual Meeting, April 2018, Lamoni, IA.

Presenter, "Dust, Drought, and Dreams Gone by: The Dust Bowl and the Great Depression in American Memory," Madison Public Library in conjunction with the American Library Association and the National Endowment for the Humanities, November 2015, Madison, SD

Presenter, "Created Equal: America's Civil Rights Struggle," Siouxland Public Libraries in conjunction with the Gilder Lehman Institute and the National Endowment for the Humanities, February 2014, Sioux Falls, SD

Programming Coordinator, "The Lynching of Emmett Till Exhibit," Karl Mundt Library, September-October 2012, Dakota State University, Madison, SD

Workshop Facilitator, "Historical Research Opportunities on the World Wide Web," 1996 Southern History Association Annual Meeting, Little Rock, AR, with Andrew McMichael.

REVIEWS

Jonathan Black, *Making the American Body: The Remarkable Saga of the Men and Women Whose Feats, Feuds, and Passions Shaped the Fitness Industry*, and Shelly McKenzie, *Getting Physical: The Rise of Fitness Culture in America* in *The American Journal of Play*, Fall 2014

Ronald A. Smith, *Pay for Play: A History of Big-Time College Athletic Reform*, in *Florida Historical Quarterly*, Fall 2012

Charles Martin, *Benching Jim Crow: The Rise and Fall of the Color Line in Southern College Sports, 1890-1980*, in *Register of the Kentucky Historical Society*, Spring 2011.

Lane Demas, *Integrating the Gridiron: Black Civil Rights and American College Football*, in *Journal of American History*, December 2010.

Brett Perkins, *Frantic Francis: How One Coach's Madness Changed Football*, in *International Journal of the History of Sport*, Jul 2010.

Jason Kelly, *Shelby's Folly: Jack Dempsey, Doc Kearns, and the Shakedown of a Montana Boomtown*, in *South Dakota History,* Fall 2010.

Michael Oriard, *Bowled Over: Big-Time College Football from the Sixties to the BCS Era*, in *Register of Kentucky Historical Society*, Summer 2009.

Milton S. Katz, *Breaking Through: John B. McLendon, Basketball Legend and Civil Rights Pioneer*, in *Journal of Southern History*, November 2008.

Magnificent Montague, with Bob Baker, *Burn, Baby! Burn!: The Autobiography of Magnificent Montague,* in *Journal of African American Studies*, Winter 2003.

C. Richard King and Charles Fruehling Springwood, *Beyond the Cheers: Race as Spectacle in*

College Sport, in *Journal of Sport History*, Fall 2003.

Gretchen Cassel Eick, *Dissent in Wichita: The Civil Rights Movement in the Midwest, 1954-1972*, in *Journal of African American Men*, Spring 2002.

FELLOWSHIPS, GRANTS, & AWARDS
Recipient, College of Arts and Sciences Research Fund, Dakota State Univ., 2011
Frederick B. Artz Fellow, Oberlin College Archives, 2010
Recipient, Faculty Research Initiative, University Research Committee, Dakota State Univ., 2009
Grant Recipient, Office of Graduate Research, University of South Dakota, 2005
Recipient, Weaver Research Fund, University of South Dakota, Dept. of History 2003, 2005
Fellow, NEH Summer Institute, "Sport, Society, and American Culture," 2002, jointly sponsored
    by Northeastern Illinois University and the Chicago Historical Society.

PROFESSIONAL SERVICE

Dir. of Communications, Executive Board, Upper Midwest Honors Council, 2022-present
Assistant Question Leader, Advanced Placement U.S. History Examination, 2021-present
Table Leader, Advanced Placement U.S. History Examination, 2017-2020
Reader, Advanced Placement, U.S. History Examination, 2010-2016
Reviewer, NEH Seminars and Institutes, 2016
Reviewer, Department of Education, Teaching American History Grants, 2008, 2010
Reviewer, NEH College & University Fellowships, Division of Research 2004, 2011, 2013,
2017, 2019, 2021, 2022
Reviewer, NEH Teaching Development Fellowships, 2009

Viki Johnson, Ph.D.
College of Arts & Sciences, Dakota State University
820 N. Washington Avenue, Madison, SD 57042
(Ph. 605.291.5519)
(viki.johnson@dsu.edu)

Professional Preparation:
University of North Dakota**,** Grand Forks, Social Science Education; Sociology of Education, Ph.D.
North Dakota State University, Fargo, Social Science; Sociology, M.S.
University of Mary, Bismarck, ND, Secondary Education, B.A. Minor
Dickinson State University, Dickinson, ND, Social & Behavioral Science/ History, B.A.

Appointments:
Fall 2012 – Present: Associate Professor of Sociology, DSU, Madison, SD
Fall 2006 – 2012: Assistant Professor of Sociology**,** Dakota State University (DSU), Madison, SD
2004 – 2006: Assistant Professor of Social Science Education, Westminster College, Salt Lake City, UT
2002: Adjunct Sociology Lecturer**,** University of Minnesota-Crookston
2000 – 2003: Instructor, University of North Dakota, Grand Forks
2001 – 2002: Research Assistant, University of North Dakota, Grand Forks
2000 – 2001: Student Teaching Supervisor, University of North Dakota, Grand Forks
1996 – 1997: Teaching Assistant, North Dakota State University, Fargo
1995 – 1996: Research Assistant, North Dakota State University, Fargo
1991 – 1993: Middle/ Secondary Social Studies Teacher, Driscoll Public School, Driscoll, ND

Courses Taught:
CSC 494: Research Seminar; GS 100: University Experience; GS 491: Capstone; HON 285: Society & Technology; HON 390: Seminar in Deviance; SOC 100: Intro to Sociology; SOC 150: Social Problems; SOC 240: Rural Sociology; SOC 285: Society & Technology; SOC 291: Aging & Society; SOC 370: People & their Cultures; SOC 382: The Family; SOC 402: Deviant Behavior; SOC 450/ HIS 352: Methods of Teaching Social Sciences; SOC 483: Sociology of Gender Roles; SOC 492: Society and Education; SEED 303: Secondary & Middle Level Content Methods; CET 727: Social Studies in a Mobile Computing Environment; MED 679: Research Methods

Grants and Publications:
1. In progress: Preparing manuscript, *Against the Grain,* for publication; V. Johnson
2. Funded Grant: Project Manager (focusing on assessment and evaluation) for S-STEM grant, *GROWSTEM--- Building a Sense of Belonging through Engagement*, providing support for low-income STEM (math, computer science, cyber operations) majors; R. Avery, T. Halverson, V. Johnson, et. al; Funded for five years (2023 – 2028)
3. Grant application to IUSE: *Harnessing the Power of Artificial Intelligence to Transform the Teaching of Proof Writing (AI Proof)*; R. Avery, et al., not funded; Spring 2024

4. Grant application to Persist@DSU*: A Multi-Disciplinary Program Approach to Supporting STEM Scholars*; P. Brooks, R. Spohn, C. Noteboom; W. Bendix, V. Johnson; Not funded; February 2022
5. Published: "Using Movies to Encourage Online Student Interaction;" V. Johnson; *Office of Online Education Newsletter*, Spring 2017
6. "Equality of Opportunity Study" by Stanford researchers; did outreach to the study's authors to ask them to travel to Madison to visit more in-depth with the campus and the community regarding why several South Dakota counties were some of the best for achieving the American Dream as defined by the study; 2016 – 2017
7. Grant application to ADVANCE-IT Catalyst for Change: *Women in Science and Technology: Analysis of Barriers Among and Between STEM Disciplines* (Researched and wrote literature review with Kari Forbes-Boyte); C. Wittmayer, K. Forbes-Boyte, M. Harder, et al.; Not funded; November 2009
8. Funded Grant: Grant Administrator/ Manager; Learn and Serve: *Exploring Service-Learning Opportunities with Disadvantaged Youth*; V. Johnson; January 2009
9. Grant application to National Endowment for the Humanities: *Digital Humanities* (Part of application planning process/ Contacted potential consultants); J. Nelson, S. Conover, K. Forbes-Boyte, et al.; Not funded; Spring 2008
10. Student Research Initiative: *A Profile of Spanish-speaking Families Living in Lake County*; M. Farfan-Quiroz, J. Jayes, V. Johnson; 2007 – 2008

Synergistic Activities (A complete listing of service and committee membership available upon request):
1. DSU General Faculty President (2023-Present); General Faculty Vice President (2022-2023)
2. Individualized Studies major Assessment Champion and Program Coordinator (2022 – Present); Manage Assessment Plan; approve individualized plans of study; advise students and work with them to develop an individualized program of study
3. Bachelor of General Studies and Associate of Arts degree Assessment Champion and Program Coordinator (2012 – Present); Manage Assessment Plan; approve alternative Capstone courses/ internships; advise students and work with them on appropriate course substitutions
4. Provost Advisory Committee (2021 – Present); Work with faculty from across the university to review and revise policies and activities pertaining to academic and professional issues of faculty
5. Social Science General Education Assessment Coordinator (2020 – 2022)
6. Title III Learning Assistant faculty lead for the Social Sciences (2018 – 2019)
7. A&S GS 100 Course Coordinator (2018); Organizing shared presentations for new freshman orientation classes and seminars
8. Campus FIT Coordinator (2014 – 2016); Managing new freshman and transfer student retention and success initiatives and programs
9. Campus Service-Learning Champion (2008 – 2012); Organizing service-learning projects for my classes with local organizations; Securing and managing a service-learning grant which offered stipends to faculty for exploring service learning and for working with local provider-organizations

10. AAUW Program Planning Committee and Vice President for Local Chapter (2010 – 2012); Organized and planned speakers for monthly AAUW meetings pertaining to women, health, and technological innovations

Graduate Student Dissertation Committee Member:

Beulah McGee; *The Emerging Cyber Security Risk of IoT*; 2023 – Present

Malik Gladden; *Developing A Program to Enhance the Cybersecurity Awareness for Senior Citizens*; 2022 – Present

Steven Fowler; *The Role of Privacy in the Intention to Disclose Personal Driving Data using Internet-of-Vehicle Technology in Consumer Automobiles*; 2023 – 2024

Thuy Lam; *ABCD: A Risk Management Framework for SCADA Systems*, 2023 – 2024

Charles Begian; *Detection of Vulnerabilities in 5G Femtocell Firmware Using Static Analysis Tools*; 2021 – 2023

Kimo Bumanglag; *An Application of Machine Learning to Analysis of Packed Mac Malware*; 2021 – 2022

Mohammad Abdel-Rahman; *Discovering Design Principles for Health Behavioral Change Support Systems: A Text Mining Approach*; 2015 – 2017

Christopher Copeland; *An Integrated Framework for the Recovery of Evidence from Encrypted Storage Devices*; 2015 – 2016

Abdullah Wahbeh; *A Socio-Technical Process Model for Improving the Requirements Analysis Phase of Socio-Technical Systems*; 2015 – 2016

Prem Timsiras; *Exploring Advanced Analytics Techniques to Automate Systematic Review Creation and Update*; 2014 – 2016

Sarin Shrestha; *Data Fusion-based Decision Support System to Minimize False Alarm and Information Overload in ICUs*; 2014 – 2016

David Bishop; *Understanding Antecedents of Agile Software Development Methodology Preferences*; 2013 – 2014

Ken Pinaire; *Identifying Optimal IT Portfolios to Promote Healthcare Quality*; 2012 – 2013

Carl Janzen; *Crime Analytics: Mining Event Sequences in Criminal Careers*; 2012 – 2013

Gregg Greer; *The Influence of Community Commitment on Knowledge Management in Online Communities of Practice*; 2012 – 2013

Ahmad Al-Omari; *Information Security Policy Compliance: A User Acceptance Perspective*; 2011 – 2012

Cory Heidelberger; *Effects of Narrative on Interpersonal Connection and Communication in Health Social Networks*; 2010 – 2015

David L. Kenley, Ph.D.

Professor   605-291-5307
College of Arts and Sciences   David.Kenley@dsu.edu
Dakota State University
Madison, South Dakota 57042

EDUCATION

Ph.D., History, University of Hawai'i
Fields: Modern China, Middle Period China, Modern Japan, and World History
Dissertation: "The Impact of the May Fourth Movement in Singapore"

M.A., History, University of Utah
Fields: Modern China, Modern Japan, and U.S. History
Thesis: "All Under Heaven: The Chinese World View and Overseas Assimilation, 1850-1900"

B.A., Asian Studies, Brigham Young University
Fields: Asian History, Chinese Language and Literature

PROFESSIONAL EXPERIENCE

Professor, College of Arts and Sciences, Dakota State University, 2023-present

Dean, College of Arts and Sciences, Dakota State University, 2020-2023

Director, Center for Global Understanding and Peacemaking, Elizabethtown College, 2013-2020

Professor, Elizabethtown College, 2012-2020

Associate Professor, Elizabethtown College, 2004-2012

Associate Professor, Marshall University, 2003-2004

Assistant Professor, Marshall University, 1999-2003

COURSES PREVIOUSLY TAUGHT

Historiography	Modern Japan
Peace and Conflict in China	World History to 1500
World War II in the Pacific	World History since 1500
Modern China	Research Methods
Chinese Intellectual History	Honors Modern Asia
China in the 20th Century	First Year Seminar

Pre-Modern Asia	Asia and the West
Modern Asia	China Study Tour
Overseas Chinese Communities	Cybercrime
	US History
Contemporary China	

TEACHING RELATED AWARDS AND GRANTS

Consortium for Online Humanities Instruction grant to explore the use of online and hybrid teaching methods as feasible alternatives to traditional upper-level undergraduate courses in the humanities, 2015

Council of Independent Colleges Grant to develop online upper-division humanities courses, 2018

CISP Interdisciplinary Research Grant, "Project Peace: An American and European Exchange of Art and Writings," 2017

Mellon Foundation Grant, "Digital Humanities Challenge at Elizabethtown College," 2015, 2018

CISP Interdisciplinary Research Grant, "Peace and Conflict in China: An Interdisciplinary Proposal for Faculty/Student Research at Elizabethtown College," 2013

Faculty Merit Award for Teaching, Elizabethtown College, 2008

CISP Interdisciplinary Research Grant, "The Susquehannock Indians of Washington Borough," 2007

College of Liberal Arts Teacher of the Year, Marshall University, 2003

University Teacher of the Year finalist, Marshall University, 2001

Electronic Course Development Research Fellow, Marshall University, 1999, 2002

PUBLICATIONS

MONOGRAPHS:

Teaching About Asia in a Time of Pandemic (editor), Association for Asian Studies Asia Shorts Series (New York: Columbia University Press, 2020).

New Culture in a New World: The May Fourth Movement and the Chinese Diaspora, 1919-1932 (New York: Routledge Press, 2003 in hardback, 2007 in Kindle, and 2013 in paperback).

Modern Chinese History, Key Issues in Asian Studies Series, with an introduction by series editor Lucien Ellington (Association for Asian Studies, 2012, second edition 2020).

Contested Communities: Identities, Spaces, and Hierarchies of the Chinese in Havana, 1902-1968, by Miriam Herrera Jerez and Mario Castillo Santana, edited by David Kenley (Leiden: Brill Press, 2017).

ARTICLES:

"Toward an Insider Threat Education Platform: A Theoretical Literature Review," by Haywood M Gelman, John D. Hastings, David Kenley and Eleanor Loiacono, *Proceedings of the International Conference on Computer and Applications*, 2024

"New Culture Turns One Hundred: A Centennial Reflection on the May Fourth and New Culture Movement in Singapore," *Translocal Chinese: East Asian Perspectives* 20 (2022): 1-21.

"Deconstructing Compulsory Realpolitik in Cultural Studies: An Interview with Alexa Alice Joubin," co-authored with William Sewell, *American Journal of Chinese Studies* 28.2 (2021): 115-130.

"Teaching About Asia in a Time of Pandemic: A Conversation with David Kenley," authored by Maura Elizabeth Cunningham, *Education About Asia* 25.3 (2020).

"May Fourth at 100 in Singapore and Hong Kong" (co-authored with Els Van Dongen), *International Institute for Asian Studies Newsletter* 86 (Summer 2020).

"Looking beyond the Umbrellas: Understanding the 2014 Political Protests in Hong Kong," *WACH Journal of International Thought*, April 2015

"Advertising Community: The *Union Times* and Singapore's Public Sphere, 1906-1939," *Journal of World History* 25.4 (December 2014): 583-609.

"Understanding and Teaching Migration in China," *Education about Asia* 19.3 (Winter 2014).

"Bridging 1949: Brethren Missionaries and the Communist Revolution," co-authored with Cesar Vera (an undergraduate student) and Jeffrey Bach, *American Journal for Chinese Studies* (Fall 2013).

"The Sword of the Spirit: A Silent Relic from China's Christian Past," co-authored with Peter DePuydt, *Journal of Asian History*, 44.1 (2010)

"History and Memory," featured cover article for *Education About Asia* 14.1 (Spring 2009).

"The Not So Black and White World of Brothers: Morality and Filialty in the Works of Lu Xun and Lao She," in volume 36, *Morality and the Literary Imagination*, *Religion and Public Life*, edited by and with an introduction by Gabriel R. Ricci, (Transaction Publishers, January 2009).

"Singapore's May Fourth Movement and Overseas Print Capitalism," *Asia Research Institute Working Papers Series*, 70 (May 2006).

"Three Gorges be Damned: The Philosophical Roots of Environmentalism in China," in volume 35, *Cultural Landscapes*, *Religion and Public Life,* edited by and with an introduction by Gabriel R. Ricci, (Transaction Publishers, September, 2006).

"Singapore's Middle Realm: The *Nanyang Shang Bao* and the Jinan Incident of 1928," *American Journal of Chinese Studies*, 10, no. 1 (April 2003): 65-84.

"Publishing the New Culture: Singapore's Newspapers and Diaspora Literature, 1919-1933," *Explorations in Southeast Asian Studies*, 2, no.2 (Spring 1998): 2-26.

CHAPTERS:

"Educational Crisis in Shanxi: An Analysis of Brethren Mission Schools in Republican China" (co-authored with Jeff Bach), Jeff Kyong-McClain and Joseph Lee, eds., *From Missionary Education to Confucius Institutes: Historical Reflections on Sino-American Cultural Exchange* (New York: Routledge Press, 2023).

"Construyendo una comunidad imaginada en América Latina: *Fraternidad/Lianhe* de La Habana, 1938-1944," Susan Chen Mio, Ricardo Martínez Esquivel, and Jorge Bartels Villanueva (eds.), Edwin Quesada Montiel, trans., *Estudios sobre China desde Latinoamérica: Modernidad, geopolítica, religion e inmigracíon* (San Jose: University of Costa Rica Press, 2013). Reprinted in Ricardo Martínez Esquivel (ed.), Los Chinos de Ultramar: Diásporas, Sociabilidad e Identidades (Mexico: Palabra de Clío, 2018).

"Esferas públicas de La Habana e identidad china en ultramar," *Huellas de china en este lado del atlántico* (Habana: José Martí, 2017).

"Overseas Print Capitalism and Chinese Nationalism in the Early Twentieth Century," Rohit Chopra (ed.), *Global Media, Cultures, and Identities* (New York: Routledge Press, 2011).

"Taiwan and China: Unification and Nationalism," *History Behind the Headlines* (Michigan: Gale Group, 2000).

"China and Religious Protest: The Falun Gong," *History Behind the Headlines* (Michigan: Gale Group, 2000).

REVIEWS:

Review of Anna Belogurova, *The Nanyang Revolution: The Comintern and Chinese Networks in Southeast Asia, 1890-1957* (Cambridge: Cambridge University Press, 2019) in *Journal of Interdisciplinary History* (2020).

Review of Graham Allison, Robert D. Blackwill, and Ali Wyne, *Lee Kuan Yew: The Grand Master's Insights on China, the United States, and the World* in *Education about Asia* (Spring 2018).

Review of *Berkshire Dictionary of Chinese Biography*, Volume Four in *Education about Asia* (Fall, 2016).

Review of Jon S.T. Quah, *Curbing Corruption in Asian countries: an Impossible Dream?* In the *American Journal of Chinese Studies* (Spring 2016).

Review of *Berkshire Dictionary of Chinese Biography*, Volume Three in *Education about Asia* (Winter 2014).

Modern Chinese History teaching resource essay in *Education about Asia* (Spring 2013).

Review of Don Sellers, *The Revolutionary* in *Education about Asia* (Winter 2012).

Review of David Gordon, *Sun Yatsen: Seeking a Newer China* in *Education about Asia* (Spring 2011).

Review of Harold M. Tanner, *China: A History*, in *Education about Asia* (Winter 2009).

Review of Shuibo Wang, director, "They Chose China," *Education about Asia* 12.1 (Spring 2007).

Featured review of David Redmon, film producer, *Mardi Gras: Made in China* in *News and Reviews* 9.1 (Spring 2006).

Review of Suping Lu, *They Were in Nanjing: The Nanjing Massacre Witnessed by American and British Nationals* in the *American Journal of Chinese Studies* (2006).

Review of Andrea Louie, *Chineseness Across Borders: Renegotiating*

Chinese Identities in China and the United States in the *American Journal of Chinese Studies* (2006).

Review of Barbara Mittler, *A Newspaper for China? Power, Identity, and Change in Shanghai's News Media, 1872-1912* in *China Information* 20.1 (2006).

Review of Ray Huang, *Broadening the Horizons of Chinese History* in *Education About Asia* 10.2 (Fall 2005).

Review of Michel Hockx, *Questions of Style: Literary Societies and Literary Journals in Modern China, 1911-1937* in *China Information* (November 2004).

Review of Milena Doleželová-Velingerová and Oldřich Král, *The Appropriation of Cultural Capital: China's May Fourth Project* in *China Information* 17, no. 2 (Summer 2003).

Featured review of Merle Goldman and Leo Ou-Fan Lee, *An Intellectual History of Modern China* in *History: Reviews of New Books* (Spring 2003).

Review of Michael Tsin, *Nation, Governance, and Modernity in China, 1900-1927* in *American Journal of Chinese Studies* (Spring 2003).

Review of Ilza Veith, trans., *The Yellow Emperor's Classic of Internal Medicine* in *American Review of China Studies* (Spring 2003).

Review of Edmund S.K. Fung, *In Search of Chinese Democracy: Civil Opposition in Nationalist China, 1929-1949* in *China Information* 16, no. 1 (Spring 2002).

Review of Glen Peterson, Ruth Hayhoe, and Yongling Lu, eds., *Education, Culture, and Identity in Twentieth Century China* in *History: Reviews of New Books* (Autumn 2001).

Review of Judith Shapiro, *Mao's War Against Nature: Politics and the Environment in Revolutionary China* in *History: Reviews of New Books* (Spring 2001).

Review of Wen-hsin Yeh, *Becoming Chinese: Passages to Modernity and Beyond* in *China Information* 15, no. 1 (Spring 2001).

ENCYCLOPEDIA ENTRIES:

"Overseas Chinese" and 19 additional entries, *Encyclopedia of Chinese History* (Oxfordshire: Routledge Press, 2014).

 "May Fourth Movement," *Education in China* (Massachusetts: Berkshire Reference Works, 2013).

"Private Sphere, Public Sphere in China," "Want Tao-k'un, Lives of Eminent Merchants," "Asian Migration to the Americas," and

"Migrations from Asia" (4,000 words total), *World History Encyclopedia* (California: ABC-CLIO, 2011).

"Anti-Miscegenation Laws," "Asian Diaspora" (each a 1500 word essay), *Asian American History and Culture: An Encyclopedia* (New York: ME Sharpe, 2009).

"The Sino-Soviet Split," "The Great Leap Forward" (each a 1,000 word essay), "Hundred Flowers Campaign," and "Little Red Book" (each a 500 word essay). *The United States at War: Understanding Conflict and Society* (California: ABC-CLIO, 2005), http://www.usatwar.abc-clio.com.

"The May Fourth Movement," "Republican China" (each a 1,500 word essay), "The Republican Revolution of 1911" (a 600 word essay), *Encyclopedia of Modern China* (Massachusetts: Berkshire Reference Works, 2002).

"Nationalism," David Levenson (ed.), *Global Perspectives on the United States* (Massachusetts: Berkshire Publishing, 2007).

"Taiwan," *Global Perspectives on the United States* (Massachusetts: Berkshire Reference Works, 2005).

"Taiwan," (a 2,500 word essay), *Governments of the World* (Michigan: Macmillan Reference, 2005).

"Li Peng," "Lee Teng-hui," "Greater China," Fang Lizhi," "Wei Jingsheng," "Chiang Kai-shek" (each a 700 word essay), *Encyclopedia of Chinese-American Relations* (North Carolina: McFarland & Company, 2006).

PAPERS AND COLLOQUIA

REFEREED CONFERENCE PAPERS:

"Memorializing the Shanghai Jewish Quarter: The Role of Public Memory in Contemporary China," Western Conference Association for Asian Studies, Weber State University, October 2024

"Missionaries as Educators and Ethnographers in Sino-American Exchange," International Convention of Asia Scholars Conference, Surabaya, Indonesia, August 2024

"Shaping US-China Cyber Competition," co-authored with Olivia Armstrong, Western Conference on Asian Studies, West Yellowstone, October 2023

"Transnational Public Memory: Memorializing the Shanxi Brethren," American Association for Chinese Studies, Denver, October 2022

"Teaching About Asia in a Time of Pandemic," panel discussion,

Association for Asian Studies conference, online, March 2021

"International Revolution: The Roles of Chinese-Cubans in Mid-Century Communist Movements," American Association for Chinese Studies, Baltimore, October 2018

"Politics and Ideology: Classroom China in the Age of Higher Education Globalization," Association for Asian Studies conference, Denver, March 2019

"Looking Beyond Shangri La: Teaching about Tibet," Committee on Teaching About Asia conference, Denver, March 2019

"China Brethren and the Great War: The View from the East," Peace Churches and the Great War conference, June 2018

"Healing the Community: Medicinal Advertisements in Singapore's Chinese Newspapers, 1906-1945," History of Medicine in Southeast Asia Biennial Conference (Center for Khmer Studies, Siem Reap, Cambodia), 2016

"Contested Community: Class, Culture, and Californians in Havana's Barrio Chino," Social Science History Association (Baltimore), 2015

"The Sick Man of Asia: Analyzing Medicinal Ads in an Overseas Community, 1908-1941," New York Conference for Asian Studies (Binghamton University), 2013

"Constructing an Imagined Community: Havana's Fraternidad/Lianhe, 1938-1944," Simposio Internacional Sobre Estudios de China (University of Costa Rica), 2012

"Overseas Print Capitalism and Chinese Nationalism: Cuba's Contribution to a Global Conversation," Intercambio Teórico, 125 Aniversario de La Fundación de la Asociación Nacioinal Min Chih Tang de Cuba (Havana, Cuba), 2012

"Advertising Community: The *Union Times* and Singapore's Public Sphere, 1906-1939," Publics and Public-spheres in Colonial Singapore, a workshop sponsored by the University of Heidelberg as part of its "Asia and Europe in a Global Context" cluster (Heidelberg), 2011

"The Chinese Diaspora in Cuba: Wielding the Tools of Overseas Nationalism," American Association for Chinese Studies National Conference (University of Pennsylvania), 2011

"Nationalism, Print Capitalism, and the Overseas Chinese in Japan, 1895-1910," Association for Asian Studies National Conference (Philadelphia), 2010

"The Pros and Cons of Online Learning to Expand the Knowledge and

Study of Asia," China in the Curriculum Symposium (San Antonio), 2009

"The Sword of the Spirit: A Silent Relic from China's Christian Past," co-authored with Peter DePuydt, Mid-Atlantic Association for Asian Studies annual conference (Villanova), 2009

"Preparing for the Ministry: A Comparative look at Ministerial Training in the Brethren and Mormon Churches," Brethren conference (Elizabethtown), 2007

"Historicizing Buddhism," Association for Asian Studies Mid-Atlantic Regional Conference (Washington, D.C.), October 2003

"Teaching Modern China with *Contemporary Chinese Societies*," Association of Asian Studies Mid-Atlantic Regional Conference (Slippery Rock, PA), October 2001

"Civil Society in a Diaspora Community," World History Association National Conference (Salt Lake City, UT), June 2001

"Singapore's Middle Realm: The *Nanyang Shang Bao* and the Jinan Incident of 1928," Association of Asian Studies National Conference (Chicago, IL), March 2001

"Language Reform and the Chinese Diaspora," American Historical Association Pacific Coast Branch Convention (Lahaina, HI), August 1999

"Discarding Stale Phrases: Hu Shih and Chinese Poetry, 1915-1925," Brigham Young University Symposium on Language, Literature, and Communication (Laie, HI), 1998

"The Search for Local Color: The Growth of New Literature in Singapore," School of Hawaiian, Asian, and Pacific Studies Conference (Honolulu, HI), 1998

"Putting Gibbon on the Couch: A Psychological History of Edward Gibbon and His Decline and Fall of the Roman Empire," Phi Alpha Theta Regional Conference (Honolulu, HI), 1996

INVITED PAPERS AND PRESENTATIONS:

"Cyber Ambitions in Cyberspace: United States & China," National Security Administration, Washington (virtual), September 2024

"Why They Came: 19th Century Chinese Immigrants," National Council for the Social Studies annual conference, Nashville, December 2023

"Roundtable: Scholarly Book Publishing in Asian Studies Since COVID-19," Association for Asian Studies Conference, Boston,

March 2023

"Teaching About Asia: Contemporary Challenges and Opportunities," Association for Asian Studies, Boston, March 2023

"Publishing in Asian Studies Roundtable with Acquisition Editors," Midwest Conference for Asian Studies, University of Kansas, September 2022

"New Culture turns 100: A Centennial Reflection on the May Fourth and New Culture Movement in Singapore," SSRC workshop on Chinese Diasporas and Transnational Public Sphere in the Long Twentieth Century, John Hopkins University, May 2020

"Voices over Water: China, the US, and the Coronavirus," Etown Experts Speaker Series on COVID-19, April 2020

"Embodied Reckonings: An Analysis of Elizabeth Son's 'Comfort Women' and Performance," National Consortium for Teaching about Asia, April 2020

"Commemorating May Fourth among the Overseas Chinese," Singapore National Library, November 2019

"Tearing down the Truth? War Memorials and Historical Memory," Quest for Learning Seminar, Lancaster, April 2019

"Remembering and Forgetting: War Memorials in East Asia," Whose Narrative? Re-Examining War Memorials in East Asia and the U.S. seminar, Pittsburgh, April 2019

"US-China-Taiwan Relations in the Trump Era," Winters Heritage House, 2017

"Xi Jinping and the China Dream: Understanding Contemporary Political Economy," National Consortium for Teaching about Asia conference (University of Pennsylvania), 2016.

"Remembering the Brethren: The Memorial Hall of the Eighth Route Army Headquarters at Matian," Young Center for Anabaptist and Pietist Studies panel, 2016

"Family Planning: China's Radical Social Experiment," Pennsylvania Chautauqua, 2016

Elizabethtown College Alumni Peace Fellow lecture, "Reconciliation and Remembering, 70 Years after World War II," 2015

Presidential Roundtable Participant, Mid-Atlantic Region Association for Asian Studies (Pittsburgh), 2015

Panel discussant for "War and Memory in East and Southeast Asia," Mid-Atlantic Region Association for Asian Studies (Pittsburgh),

2015

Panel discussant for "Beyond Sino-Centrism: China, Southeast Asia, and Transnational Chinese Identities in Interdisciplinary Perspective," Association for Asian Studies Conference (Chicago), 2015

Panel discussant at Mid-Atlantic Region Association for Asian Studies Conference (Hofstra University), 2014

"From Mao to Now: Politics in Contemporary China," Globalizing the Future: Incorporating Perspectives on Contemporary China across the Curriculum (Southern Polytechnic State University), 2014

Roundtable Discussant for "Key Issues in Asian Studies: A Teaching Resource," Association for Asian Studies annual conference (Philadelphia), 2014

Panel organizer and discussant, "Multilocality and Identity: Transnational Chinese Communities," American Association for Chinese Studies annual conference (Rutgers University), 2013

Panel discussant for "Perspectives on Asia," Mid-Atlantic Region Association for Asian Studies Conference (University of Delaware), 2013

Panel discussant for "Asia through Foreign Eyes/ Foreigners through Asian Eyes," Mid-Atlantic Region Association for Asian Studies Conference (West Chester University), 2012

Concluding roundtable discussant for the annual Asian Studies Collaborative Conference, 2012

"Employability Skills, Values, Opportunities, and Challenges for Universities in Nigeria and the United States," Professor Grace Mbipom Annual Lecture (University of Calabar, Nigeria), 2012

"On the Move: Teaching about Chinese Migration," National Consortium for Teaching about Asia workshop (University of Pittsburgh), 2012

"The China Model and the Washington Consensus: China's Role in the World," National Consortium for Teaching about Asia workshop (University of Colorado), 2011

Panel discussant for "Migrants and Enclaves," Mid-Atlantic Region Association for Asian Studies Conference (Princeton University), 2011

"Learning from Each Other: Contemporary Scenario in Higher Education in India and the United States," Keynote speaker for INCOSHE - 2011 (Nagindas Khandwala College, University of

Mumbai) 2011

Panel discussant for "Sustainable Identities: Nationalism and Transnationalism," Mid-Atlantic Region Association for Asian Studies Conference (Pennsylvania State University), 2010

"Wu Man and the Chinese Pipa: A Curtain Raising Act from Behind the Iron Curtain," Wednesday-at-11 Forum (Elizabethtown College), 2010

"The 1979 Islamic Revolution and Contemporary Iran," Wednesday-at-11 Forum Moderator (Elizabethtown College), 2010

"Westernization and Modernization: Problematizing the Theoretical Contours of Chinese Migration," National Consortium for Teaching about Asia Regional Meeting (Elizabethtown, PA), 2009

"Southeast China as a Liminal Space and Overseas Chinese Migration," National Consortium for Teaching about Asia Regional Meeting (Pittsburgh), 2009

Panel discussant for "Decolonization, the Cold War, and Revolution: A Border-crossing Examination of the Chinese Experience in Four Southeast Asian Countries," Association for Asian Studies National Conference (Chicago), 2009

Panel discussant for "Insiders and Outsiders? Regionalism, Nationalism, and Transnationalism in the Chinese Diaspora, 1860s-1950s," Association for Asian Studies National Conference (Atlanta), 2008

"Singapore's May Fourth Movement and Overseas Print Capitalism," Asia Research Institute, National University of Singapore, May 2006.

"History and Memory: Understanding Asia in the Twenty-First Century," Elizabethtown College Faculty Lecture Series, 2006

Panel discussant for "Mardi Gras: Made in China," Women and Gender Studies film presentation, 2005

Panel discussant for "National Integration and the Open Door: Problems in China's Developmental Experience," American Association for Chinese Studies national conference, 2005

Panel discussant for "Topics in Literature and Culture," American Association for Chinese Studies national conference, 2005

"History and Nationalism: The Imagined Community in the Twentieth Century," Keynote Address, History Department Banquet (Elizabethtown College, PA), 2005

"(Re)Writing History: The First Communist Party Congress Museum and Public Memory in China," National Consortium for Teaching about Asia Regional Meeting (Pittsburgh, PA), 2004

"Confucius Lives Next Door: The Underside of Japan's Other Miracle," National Consortium for Teaching about Asia Regional Meeting (Pittsburgh, PA), 2003

Panel discussant at the Midwest Conference on Asian History and Culture (Columbus, OH), May 2002

"The May Fourth Movement in Singapore: Studying May Fourth from a Diaspora Perspective," The May 4th International Symposium in Celebration of the 101st Anniversary of Peking University (Beijing, China), May 1999

SCHOLARLY WORKS IN PROGRESS

Brethren in China, co-authored with Jeff Bach (Elizabethtown College), a book-length manuscript to submit to Johns Hopkins University Press

"艺术在发展跨文化完善度中的作用," 艺术与科学学院院长, a journal article

"Memorializing the Shanghai Jewish Quarter: The Role of Public Memory in Contemporary China," a book chapter

SCHOLARSHIP RELATED AWARDS

Association for Asian Studies Council on Conferences Grant to host a Teaching Asia Workshop in conjunction with the Mid-Atlantic Region Association for Asian Studies (MARAAS) annual conference, Elizabethtown College, November 2018

National Consortium for Teaching about Asia Grant to host MARAAS conference, 2018

Gilder Lehrman Institute of American History grant to develop year-long programming on the theme of World War and America.

Faculty Merit Award for Scholarship, Elizabethtown College, 2014

Title VI Undergraduate International Studies and Foreign Language (UISFL) Grant, 2012-14 (approximately $200,000)

Writer in Residence, Elizabethtown College Writers House, 2011

Sabbatical, 2011

Faculty International Studies Seminar Grant, 2011

Freeman Foundation Grant, 2002-2015 (renewable grant that has now totaled approximately $880,000)

Faculty Research Grant, Elizabethtown College, 2006, 2011

INCO Foundation Grant recipient, Marshall University, 2002

Nippon Foundation Fellowship, Japan Studies Institute, 2001

Summer Research Fellowship, Marshall University, 2001

Quinlan Fellowship, Marshall Award, Marshall University, 2001

Faculty Meritorious Service Award, Marshall University, 2000, 2001, 2002

Moscotti Fellow, University of Hawai'i, 1998

Graduate Fellow, University of Hawai'i, 1994-97

Graduate Fellow, University of Utah, 1992-94

Graduated Magna Cum Laude, Brigham Young University, 1991

President's Scholar, Brigham Young University, 1986-1991

OTHER SCHOLARLY WORK

General Editor, *Key Issues in Asian Studies* book series, published by the Association for Asian Studies and Columbia University Press, 2021-present

General Editor, *Asia Shorts* book series, published by the Association for Asian Studies and Columbia University Press, 2024-present

Book Review Editor, *American Journal of Chinese Studies*, 2024-present

Advisory Board Member, American Association for Chinese Studies, 2022-present

Editorial Board Member, *Education about Asia*, 2020-present

Editorial Board Member, *American Journal of Chinese Studies*, 2008-present

President, Mid-Atlantic Region Association for Asian Studies, 2018

Tour Leader, "Heart of the Silk Roads," sponsored by the National Consortium for Teaching about Asia (NCTAsia), 2024

Tour Leader, "The Space Between Us: Understanding China through Geography," sponsored by NCTAsia, 2019

Tour Leader, "Looking Beyond Shangri La: A Short-term Study Program in Tibet and Nepal," sponsored by NCTAsia, 2018

Tour Leader, "Peninsular Southeast Asia: A Study Tour of Vietnam, Cambodia, and Thailand," sponsored by NCTAsia, 2017

Tour Leader, "China's Multiethnic Empire: A Study Tour of Southwest China," sponsored by NCTAsia, 2016

Tour Leader, "China's Role in the World: A Study Tour of China,"

sponsored by NCTAsia, 2011

Tour Leader, "Migration and Identity: A Study Tour of China and Vietnam," sponsored by NCTAsia, 2009

Tour Leader, "Perspectives on History and Values: A Study Tour of China," sponsored by NCTAsia, 2004

Tour Leader, "Perspectives on History and Values: A Study Tour of Japan," sponsored by NCTAsia, 2003

Scientific Council Member (editorial board), "El Pacífico, un Mar de Historia" book series, Palabra de Clío publisher, 2015-present

Seminar Leader, "Labor and Migration in China: An ACT 48 Workshop for K-12 Teachers," Elizabethtown College, 2012

Conference evaluator (reading and ranking student papers), Phi Alpha Theta regional conference, Shepherd University, 2012

Advisory Board Member, BCIU Asian Studies Collaborative, 2012-2015

AP World History Reader, 2006, 2009, 2011, 2013, 2014, 2015, 2016

Conference evaluator (reading and ranking student papers), Mid-Atlantic Region Association for Asian Studies regional conferences, 2011-2019

Executive Secretary, Mid-Atlantic Region Association for Asian Studies, 2010-2013

Curriculum Writing Consultant, Berks County Intermediate Unit and Schuylkill Valley High School, 2010

Program Chair, "Sustainable Asia: Challenges and Opportunities," Mid-Atlantic Region Association for Asian Studies annual conference, Pennsylvania State University, 2010

Editorial Board Member, *American Journal of Chinese Studies*, 2004-present

Advisory Board Member, Mid-Atlantic Region Association for Asian Studies, 2007-10

Regional Seminar Leader, National Consortium for Teaching about Asia, 2002-present

Blind Reviewer for Routledge Press, Palgrave, *American Journal of Chinese Studies, Education about Asia*, *Twentieth-Century China* and several other publishers and journals

National Faculty Development Institute member (San Diego), 2001

Advisor, *MU Online Historical Journal*, 2000-2004

Hawai'i State History Day Advisor, 1995-1997

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Association for Asian Studies

American Historical Association

American Association for Chinese Studies

American Association of University Professors

Phi Alpha Theta

Consortium for Faculty and Course Development in International
   Studies

SERVICE TO THE UNIVERSITY

CAMPUS-WIDE SERVICE:

IRB Chair, 2024-present

Trojan Connect Leadership Team, 2020-present

Day of Service Planning Committee member, 2023

Director, History and Ethics Forum, 2023-present

Social Sciences Disciplinary Council, 2022-present

Fulbright Campus Liaison, 2023-present

Speaker, "Digital Humanities at E-town: Lessons for Continuing
   Engagement across Campus," Celebration of Excellence and
   Innovation in Teaching and Advising at Elizabethtown College,
   January 2019

Middle States Accreditation Committee member, Working Group 6 –
   Resources, 2017-2019

Campaign Steering Committee member (faculty representative), 2016-
   2020

Chair, Resources and Strategic Planning Committee, 2015-2016

Director, Center for Global Understanding and Peacemaking, 2013-
   2020

Asian Studies Program Director, 2012-2020

Vice President, Faculty Assembly, 2014-16

Co-Chair, Strategic Planning Committee, 2014-15

Diversity and Inclusion Advisory Council member, 2014-2020

The Girl in the Picture Book Club session leader, 2016

Mount Gretna Coordinating Committee member, 2014-15

Sophomore Year Experience Session Leader, 2014, 2016

Managing Conflict in the Classroom Session Facilitator, PDC
        Celebration of Teaching, May 2014

God Sleeps in Rwanda Book Club session leader, 2014

Speaker, "Inside Etown," April 2014

Speaker, Gretna Music Intercultural Journeys Pre-Concert Dinner,
        Elizabethtown College, 2013

Speaker, "The Myth of Asia," College 101, The Center for Community
        and Civic Engagement, 2013

Speaker, "Inside Etown: A Meeting with the Board of Trustees,"
        February 2013

Speaker, President's Enrichment Series Luncheon, 2013

Open Book Initiative session leader, 2012

Speaker, "FISS: Journeying Across Latin America," Bowers Writers
        House, Elizabethtown College, 2012

Caller, Elizabethtown College Thankathon, 2012, 2014

Judicial Council, 2011-2014; chair 2012-13

Strategic Plan Core Action Team Implementation Committee member,
        2012

Strategic Planning Committee member and discussion group co-chair,
        2011-2012

Professional Standards Committee member, 2009-2011; chair 2010-11

Online Course Development panelist, Elizabethtown College, 2010

Faculty International Studies Seminar leader (Korea, Mongolia, China,
        and Hong Kong), summer 2009

International Programs Advisory Council, 2008-2011

Honors Committee member, 2006-2014

Academic Council member, 2006-2009; chair, 2008

Internship Practices ad-hoc committee chair, 2008

First Year Colloquium Committee, 2008-09

Faculty Mentor (David Bowne, Matt Skillen, Linye Jing), 2008, 2009,
        2012

Scholarship and Creative Arts Day planning committee member, 2007-
        10; chair, 2009-2010

Speaker, Scholars Reception for Admitted Students Day, 2008

Chinese language Oral Proficiency Interviewer, International Business Program, Elizabethtown College, 2008-11

Session leader, "Internationalizing the Curriculum," Faculty In-Service Meeting, January 2007

Student escort, BCA Dalian Program, 2007

Mellon Grant Committee member, 2006-2007

Wednesday-at-11 presentation on post-graduate service to Honors Students, 2007

Wednesday-at-11 presentation on study abroad to all first year students, 2006-07

Provost's Educational Philosophy Statement Team member, 2006-2007

Independent Studies Committee member, 2006-2007

BCA China Resident Director Search Committee member, 2006-2007

Mid-Atlantic Region High School Counselors Tour host, 2006, 2007, 2012

Trustees' book discussion group leader, *The Kite Runner*, 2006

Session leader, Faculty In-Service Meeting, 2008

Lefever Visiting Fellow roundtable discussant, Charles Murray's "Human Accomplishment: The Pursuit of Excellence in the Arts and Science, 800 B.B. to 1950," 2005

"Mardi Gras: Made in China" roundtable discussant, 2005

BCA China Resident Director Search Committee member, 2006-2007

Multiple guest lectures for Profs. Patricia Ricci, Becky Olson, Wes McDonald, Amy Simes, Tracy Sadd, 2005-2020

Professional Development Committee member, 2005

Session leader, "International and Cross-Cultural Perspectives," Faculty in-service meeting, 2005

Campus Life Council member, 2004-07; chair, 2006-2007

College of Liberal Arts Research Committee member (Marshall University), 2003-2004

College of Liberal Arts Support Committee member (Marshall University), 2002

Director, College of Liberal Arts Undergraduate Research and Creativity Conference (Marshall University), 2001-2003

Ecourse Development Proposal Committee member (Marshall University), 2002

Graduate Program Advisory Committee member (Marshall University), 2000-04

Liberal Arts Faculty Grievance Committee member (Marshall University), 1999-2002

University Curriculum Committee member (Marshall University), 1999-2002

University Studies Advisor (Marshall University), 2000-2004

Honors Program instructor (Marshall University), 2001-2003

University Studies advisor (Marshall University), 2000-2004

Academic Forum for Parents presenter (Marshall University), 2002-2003

Ethnic Studies in the University Curriculum colloquium round table discussant (Marshall University), 2002

SERVICE TO MY COLLEGE:

General Education Coordinator, 2023 – present

History Department Chair, 2017 – 2020

Developed History Department open house presentation, 2008

History Department Search Committee member, 2008-09; 2016-17

First Year Seminar instructor, 2007, 2008

History Department Banquet organizer, 2004-2009, 2017

Open house representative, 2004-2020

SERVICE TO STUDENT GROUPS:

Speaker, Office of Residence Life and Office of Diversity, 2014

Students for Soldiers Faculty Advisor, 2013

Speaker, Fantabulous Fridays Series, 2011

Phi Alpha Theta Faculty Advisor, Elizabethtown College Chapter, 2004-2009

Creative Spaces Judge, 2005, 2007

Thanksgiving Dinner server, 2005

Phi Alpha Theta Faculty Advisor, Marshall University Chapter, 2001-2003

Graduate Assistant Supervisor (Marshall University), 2001-2002

Student Activities Programming Board Talent Show judge (Marshall University), 2002

Editorial Advisor, MU Online Historical Journal (Marshall University), 2000-2004

SERVICE TO THE COMMUNITY

PUBLIC PRESENTATIONS AND CONSULTING

Speaker, "Serendipity at your Local History Museum," Lake County Historical Society, 2022

Speaker, "US-China Relations in the Trump Era," Masonic Homes, 2017

Consultant for the second Council of Independent College's Consortium for Online Humanities Instruction.

Speaker, "Remembering the Brethren: The Memorial Hall of the Eighth Route Army Headquarters at Matian," Elizabethtown Church of the Brethren, fall 2016

Speaker, "History and Memory - The Role of WWII War Memorials in China and Japan," Quest for Learning, spring 2016

Speaker, "Disputed Islands, No Fly Zones, and the Future of US-China Relations," Pathways Institute for Lifelong Learning, fall 2015

Speaker, "Disputed Islands, No Fly Zones, and the Future of US-China Relations," Lebanon County Pennsylvania Association of Retirees, fall 2014

Speaker, "Public Memories of World War II in Asia," Elizabethtown Church of the Brethren, spring 2015

Speaker, "Looking beyond the Umbrellas: Understanding the 2014 Political Protests in Hong Kong," Lancaster Quest Series, April 2015

Speaker, Masonic Homes, 2014

Speaker, Japan in the Broader Context of Asia Lecture Series (Toshiba International), 2014

Speaker, Derry Presbyterian Church, 2014

Interview, Radio Smart Talk, WITF, 2013

Speaker, Elizabethtown Church of the Brethren, 2013

Speaker, Lancaster Church of the Brethren, 2013

Speaker, Women's Club of Manheim, 2012

Speaker, Lancaster Cliosophic Society, 2011

Speaker, International Awareness Week, Donegal High School, 2011

Instructor, "The Pacific: Understanding World War II from an Asian Perspective," Elizabethtown College Learning in Retirement Program (6 instructional hours), 2010

Speaker, Homestead Village Retirement Community, 2010

Presenter, Asian Studies Collaborative, Berks County Intermediate Unit Spring Conference (numerous occasions), 2010, 2011, 2012

Counselor for Scouting University (Elizabethtown College), 2007-2008

Job Shadow Day Advisor, 2000-2003, 2007-2008, 2012

Speaker, Elizabeth Hughes Society meeting, 2009

Speaker, Rotary Club meeting, 2008

United States Pavilion Staff Search Committee Member, Beijing Olympics, 2008

Speaker, Manheim Township High School, 2007

Speaker, Elizabethtown Area High School (three separate presentations to a total of approximately 600 students), 2006-07

Speaker, Sissonville Middle School (approximately 200 students), 2004

Boy Scout merit badge counselor (Pennsylvania Dutch Council), 2004-2020

Outside mentor for World History unit for approximately 20 students at Huntington High School (Marshall University), 2004

Speaker, Asia-Pacific Heritage Month Colloquium, Army Corps of Engineers, Huntington, West Virginia, 2002

Speaker, Asia-Pacific Heritage Month Colloquium, Federal Correctional Facility, Ashland, Kentucky, 2002

Mentor, Chinese Online Mentoring Project, 2001

Speaker, Masonic Homes (multiple presentations on separate occasions involving a total of approximately 500 residents), 2005-2013

Speaker, Presidential Lecture Series, Elizabethtown College, 2013

Speaker, Quest for Learning, Lutheran Church of the Holy Trinity, Lancaster, PA 2012

Counselor for Boy Scout Merit Badge College (Marshall University), 2000-2003

MEDIA INTERVIEWS

Inside Higher Ed, "Collaborating to Add Upper-Level Humanities Courses," 21 June 2017, https://www.insidehighered.com/digital-learning/article/2017/06/21/cic-consortium-offers-way-small-colleges-develop-online-courses

Inside Higher Ed, "The Complicated Politics of Chinese Students Abroad," 17 March 2019, https://www.insidehighered.com/news/2019/03/27/asian-studies-scholars-discuss-politics-shaping-overseas-chinese-student-wave

WHTM Television, President Obama's visit to Cuba, 21 March 2016

WITF Radio, The role of NGOs, October 2013

WSAZ Television, 9/11 terrorist attacks, 9 September 2001

SERVICE RELATED AWARDS	Faculty Merit Award for Service, Elizabethtown College, 2008
	Faculty Merit Award for Service, Elizabethtown College, 2011
	Faculty Merit Award for Service, Elizabethtown College, 2013
FOREIGN LANGUAGES	Full Professional Proficiency in written and spoken Chinese
	Limited Working Proficiency in written Japanese
ADDITIONAL SKILLS AND EXPERIENCES	Developing and using "smart classroom" multi-media programs (HTML, PowerPoint, Panapto)
	Developing computer assisted distance learning techniques (WebCT, Blackboard, Camtasia, WebEx, Panapto, Bright Space, Canvas)
	Working knowledge of computer programs and languages (Microsoft Suite, Adobe Creative Cloud, LaTeX)