

## Curriculum Vitae: Peter S. Im

U.S. Army Command and General Staff College  
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### EDUCATION

United States Army War College, MSS, Strategic Studies (2014)  
United States Army Command and General Staff College, MMAS, Military Arts and Science (2005)  
Defense Intelligence Agency, National Intelligence University, MSS, Strategic Intelligence (1999)  
University of Michigan, BA, Psychology (1989)

### MILITARY EDUCATION/TRAINING

CGSS Faculty Development Course (FDP1, 2, 3) (2017)  
Joint Professional Military Education II (3L) (2014)  
DAU - RQM 310 Advanced Concepts and Skills for Requirements Management (2015)  
ASMC Supervisor Development Course (1-250-C53) (2015)  
NSA Advanced Cryptologic Course (CROR 3500) (2002)  
Infantry Officer Basic, Military Intelligence Career Course (1989)  
Combined Arms Services Staff School, Command and General Staff School (1996)  
Advanced Military Studies Program (2005)  
Jumpmaster (2009), SERE (2000), Air Assault (1994), Bradley Fighting Vehicle (1991)  
Military Skill Identifiers 35D, 35B; Additional Skill Identifiers: 3H, 3L, 3X, 5S, 5W, and 6S

### TEACHING EXPERIENCE

Lead Instructor: Department of Joint Interagency, Multinational Operations 2017 - present .  
Instructed the following courses: CGSC Core: C100, 200, 300, 500;  
Advanced Operation Course: O100, 200, 300, and 400 (2018);  
Advanced Operations Course Modules 1, 2, 3 (2019)  
C500 Joint Planning and Operational Design (Ft Lee, VA - 2019)  
A566/564 Cyberspace Operations (TS/SCI and Secret) (2018, 2019)  
A338 Operational Intelligence Seminar (2018)  
P950 CGSC Preparatory Course (for US students attending foreign and service CGSC) (2018)

Professor of Military Science; MS 401 Advanced Leadership and Management; MS 402 Officership (2007- 2009)

Staff Group Advisor: February 2018 to present.

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## **CURRICULUM DEVELOPMENT**

Lesson Author: M202 Introduction to Staff Estimate, Advanced Operations Course (2019); C206 Combatant Commander's Evaluation (2018)

Curriculum Reviewer: A566/564 Cyberspace Operations; C312 Introduction to Cyberspace (2018, 2019)

## **PROFESSIONAL EXPERIENCE**

Rifle Platoon Leader  
Anti-Armor Company XO  
Infantry Battalion Assistant S3  
S2, Infantry Battalion  
S2, Aviation Brigade  
MI Company Commander DS (CEWI)  
MI Battalion S3  
HRC Assignments Officer  
Squadron S2  
MI Battalion S3  
Army Technical Control and Analysis Chief (NSA)  
CJ2 Plans Chief (MNC-I)  
G2 Intel Planner XVIII ABN Corps  
ROTC Professor of Military Science  
Battalion Commander, HHBn, XVIII ABN Corps  
Corps G5 Red Team Chief XVIII ABN Corps  
Corps G2, XVIII ABN Corps  
Deputy Director, Capability Development and Integration (Mission Command Center of Excellence)  
Director, Human Dimension Task Force, Combined Arms Center  
Contractor, Cyber SME TRADOC Analysis Center  
Contractor, Cyber Doctrine and Concepts Cyber Center of Excellence Support Element FLKS  
Assistant Professor DJIMO

## **PUBLICATIONS**

*"Implications for Tactical SIGINT in Intel XXI"*, Monograph (1999)

*"Expanding the Approach to Urban IPB"*, Monograph (2005)

Book Review: *"War's Nomads – A Mobile Radar Unit in Pursuit of Rommel during the Western Desert Campaign, 1942-3"* Military Review (2019)

## **PROFESSIONAL ACTIVITIES**

University of Kansas – Member of NSA Cyber Security Lablet Industry Advisory Board (CS/EE Department) (2018- present)

University of Kansas Intelligence Community Center for Academic Excellence Panel Moderator – *Cyberattacks, Intellectual Property, and University Open Research: The Perfect Storm* (2019)

CGSC Foundation/Johnson County Community College *Great Decisions Program* presenter: “*Cyberspace in National Security*” (2019)

MMAS Chair and Research Committee Member: Topics include – Cyber/EW integration, Signals Intelligence in Large Combat Operations, Artificial Intelligence, Nuclear Deterrence nK, US/ROK Wartime C2, Operational Cyberspace (2017 - present)

Army University Employee Engagement Working Group (2019 – present)

Army Science Board Studies (*Talent Management and Next Training Revolution* (2015); *Army Efforts to Enhance Soldier and Team Performance* (2017)

## **ORGANIZATIONS AND SOCIETIES**

Knights of Columbus (St. Francis De Sales)  
Leavenworth County Humane Society  
Association of the United States Army  
Command and General Staff Foundation  
Army War College Foundation and Alumni  
Pan-Pacific American Leaders and Mentors

## **AWARDS, DECORATIONS, AND HONORS**

### **Department of Defense**

Civilian Performance Awards (2)

Military Awards: LOM, BSM (2), DMSM, MSM (6), ARCOM (2), AAM (2)

Knowlton Award

De Fleury Award (Bronze)

**SECURITY CLEARANCE:** Top Secret/SCI

**Lansing Unified School District No. 469  
School Board Candidate Questionnaire**

Name: Peter Im

**1. Why do you want to be on the board of education and what has been your past involvement in our schools?**

- I am a parent of (2) boys (Michael and Andrew) who have attend LES, LMS and now LHS.
- I served on the LMS Site Council in 2016-2017.
- My wife (Jeanne) and I are active supporters of the Lansing Educational Foundation since 2014.

As a parent, I wish to serve by applying my experience and perspective as an educator to the challenge of how to foster, develop and grow a 21<sup>st</sup> century competitive workforce, ethical and sound young citizens, with the basis for life-long learning skills for success.

**2. What role does the board have in supervising improvements in curriculum and instruction?**

The board should be active in supervision of improvements in curriculum and instruction. It should be open to innovation and best practices particularly in faculty development. The board is accountable to the learning outcomes and therefore, accountable to changes in curriculum and instruction. As a school team – improved learning requires the board, administration, faculty and staff (and families) to understand changes and build trust to support our students.

**3. In your opinion, how much involvement should the board have in the preparation of the budget priorities?**

The board ultimately oversees the stewardship of resources to ensure they are aligned with the community, state and national level education priorities. Budget preparation should be a team effort between the board, superintendent, faculty and staff. The board should stand behind the priorities and articulate clearly to the community how priorities are aligned with resources and ultimately to support the community's responsibility to train and educate our students.

**4. Do you think boards of education should evaluate their performance annually and set district goals? Why or why not?**

Yes. School boards are accountable to their community. Performance of both individual members and of the group should be measured against the outcomes they are responsible for. They must be transparent and clear about priorities, accessible to community members, and measured against the results. Boards of education's accountability should be not only in the state or national level performance measures, but a report card on its performance to find and support solutions that improve learning outcomes for students and supports the community.

**5. Should the board have any day-to-day involvement in the operation of the schools? Explain.**

No. The school leadership is a body of professional educators and are responsible for faculty, staff and students. They operate very well and the board should only be involved on matters that are beyond the scope of daily operations (such as safety, health, etc.) The board has a responsibility to support the culture that defines what it means to be a Lansing Lion.