**Instructor’s Guide to the Professionalism & Ethics Toolkit v0.1**

Welcome! This toolkit aims to give you everything you need to help give your cybersecurity students professional and ethical skills that go beyond just the screen. Cybersecurity has risen to be a critically important field and with that comes a call to duty and ethics that helps develop the person as a whole. We hope that with this toolkit you will find ideas, material, suggestions, etc. That will help you either implement, develop, create, and cultivate courses, material, and guides to help your soon to be cybersecurity professionals into ethical, conscientious professionals that can impact the world for the greater good.

By using this toolkit, you are in no part required to use everything and you are not obligated to agree to/with everything in this toolkit. You are allowed to pick and choose what you want/need to help better your students for a career beyond college.

We are always looking for feedback to help make this toolkit stronger and more accessible for every college, university or even industry that would like to invest in their employee’s development.

[INSERT FEEDBACK OPTIONS]

Cybersecurity is a community and we hope that our contribution to the community can help not only the present but those who are looking for a future in the industry. To this, we have also included Montreat’s Cybersecurity Oath and the NCAE Student Professionalism Ethics Code of Conduct.

We do ask that you take a moment to look/read over the Competencies folder, it may make the entire effort of this toolkit make sense. There is information and material there that really connects the efforts of academia to the understanding of the student before letting them out into the world. It may even help guide your efforts and ideas for future classes.

\*Links includes Career Videos currently updates to these will be present at the listed links

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# **Instructor Guide for Case Studies**

## **Welcome!**

Case studies provide a lot of opportunity for students to work on their critical thinking! To that end, we have worked and are still working on creating case studies for you to use in class, groups, team practices, etc. You can add as much of a technical element as you wish, or if you want to simply use it for a round table discussion then by all means feel free!

## **Overview**

Case studies provide an excellent way for students to discuss and wrestle with decisions made and not made when it comes to the technical world around us. This is a collection of case studies developed by Dr. Wells & Dr. Tippey from Montreat college, but will grow as the toolkit continues to develop from various sources.

Case studies have been used as discussion pieces within the class and as assignments for reports that challenges the students to dive deeper and decide on the steps taken or not taken. This should allow students to explore their own ethics and how it could apply in a working environment.

As an instructor you can decide the best way to incorporate it in your classes and curriculum. You may even look at these as examples to challenge your students to build their own case studies (be sure to try and minimize biases with this approach).

What you want to look for in using case studies is the discussion and challenge of their own ethics as well as expanding their worldview through these discussions.

## **How-To**

Again, it is entirely up to you as the instructor to decide how to implement these case studies into your curriculum or your class/activity. Montreat has incorporated case studies such as these into some of our classes and have our students wrestle with the various studies, considering various alternatives then deciding on what course of action they would recommend and why.

We guide our students using a 4-step ethical decision making, that is also found in more depth in micromodule 10 of the Professionalism & Ethics Course, to help students structure their response. There are other methods of ethical reasoning and you are free to apply whatever approach would be the most beneficial to your teaching, goals, or expectations. The 4-step ethical decision-making process that has been used at Montreat follows as below:

1. Get the Facts
   1. We encourage students to ask questions, hear both sides of the story and remove non-important information
2. Define the Problem
   1. Students must then define the problem, the actual problem as opposed to just was simply stated
   2. If you are looking at professional resolutions for a conflict, for example a verbal conflict between two coworkers may reveal a lot of unnecessary details, but the problem may lie in one coworker feeling unappreciated or looked over.
3. Evaluate Alternatives
   1. Students then weigh out various alternatives, listing and explaining them as well as their rationale for why it is a solution
4. Choose and Act Responsibly
   1. Finally, students restate the true problem, provide the facts, and then explain the appropriate resolution going forward
   2. Students may also include negative consequences as well, as not every solution will be completely positive, but may be necessary to move forward.

Often times these are case study papers, but you may find allowing students to present or discuss the case studies and how they resolve it to be equally or more beneficial. It is also not uncommon for students to refer to specific ethics in their rationale for how they approach these issues. Approaches to ethics are also discussed in micromodule 10 and they include:

* Virtue/Character
* Rule/Deontological
* Consequentialist/Teleological

Of course, there are many more ethical approaches that may apply to the various case studies. The goal is for students to approach these cases professionally with ethics in mind.

# **Instructor Guide for Competencies**

## **Welcome!**

Competencies are a great way for students to develop a better understanding of their own skills and how they can communicate them. They serve 3 crucial purposes:

1. Gives students a better understanding of what is expected of them in whatever job role they plan to be in/go for
2. Gives employers a common language to speak in
3. Gives educators a foundation to teach from and to

As competencies are now a requirement for redesignation, we felt it would be nice to provide some resources on competencies as well as linking it to other great work being done to develop this area.

## **Overview**

What is a competency? A competency is defined as (and used in this context for us):

*“Competency is the ability for the student to complete a task in the context of a work role.”*

Essentially, being competent (per our definition) means to successfully complete a task an organization or person would pay someone to do. It is important to note, that competencies are not here to replace what you do as an instructor or organization. Instead, the hope is that competencies can come alongside the work that you already do to provide a new way for students to view what they do and how they communicate that. It is our hope that we can have conversations with industry, as well, so everyone is speaking the same language and can communicate more effectively. The definition of a competency, and by extension what it means to be competent in our industry, is extremely important and should be defined when talking about them so we are all working with the same foundational understanding.

## **How-To**

Reminder, competencies and competency statements are not intended to replace anything that you are doing as an instructor. If anything, it may help frame what you do and help students understand why it is important that they put forth true effort in accomplishing the tasks at hand. It has been our experience, that talking with students about what competencies are and how they relate to the work they will do throughout their time at the institution to be encouraging and, depending on the task, exciting. As students can then relate what they are doing in the classroom to what they are doing in the workplace much easier.

This guide will not go into depth what competencies are or how to create a competency statement. There are resources linked in the toolkit for that as well as many in the CAE community available for you to reach out to for any questions. Instead, this guide will discuss how one may approach using competencies in their institution and beyond.

Within the classroom, a competency statement can lead to an assignment or an assignment that is already being done could make a solid competency statement. There are several examples of competency statements and competency inspired assignments within the toolkit free for you to review and use if you’d like. Including what framework, you pull the task from to build your assignment and explaining this to your class has had a positive impact on coursework and even questions from students. We hope that you have a similar experience if you decide to pursue this route.

Additionally, for extracurricular activities that may relate to professions within the cybersecurity field would also be great to develop competency statements from. Cybersecurity clubs, outreach activities, workshops, internships, etc. can all provide excellent competency statements. In the case of internships or student lead activities, encourage and help the student to build a competency statement. This helps them reflect on the work they have done and how they can communicate/mimic that work to help train others as well as assisting in developing required competency statements for your institution.

The work for competency statements does not begin or end at the institution. When opportunities arise, we do encourage you to speak to industry leaders, partners, or coworkers about competencies. Share with them competency statements that you build and ask if the task as designed would:

1. Build those professional skills, in their professional opinion
2. Be something that an organization like theirs or similar would pay for
3. Be something that they, if in the same or similar role, may do, have done or would like seen done at their place of work.

This provides more validity to the competency statement not just for redesignation but for explaining to students why their work matters and why their ability to communicate it matters as well.

Of course, be sure to share your competency statements with the CAE community!

# **Instructor’s Guide to Cyber Competitions**

## **Welcome!**

This section of the toolkit aims to give you ways to implement professionalism and ethics into your competitions. There are several competitions here that can be run out of the box.

Cybersecurity competitions are often considered just technical, while this is great, it often leaves out the part that professionals need. Adding a few injects here and there, helps but there is a lot more that businesses and corporations need. Our hope is that these ideas, suggestions, and material helps you make your competition as engaging as possible so students can benefit as much!

## **Overview**

Cyber competitions are an excellent way to not only have students learn more of various technical concepts but to put into action what they have been learning and practicing in a classroom environment to something more akin to an actual working environment. Competitions can bring out surprising results from students when given the opportunity to showcase their skills; however, what this portion of the toolkit aims to remedy is these skills being limited by one’s inability to either explain, lead, or follow an organization’s policies. Within this section of the toolkit, you should see 4 different directories: Out of Box Competitions, CTF Ethics, Team Ethics and Professionalism, and Network Ops Challenge - Level 1 as of v0.1 of the toolkit. Each of these are intended to add professionalism & ethical challenges to familiar scenarios.

## **How-To**

As the instructor, feel free to use, incorporate, modify, and adjust any of the competitions in this section. More information about each is listed below:

**CTF Ethics –** Capture the Flag style competition. This competition utilizes a student’s ability to find, record, capture, and even exploit vulnerabilities to earn flags. This can be strings, documents, images, etc. It is in the challenge of finding these flags that students can be given an ethical challenge. The scenario can play out as so: *“Students are to participate in a CTF style competition, the winner of which claims bragging rights (or whatever you deem appropriate); as they are searching the targets, they may find items outside of the scope of the competition or something that points to something inappropriate (the plans of an insider or tell-tale signs of intrusion already on the system, or company secrets that should not be part of the scope given). What would a student do in response to finding such things?”*

Ideally, you want to treat this competition as if they were hired for a penetration test or if they were tasked with exploring their organization’s infrastructure for a work-related reason. What should happen is students should raise the alarm on alarming material. They should check policies, contact their supervisor (or team judges), and follow proper protocol to report said discovery for no points. They should be encouraged to do the right thing even when no one is watching. When reporting they should be given follow-up questions, that may even hinder their own progress should they decide to continue competing and explain thoroughly, how they found it and why they decided to report it (point to the policies of the organization). Depending on the files discovered they may have to present to their manager and/or CISO about what was found in addition to their final presentation to the class about their efforts and recommended security practices to prevent intrusion on the systems the files were captured on. Professionalism & ethics ensures that information deemed private is kept private, so these two reports should not overlap.

**Network Ops Challenge (Level 1) –** This challenge was given a level as it should serve be easy to implement and go through for introductory level courses. This may students first exposure to a cybersecurity competition. Similar to a CTF, this is intended to be a team challenge and intended to follow work done over a semester, for instance, this was used for an intro to cyber course for freshmen at Montreat in 2023. Students should feel comfortable using OSINT tools to find, identify, and perform a debriefing on their work and security recommendations with proper research to the designated panel (by the instructor) or the class as a whole.

This should serve as an introductory competition, it can be run at any level, but expect to see the most value from freshmen/sophomore level courses where students are beginning to build not only their skillsets but their confidence in explaining the work they do. As an instructor, you have a lot of say in how this competition will be ran, what they will find, and what they must do for After-Action. It is highly recommended to have the team perform their work, nothing too tool heavy, ideally OSINT based “flags” or items and prepare to give a 10-15 minute debrief at the end of the competition, explaining what they did, how they accomplished it, and what should be done to counter malicious actors who may try to do the same. While a competition in name, the purpose is to not only give exposure to OSINT tools but build confidence in speaking about their work and developed abilities as a team.

**Out the Box Competitions –** These are a collection of competitions, that have customizable options. These should be able to be deployed in almost any environment. Now, with the customizable options, there are not much in the way of professionalism & ethics and this is where the instructor may have to develop requirements appropriate for their class to help develop those skills.

You may be wondering why include this? These competitions give students the best example of how they will work in the real world. A lot of these are technical heavy and often doesn’t include requirements such as documentation, reporting, and presenting. This allows you to challenge your students to the fullest extent of their skillsets, and allows you to add external challenges as well. This will give students the best experience of what it means to balance technical and professional skills. We recommend that you run the competition prior to having students compete, so that you have an understanding of what students will be dealing with within the competition. As you go through one, create injects that you can send to teams or individuals, injects that deal more with situational related issues (such as, documenting which ports are open or closed on a certain box or inventorying the network). Encourage their documentation skills, not for the sake of documentation, but ideally towards their final report or debrief. At the end of the competition, the student should feel comfortable enough with the environment to achieve the goal of the competition and inform their supervisor, manager, team, etc. of the state of the environment, the incident, and the steps taken. A great idea, if the competition is a team effort is to take moments and have teams perform scheduled update reports for instance.

**Team Ethics & Professionalism –** Hardening Competition. In an effort to make this versatile and useful for anyone who would like to use this toolkit, this may not be as immersive as a CCDC but should be given a similar gravitas. Teams will work to defend their box from the unknown, documenting steps taken along the way. As they are working, they may receive injects that should, at some point, go against policy and procedure. Students should raise alarm on this, as opposed to just blindly following and hold appropriate meetings with their supervisor or boss. After they have spent the designated time working within their environment, a script will be ran that checks for each inject to be completed (the malicious ones score negatively) and also for various hardening points (ports, firewall, antivirus, etc., etc.). They will not receive their scores yet; the instructor will have a report though of an initial score based on what they did. Instructors can formulate questions around this or accept it as is. During debriefing, students have an opportunity to increase their score by discussing their steps and should it be found they performed hardening skills outside of the script check that improved the defense of the device or network they shall be awarded additional points. This, in essence, gives points for their professional reporting as their boss or CISO is more than likely not going to go double check their work in the working environment.

Should you have the means to set up the environment and have actual attacks (for instance an upper-level pen test class or operations class), then by all means have them attack the environment as students are working. In those instances, allow students a few hours ahead of time to set up initial defenses. This is the most ideal of situations as it allows students to interact in a manner most similar to other CCDC and even some real-world incidents. If this is applicable to you, include a debrief from the red team so all students can learn both sides. For all else, ensure students understand the importance of documentation and thoroughly checking their system. If you, the instructor, are setting up images or devices be sure to leave intentional holes in security for your students to fix. Adjust the script accordingly to check for these as well.

Remember, while it is fun to have friendly competition, remind students that this for their benefit and to improve their knowledge and abilities. Encourage them to help/support one another and you may even be able to involve past competitors in competitions with new teams. The hope is that this gives your either a foundation or a competition/challenge you can implement with a fair amount of ease. Of course, there are many more resources in the CAE community in this space, be sure to reach out and check on the CAE community site!

# **Instructor Guide to Finishing School**

## **Welcome!**

A Finishing School was once used as a way to measure one’s preparedness to use their skills in the real world. These schools could range from a year, a month, a week, or even a few days. For the purposes of our toolkit, we are including a 2-day finishing school workshop that helps students solidify their understanding of the following: Professionalism, Ethics, Resumes & Interviewing.

At the conclusion of the 2-day workshop, students should at a minimum have a resume ready; but also have an understanding of the importance of professionalism and ethics in the field and their career choices. They will also have practice in interviewing, particularly dealing with behavioral-based interviews using the STAR method.

## **Overview**

The Finishing School is a 2-day workshop that covers the following material: Professionalism & Ethics (Day 1) and Resume & Interviewing (Day 2). Both are intended to solidify the skills and demonstrate competency in using them.

The finishing school may feel or seem like a review of how they have had to apply ethics and professionalism in their work. To a degree this correct, however, the approach at this stage should be less of a teacher telling a student and more of a larger conversation revolving as more equals or close to equals. Students attending the 2-day finishing school should have a resume ready and be able to talk about various parts of them. They should also be prepared to practice interviewing as well as tips for the job hunt. The finishing school also covers how to be an effective, ethical professional beyond the computer screen which should serve students well in their career journey.

## **How-To**

Day 1 covers professionalism & ethics, this will feature familiar material that was provided in the professionalism and ethics course within the toolkit. It is by no means a substitution for the entire course provided in this toolkit and should serve as a final examination of one’s comfortability with the material presented. Day 1 is broken into two sessions a morning session and an afternoon session. The morning session covers professionalism, soft skills, and employability skills. The module covers the importance of the skills and how they connect together.

The afternoon session covers ethics, this should solidify the importance of the work they will be doing or have chosen to go into. The afternoon session covers ethics, the importance of being ethical behind the scene, and trust. The material provided will explain each of these concepts and how they connect to the professionalism skills taught in the morning session. At the conclusion of these sessions’ students will create their “Why” statement as well as their understanding on the importance of both professionalism and ethics within their chosen field or job.

Day 2 covers Resumes and Interviewing. Similar to Day 1 this can be held in a morning and afternoon session. The morning session will cover resumes, what to include, how to build, and how to properly format resumes for your chosen job/field (federal resume vs private sector resume). It will include how to incorporate and talk about skills that the student has developed both technical and professional as well as understanding page limits.

The afternoon session will cover interviewing, particularly the STAR method. The STAR method (defined in the included appendix) allows students to not only talk about their skills from a theoretical standpoint, but from a practical one. When points come up in an interview, they can back up their experience with actual situations where those skills were needed/used. At the conclusion of Day 2, students will take part in a final interview with the instructor or a panel (designated by the instructor) that showcases the skills they have learned, obtained, and sharpened. Should the finishing school be completed remotely, they will take part in a virtual interview (material will be included on interviewing virtually).

Like everything in the toolkit, feel free to modify or edit the presentation, assignments and material as you see fit to fit the needs of the institution. Slide printout pages are provided if the instructor would like to share them so students can focus on jotting down notes as opposed to the bullets on the slide.

## **STAR Method**

The STAR method for the purposes of this finishing school stands for:

S – Situation

T – Task

A – Action

R – Result

In essence, this is the interviewee’s response to a behavioral-based question or a question about skills listed on one’s resume. The interviewee should feel comfortable and confident enough to not only define the skill but provide an example of when they used the skill to achieve some goal or task.

By responding in this way, the interviewer should be satisfied in the accuracy of the interviewee’s resume and their ability to use the skills listed. As well as their comfortability with discussing what they are capable of doing and how they do it.

# **Instructor’s Guide to Links**

## **Welcome!**

Here you will find links to everything that you need for the toolkit!

These links should have the most up to date information/items should you need them beyond what the toolkit provides. Beyond that, it will also have additional links we believe may be useful for your efforts!

## **Overview**

This section of the toolkit includes direct links to various of works being done or completed in the CAE community. Additional resources may be found here as they approved for future versions of the toolkit.

## **How-To**

It’s odd just saying click the link for a toolkit geared towards helping to build/educate ethical cybersecurity professionals. So, we won’t say that...but, we do work to ensure that the links provided are legitimate and backed by the CAE community.

# **Instructor’s Guide for Professionalism & Ethics Course**

## **Welcome!**

You may be asking why a whole course is here? Well, this is something that was developed to be usable almost immediately with minor tweaks and changes for your needs.

You are welcome to use the course as is, you are welcome to change it, edit it and make it your own, but what we want is for the spirit of the course to be there. The goal of this course is to help develop and support your students as they become professionals getting ready to enter the working world. We feel that this can do that! But you can add whatever you see it needs. It will be edited over time as most things in this toolkit. So please provide us feedback and let us know how we can continue to improve this. We aren’t looking for personal recommendations, again, you can make it as fancy or unique as you want, we are looking for general edits to make the foundation more solid.

## **Overview**

This course was built for a 1 credit hour 16-week course that meets once a week for an hour. It was built for in-person/face-to-face instruction but can be changed to online or hybrid. It includes 14 micromodules covering a range of topics:

1. Lifelong Learning
2. 7 Essential Life Skills
3. Vision & Why
4. Procrastination & Discernment
5. Job Readiness
6. Communication & Listening
7. Personal Brand
8. Cover Letter & Resume
9. Networking
10. Ethics
11. Time Management
12. Master Calendar
13. Professional Conversation & Etiquette
14. Developing Interview Skills

The course is outlined in a way that starts by focusing on student’s personal development and understanding what it takes to not just get a job but build a career. It then leads to how to land a job and start the career journey. Within the second part (6-14) students will continue to develop their own ethics, time management and etiquette. It was ordered in this way to help students understand to not just become complacent in their role but to actively continue to learn and build their skills and abilities.

## **How-To**

This course is fully built with a syllabus and instructor guide. It includes textbooks, assignments, lesson plans, and material. It is ready to be implemented as is, but can be modified to fit the institutions needs and/or goals. Feel free to expand the topics, change assignments, assigned readings, etc. With changes, we do advise that you review the material to ensure that it matches or supports any changes made to the course.

\*Special thanks to Greg Sayadian of Montreat College for his excellent work on building this course and materials

# **Instructor’s Guide to Supplemental Material**

## **Welcome!**

The material found in this folder are included to help in bettering students understanding of the material they are working with and the field they are working in.

As of current, there are a series of animated videos that discuss the NICE Framework in a way that may help students understand it better. Instructors are allowed to use supplemental material as needed.

## **Overview**

The material here aims to provide support to a wide variety of things. This section will be added to and may be organized differently as more things are added and organized.

## **How-To**

The material here may be used as supplemental to any needs the organization needs or would like to include. Feel free to use these as you see fit.

# **Instructor’s Guide to Workshops**

## **Welcome!**

This section of the toolkit includes workshops that have been developed and put into use. The guides, material, and sources here are free for you to modify, edit, and use as you see fit. The aim is to give you a foundation to allow you to create workshops that fit your needs and possibly your audience.

## **Overview**

As of v0.1, there are 6 workshops present within each folder. 3 for college workshops and 3 for high school workshops. These workshops can be modified, added to or used as is for workshops on campus and for outreach to high schools.

College:

* Ethics in Cyber: focuses on developing ethics throughout as well as the impact ethics has had on the field. Ethics in cyber is more than just following policies or rules, it deals with the character of the individual.
* Professionalism in Cyber: focuses on what it means to be professional in the field of cybersecurity. Professionals are not just people with degrees, they are people who act and behave in a manner that is beneficial, supportive, and productive to themselves, others, and the business itself.
* Women in Cyber Defense: This workshop will be geared towards women in cybersecurity (specifically cyber defense). It aims to provide resources to further their skills, ethical and professional challenges, as well ways to become more involved in the community.

High School:

* Cybersecurity Professionalism & Ethics: tackles both professionalism and ethics for a high school audience. Particularly in how students can begin to build professional skills and habits as well as ethical approaches to situations and dilemmas.
* Professionalism in a Modern Age: Highlights how different this era is in its information and knowledge gathering. It aims to bring awareness to actions beyond just school and how that may impact the future. The workshop aims to promote critical thinking in high schoolers to think beyond the now and to really consider actions that they may take in consideration of their future.
* Girls Hacking the Future: This workshop will be geared towards high school girls who may be interested or already in the cyber field. The hope is that it will not only encourage more involvement but let them know that they are not alone and introduce them to resources, mentors, and other ways to build their skills now.

## **How-To**

Material is being added as well as presentations that can be used for each session. Outlines are provided with suggested times and pacing tips, but this is by no means a requirement and can be changed to conform with any requirements.

The goal of these workshops is to inform, give experience and encourage students at all levels to begin, continue, or further their understanding of the field.

Within each Folder you will find:

* Materials Folder (if applicable)
* Slides for the Workshop
  + Activities are within the slides referencing material as needed
  + Sources and links are also located within the slides as well as the respective Instructors Guide
* Instructors Guide
* Slides Outline (if you’d like to make your plans with it or share it with attendees to promote engagement and less notetaking. Your theories on that and how you wish to do the workshop is entirely up to you)

Each folder has everything you need to run any of the workshops. They are geared towards ethical and professional development within the attendees. There are 2 workshops, at current, geared towards promoting and encouraging women in cybersecurity (and STEM in general). Feel free to modify these, run these as needed and/or make edits/improvements.

My only ask is that if you run a workshop and identify ways to improve it or have an outstanding workshop using these or making these the foundation, that you gather feedback, report back so we can improve it for all.

Thank you for taking time to go through these and I hope you find some that you want to run or use!