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From the Editors

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From the Editors

Abstract
Welcome to the third issue of the Journal of Cybersecurity Education, Research and Practice (JCERP).

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FROM THE EDITORS

Welcome to the Spring 2017 issue of the Journal of Cybersecurity Education, Research, and Practice (JCERP). The editorial team would like to thank you for taking time to read this issue and encourage each of you to submit a paper to be considered for publication in upcoming editions.

This issue's editorial is meant to take a moment to advocate for what we do so often – teaching information security. While as university educators we are teaching the current and next generation of security professionals, it is not enough to teach only them. We need to expose even more people to the subject as it impacts all of us. Not a day passes anymore without a mention in the news – either online, print, radio or television – that a company has either mishandled personally identifiable customer information or they have been the victim of a cyberattack or some other form of compromise of their systems that shut down their major operations. But, don't forget as consumers, we are to be assured that our data is completely safe, even when it was not, and we should be placated by the offer of one to two years of credit monitoring.

From information being lost or stolen to ransomware to shutting down the primary business of a major airline – each of these has happened in the past year not only one time but more than once. Where was the protection and hardening of their systems? Where was the business continuity plan? Where was the testing to make sure they were ready? A myriad of questions run through the mind of a security professional and educator whenever these issues arise. Additionally, the educator also thinks they should have known better or done better.

An often mentioned definition, which is attributed to Albert Einstein states that insanity is doing the same thing over and over and expecting a different result. That is just what is happening with many businesses barely realizing how close they came to being another evening news story or statistic. The relevant question is does the business change their behaviors or do executives quietly celebrate in the boardrooms that it was their competition and not their company which was impacted that day.

So, what is the answer and how do we influence changes in behavior? From one perspective it is education, education, education. Presented in this issue are three articles which are rooted in cybersecurity education.

Pedagogical Resources for Industrial Control Systems by Francia, Randall and Snellen discusses the pedagogical materials created, resources and dissemination of these to facilitate teaching the future workforce to learn about security around these systems which protect critical infrastructure.

Cyber Security for Everyone: An Introductory Course for Non-Technical Majors by Depuis discusses the need to increase cyber security hygiene in the undergraduate college groups which are not within technical majors, the curriculum developed, results of the course and benefits to stakeholders.

How Much Should We Teach the Enigma Machine? by Livermore presents a case for teaching the historical context and evolution of technology in information assurance focusing on including the Enigma Machine in the curriculum as newer technologies are added necessitating elimination of items from courses.

Each of these articles provide different perspectives on teaching information security issues to different communities of learners and we hope you will find them insightful and educational.

Our mission at JCERP is to be the premier outlet for high-quality information security and cybersecurity related articles of interest to teaching faculty and students.

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