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EDITORS' MESSAGE

Welcome to the March 2021 edition! As indicated on the front cover, this edition contains columnists' views on Graduation with Honors. Henry Walker gives his insights on potential criteria for consideration regarding expectations of an Honor's graduate and what kinds of effort could be rewarded by the inclusion of the title "with Honors." In his column on how Honors students excel no matter what the circumstances, Jeff Popyack explains how the Upsilon Pi Epsilon awards are granted and enumerates who have been given the Honors' Scholarships, Grants, and Awards for the year 2020–2021. Both these columns give some interesting insights into the awarding and recognition of Graduation with Honors.

Jeremy Straub gives us some detailed analyses of the ACM data, which is publicly available from the ACM repository. His article on the changing demographics of doctoral degree recipients in computing programs gives interesting numbers on differences by gender, origin/nationality, race/ethnicity, and type of programs over almost 40 years. His analyses have implications for doctorate programs globally.

Since it seems like we may be in for constant change, Briana Morrison and Michelle Craig discuss how to transition ownership of materials to enable them to become valuable open educational resources. Tony Clear explains his interpretation of what it means to be agile, survive lockdowns, and questions whether agility is a state of mind or can be taught.

For the next in the series of "Conversations with Prominent Propagators," David Bunde et al. interview the very enthusiastic Colleen Lewis, who explains her demonstration strategy and discusses reasons for the success of her teaching tips. Once again, John Barr has arranged another intriguing CS50* puzzle for the Backpage. David Ginat explains the theory behind maximal partitions, while Henry Walker gives his recommendations on scheduling the topics and assessments for database-driven courses.

Henry is coming up for his 68th column for *Inroads*. His first-ever column appeared in the SIGCSE Bulletin in December 1997, where he discussed a racquetball/volleyball simulation, and this remains one of his favorite programming assignments to this day. As far as we know, he has not repeated any column ideas directly! In 2018, Henry published a book—*Teaching Computing*—(his

tenth!) based on some of his favorite columns. Copyright control remains with the authors of *Inroads* columns, so there was no issue about his putting the columns together and publishing in a book. With many of the columns over 20 years old, his book contains the original columns, together with subsequent new reflections on many of them. When asked about his inspiration for his columns, he says that "mostly, ideas for new columns grow out of current experiences and thoughts from my teaching."

What a great role-model to consider. We would like to invite any of you who might have ideas for a regular column to contribute to *Inroads* to discuss your thoughts with us. Also, any idea from an article you may have written in the past, which might be of interest to us, can be reflected upon and expanded, as long as it is at least 25% different from any of your previous publications. Henry also mentioned that he almost never gets feedback from readers, except if he meets them at conferences, so now might be an opportunity to write your reflections on how you have approached similar considerations such as the awarding of High Distinctions or grades within your course.

This time last year, we had no idea what a major impact COVID-19 would have on our lives and education. Now it seems like we will be operating online for some time to come, which has turned our teaching and assessment strategies around completely. As in our December issue, when columnists Cara Tang and Lauri Malmi each talked about their conversions to online teaching, we continue to be very interested in hearing about your experiences of "the new normal" of teaching online. Specifically, recommendations of how to assess without exams or timed assessments are important.

Hence, we hope you enjoy reading this edition of the changing nature of graduates, those with and without Honors, and computing education more broadly in these recent times. We look forward to your research, interpretations of data, ideas, and thoughts on the future of computing education. And, please, comment on what you read in these pages. ♦

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Editors-in-Chief

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