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EDITORS' MESSAGE

Welcome to the June 2021 edition of *ACM Inroads*. We start this issue with yet another column from our prolific colleague Henry Walker, who discusses privacy issues, especially concerning student assessment data. In the past, many security properties were enforced physically, such as by having feedback to students only recorded in handwriting on their paper submission. However, the sudden shift last year to fully online courses not only removed many of the physical safeguards that were in place but also introduced several grey areas, particularly with third-party software solutions that are often based on cloud technologies. An increasing trend for working at home also means that data can also be stored on home computers, which are typically outside the security arrangements put in place by a university.

David Bunde continues his excellent series on Prominent Propagators with an interview with Paul Tymann, the Director of Education at the US National Science Foundation. Paul talks about what makes CS Education research proposals successful and points out the lack of a central repository for relevant materials. He also has an idea for an *ACM Inroads* column — any takers out there??

Cara Tang takes us in a different direction in her column on the ACM Committee for Computing Education in Community Colleges (CCECC) activities. One of the topics is based on curriculum guidelines, particularly around Information Technology and Cybersecurity programs. Another topic is the use of appropriate verbs, according to Bloom's taxonomy, tailored to use in computing curricula, across the six levels, which were 'road-tested' at SIGCSE 2021. Finally, there is also discussion of the launch of an interest group based on two-year programs.

Stuart Zweben and numerous co-authors present an analysis of retention data for students in US-based programs in computing disciplines from 2017-8. These data are analysed in terms of gender, race/ethnicity and class rank. They provide quantification at a large scale on which to measure the effectiveness of strategies for retention of specific student cohorts.

We are also pleased to reprint two of the papers which received awards at SIGCSE 2021 in the category of "Best Paper for Computing Education Research." In the first of these, Yolanda Rankin, Jakita Thomas, and Sheena Frete discuss the results of interviews with black women about power relations in the computing field. They particularly focus on K-12 classrooms, predominantly white institutions and internships, where they found prejudice against black women to be particularly acute. On a related theme, in the second paper, Catherine Mooney and Brett A. Becker discuss the impact of the pandemic on student's sense of belonging. Here, as in the previous paper, intersectionality plays an important role in understanding subtle and nuanced findings.

Of course, no edition of *Inroads* is complete without a puzzle from John Barr, who once again has come up with an appealing brain twister, this time based on using binary numbers to create a QR code. John has indicated that this is likely to be his last such contribution (possibly pending one more in September?). We are extremely grateful for John's many contributions over the years, which show how computing experts can also be quite creative when the need arises! This also means that there is now an opportunity for someone else, or indeed a group of others, to step up into this role of Backpage Editor. We are certainly open to suggestions here and are interested in any proposals that you may have, such as a group of four people contributing one puzzle each year, each to a different edition. Or for competitions, such as the best program for generating a verse in Haiku (on the topic of computing, of course). Or for Crosswords, or Sudoku? Other ideas? Please suggest them!

We hope you enjoy this edition of *Inroads* and look forward to hearing your thoughts. ♦

Margaret Hamilton and James Harland
Editors-in-Chief