Welcome to the December issue of the Bulletin! December 5-11 is CSEdWeek. Barbara Boucher Owens offers suggestions on how to get involved. And we’d love to hear about your activities; let us know through our Feedback Corner. Still not sure how to contribute? Check out our calls for volunteers for two projects: the CSTA Leadership Cohort and the NSDL Ensemble project.

The SICGSE Symposium is coming up in March. If you are planning to attend, take note of two SICGSE sponsored events: the Roundtable for Department Chairs and the New Educators Roundtable. And speaking of the Symposium, is there any correlation between paper submission time and acceptance rate? Henry Walker takes a look in SICGSE by the numbers.

The Spanish and Australasian SICGSE chapters check in. SICGSE Board Members report on SICGSE grants and awards. And finally, Board Chair Renée McCauley gives an update on SICGSE Publications.

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CSED Week: Take the Pledge
By Barbara Boucher Owens, Immediate Past SIGCSE Chair

CSEdWeek is December 5-11. You may be thinking that it is too late to do anything to promote CS this year. If so, you are so-o-o wrong.

The web site http://csedweek.org is chock full of suggestions and materials you can use to get involved. For even more ideas, take a look at the recent CSTA Voice, volume 6, Issue 5, which is almost entirely devoted to CSEdWeek.

Become a community volunteer; spread the word about CS and the career opportunities it affords. Do it for CSEdWeek or, for that matter, all year round. Get involved!

CSEDWeek is a joint project of the ACM, with other non-profits, industry, and government partners. Efforts this year are being spearheaded by Debra Richardson, Donald Bren School of Information and Computer Science, University of California, Irvine.

This newsletter provides a mechanism for the SIGCSE organization and leadership to provide information to members, but communication should be two way! This column asks for your feedback regarding SIGCSE: its current status and directions for the future.

What are you doing for CSEdWeek?
In the next issue of the Bulletin we’ll report on CSEdWeek activities sponsored by SIGCSE members. To let us know about your plans, just go to the Feedback Corner website at:

http://www.cs.grinnell.edu/~sigcse/feedback/v42n4-2010-december.shtml

Computer Science Education Week (CSEdWeek), designated by the U.S. House of Representatives as the week of Grace Murray Hopper’s birthday, recognizes the transformative role of computing and the need to bolster computer science at all educational levels. ACM and its partners will promote CSEdWeek in order to:

- Raise awareness of the critical role of computing for our global information society
- Promote efforts to expose students – particularly in grades K-12 – to robust computer science education
- Highlight the challenges facing computer science education
- Engage supporters to prepare students with the knowledge and skills they need for the 21st century
**Volunteer to Help K-12 CS Ed!**
by Mark Guzdial, Susan Rodgers, and Barbara Boucher Owens, SIGCSE Board Members

In order to broaden participation in computer science in the U.S., we need to change CS education at the K-12 level. Kids in middle and high school don’t know what computer science is and what they do think they know is often wrong.

To improve CS education in K-12 we need to make systemic changes such as establishing state-approved high school CS curricula, making CS classes “count” towards high school graduation, and certifying teachers (or providing post-certification “endorsements”) to teach CS. But how do we make these changes happen?

The Computer Science Teachers Association (CSTA) launched the CSTA Leadership Cohort in January 2008. This program supports two teachers in each state to lead reform efforts. Since the program was launched, cohort members have been working in their respective states to establish K-12 computer science as an essential academic discipline and participating in a cohort online community to share experiences, strategies, and successes. (See the Leadership Cohort website for more information.)

The cohort would be made stronger and have more leverage with state-level education administration if a broader base of support was evident. The SIGCSE Board proposes to team SIGCSE members with the CSTA Leadership Cohort, so that the call for change is from all of K-16.

We hope to have a BOF on this topic at SIGCSE 2011. Meanwhile, feel free to seek out your CSTA Leadership Cohort members in your state, or contact one of us for help or more information.

**SIGCSE Seeks Volunteers for Ensemble**
by Renée McCauley, SIGCSE Chair

In the near future, the National Science Digital Library (NSDL) Ensemble project (http://www.computingportal.org/) will include a facility for individuals to upload resources to share with the computing education community.

SIGCSE is cooperating with Ensemble by recruiting SIGCSE members to act as moderators/editors of submissions (exercises, presentations, anything useful as a teaching resource) for
- teaching CS1 and CS2
- teaching introductory computer organization/architecture
- teaching security (computer systems, information, networks, etc.)

In addition, Ensemble needs people who are willing to do a general review of teaching-related resources for miscellaneous materials (not spam) that may be submitted.

The time commitment will be small (perhaps an hour or so a month). You may also be asked to help recruit submissions in your areas of interest.

Send questions or expressions of interest to Boots Cassel at cassel@acm.org. There will be special recognition for Ensemble moderators at the Ensemble SIGCSE 2011 booth!
**Roundtable for Department Chairs at SIGCSE Symposia**  
Sandra J. DeLoatch, Dean, College of Science, Engineering & Technology, Norfolk State University

SIGCSE offered the first special session for department chairs as a panel discussion at the 2003 Symposium in Reno, NV. Three veteran department chairs – Sandra J. DeLoatch (Norfolk State University), Henry Walker (Grinnell College), and Frank H. Young (Rose-Hulman Institute of Technology) – served as panelists and provided suggestions to help new department chairs thrive in their new roles. Three years later the Roundtable for Department Chairs became a regular pre-conference fixture at the Symposium.

This session covers an entire day and is designed to help both new and experienced chairs perform their duties more efficiently and effectively. Roundtable leaders introduce relevant topics to be explored by the group. The most popular topics discussed are legal and ethical issues, establishing priorities, conflict resolution methods, effective communication, and time management. The Roundtables incorporate small-group interaction as well as general discussions. Resource materials on various topics are provided to participants. Mentoring relationships are often established that provide ongoing support.

Frank Young, the visionary for the sessions for chairs at SIGCSE, retired from his leadership role in 2008. For the past two years, the Roundtable has been conducted by Sandra DeLoatch, Frank Friedman (Temple University), Joyce Currie Little (Towson State University), and C. Dianne Martin (George Washington University).

**New Educators Roundtable at SIGCSE Symposia**  
by Julie Zelenski, Stanford University and David Reed, Creighton University

Despite the important role teaching plays in many academic careers, the reality is that many new teachers receive only minimal (if any) teacher training. As a result, they often feel underprepared for teaching and are forced to learn key lessons in isolation.

For the past two years, SIGCSE has sponsored the New Educators Roundtable (NER) at the SIGCSE symposium to help address this problem. The roundtable brings new educators together with experienced colleagues in a small-group setting to ask questions, share best practices, and build a lasting support group to help jump-start a new career.

NER welcomes participants from across the teaching spectrum including tenure-line research faculty, teaching-track faculty, lecturers, adjuncts, and graduate students. The number of participants is kept fairly small (12 in 2009, 19 in 2010) to encourage focused, many-to-many discussions on those issues that are most relevant to the participants' needs.

Hot topics in the past have been managing course logistics, designing effective assignments, dealing with challenging students, juggling priorities, surviving academic politics, and conducting a successful job search.

We are looking forward to another great roundtable at the SIGCSE symposium in Dallas (Wednesday, March 9). If you are at the start of your teaching career, why not join us? Or if you have a new colleague that might benefit from this valuable opportunity, recommend it to them. For more information, visit the following site: [http://dave-reed.com/NER](http://dave-reed.com/NER).
Authors sometimes ask if there is an advantage in submitting papers early to a conference or late. SIGCSE members also wonder if papers submitted near a deadline are better and more thoughtful than papers submitted early, because authors have taken the full time allowed to polish work submitted on the last day.

Analysis of these questions is challenging, because few papers are submitted early; the great majority of papers arrive in the last couple days before the deadline. The following graph shows the number of papers submitted in the 40 days before the deadlines for SIGCSE 2010 and SIGCSE 2011.

This graph also shows the number of these papers that were eventually accepted. The average acceptance rates for SIGCSE 2010 and 2011 were, respectively, 33.99% and 34.08%.

The following graph describes the cumulative acceptance rate as a function of submission time.

For example, 24 days before the deadline for SIGCSE 2011, eight papers had been submitted of which 50% (four papers) were eventually accepted.

As the paper-submission timeline begins and few papers have been submitted, the variation in the acceptance rate is high. Eventually, of course, the rates converge to the conference averages. Although acceptances of papers submitted early to SIGCSE 2010 yielded somewhat lower acceptance rates than the overall average, these computations are based on fewer than 10 submissions – less than 3.4% of all submissions.

The next two graphs consider the submissions in groups of 15. For example, group 1 contains the first 15 papers submitted, group 2 the next 15 papers, etc. We then consider the average acceptance rate for each group. The submission time for a group is its median submission time.
In both graphs, the horizontal axis is non-linear according to days before the deadline. Both graphs show considerable variation in acceptance rates for groups of 15 papers. Acceptance rates are relatively high for papers submitted in the early evening of the last day (perhaps papers have been in preparation for some time and refinements finally finished). Also, acceptance rates decrease in the few hours just before a deadline.

This article began with questions regarding the quality of papers and the chances of acceptance, based on when the papers were submitted. The basic conclusion to this analysis is "NO", acceptance rates do not depend in any clear way upon when papers are submitted – good papers may arrive at any time during the submission process.

SIGCSE Conference Update

The 42nd ACM Technical Symposium on Computer Science Education will be held March 9-12, 2011 in Dallas, TX.

Although submissions are closed, registration will be open soon.

The 16th Annual Conference on Innovation and Technology in Computer Science Education (ITiCSE) will be held June 27-29, 2011 in Darmstadt, Germany.

The deadline for Paper, Panel, and Working Group submissions is January 14, 2011. The deadline for Tips, Techniques, and Courseware as well as Faculty and Student Posters is March 11, 2011.

ICER 2011

The 7th Annual International Computing Education Conference (ICER) will be held in Providence, RI on Aug. 8-9, 2011.
SIGCSE Spanish Chapter
by Juan Manuel Dodero, SIGCSE Spanish Chapter President

The ACM SIGCSE Spanish Chapter was founded to increase knowledge and acknowledgement of computing education in Spain. It provides a communications forum for Computer Science educators of all levels in the Spanish educational system.

We work to develop, implement, and evaluate computing programs, curricula, and courses, including syllabi, laboratories, and learning technologies. We also address other issues relevant computing pedagogy.

We sponsor an annual Methods and Cases in Computing Education (MCCE) workshop which publishes articles dealing with the joy, pain, and hope of our daily teaching and research experiences in computing education. First editions of MCCE were held at Salamanca (2008), Barcelona (2009) and Cádiz (2010).

Our recent activities have included contributions to the discussions on the European Higher Education Area (EHEA), which has been a hot topic amongst the Spanish Higher Education community. We have also published a couple of special issues of educational journals from the extended outcomes of the MCCE Workshop. Forthcoming events of the chapter include the 4th edition of the MCCE Workshop, to be held next summer in Almagro-Ciudad Real, Spain. More information about these and other activities can be found in www.sigcse.es.

SIGCSE Australasian Chapter
by Alison Young, SIGCSE Australasian Chapter President

The ACM SIGCSE Australasian Chapter was instrumental in planning three major activities this year.

The first was the Twelfth Australasian Computing Education (ACE) conference held in January in Brisbane as part of Australasian Computer Science Week (ACSW). The conference was very well attended. We were pleased to announce that the winner of this year’s CORE Excellence in Teaching award was Paul Denny from University of Auckland.

The second event was the Computing & IT Research & Education NZ (CITRENZ) conference (previously NACCQ). There were 30 papers presented, which represents a 35% acceptance rate. The keynote speakers this year were Nathan Sherdoff from the California College of the Arts (CCA) in San Francisco and Anthony Robins from the University of Otago.

The third activity was the Sixth Annual Melbourne Computing Education Conventicle, which was held Friday 19th November. This was an opportunity for researchers who have presented papers at international conferences during the year to present them to their colleagues. The keynote speaker at the conventicle this year was Tony Clear from AUT University.

Planning is almost completed for the ACSW in Perth in January 2011, where the Annual General meeting of the chapter will take place.
SIGCSE Special Projects
by Doug Baldwin, SIGCSE Treasurer

SIGCSE's Special Projects program provides small grants to support educational innovation by SIGCSE members. Any member of SIGCSE can apply for a grant of up to $5000 USD, to support a project designed to investigate new ideas in the teaching and learning of computing.

The Special Projects program started in 2003 and immediately proved popular with SIGCSE members. A peak of 12 awards was made in 2005. Economic belt-tightening led SIGCSE to scale back the budget for the program in 2009 and to briefly suspend applications for new grants in 2010. I am happy to report that the program is again active and accepting new applications. We expect to award three or four grants per year for the foreseeable future.

Although the funding for any one special project is small, the impact can be significant. For example, the first grant, which was awarded in May 2003, provided $1600 USD to support creation of an online archive of proceedings from the Workshops on Computer Architecture Education. This archive continued to collect proceedings through 2007 and still exists today at http://www.ncsu.edu/wcae/.

Special projects grants also gain impact by leveraging other sources of funding. For example, the "Building Research in Australasian Computing Education" (BRACE) workshop was a special project that imported highly successful NSF-funded computing education research workshops from the United States to Australia and New Zealand. The complete series of North American and Australasian workshops are now seen as models for developing talent in an emerging research area.

More recently, the Special Projects program funded a prototype of "the Taulbee Survey for the Rest of Us." As the name suggests, this project developed a one-time survey of faculty and student demographics in non-doctoral computing departments. The most recently funded special project seeks to expand this work to the point where it becomes an on-going, institutionalized effort that will produce data year after year.

Special Projects grants are easy to apply for. The application consists of a one-page cover form and a project description of up to 1000 words. There is no closing date for applications, although they have traditionally been reviewed in May, August, and November of each year.

I hope that this overview of the program has whetted your interest in it. For more information on special projects, visit the Special Projects web pages. Then gather up your best computing education ideas and apply!
SIGCSE Awards
by Daniel Joyce, SIGCSE Vice-Chair

The 2011 SIGCSE Award for Lifetime Service to the Computer Science Education Community has been awarded to Gordon Davies, Department of Computing, Open University (retired). This award will be presented at the 42nd SIGCSE Technical Symposium being held in Dallas, Texas, USA, March 9-12, 2011. Professor Davies will address the First Timers’ luncheon at the Symposium.

Gordon has been very involved throughout his career with SIGCSE. He reports that he has attended most of the SIGCSE Symposia for the past thirty years and in 1997 he was elected to the SIGCSE Board. Perhaps his most important contribution to SIGCSE was helping to inaugurate the ITICSE conference, which has taken place annually, in and around Europe, since 1996.

In addition to his work with SIGCSE, Gordon has actively served other CS education organizations. Examples include but are not limited to: chairing two IFIP working groups in the education area, contributing to both CC2001 and CC2005 as a member of the ACM Education Board, and helping to start the Informatics Education Europe series of conferences.

The 2011 SIGCSE Award for Outstanding Contribution to Computer Science Education has been awarded to Matthias Felleisen, Trustee Professor at College of Computer Science, Northeastern University. This award will be presented at the 42nd SIGCSE Technical Symposium being held in Dallas, Texas, USA, March 9-12, 2011. Professor Felleisen will give a plenary address to the attendees.

In 1995 Matthias posed the following question: "What is the essence of computing that should be taught to everyone, not just to computer scientists?" So began his long journey of educational development, theoretical research, and software development – a golden triangle wherein each part impacts the other two and every part benefits from the advances made by every other part.

During this journey Matthias has generated many widely used tools and approaches, including: the Design Recipe, a step-by-step process for designing programs that is also applicable to the design of other intellectual artifacts as well, the TeachScheme! Workshops, which have served hundreds of K-12 educators in the use of the design recipe, the Bootstrap projects wherein students teach other students, and the ReachJava curriculum that explores class-based program design.
This year some important changes took place. Our publication, *inroads: The SIGCSE Bulletin*, was divided into two separate publications – the *ACM Inroads* (our print magazine) and the *The SIGCSE Bulletin* (our quarterly e-newsletter). These changes introduced several benefits to the SIGCSE community. First, our original print bulletin has now been promoted to ACM magazine status. This puts *ACM Inroads* at the same level as *Communications of the ACM*. Since *ACM Inroads* publishes formally reviewed papers that focus on computer science education, this has raised the status of computer science education at ACM and provides a more prestigious venue in which to publish our work. Second, the introduction of a quarterly electronic SIGCSE newsletter provides a faster and more convenient way to get news and announcements out to members.

These changes, however, impact one of the benefits of SIGCSE membership, that is access to conference proceedings and working group reports. Traditionally, SIGCSE and ITICSE proceedings were printed in *inroads: The SIGCSE Bulletin* in the March and December issues. The ICER proceedings were mailed on CD with the December issue.

Given the changes to *inroads*, we are left without a print publication in which to distribute our conference proceedings to the SIGCSE membership. In an effort to avoid raising membership rates, the SIGCSE Board decided to streamline distribution of proceedings and working group reports.

Starting in July 2011, conference proceedings and working group reports will not be mailed to members. They will continue to be available through the ACM Digital Library (DL). The DL provides an excellent search engine and access to the SIGCSE content in the DL is free to our members. Conference attendees will continue getting the proceedings on CD.

We will continue to mail proceedings in CD to SIGCSE member until the end of fiscal year 2011 (i.e., June 30, 2011). Also, the new *ACM Inroads* is committed to publishing the two “best” working group reports.

With increases in costs everywhere – for mailings, food, print publications, conference venues, etc. – your SIGCSE Board is committed to keeping the cost of membership as low as possible, while still providing the most “bang for your buck” in conferences and services. Please note that the annual SIGCSE membership fee has been $25 per year for more than 10 years (unlike other SIGs, some of which are $100 or more).

In closing, we hope that with (a) the introduction of a flagship ACM publication focusing exclusively on computer science education, and (b) the use of state-of-the-art technology to facilitate access to SIGCSE news, papers, and reports, you will find that SIGCSE membership has become even more valuable.

If you have questions/comments, please contact me or any board member – see http://www.sigcse.org/about/board for how to reach us.