

Leaving 2020 Behind

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The year 2020 was hard and unforgettable for a variety of reasons. With a new year, however, comes new opportunities. I would like to mention three of these.

First, Lisa Benson (Editor, *Journal of Engineering Education*), during an invited presentation at this past summer's ASEE Annual Meeting, spoke about diversity, equity and inclusion (DEI) issues and how journals can impact individual researchers in those areas.

As Editor of *CEE*, I took her comments to heart. I wondered, "What role could *CEE* play to encourage researchers to consider diversity, equity and inclusion in their work?" After introspection, I asked the *CEE* Publications Board Sub-Committee on "Content" (led by Dr. LaRuth McAfee) to reflect on some prompts I provided to them and to provide their own thoughts. Additionally, our *CEE* Editorial Staff had conversations around this issue as well, considering the feedback from the Content Sub-Committee.

All those discussions led to the following decision: starting with submissions on January 1, 2021, we are asking all authors to *consider* the implications of their work within the diversity, equity and inclusion lens. The ways that a submission addresses DEI issues should appropriately align with the other scholarly aspects of the work. This consideration should be embedded within the body of the work, provided in a separate sub-section of the work, and/or discussed within a letter of submission to the Editor. We are providing the third option during a transition period (perhaps one year) as authors become familiar with the requirements and expectations ahead of time (as they prepare their submissions). We also plan to make available "tutorial-type" articles on the most appropriate ways to incorporate diversity, equity, and inclusion into chemical engineering education projects and how to address common issues (e.g. working with small numbers, populations of interest, etc.). In this way, authors will become more familiar

with DEI areas to consider prior to embarking on research projects. Such an approach will also give authors training on what *CEE* will expect them to consider in future submissions.

Second, with this issue the journal is introducing and testing a new feature called "Food for Thought," written by Dr. Margot Vigeant from Bucknell University. I have long witnessed at conferences that sessions and workshops with "food" or "drink" (or both) in the title or theme are well attended by chemical engineering faculty. The column will focus on the relationship of food and drink to chemical engineering (processes and/or concepts). Dr. Vigeant, an ASEE Fellow, teaches food science courses and is a self-proclaimed "foodie." I am sure you will enjoy her first article on fermentation in this issue.

Third, we have moved the entire *CEE* publications archive (from 1962 to now) to our online journal system (OJS). This allows everyone to have *searchable* access to all *CEE* publications, except for those that have been published within the past 12 months (those are available only to digital subscribers). We are also slowly working our way back to provide digital object identifiers to all articles published. The journal acknowledges the work of Mr. Noah Lewis who spent the last seven months on this task. We hope that this access will allow you to easily consult these refereed journal articles in *CEE* when considering a chemical engineering education related topic.

Finally, I would be remiss if I didn't take this opportunity to thank those Dept. Chairs (or equivalent) who support the journal through their purchase of subscriptions and/or via the *CEE* Graduate Guide. During this next year, I would like to hear from you about how the journal can best meet your needs. I have some ideas that I have started to share as well on this front. Feel free to contact me at cee@che.ufl.edu – I'd love to hear from you. □