

## Volume 93 in Review

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**ABSTRACT:** The accomplishments of the past year, Volume 93, are highlighted.

**KEYWORDS:** *General Public*

A journal editor has to think about matters in the past, the present, and the future. We can expect to learn from the past, work in the present, and plan for the future. Thus, the last issue in Volume 93 gives your Editor the opportunity to point out the highlights of 2016 (or at least imagine contents and editorial operations leading to those publications that warrant such a description). But first, thanks and acknowledgments go to the staff in Georgia (Sullins Benson and Jayne Plymale), the staff in Wisconsin (Bernadette Caldwell, Jon Holmes, Mary Saecker, and Randall Wildman), and the Associate Editors (namely, our seasoned veterans, Renée Cole, Deanna Cullen, Cheryl Frech, Arthur Halpern, John Risley, Gregory Rushton, Marcy Towns; and our addition in 2016, Joanne Stewart from Hope College). Their combined efforts keep the enterprise flourishing. Of course, all authors, the reviewers whose efforts support the peer review system, and especially the readers for whose benefit we all work so diligently are also essential components of a successful system. To be complete, we also acknowledge the *Journal of Chemical Education* (JCE) Board of Publication (our fiduciary governance), the JCE Editorial Advisory Board, and our publishing partner, the ACS Publication Division in Columbus and Washington. Thank you and congratulations to all!

The year saw some changes in publication benchmarks and our reporting of them. Substantial decreases in the time from submission to when a first decision is made and ultimately to when the manuscript is published in Web form (i.e., ASAP status) have been achieved. Those publication milestones are now part of each published item: the dates when a submission is received, revised, and published ASAP now all appear as part of each manuscript. Volume 93 comprises ca. 400 papers and ca. 2100 pages. Evaluative measures of success include the number of downloads of articles and the impact factor, both of which increased this year, continuing a steady trend since 2009. Some changes are bittersweet: Book and Media Reviews will be moving from the *Journal* to our partner Web publication, the Chemical Education Xchange,<sup>1</sup> to enable review components such as comments and integration of social media tools. Look for details about that change in an upcoming issue of *JCE* and on the ChemEdX Web site.<sup>1</sup>

*JCE*'s second special issue was devoted to the topic of chemical information; it was administered by guest editor Grace Baysinger (with assistance from Associate Editor Renée Cole) and appeared in March 2016. Topics include how chemical information is produced, distributed, discovered, managed, shared, and preserved, documenting how this area

has changed significantly in the past two decades. Understanding how to navigate this digital landscape is essential for students, educators, and researchers. In response to a call for papers on chemical information, chemistry educators from around the world contributed articles collected in this Chemical Information special issue to share approaches to developing information literacy skills in students. These papers aim to be a resource for ideas and a catalyst for expanding communication and collaboration between chemists and information professionals. A third special issue, Polymer Concepts across the Curriculum, was announced this year; it is being developed and will appear in Volume 94.

A number of *Journal* articles were published as ACS Editors' Choice selections, giving them open access and availability to a broader audience:

- Student Development of Information Literacy Skills during Problem-Based Organic Chemistry Laboratory Experiments by Ginger V. Shultz and Ye Li, p 413 (DOI: [10.1021/acs.jchemed.5b00523](https://doi.org/10.1021/acs.jchemed.5b00523))
- The Safety "Use Case": Co-Developing Chemical Information Management and Laboratory Safety Skills by Ralph B. Stuart and Leah R. McEwen, p 516 (DOI: [10.1021/acs.jchemed.5b00511](https://doi.org/10.1021/acs.jchemed.5b00511))
- Strategies of Successful Synthesis Solutions: Mapping, Mechanisms, and More by Nicholas E. Bodé and Alison B. Flynn, p 593 (DOI: [10.1021/acs.jchemed.5b00900](https://doi.org/10.1021/acs.jchemed.5b00900))
- Student Understanding of Intermolecular Forces: A Multimodal Study by Melanie M. Cooper, Leah C. Williams, and Sonia M. Underwood, p 1288 (DOI: [10.1021/acs.jchemed.5b00169](https://doi.org/10.1021/acs.jchemed.5b00169))

Several guest editorials were contributed from members across the chemistry and educational community, writing on a variety of topics:

- Recognizing Drinking Water Pipes as Community Health Hazards by Jerald L. Schnoor, p 581 (DOI: [10.1021/acs.jchemed.6b00218](https://doi.org/10.1021/acs.jchemed.6b00218))
- It Is Time To Say What We Mean by Melanie M. Cooper, p 799 (DOI: [10.1021/acs.jchemed.6b00227](https://doi.org/10.1021/acs.jchemed.6b00227))
- Communicating Chemistry in Informal Environments: A Framework for Chemists by Mary M. Kirchhoff, p 981 (DOI: [10.1021/acs.jchemed.6b00357](https://doi.org/10.1021/acs.jchemed.6b00357))
- The Division of Chemical Education Executive Committee, Board of Publication, and ACS Examinations

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Institute Board of Trustees: A Historical Perspective from 1985 to 2015 by Marcy H. Towns and Thomas A. Holme, p 1163 (DOI: [10.1021/acs.jchemed.6b00050](https://doi.org/10.1021/acs.jchemed.6b00050))

- Chemistry Teachers as Professionals: A Retrospective Analysis by Gregory T. Rushton, p 1335 (DOI: [10.1021/acs.jchemed.6b00447](https://doi.org/10.1021/acs.jchemed.6b00447))
- Forensic Chemistry and Its Flip Side by Robert Q. Thompson, p 1677 (DOI: [10.1021/acs.jchemed.6b00713](https://doi.org/10.1021/acs.jchemed.6b00713))

There are other measures of the impact and contribution of the *Journal* and its authors. The three recipients of the 2016 Nobel Prize in Chemistry all have connections to the *Journal of Chemical Education*: J. Fraser Stoddart is an author of an article that was also featured on the cover;<sup>2</sup> Ben L. Feringa was an author of an organic chemistry lab;<sup>3</sup> and Jean-Pierre Sauvage is gratefully acknowledged as an expert resource.<sup>4</sup> We extend our thanks and best wishes to the chemical education community and look forward to potentially citing your research or scholarship in a future annual review.

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### Notes

Views expressed in this editorial are those of the author and not necessarily the views of the ACS.

Norbert J. Pienta is Professor and Director of General Chemistry at the University of Georgia, where he teaches and conducts research and scholarship about the teaching and learning of chemistry, devising methods, instruments, and analytics to characterize student learning and increase student success. He currently also serves as the Editor-in-Chief for the *Journal of Chemical Education*.

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