

## **Celebrating 10 Years of *JOREL***

### **Editors' Notes**

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The *Journal of Outdoor Recreation, Education, and Leadership (JOREL)* celebrates 10 years in publication! As we mark this significant milestone, it seems appropriate to reflect on the initial excitement expressed by the first editor-in-chief of *JOREL*, Dr. Aram Attarian, in his inaugural Editor's Notes:

The *JOREL* is the only peer-reviewed journal published in the United States with a specific focus on the areas of outdoor recreation, education, and leadership. It's taken almost 10 years for the *JOREL* to finally make it to publication. What started out as an idea in 2001 is finally here! It took the efforts and vision of a number of individuals from the Association of Outdoor Recreation and Education (AORE) Research and Publications Committee over the years to make this publication possible. Individuals from the Wilderness Education Association (WEA) joined the effort in 2007 and ultimately, AORE, WEA, and the Western Kentucky University Research Foundation created a partnership to make this project a reality. (p. 1)<sup>1</sup>

We stand on the shoulders of those who have gone before us and extend our gratitude to those who poured countless hours into the development of this project and who have helped nurture its growth over the past 10 years.

It is our pleasure to present the fourth issue of 2018, which includes one manuscript in the category of Research Notes; one in the category of Essays, Practices, and Commentaries; and three in the category of Regular Papers. First, Gabriel presents a Research Note investigating an outdoor orientation program and its impact on student retention, adding to the literature that documents the effectiveness of outdoor orientation programming. Gabriel highlights the program design that contributed to this program's success, which includes the combination of an extended outdoor experience with an academic course and the inclusion of staff or faculty on each experience to increase student support during the return to campus. Next, in the Essays,

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<sup>1</sup>Attarian, A. (2009). Editor's Notes - Introduction to the inaugural issue of the *Journal of Outdoor Recreation, Education, and Leadership*. *Journal of Outdoor Recreation, Education, and Leadership*, 1, 1–2.

Practices, and Commentaries category, Hobbs, McMahan, and Stawski provide a commentary summarizing the outcomes from a gathering held in 2017 to examine and discuss the “value, constraints, and benefits of accreditation for outdoor leadership education.” They provide an overview of the gathering to add to the discussion surrounding external review, its application in the field of outdoor leadership today, and next steps for the industry to consider.

Also, this issue includes three manuscripts in the Regular Papers category. First, McDaniel, Shields, Diehr, Thomas, and Middleton provide a unique manuscript investigating factors in the reduction of risk for cycling fatalities. Their results point to useful recommendations including implementing road-safety educational programs in resource-deprived areas. In the second paper in this category, Lewis and Kimiecik look at the experiences of individuals who discover outdoor leadership as a career or how outdoor leaders sustain this way of life over many years. They used a narrative inquiry framework to investigate how individuals “discovered the life theme of outdoor leader, as well as how they created and maintained this lifestyle over the years.” Their results highlight the experiences that served as catalysts for these individuals to become an outdoor leaders and describe how they “established community networks, connected with nature, and created goals and challenges to maintain their discovered life theme over many years.” This work provides useful insight into an area that continues to deserve attention if we are going to serve the growing population of participants in outdoor programming. In the last manuscript in the Regular Papers category, Ray and Jakubec look at the decision-making process of teachers who provide outdoor education field experiences. They used a narrative review to summarize the literature on what factors “influence a teacher’s decision to participate in outdoor education field experiences.” Their work helps us better understand the support and barriers for teachers’ inclusion of outdoor education field experiences and provides future directions for encouraging this practice.

Taken together, the papers in this issue continue to represent the broad scope of scholarship related to outdoor recreation, education, and leadership. In addition, each unique contribution provides helpful strategies to improve practice, as well as suggestions for future research. We appreciate the hard work of all those involved with the submission and review process, editorial support, and advisory oversight of *JOREL*. We hope you will consider how you might be involved in the journal as it moves into the next 10 years! Please also consider submitting a manuscript for consideration in any of the three categories for the next special issue titled “A Critical Exploration of Girls’ and Women’s Experiences in Outdoor Recreation, Education, and Leadership.” Deadline for submissions to the special issue are May 1, 2019.

Thank you for supporting this journal,

Andrew Bobilya, PhD, Editor-in-Chief

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