

History, Transitions, and the Future of *Children, Youth and Environments*

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Abstract

The outgoing co-editors reflect on their service to Children, Youth and Environments by describing the historical themes, current trends, future directions in the fields, and their legacy. The transition to a new "home base" for the journal at the University of Cincinnati is described and the incoming co-editors are introduced. Goals for the journal are discussed including publishing articles from multi- and inter-disciplinary fields and studies with innovative research methodologies; growing the significance of CYE by increasing national and international manuscript submissions, readership and subscriptions; and establishing an impact factor for the journal.

Keywords: children, youth, environments, planning, design

Children, Youth and Environments (CYE) has a long, rich history. Over the years, it has been known by several names—from its beginnings in 1974 as *Childhood City Newsletter*, to its formalization in 1984 as *Children's Environments Quarterly*, to *Children's Environments* in the 1990s, to the present title since 2003 (van Vliet--, Chawla, & Sancar, 2015). Throughout these transitions, the journal has remained dedicated to disseminating knowledge and stimulating discussion to support inclusive and sustainable environments for children and youth everywhere. Furthermore, it has a successful history of realizing collaborations between designers and social scientists.

Currently, *CYE* has readers from over 160 countries that request over 36,000 full text articles per year. More than 1,700 libraries worldwide subscribe to *CYE* through JSTOR (van Vliet--, Chawla, & Sancar, 2015). For our first issue as new editors, we felt that it would be appropriate to reflect upon the history of the journal, describe its transition to a new editorial team, and explore its future directions.

History

To preserve the journal's roots and honor the experience and dedication of the outgoing editors, we asked Willem van Vliet--, Louise Chawla, and Fahryie Sancar to reflect on their years of service to *CYE*. The following pages provide an insightful account of the journal's beginnings, changes over time, lessons learned, and the legacy they have passed on to the new editorial team (see also Hart, Chawla, & Bartlett, 2003; "From *Childhood City*," 2003; van Vliet--, Chawla, & Sancar, 2015).

During your tenure as editors of *CYE*, describe the historical themes, current trends, and future directions in this interdisciplinary field.

CYE began in the Environmental Psychology Program in the City University of New York, motivated by simultaneous interests in physical environments and human behavior. Keeping articles grounded in physical places has remained a central part of the journal's mission, filling a unique niche in the field. From the beginning, the journal has been receptive to both quantitative and qualitative research methods.

Early issues were primarily special themed issues, with a general issue of collected papers each year. This was necessary to generate awareness and interest in the journal among diverse networks of scholars and practitioners who worked on different facets of children's environments. Themed issues remain important, as each theme provides an occasion to reach out to different audiences and increase awareness of the journal's relevance to diverse fields of work, while affording more in-depth coverage of the selected themes. As *CYE* became an established journal, it received a greater number of high-quality unsolicited articles, so that the balance has shifted to primarily general issues of collected papers with at least one themed issue a year. Nevertheless, web traffic data indicate that the themed issues are very popular with readers.

Many of the journal's initial themes remain important areas of child-environment research, including: neighborhoods; schools; child care; urban public spaces; natural environments; environments of stress, violence, disaster and poverty;

technological environments; play environments; and environmental learning. These topics, or variations on them, appear among papers in general issues and have been highlighted in special themed issues as well. Other early special issue topics deserve revisiting, such as age-specific environments for birth/infancy and for adolescence, health care environments, museums, the home interior, independent mobility, and safety in the home and outdoors. Residential mobility, which was the subject of an early themed issue, warrants revisiting as issues of migration and displacement are often featured in current newspaper headlines. The first issue of *CYE* was about toys; while an important area of design for children, the journal has moved away from this scale of objects to emphasize larger settings. Nonetheless, it may want to return to this smaller scale in some future issues.

The topic of children and the natural environment was initially introduced through specific themes such as water, vegetation, animals, gardening/farming and environmental learning. Based on article submissions and citations, children and nature has become a strong topic of interest; and given growing understanding of associations between access to nature and children's health, this interest is likely to be sustained. Recent awareness of the risks of obesity has led to renewed interest in children's opportunities for independent mobility and outdoor activity. Whereas these topics were associated with children's needs for autonomy and experiences of nature in the public realm in early *CYE* issues, they are now commonly motivated by health concerns. Another topic of strong and lasting interest is children's participation in planning, design, and research. This was the theme of two special issues of *Childhood City Newsletter* and later of four successive special issues of *CYE*.

The easily updated, interactive nature of online publishing allowed us to add accessory resources to the journal itself, including a directory of children, youth and environment experts and organizations, a calendar of relevant events, bibliographies, and a photo library. Some features have proved to be better used and easier to maintain than others. Access to statistics about online reading and downloads enabled us to track the most-read topics as well as readers' regional and national origins.

Articles in early *CYE* issues included both research articles and evaluative accounts of child-environment projects and programs. With the journal's revival in 2003, we dedicated two separate sections of each issue to Research Articles and Field Reports, reflecting the goal of bringing together the worlds of research and practice. In future issues, it would be good to ask the authors of all articles to explicitly address the following question that reflects the journal's mission: What lessons can researchers and practitioners learn in order to improve environments for children and youth?

Of what are you most proud during your time as editors? How would you describe your legacy?

We are proud of maintaining *CYE*'s original mission. Central to this is having the journal function as a platform where different worlds can meet and interact: the worlds of practice and research; different disciplines with shared interests in the

quality of environments for children and youth with an emphasis on the importance of “place” in both research and practice; researchers and practitioners from different nations. The journal has also maintained a commitment to applying research and design to improve conditions for children in environments of disadvantage, concurrently underscoring children’s agency in affecting their own environments. Participatory research and practice involving children have been a recurring theme in the journal.

A number of viable applicants expressed interest in assuming editorship of the journal. One of the major reasons why we chose to pass the journal to the University of Cincinnati team was your commitment to maintain the journal’s historical mission, even as *CYE* continues to grow and evolve.

We are also proud of putting the journal on stable financial ground through JSTOR’s distribution and subscription system, at the same time as we have maintained autonomy over the journal’s contents and format. As a doctoral student, Louise served as one of the Managing Editors of *Childhood City Newsletter*, the first vehicle for design and research related to children’s environments, which grew into the formal print journal *Children’s Environments Quarterly*. As Book Review Editor and Co-Editor, she followed the journal through the vicissitudes of a changing publishing world at a time when small publishers were being bought up by larger and larger conglomerates, and *CYE* editors found themselves dealing with increasingly distant and disempowered staff on the other end as the “lean and mean” business model took hold of academic publishing. The current model allows the editorial team to make key decisions at the same time as it benefits from JSTOR’s distribution reach and subscription management. With lasting appreciation, we acknowledge the National Science Foundation’s (NSF) three-year funding of the journal’s revival in 2003, but once this grant ended, it became essential to find stable funding. Our temporary trial of voluntary contributions just did not suffice, even as our number of readers grew rapidly. With the transition to JSTOR in February of 2013 as the host for publication, the journal has shifted from primarily relying on individual subscriptions—required during the journal’s print life, and voluntary during its initial revival—to primarily relying on library subscriptions.

A third point of pride is taking advantage of the opportunities that online publishing affords. We have never regretted the decision to revive *CYE* as an online journal rather than a print journal. It has enabled the journal to reach far corners of the world and many more readers in low- and middle-income nations in addition to our historical base in North America and Europe. JSTOR’s adoption of our request to offer free institutional subscriptions to 40 developing nations has been another critical aid in reaching this goal.

As editors, we have worked to further the journal’s internationalization, which online publishing affords. We made a commitment to nurture work by international authors and junior scholars, and assembled an international body of Associate Editors and Editorial Review Board members to help send promising research our way from every region of the world. On our end, we were willing to invest the time

needed to help authors from regions with different research and writing conventions transform their work into final form.

These achievements have been possible because of the great team of colleagues and doctoral students with whom we have had the privilege to work. We are proud of the quality and commitment of our colleagues. Special mention goes to Associate Editors Roger Hart, Sherry Bartlett, and Jill Kruger. Roger's vision and persistence transformed *Childhood City* into *Children's Environments Quarterly* and steered the journal through its lifetime in print. He and Sherry Bartlett were generous in their advice and support during the journal's revival. Through her work with international organizations like Save the Children and UNICEF, Sherry helped us develop international research connections. So has Jill Kruger through her wide network in Africa. As Field Report Editor, Lori Peek at Colorado State University was unstinting in helping practitioners from all parts of the world share their experiences, and we thank her for looking ahead and mentoring her successors. Copy Editor Jenny Steffel Johnson has helped authors toward our goal of simple, clear English, with a minimum of jargon, as an essential part of our seeking to bridge the worlds of research and practice and reach readers in diverse countries and disciplines. We have also benefitted from a loyal editorial board and other reviewers who are among the top researchers in their fields, and who have taken time to write careful, constructive blind reviews that show their dedication to helping *CYE* maintain a high level of quality.

We are proud of the role that the journal has played as a mechanism for funding and professional development of a succession of wonderful doctoral students. They brought their talents and skills to the positions of Managing Editor and Book Review Editor, and the journal enabled them to understand professional publishing in a way that has helped them succeed after graduation.

Finally, we are proud that authors of research articles are cited widely. As described in van Vliet--, Chawla, and Sancar (2015), "according to Google Scholar data, research articles published in *CYE* from 2003 through the end of 2011 are cited on average 17.2 times (does not include field reports, essays, introductions, and book reviews). This figure compares favorably with the averages of 4.67 for the social sciences and 11.35 for environment and ecology publications for 2000-2010" (p. 2). Furthermore, "96 percent of articles get cited at least once, 86 percent get cited at least twice, 68 percent get cited at least five times, 48 percent get cited at least ten times, and 23 percent get cited at least 20 times" (p. 2).

The incoming editors thank Willem van Vliet--, Louise Chawla, and Fahriye Sancar for providing these reflections. Clearly, they have secured the niche *CYE* and its authors occupy and have set the journal on a positive trajectory. Through these accomplishments, they have substantially impacted this interdisciplinary field.

Transitions: From CU to UC

The University of Cincinnati (UC) now serves as "home base" for *CYE*. In our view, UC provides a fitting milieu and offers substantial infrastructure and resources for *CYE*. It is nationally recognized for its early childhood education program and

internationally recognized for its planning and design of urban environments. In February of 2015, *USA Today College* recognized our early childhood education program as one of five great programs, noting “extensive field experiences in a variety of classrooms, especially high-needs schools in the city.... It’s a great option for anyone anywhere, not just people who live in or plan to live in Cincinnati” (Fortenbury, 2015).

One of the greatest strengths of the early childhood education program at UC is the Arlitt Center for Education, Research and Sustainability. Executive Director and Professor, Victoria Carr, administers the center, which houses one of the oldest and most diverse laboratory preschools in the USA with beginnings that trace to the work of Ada Hart Arlitt in 1925. The center serves children funded through tuition and Head Start, children with disabilities, and those whose home language is not English. It is a place where attention to the designed environment is paramount as a requisite for play and learning, including a graphic arts studio and a nature playscape (<http://cech.uc.edu/centers/arlitt/EnvironmentalSpaces.html>). Arlitt’s new Education for Sustainability and Environments Initiative builds on current research and community efforts focused on promoting positive and sustainable environments for children, youth, and families. Cross-disciplinary faculty and students at the Arlitt Center and the Developmental and Learning Sciences Research Laboratory, directed by Associate Professor Rhonda Brown, have conducted numerous research and evaluation studies. The School of Education also supports an Evaluation Services Center and includes faculty who are internationally recognized experts on participatory/action, qualitative, and quantitative research methods (e.g., Coghlan & Brydon-Miller, 2014; Plano Clark & Ivankova, 2015).

The programs within UC’s College of Design, Architecture, Art, and Planning (DAAP) are ranked among the very best in the world. *Forbes Magazine* named UC among the world’s most beautiful college campuses due to its “cunning modern architecture,” including works by Michael Graves, Peter Eisenman, and Frank Gehry, among others (Le Draoulec, 2010). The primary mission of DAAP is the creation of a better design environment. The role of the schools in DAAP is to advance that mission and prepare over 2,300 undergraduate and graduate students to be responsible professionals through a distinctive, rigorous, carefully sequenced curriculum that includes a substantial cooperative education program component dating back 100 years.

DAAP’s School of Planning is a place of disciplinary, interdisciplinary, and interdepartmental collaboration and continuous engagement with current knowledge through the lens of critical and innovative thinking in planning and design aimed at forming forward-looking social, physical, and ethical transformations of livable futures. It houses the Community Design Center, which organizes collaborative, interdisciplinary partnerships for the research and design of physical improvements that serve the University’s urban communities. The center provides assistance to community groups, non-profit organizations, and City departments representing under-served areas and underfunded projects. Within the School of Planning, Vikas Mehta, Associate Professor, Ohio Eminent Scholar of Urban/Environmental Design and Fruth/Gemini Chair, leads the Communication in

the Urban Environment (CUE) Initiative. CUE is an interdisciplinary initiative that is engaged in understanding the city as a place of social interaction and sharing, and designing of systems, structures and artifacts for effective communication that enables and empowers individuals and communities.

These resources and an Editorial Assistant award from the Graduate School at UC provide infrastructure and critical expertise for editorial support and referrals for reviewers in fields relevant to *CYE*. Nevertheless, we view UC as the “home base” for a much wider community that supports *CYE* that includes large, international networks of scholars represented by, but not limited to, its Editorial Board.

Your Editorial Team

The overall editorial team for *CYE* includes three co-editors, Victoria Carr, Rhonda Brown, and Vikas Mehta, as well as a Managing Editor, Leslie Kochanowski. Our photo and brief professional biographies are presented in Figures 1 and 2. Together, we possess complementary expertise in child development, play, cognition and learning, early childhood education, and planning and design of responsive environments. We have significant experience as authors and researchers, as well as manuscript reviewers and editors of special issues, anthologies, and media in our respective fields. Most importantly, we each care a great deal about the environments of children and youth.

Figure 1. Editors Victoria Carr, Leslie Kochanowski, Rhonda Brown, and Vikas Mehta (from left to right)



Photograph courtesy of Holly Johnson

Figure 2. Brief biographies of the incoming editors

Victoria Carr, Ed.D., Professor of Early Childhood Education and Human Development at the University of Cincinnati, is Executive Director of the Arlitt Center for Education, Research & Sustainability, where she serves as Executive Director for the Head Start Delegate program at the laboratory preschool. She co-founded the Cincinnati Nature Playscape Initiative and created Arlitt Instructional Media, early childhood professional development materials related to her research and interest in teacher efficacy, children with challenging behaviors, and outdoor environments for play and learning. She has asserted that playscapes are the new paradigm for playgrounds and has been involved in a playground redevelopment research project in Papua New Guinea. Dr. Carr believes that making research and theoretical connections between academia and the practitioner community is what drives her as a scholar. She has generated over \$17M for early childhood programming and research grants to support these types of endeavors. Her studies on how children learn science through play in playscape environments are supported by the National Science Foundation. Dr. Carr serves on education advisory boards for Cincinnati Nature Center and 4C for Children and was a founding member of a therapeutic horseback riding program in Northern Kentucky, her home state.

Leslie Kochanowski, M.A. is an academic researcher with the Arlitt Center for Education, Research & Sustainability at the University of Cincinnati. She is currently working towards her Ph.D. in Developmental and Learning Sciences. Her background in early childhood education influences her research interests in play, self-determination, and the design of learning environments for young children. She is an active member of the University of Cincinnati Reggio Emilia Study Group and focuses much of her work on the concept of the environment as the *third teacher*. She conducts research on a National Science Foundation supported project studying children's informal science learning in nature playscapes. Her co-authored paper, *Nature Playscapes as Contexts for Fostering Self-Determination*, was published in the special issue of *Children, Youth and Environments* on Greening Early Childhood Education.

Rhonda Brown, Ph.D. is an Associate Professor of Early Childhood Education and Human Development and Cognitive Developmental Psychology at the University of Cincinnati. She co-founded and serves as the Director of the Developmental and Learning Sciences Research Laboratory, which strives to improve development and learning for children and adolescents by generating research, educational experiences, and applications using an emergent, interdisciplinary approach that includes the integration of theory and research from the fields of developmental psychology, cognitive science, neuroscience, and education. Dr. Brown has a profound interest in how children's environments affect their cognition and learning. Her research, sponsored by the National Science Foundation, has examined how intentionally designed playscapes promote children's conceptual development of living things and serve as informal STEM learning environments. She co-developed an iPad app and Science Curriculum Based Assessment for measurement of behavior and learning in playscapes. She has also conducted behavioral and neuroimaging studies of mathematical cognition.

Vikas Mehta, Ph.D. is the Fruth/Gemini Chair, the Ohio Eminent Scholar of Urban/Environmental Design and Associate Professor of Urbanism in the School of Planning, College of Design, Architecture, Art and Planning at the University of Cincinnati. He is interested in various dimensions of urbanity through the exploration of place as a social and ecological setting and as a sensorial art. His work focuses on the role of design and planning in creating a more responsive, equitable, supportive and communicative environment. This work emphasizes the sense of place and place distinctiveness, design and visualization of urban places and activities, and cities and regions as just, equitable and sustainable living systems. Dr. Mehta's work on the urban street emphasizes the street as a heterogeneous, multicultural, multigenerational and multiuse public space. He has developed new measures of sociability that have advanced existing methods to study human behavior in public spaces. Dr. Mehta is the author of *Public Space: Critical Concepts in Built Environment* (Routledge, 2015) and *The Street: a quintessential social public space* (Routledge, 2013 and 2014) that received the 2014 Book Award from the Environmental Design Research Association (EDRA).

The Cincinnati PlayScape Initiative is a great example of how UC's resources have come together in an interdisciplinary fashion through collaborations between the Arlitt Center in the School of Education and the Community Design Center at DAAP (<http://www.uc.edu/cdc>). Vicki, Rhonda, and Leslie have collaborated on multiple

research projects funded by NSF that have investigated children's experiences on playscapes as designed nature environments that provide children with a safe place for play-based learning through interaction with natural elements, such as water, plant life, sand, and other loose parts. For these projects, we developed an iPad app for behavior mapping, qualitatively analyzed children's play from video recordings, measured science learning using a curriculum-based assessment, conducted focus groups with teachers, and administered parent surveys. Two articles from this work have been published in *CYE* (Kochanowski & Carr, 2014; Luken, Carr, & Brown, 2011).

Vikas' (2013; 2015) research explores the sense of place and place distinctiveness; planning, design and management of urban places for sociability; and cities and regions as just, equitable and sustainable living systems. His research, teaching, and community engagement efforts are committed to focusing design and planning toward urban vitality and regeneration and understanding of environment-behavior relationships, among other topics. His work has advanced the existing methods of studying human behavior in public spaces and he has developed measures of sociability in public spaces that are useful to urban designers, planners, architects, and landscape architects.

We understand that the scope of the journal expands far beyond our personal initiatives, and recognize the importance of seeking resources and making connections with other researchers and practitioners. We also believe in standing on the shoulders of those who came before us and are committed to the mission of *CYE* as envisioned by our predecessors. The journal will continue to serve as an outlet for the network of scholars represented by its distinguished Editorial Board, presented in Figure 3.

Figure 3. Editorial board of *Children, Youth and Environments*

Editors	
Victoria Carr	University of Cincinnati, USA
Rhonda Brown	University of Cincinnati, USA
Vikas Mehta	University of Cincinnati, USA
Managing Editor	
Leslie Kochanowski	University of Cincinnati, USA
Field Report Editors	
Briony Towers	Royal Melbourne Institute of Technology, Australia
Amy Wagenfeld	Western Michigan University, USA
Mayeda Rashid	Royal Melbourne Institute of Technology, Australia
Book Review Editor	
Angela Kreutz	Deakin University, Australia
Copy Editor	
Jennifer Steffel Johnson	University of Colorado Denver, USA

Advisory Board

Willem van Vliet--	University of Colorado Boulder, USA
Louise Chawla	University of Colorado Boulder, USA
Fahriye Sancar	University of Colorado Boulder, USA
Roger Hart	City University of New York, USA
Robin Moore	North Carolina State University, USA
Lynn Liben	Pennsylvania State University, USA

Editorial Review Board

Nicole Ardoin	Stanford University, USA
Jo Boyden	Oxford University, UK
Sudeshna Chatterjee	Kaimal Chatterjee & Associates, India
Victoria Derr	University of Colorado Boulder, USA
Michael Eisenberg	University of Colorado Boulder, USA
Claire Freeman	University of Otago, New Zealand
Jorgelina Hardoy	United Kingdom International Institute for Environment & Development, Argentina
Isami Kinoshita	Chiba University, Japan
Kevin Lalor	Dublin Institute of Technology, Ireland
Mark Blades	University of Sheffield, UK
Caitlin Cahill	Pratt Institute, USA
Yolanda Corona-Caraveo	Universidad Autónoma Metropolitana Xochimilco, Mexico
Janet Dymont	University of Tasmania, Australia
Debra Cushing	Queensland University of Technology, Australia
Hartmut Günther	Universidade de Brasília, Brazil
Lia Karstan	Universiteit van Amsterdam, Netherlands
Marketta Kytä	Aalto University, Finland
Jill Litt	University of Colorado Denver, USA
Karen Malone	Western Sydney University, Australia
Lori Peek	Colorado State University, USA
Illène Pevec	Fat City Farmers, USA
Gina Porter	Durham University, UK
Marc Stern	Virginia Polytechnic Institute and State University, USA
Enakshi Ganguly Thukral	HAQ Centre for Child Rights, India
Pamela Wridt	UNICEF, USA
Laura Malinin	Colorado State University, USA
Gabriella Olofsson	Consultant, Sweden
Barry Percy-Smith	University of Huddersfield, UK
Edith Phaswana	Thabo Mbeki African Leadership Institute, South Africa
Samantha Punch	University of Stirling, UK
Sharon Ergetta Sutton	University of Washington, USA
Nancy Wells	Cornell University, USA
Kelly Draper Zuniga	Consultant, USA

Field Report Editors are Briony Towers and Mayeda Rashid from the Royal Melbourne Institute of Technology, and Amy Wagenfeld of Western Michigan University. Angela Kreutz of Deakin University in Australia serves as Book Review Editor. Furthermore, Jennifer Steffel Johnson of the University of Colorado Denver continues her excellent work as Copy Editor.

We are grateful that the outgoing co-editors have agreed to serve on the Advisory Board, which will counsel us on the direction, scope, and future initiatives of *CYE*.

Their guidance will ensure continuity in the journal's mission and operating procedures. They inspire us with their vision and ideas. The Advisory Board also includes founding editor Roger Hart at the City University of New York, Robin Moore at North Carolina State University, and Lynn Liben at Pennsylvania State University.

Members of the Editorial Review Board (formerly the Editorial Advisory Board) represent countries from six continents, including USA, Mexico, Brazil, United Kingdom, Ireland, Netherlands, Sweden, Finland, South Africa, Australia, New Zealand, India, and Japan. They have responsibilities for reviewing manuscripts in their respective areas of expertise and recommending additional reviewers, promoting the journal to their networks of research and practice associates, and recommending a library subscription to their university libraries, if applicable. Their contributions to *CYE* will ensure that the journal disseminates the best scholarship and practice in this interdisciplinary field.

We understand that service to the Editorial Board involves effort from extremely busy professionals. We appreciate the commitment made by its current members and warmly acknowledge past members and reviewers for their contributions to *CYE*. In particular, we would like to recognize the efforts of Corrie Colvin Williams and Alessandro Rigolon, former Managing Editors, and Lori Peek, former Field Report Editor, for getting us up to speed on journal operations. Above all, we would like to thank Willem van Vliet-- and Louise Chawla who have spent countless hours nurturing us through the transition process, including conference call discussions and e-mailing documents, databases, manuscripts, tips, kind notes, and even humorous sketches.

This issue is a result of the transition process, with some papers managed by the previous editors, some discussed by both sets of editors, and some handled by the new editors. Through the tutelage of the outgoing editors, we have learned a great deal and have gained a better understanding of why *CYE* is such a special journal—it has been curated and served by highly skilled and caring editors, researchers, and practitioners from a variety of disciplines that promote the well-being of children and youth through study of their environments.

CYE has maintained its grassroots beginnings by operating through a community of scholars who interact respectfully with one another and care deeply about the work promoted by the journal (see Hart, Chawla, & Bartlett, 2003). Following their farewell celebration in January of 2016, the outgoing editors and staff of *CYE* sent us a handcrafted card, shown in Figure 4, featuring a sketch by the late Stuart Hutchison, a beloved architect and cartoonist whose work frequently appeared in *CYE*. For us, this sketch represents the fun and dedicated vibe of *CYE* that we hope will continue as its legacy.

Figure 4. Image of card sent from University of Colorado editors to University of Cincinnati editors—Sketch by Stuart Hutchinson



CYE is coming
together smoothly
for you —
we're glad to pass it
on to good heads,
hands + hearts —
the CU CYE team

The Future

Vision

In addition to maintaining the integrity of the journal's current practices of publishing high-quality, peer-reviewed work under the guidance of its distinguished editorial board, our vision for *CYE* encompasses four primary goals: (a) to ensure that the journal continues to publish articles from multi- and inter-disciplinary fields, (b) to publish studies with innovative research methodologies, (c) to grow the significance of *CYE* by increasing national and international manuscript submissions, readership and subscriptions, and (d) to establish a journal impact factor. Below, we briefly elaborate on each of these goals.

Multi- and Inter-Disciplinary Research

In our editorship, we will exercise vigilance in remaining cognizant of the mission of the journal. To accomplish this goal, we understand that it is imperative to publish research articles and field reports from multiple disciplines and articles that integrate disciplines such as, but not limited to, education, public health and policy, architecture, design and planning, landscape architecture, demography, child development, psychology (cognitive, developmental, and ecological), family studies, anthropology, sociology, history, geography, and literature.

Methodological Innovation

Our vision includes supporting the publication of studies that use innovative research methods, measures, and assessments, including technology (e.g., iPad apps, PhotoVoice, video analysis), as well as mixed research methods (e.g., participatory action research, quantitative, qualitative), multiple measures and assessments (e.g., child's perspective through concept mapping, narrative analysis,

drawings, surveys), and multiple informants (e.g., children, youth, adults). This is in addition to the journal's commitment to publishing theoretical studies, historical investigations, literature reviews, design analyses, post-occupancy evaluations, policy studies, and program assessments.

International Audience

We aim to increase the publication of articles from international authors that report results from across the world. Furthermore, the journal will reach new markets by participating in JSTOR's Developing Nations Access Initiative. We will explore several other strategies to increase *CYE*'s visibility and widen its audience, including (a) increasing library subscriptions; (b) expanding listings in commercial indexes, open databases, directories, and search engines; (c) communicating with the media through press releases about interesting results in upcoming issues, including important discoveries and impactful initiatives; (d) promoting the journal at professional meetings and conferences and on professional organization listservs and blogs; and (e) expanding *CYE*'s social media presence.

Impact

Although the journal does not currently have an impact factor, Thomson Reuters is reviewing *CYE* for inclusion in its database in December of 2016. Given its editorial and double-blind review process and paper acceptance rate of approximately 25 percent (van Vliet--, Chawla, & Sancar, 2015), we will explore the possibility of establishing an impact factor for *CYE*. Although not without controversy, establishing an impact factor is associated with higher levels of indexing and reader, author, and reviewer engagement with the journal.

Developments and Initiatives

In the summer of 2015, we began our transition, working with the outgoing editors to become familiar with journal operations and procedures and developing infrastructure for the journal's new home at UC. In January of 2016, we assumed lead responsibility for the journal.

Situating the Journal within an Online Network

One of our most substantial tasks in the transition process was the creation of a new website. The predominant theme that emerged from our discussions surrounding the website was creating a site that goes beyond hosting the journal. We want to connect the global community of researchers, policy-makers, and practitioners who are *CYE*'s audience. Our hope is that the site will provide an online forum for publication of the journal, active discussion, and resource sharing. Thus, we have created the *CYE* Network, which can be found at <http://cyenetwork.org>. On this site, you will find pages for (a) the *CYE* Network, which includes icons linking to *CYE* at JSTOR and a *CYE* Pinterest board; (b) the journal, which includes instructions for subscribing, submitting, and volunteering for reviewing; (c) discussions, which include forums for topics of interest to the *CYE* community, such as spatializing children's rights, nature-based outdoor classrooms, obstacles in indigenous communities, the enactment of childhood, park-based health intervention, and the empowering role of art in pedagogy of place; and (d) resources, which include the global photo gallery and links to major centers and

initiatives of interest to the CYE audience. Thanks to Briony Towers, the CYE Network can now tweet at <https://twitter.com/CYEjournal>. Furthermore, the CYE Group Forum on Yahoo remains active at <https://groups.yahoo.com/neo/groups/cyef/conversations/topics>. The listserv has also been transferred, and we will use it to distribute major announcements. We will continue to expand the CYE Network. In the meantime, we encourage you to explore and interact on the site. While doing so, you may notice a few changes. We have updated the logo, letterhead, and forms and we have implemented the use of APA Style for all submissions.

Exhibiting the Journal

In September of 2016, the Meyers Gallery on Main Street at UC will host an inaugural exhibition on CYE to engage and inform the community in the greater Cincinnati area about the CYE network and the journal. The exhibition will showcase the history of the journal and its multidisciplinary reach, and celebrate the move from CU to UC.

Recognizing Best Papers of the Year

As another initiative, in the future, we will recognize the best papers published during the year in CYE for Research Articles and Field Reports, including categories for Graduate Students and Professionals.

We recognize that there are many voices in the CYE Network. We would like to hear from yours. We welcome your participation in the online community and we hope that some of you will make your way to Cincinnati for one of our exhibits. And, if possible, we ask that you recommend a subscription to the journal to your university or local library.

Willem van Vliet--, Ph.D., University of Colorado Boulder, Professor Emeritus, Program in Environmental Design, University of Colorado, Boulder, directed the Children, Youth and Environments Center for Community Engagement and served as Co-editor of the journal Children, Youth and Environments. From 1991 to 2001, he was director of the Center for International Research and Education Projects. He is interested in planning and design as tools to include the voices of underrepresented population groups in the creation of livable and sustainable communities. He is editor of the award-winning Encyclopedia of Housing, and author of publications on affordable housing and urban planning with a special focus on children, youth, elders, women, and homeless populations.

Louise Chawla, Ph.D., University of Colorado Boulder, Professor Emerita in the Environmental Design Program. She served as Associate Director of the Children, Youth and Environments Center for Community Engagement and Co-editor of the journal Children, Youth and Environments. On the Executive Committee of Growing Up Boulder, she led a partnership between the CYE Center, Boulder Valley Schools, various City of Boulder departments, and community organizations. She also served as International Coordinator of the Growing Up in Cities program of UNESCO from 1996-2006.

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