

Editorial

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Welcome to volume 4, issue 1 of *Student Engagement in Higher Education Journal*. We have some news from the [editorial board](#): we have increased membership of the board following a recruitment request issued through the RAISE network mailing list (raise@jiscmail.ac.uk – please do consider joining if you aren't already a member) and Twitter ([@sehej_raise](#), [@raisenetwork](#)). Thank you to everyone who gives time to the board and helps to shape the direction and ethos of the journal. Special thanks to Deena Ingham and Tylor Burrows, who have recently stepped down from the board; we are very grateful for your work and wish you all the best in your next steps. We have a standing call for new reviewers – do consider registering on the journal site if you are interested in getting involved; we are happy to give supportive feedback if you haven't reviewed for a journal before. You can register [on the journal website](#) if you don't already have an account, or edit your existing account if you do.

Once again in this issue we have a wide variety of contributions from contributors in different roles and contexts across higher education. Our next edition will be a special with case studies, commentary, and research based around pandemic responses and what effects they have had on student engagement, so this issue is relatively pandemic-free, covering a more general range of topics.

It's also great to see our first book review: Harry West, from the University of the West of England in the UK, provides a review of 'Writing About Learning & Teaching in Higher Education, Creating and Contributing to Scholarly Conversations across a Range of Genres' from the perspective of a student considering academic publishing. We are keen to continue to include reviews, so let us know if you have any ideas for suitable books, especially open access ones.

Case Studies

The case studies in this issue cover a range of situations and contexts. We start with two projects which takes on the challenge of encouraging extracurricular activity, which is known to be helpful for employability and development of interpersonal skills, with a strong focus on partnership. The first (Edwards et al) is based in a community college where most students commute to class and are juggling a range of external commitments in addition to their studies, and encourages participation in undergraduate research. The second, (Findon and Sims) explores the encouragement of structured activities for part-time working professional students, and has the added student partnership element of curriculum co-design.

Collaborative research is also at the centre of two other case studies. Mulrooney and Chevalaureau present a project to review sustainability practices and policies, and Cross et al worked with students to design and produce a technology-based learning app.

Articles

The longer form research articles also cover a wide range of national and institutional contexts. Echoing the case studies, Sum et al have also carried out research in a collaborative staff-student team, in this case examining staff and students' perceptions of existing academia-industry collaborations in terms of usefulness for future studies and employment.

Menon has interviewed students and government officials about governance in Cypriot universities, and has found considerable differences between their views; they consider why students do not have more input in university governance and the implications of this for practice. The issue of representation of student voice in organisational change is echoed by Krebs, in a study carried out at a small specialist institution in the UK.

Mainsbridge et al and Owuse-Agyeman focus on student support systems; the former reports on an initiative in Tasmania to support students to engage more actively in their studies, following academic results which indicated possible difficulties, and shows how important good and personalised support is to future success. The latter elicits the views of students about their transition to higher education in South Africa, highlighting the need for strong institutional academic and social support systems and the maintenance of institutional culture that builds a sense of belonging among first year students.