

## Editorial

Rachel Forsyth

It's good to be introducing [Volume 2, Issue 1 of the Student Engagement in Higher Education Journal](#) and I would like to take the opportunity to thank the [Editorial Board](#), reviewers, authors and our editorial assistant, Katrina Ingram, for all of their contributions to the preparation of the journal. We see SEHEJ as an open, inclusive, community which provides opportunities to novice authors and reviewers, but a lot of generous contributions of time are needed to make this work. We welcome both experienced and new reviewers and authors, so please get in touch if you are able to participate in the journal activities.

The longer articles in this issue both look at relationships between staff and students. [Lucy Mercer-Mapstone, Elizabeth Marquis and Catherine McConnell](#) reflect on partnership in three different national contexts, and consider how shifting identities challenge traditional roles and expectations in higher education, and suggest how we might, as a community, address these issues and continue to develop this field of work. [Jen Dyer, Andrea Jackson and Katie Livesey](#) carried out focus groups to consider relationships and interactions between staff and students and include key proposals about effective ways to promote belonging and community development which could be transferred to other contexts.

Where there is change, there is strong opinion, and in this issue, [Tom Lowe](#) challenges us not to be seduced by the idea of simple quantitative measures of student engagement, and to keep in mind the whole picture of student activities. This sets up the rest of the issue really well, as the remaining papers, from students and staff from four different countries, demonstrate how work on student engagement is having impact both within and outside the formal curriculum, contributing to community building and professional development for both staff and students.

The need to consider the whole student is well demonstrated by our student view. Once again, we are lucky enough to have a reflective and personal account of how student engagement has had impact on a student's personal and professional development. In [Growing from a Seed](#), Kiu Sum reflects on how her engagement with partnership projects over her undergraduate career helped her to become a part of the University of Westminster community and also to develop graduate attributes which she will take with her on departure from university. [Jenny Marie and Fumika Azuma](#) have contributed a paper which makes a nice companion to Kiu's reflections on her involvement in curriculum development projects, explaining why and how an enhancement project was set up at University College London. They report finding similar student perspectives to those described by Kiu, and highlight the challenges and tensions of involving students in enhancement.

The other case studies in the issue also demonstrate the range of ways in which student engagement can contribute to the student development. Central support has a key role to play in student engagement, as is shown in case studies from [Madeleine Davies](#) on the development of an optional programme to support students in dealing with anxiety around coursework and [Nina Fotinatos and Ellen Sabo](#) evaluate a pre-enrolment course to boost academic induction and transition to higher education. In disciplinary areas, [Clarissa Simpson and Tom Clark](#) used a partnership to explore digital literacy in a Sociology department, and [Gareth Bramley](#) looks at the ways in which flipped learning affected student engagement in his Law module. [Jeff Angera, Allison Arnekrans, Mark E. Deschaine, Kristina Rouech, Betsy VanDeusen, Tim Otteman](#) consider the need for interdisciplinary thinking about student engagement and describe an institution-wide network to explore and develop beyond the enthusiasts.

It is also with great pleasure that we publish the [proceedings of the RAISE partnership colloquium](#) held in April 2017, and edited by Colin Bryson. This is a fantastic resource which pulls together an overview of international practice and literature in student partnership. Thank you to all of the contributors.