Editorial

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This is the first issue of *ACP* for which I am officially the Editor. I have been in an acting role for the past three years and have been supported by a small but highly energetic editorial team comprising Anne Sibbel, Lauren Breen and Sharon McCarthy. The four of us look forward to taking ACP to the next level and to increasing circulation and readership nationally and internationally.

I would like to take this opportunity to thank Lynne Cohen for her contribution as immediate past Editor. I recall as a postgraduate student watching Lynne and Neil Drew frantically trying to address and mail copies of *Network,* as it was called then, in between taking classes and conducting student consultation. This type of volunteerism characterises the people who actively keep the College of Community Psychologists alive in Australia in spite of difficult circumstances. Lynne has been involved in the College for many years serving as both National and WA State treasurer and currently has responsibility for course accreditation. On behalf of the entire College I would like to extend our gratitude to Lynne for the time and effort she has expended on the continued development of ACP and the College in general.

It is often only in turbulent times that we attempt to identify the 'glue' that holds individuals, groups, and communities together; or even to explore the concept of what constitutes *community*. There is also the perception that *real* community psychology requires engagement with a traditionally disadvantaged group. The papers in this issue examine some of these concepts and questions. The issue first explores the concept of *Sense of Community* (SOC): itself a highly contested yet widely used concept, before turning the lens onto higher education as a site of intervention.

The first paper by Pretty, Bishop, Fisher and Sonn is a position paper that seeks to establish the foundation of SOC in relation to its definition and scope and the editorial team would like to expressly invite comment on this. The term *community* has to some degree become something of a cliché in modern times and even within the CP community different writers employ notions of SOC in different ways, often linking it to place or neighbourhood to the exclusion of relational communities that defy place boundaries. The second paper by Fisher and Sonn expands the concept of SOC and relates it to issues of inclusion and exclusion. The third paper by Liang, Tracy, Glenn, Burns and Ting provides a different conceptualisation of community in the development of the Relational Health Index. Warland, Ziaian, Stewart, Proctor, Sawyer and Baghurst examine the challenges that researchers face when working with a vulnerable community: young Australians refugees.

The next group of papers examine notions of connection and support within higher education as a distinct community. In the first of these I discuss the different types of student and contest the traditional demographic categorisation that is often employed in research that examines student experience and retention. At this point I would like to extend my appreciation to Lauren Breen and Anne Sibbel for managing the review process on this paper to ensure the integrity and rigour of the Journal. Urquhart and Pooley pick up on a theme established in the preceding paper and examine the role of social support as a mediating factor for student success and finally an excellent paper by Hess and Larson outlines the processes employed in creating a genuinely student-centred teaching and learning context. We hope that you enjoy the papers presented in this issue and are motivated to provide commentary.

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