FORWARD

The damage caused by mental ill health to all sectors of society - impacting incomes, living standards, social engagement, and connectedness - is formally recognised, alongside communicable diseases, as requiring responsive action (World Health Organisation, 2017). In Australia alone $9.9. billion was spent on mental health services in 2017-2018. With one in five adults experiencing at least one diagnosable mental health condition in any given year, mental health challenges in higher education are widespread, often disabling, yet frequently concealed.

The 3rd Australasian Mental Health and Higher Education Conference (AMHHEC) was postponed in 2020 due to the COVID 19 pandemic. What the conference committee did was schedule one national webinar with leading mental health champions as well as invite researchers to contribute to the special edition of this journal. The purpose of these two actions was to keep the flame of the AMHHEC alive - advocating for and promoting mentally healthy higher education settings that are conducive to promoting and sustaining students' and staffs' mental health and wellbeing.

In this special edition, all authors promote approaches in higher education places and spaces and the mental health sector that encourage and sustain resilience and productivity in the community. Themes include university teaching and learning pedagogy and practices, people in marginalised groups, whole-of-community approaches, stigma and discrimination reduction, and the role of higher education working with communities in times of disasters.

Philip Kwaku Kankam and Frank Darkwa Baffour take the readers on a journey of contemplation, considering the role of librarians in the promotion of Mental Health Literacy (MHL) in Higher Education. These researchers consider how well librarians could be, or are, positioned to promote and strengthen mental health literacy in higher education. Importantly their literature analysis identifies that librarians are perfectly positioned to promote and strengthen MHL in higher education with their skills and expertise to serve as keepers of mental health information; facilitators of mental health information literacy; and liaisons to students and staff who strive to improve their MHL. Their study recommends the need for stakeholders to observe and develop continuing interest of MHL within librarianship.

Ozlem Susler and Alperhan Babacan provide readers with a clear direction for embedding graduate resilience into legal education to prepare graduates manage the complexities of the 21st Century, characterised by significant change and disruption. These authors advance that resilience building activities for professional practice following graduation can benefit from the incorporation of transformative pedagogies which will prepare graduates for the legal profession upon graduation. Concentrating on the centrality of critical reflection, dialogue and experiential learning, Ozlem and Alperhan promote teaching and learning strategies grounded

in critical and emancipatory pedagogies being embedded in higher education legal education, as a means of building graduate resilience.

Justin Nicolas scrutinises ways of promoting mental health through creativity in social work practice. Highlighting the role of preparation and self-care Justin bases his article on his doctorate, theorising on the dimensions and process of creativity in social work practice. In this article, Justin discusses theorizing relevant to mental health and self-care as preparation for creative practice in social work.

The challenges, opportunities, and the future of social work during the COVID19 pandemic is explored by Hyacinth Udah and Abraham Francis. This article considers how social work as an idea, as a project, as an institution, and as a profession may respond and change due to what the challenges of the COVID-19 pandemic. Hyacinth and Abraham maintain that the future of social work is dependent on social work higher education academics, researchers and practitioners recognising the present challenges as opportunities, and responding wisely in ways that advance social work profession's theories, models, and practice framework.

Bronwyn Robson introduces the reader to the significant role having animals in your lives can provide people with physical health, mental health and social benefits (Fung, 2017). Browyn discusses the trail of the University of Queensland, Animal Assisted Therapy (AAT) program aimed to validate the value of this treatment modality in a tertiary context. Explaining how a counsellor, trained therapy dog and professional dog handler worked individually with students experiencing a range of well-being concerns, Bronwyn describes how this program has demonstrated that a therapeutic Animal-Assisted Intervention (AAI) program has been successfully implemented in a higher education counselling service to provide measurable benefits to students. Bronwyn provides details highlighting that small number of therapy sessions equivalent in length to standard counselling sessions, and utilising a primarily Solution Focused Brief Therapy approach, has provided the best results to date.

Danielle Rancie introduces the reader to her important and timely quantitative research examining predictors of climate change attitudes and how these attitudes impact the perceptions of community wellbeing, community resilience, and extreme weather events (EWEs). This study was conducted to measure opinions across the Australian general public with 124 people (76% female), aged between 18-73 years (M = 38.98, SD = 13.36) from rural (53%) or urban (47%) regions of Australia. Danielle findings showed climate change attitudes had significant correlations with gender, age, education level, EWE, perceived severity and global warming concerns. Interestingly age, gender, and education accounted for 26% of the variability in climate change attitudes, while an additional 35% was explained by locality, EWE, place attachment, overall community wellbeing, future community wellbeing, community resilience, harm perceptions, perceived severity and global warming concern.

Catherine John and Abraham Francis invite readers to engage with a strength-based approach to transinclusion in Indian higher education as a way forward in enhancing mental health and wellbeing in the wider community. These authors set the scene for their article with The International Covenant on Civil and Political Rights and the Constitution of India and India's first ever legislation on transgender rights, The Transgender Persons (Protection of Rights) Act, 2019. They reference currently available research on transgender mental health and well-being suggesting that anti-transgender discrimination creates a hostile and stressful social environment and is a direct correlate of lower mental health outcomes (Meyer, 2003). With reference to The Transgender Persons (Protection of Rights) Act, 2019 Catherine and Abraham propose a strengths-based approach to policy and legislations in order to enhance the mental health and wellbeing of transgender persons.

Discussing the role of the academic supporting students through their higher education studies, Margret Carter considers the importance of and necessity for academics to engage in authentic conversations with students around mental health and wellbeing in higher education. Margaret considers the conundrum of staff instigating conversations with students about their mental health and wellbeing, prior to proposing practical ways forward for academics to fostering their skillset to engage purposefully in these conversations.