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Final Report

Tiddas Writin'Up: Indigenous Women and Educational Leadership

Lead Institution

Australian Catholic University

Partner Institution

Queensland University of Technology

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FINAL REPORT

Project Title

Tiddas Writin' Up: Indigenous Women and Educational Leadership
(LE10-1602)

Lead Institution

Australian Catholic University (ACU)



Partner Institution

Queensland University of Technology (QUT)



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Executive Summary

The purpose of this project was to further develop the leadership capacity of Indigenous academic women in Australian universities. As part of the ALTC funded project Tiddas Showin' Up, Talkin' Up and Puttin' Up: Indigenous Women and Educational Leadership project (Bunda and White 2009), Indigenous academic women from each of the 41 Australian universities were invited to attend four 3 day workshops conducted throughout 2007 and 2008. The workshops focused on the following themes: Teaching & Learning; Scholarship; University Administration and Management; and Community Engagement. Other outcomes of the project were the establishment of a Tiddas website under Flinders University (one of the partner institutes) and a Tiddas Academic network. Through participation in the workshops, the women received skills and knowledge to assist them in their personal and career development, encouragement and assistance to complete their postgraduate study and to engage in scholarly and leadership activities. The original Tiddas project (Bunda and White 2009) revealed one aspect of leadership in particular that needed to be strengthened, namely the participation and profile of Indigenous women in academic publication. An extension project was developed by Professor Nerida White at the Australian Catholic University and Dr Bronwyn Fredericks at the Queensland University of Technology. This was funded by the Australian Learning and Teaching Council and became known as the Tiddas Writin' Up Workshop. This second Tiddas project began to address the needs of Indigenous women by improving their knowledge of the processes and techniques of academic publishing with a focus on publishing about learning and teaching and Indigenous knowledges. This report details the Tiddas Writin' up project undertaken in 2010.

Acronyms

ALTC	Australian Learning and Teaching Council Ltd
ACU	Australian Catholic University
COAG	Council of Australian Governments
IHEAC	Indigenous Higher Education Advisory Council
NIHEWS	National Indigenous Higher Education Workforce Strategy
QUT	Queensland University of Technology

Glossary of Terms

Tiddas – Aboriginal term used in this context and in others for ‘Sisters’.

Indigenous - The term ‘Indigenous’ in this report is used when referring to the Australian Aboriginal and Torres Strait Islander peoples.

Aboriginal - The term ‘Aboriginal’ refers specifically to Australian Aboriginal peoples and does not include Torres Strait Islanders.

Murri – Refers to Aboriginal people from Queensland.

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We acknowledge most respectfully the Aboriginal people and land on which this project took place.

We respectfully acknowledge the gift we were given in being able to work on such a project. It has been a privilege and an honour.

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 Dr Jane Robbins (Assoc Head (Academic, Faculty of Social and Behavioural Science Flinders University)
 Auntie Ruth Hegerty (Indigenous Elder and writer)
 Dr Pamela Croft, Indigenous artist (Sandhills Art Gallery, Studio and Eco-Farm)
 Professor Deb Keen (Associate Dean of Education (Research) ACU)
 Ms Pauline Collins Research Performance Analyst (DVC Research, ACU)
 Assistant Professor Jackie Ottmann (University of Calgary)
 Ms Shawkay Ottmann
 Ms Yvette Holt (Indigenous poet & Lecturer, ACU)
 Dr Judy Gregory (Information Design Centre)
 Helen Stuart, Senior Lecturer, School of Business (ACU)
 Ms Rebecca Ceolin
 Ms Frances Cahill
 Mr Robert Vidler
 Assoc. Professor Tracey Bunda (Flinders University)
 Assoc. Professor Jenny Baker (University of Adelaide)

We would also like to thank Dr Carolyn Allport (former President of the NTEU), the Presentation Sisters and the Sisters of Mercy for the sponsorship of the Workshop dinner.

We would like to thank the peer reviewers of the *Demonstrating Indigenous Women's Educational leadership: Tiddas Showin' Up, Talkin' Up and Puttin' Up!* Edition of the *Journal of Australian Issues* (Vol 14 No.1 March 2011). Also known as the Tiddas Collection. The peer reviewers include:

Karen Adams, Faye Blanch, Tracey Bunda, Marcel Burns, Amy Cleland, Pamela Croft, Pat Dudgeon, Lyn Fasoli, Bronwyn Fredericks, Sharon Meagher, Wendy Nolan, Jacqueline Ottmann, Yvette Roe, Maree Tombs, Simone Tur, Nereda White, Frances Wyld.

We would also specifically like to recognise and acknowledge the work undertaken by Bronwyn Fredericks in bringing the edited collection of Tiddas Stories to fruition. Bronwyn worked with individual women encouraging them to not only submit papers but to continue to develop their academic work through the refereeing and copy editing phases. She specifically supported women for whom this was their first solo publishing experience in a refereed journal. The intersection of Indigenous, womanhood and academia is demonstrated through Bronwyn's leadership in working with the Tiddas and their papers, the administration and support staff, our collective editorial work and the collection as a whole.

Introduction

This document provides a final report on the Leadership Project Tiddas Writin' Up: Indigenous Women and Educational Leadership (LE10-1602).

This project was conducted in 2010 and was supported by a grant from the Australian Learning and Teaching Council Ltd. It was funded under the Leadership Program – Priority 3: Consolidating leadership by building on the outcomes of projects funded in earlier years under the Leadership for Excellence in Learning and Teaching Program.

Background to the Project

Over the past two decades, the statistical evidence has revealed that the participation of Indigenous students and staff in higher education has increased. There are currently 10,201 Indigenous students enrolled in universities across Australia compared to a total of 766,028 domestic students. Indigenous staff comprise 1,015, making up 1 percent of the total of 103, 378 domestic staff. However to reach parity the Indigenous figures should be increased to 3,101 persons (Behrendt & Larikin 2011). It was also noted by Behrendt and Larkin that most Indigenous staff are concentrated in non-academic positions or employed on the lower Academic salary levels.

All universities have Indigenous Support Services provided through dedicated Aboriginal and Torres Strait Islander / Indigenous units or centres, and a number have Indigenous research centres. More Indigenous academics are employed within faculties providing significant contributions to teaching and learning, research, leadership and community engagement (Frawley, Nolan and White 2009).

Despite recent changes and encouraging events there are still some concerns about the experiences of Indigenous people within the tertiary sector. Indigenous students are still proportionately underrepresented at undergraduate and postgraduate levels. Indigenous absence in certain disciplines is particularly noticeable. Despite universities throughout Australia having Indigenous employment strategies, there are still few Indigenous academics, that is, Indigenous people employed in universities who are not undertaking student support or administration roles. Indigenous academics not only have to fulfill the demanding tasks facing all academics, but as Indigenous academics will probably also have to be the Indigenous voice on curriculum committees, faculty and academic boards and other university based committees.

Indigenous Women and Academia

While many universities have implemented a Reconciliation Statement, employment and recruitment strategies, anti-racism and anti-discrimination policies and procedures this does not mean that the needs of Indigenous academic women are addressed or that there are no issues in their workplaces. Indigenous academic women still struggle within university environments (Bunda & White 2009; Fredericks 2011a, 2009a&b; Frawley, Nolan & White 2009; White 2007). Fredericks (2011a: 42) states that although

Indigenous women academics experience many of the same issues faced by other academics and women working within higher education institutions.... we also face issues that are particular to us as Indigenous employees and as Indigenous women academics.

Furthermore, Fredericks (2011a) argues that for Indigenous women academics universities are complex sites of struggles. These include:

- Struggles for positions within universities
 - Struggles for recognition and support
 - Struggles for the ownership of knowledge
 - Struggles to be recognised as researchers
 - Struggles to be recognised for our expertise
 - Struggles to publish
 - Struggles to combine disciplinary scholarship with Indigenous knowledge.
- (Fredericks 2011a: 41-53)

Blanch (2011: 79) concurs that:

There are times when we as Indigenous women, find ourselves vying for space in which to have a voice and feel safe. Within the confines of academia, this space is contested and, as a contested site, can deny, ignore or misrepresent us.

The Indigenous Higher Education Advisory Council (IHEAC) was established by the Commonwealth Government in 2008 to provide policy advice to the Australian Government on higher education, research and research training issues in relation to Indigenous higher education students and staff. IHEAC have conducted a number of key reports to improve their experiences and outcomes for Indigenous staff and students. The IHEAC submission 'Meeting Australia's Research Workforce Needs' in August 2010 raised concerns about the barriers faced by Indigenous post-graduate students in achieving success. The IHEAC (2010) states that "Indigenous PhD candidates face additional barriers to their non-Indigenous peers". Moreover, that these barriers include but are not limited to:

- The high likelihood of having non-Indigenous supervisors who might not understand the type or foundation of the research they want to undertake
 - Non-understanding of Indigenous research methodologies by supervisors and/or assessors
 - Non-understanding by supervisors and universities of Indigenous protocols needed to be maintained
 - Non-understanding of Indigenous community participants of university protocols, such as signed consent forms
 - Lack of role models
 - Lack of regular contact with other Indigenous post-graduates — students are likely to be only person in their field within their university
 - The need to be culturally competent in both western and Indigenous research practice, processes and methodologies
 - The high likelihood of students being their families' main financial supporter throughout their studies
 - Marginalisation of the research they want to do within western academe
 - Limited specific Indigenous post-graduate support within many universities.
- (IHEAC 2010).

Consequently the barriers identified by the IHEAC contribute to the underrepresentation of Indigenous people as researchers and academics. Numerous current Indigenous academics also struggle undertaking higher level study whilst teaching and researching. Indigenous academics and researchers experience significant challenges in their daily work life along with trying to balance these demands and barriers within career planning. To address the underrepresentation within the higher education workforce, particular at academic levels, IHEAC is in the process of developing a National Indigenous Higher Education Workforce Strategy (NIHEWS) (IHEAC 2011).

Significance of the Project

A major challenge for educational institutions is to support the leadership capacity of Indigenous people in authentic and culturally affirming ways. The significance of this project is that it allows Indigenous women themselves to take responsibility for their scholastic development by drawing on resources of their choice to enable them to engage in academia in their own ways. As White in the previous Tiddas Project Final Report (in Bunda and White 2009:29) states:

...this is the first project of its kind to work with Indigenous women who are employed in the academic sector across a range of disciplines in order to support, develop and facilitate leadership. However, its distinction also lies in the fact it is led, designed and implemented exclusively by Indigenous women using culturally responsible and responsive methods.

Blakesley (2008: 441) contends that there is an “absence of an Indigenous cultural lens through which to examine educational leadership”. Furthermore, White, Ober, Frawley and Bat (2009) argue that within the Australian context “educational leadership must take into account the perspectives and aspirations of its Aboriginal and Torres Strait Islander people” (p.85).

The Tiddas Writin’ up project builds on the previous ALTC-funded project *Tiddas Showin’ Up, Talkin’ Up and Puttin’ Up: Indigenous Women and Educational Leadership* (Bunda and White 2009) which took place between 2007-2008. The first Tiddas project was led by Flinders University in partnership with Australian Catholic University with Associate Professor Tracey Bunda (Yunggorendi First Nations Centre, Flinders University) and Dr Nereda White (Weemala Indigenous Education Unit, Australian Catholic University) as the Project Leaders.

The second project detailed in this report: *Tiddas Writin’ Up: Indigenous Women and Educational Leadership* (LE10-1602) was led by Professor Nereda White (Centre for Indigenous Education and Research, Australian Catholic University) and Dr Bronwyn Fredericks (Faculty of Health, Queensland University of Technology). There was a change in Project Leaders from the first to the second Project with Associate Professor Tracey Bunda taking time out to work on her PhD, and Dr Fredericks taking on the role of Joint Project Leader in this project. Dr Fredericks was a member of the Senior Indigenous Women’s Circle in the first project and attended all of the first project’s workshops.

Consistent with the ALTC objectives the *Tiddas Showin’ Up, Talkin’ Up and Puttin’ Up: Indigenous Women and Educational Leadership* (Bunda and White 2009) project fostered the development of leadership capacity by allowing the sharing of Indigenous womens knowledge, learning and networking experiences to support professional development. Specifically, it promoted and supported strategic change in higher education by strengthening the participation and leadership capacity of Indigenous women academics. The project was innovative and forward-thinking and has begun to effect long-term systemic change and, by a ripple effect, to strengthen and contribute to the leadership capacity of Indigenous women within Indigenous communities, and also in the broader Australian society (Bunda and White 2009: 6).

The original Tiddas project (Bunda and White 2009) revealed one aspect of leadership in particular that needed to be strengthened, namely the participation and profile of Indigenous women in academic publication. This second Tiddas project has addressed this need by assisting Indigenous women improve their knowledge of the processes and techniques of academic publishing with a focus on publishing about learning and teaching and Indigenous knowledges.

Within the Australian higher education sector publication rates are increasingly a vital measure of individual and institutional performance and additionally impact on promotion and financial aspirations. Yet, many Indigenous women academics rarely publish or do not publish at all despite undertaking work activities and research, particularly related to the learning and teaching activities, which could be turned into publications. At a time when Indigenous issues and the inequities and disparities across all sectors are increasingly being discussed under the 'Close the Gap' initiatives and by Council of Australian Governments (COAG), it is imperative that Indigenous academic women contribute to the dialogue in a range of ways, including via publications that can inform debate. There are few effective strategies to support academic writing and, in particular, to support Indigenous academic women to write.

The workshop offered through the *Tiddas Writin' Up: Indigenous Women and Educational Leadership* (LE10-1602) project sought to address this gap. The workshop offered high level information and discussion about improving research outputs and improving the quality of publications along with offering a hands-on approach to build confidence and recognition. The focus of the publications on learning and teaching provided potential future benefits of enhancing learning and teaching experiences and developing Indigenous knowledges.

The gathering of Indigenous women academics is also significant in that it encouraged peer mentoring and the development particularly of a younger group of Indigenous women who are the next generation of Indigenous leaders. In order for Indigenous people to continue to influence the future of Australia, Dodson in the Williamson Community Leadership Program (1998) emphasised the importance of sustainability when he stated that:

For Aboriginal leaders, the social and moral obligation that comes with community leadership is life-long. Those who lead, who have authority, must care for and look after those who come behind. Leadership is an elusive concept, hard to describe and impossible to prescribe. It is more evident in its absence, so that when leadership is needed, its lack is sorely felt.

Significantly, this project contributed to Indigenous women's growing academic influence within Australian universities whilst allowing them to retain and be proud of their cultural heritage. It repeated the success of the first project with some different learning objectives and some of the same. The first report stated that:

Tiddas Showin' Up, Talkin' Up and Puttin' Up was a unique and powerful opportunity for Indigenous academic women to connect, learn and share knowledge and experiences. The methods used to ensure cultural sensitivity and responsiveness were outstanding, as evident from the overwhelmingly positive feedback from participants. The aims of the project were not only met, but exceeded, and the process used to engage and involve participants was exceptional. I have no doubt that this project has had a strong impact upon the participants personally, but also upon their work and the future for Indigenous women in academic leadership. (Bunda and White 2009: 37)

We re-assert this statement for this project.

The Approach

This project utilised a similar approach and governance to the previous Tiddas project.

Some of the Senior Circle of Indigenous Women and group of Senior Executive Women continued to provide guidance and input throughout the project. In addition to attending planning meetings, the women from both groups were invited to be actively involved in the Writin' Up workshop by telling their stories and sharing their knowledge about how to develop and receive recognition for academic writing. This strategy was recognised as particularly powerful in the evaluations of the first project:

The interaction with the circle of senior Indigenous women was also highly effective. The members of this circle were all well-known by reputation to participants for their level of scholarship and their record of leadership across the higher education sector. In the panel session, each of the senior women talked about their own journey, the difficulties and challenges they faced, and still encountered, strategies on how to deal with these both institutionally and personally, as well as their own take on what it means to be an leader in universities and to effect change. The willingness of the senior women to share their own stories, revealing their personal struggles was generous and inspiring. The strategies shared were both practical and effective. (Bunda and White 2009: 25).

The first Tiddas project comprised four workshops conducted at the end of each semester in 2007 and 2008. Each workshop addressed a specific theme. These were: Learning and Teaching; Scholarship; University Administration and Management; and Community Engagement. Approximately twenty Indigenous women attended each workshop with a core group of women attending the majority. A Tiddas website was developed and located on the Flinders University website. Independent evaluations were conducted for Workshops 2 and 4. At the final workshop, the women expressed an interest in participating in a further workshop to enhance their understanding of academic writing and publishing. Many expressed anxiety about the pressures to publish in order to advance their careers while not knowing which journals were appropriate and how to access mentoring and professional development to support their scholarship. This project acts as an extension to the first project's series of workshops and was developed to further develop leadership capacity of Indigenous academic women through writing and through this process impact on institutional capacity.

Invitations to submit expressions of interest to attend the workshop were extended to Indigenous academic women from all universities through the Tiddas email networks, National Tertiary Education Union (NTEU) Indigenous members and a range of other Indigenous Higher Education networks and lists. Preference was given to those women who had participated in previous workshops. Whereas the previous workshops had attracted 20-25 participants, 38 women attended the writing workshop. Several institutions offered sponsorship of some costs which allowed more women to attend. Some women based in Brisbane opted to attend the workshop during the day and then travel home at night so that they could attend. Other women offered to share their accommodation so that other women could be allocated a place. A generosity of spirit was revealed by many women and a will to want as many women as possible to benefit from the experience of attending such a skills based professional developmental workshop. The project needed to say no to other women who wanted to participate due to the capacity to manage the learning environment. That is, if there were too many women it would impact on the facilitation and on the learning opportunities offered by the facilitators, leaders of sessions and storytellers.

The format of the workshop that had proved successful was continued. Women were exposed to formal sessions on aspects of academic writing and publishing, but also participated in storytelling sessions about the process of writing. There was time for reflection, listening to Elders and other guests and social activities. The workshops provided a culturally safe environment for women to speak about their concerns about and on writing and publishing, an important feature as previously noted by Walters:

The format for the workshops was based on the importance of women's circles in Indigenous cultures. As well as providing a forum for women's ideas and leadership, such circles provide a specific space where women listen, share, learn from and support each other. It became very obvious from the first session of the workshop how needed such a space was for the participants. Nearly all articulated a strong sense of isolation, and feeling 'unsafe' to say what they really thought in most of their institutional interactions. They felt not only marginalised within their institutions and roles, but pressured not to create waves (Walters in Bunda and White 2009: 26).

The workshop participants

Thirty-seven Indigenous women from all over Australia participated in the workshop. The workshop participants consisted of Indigenous women mostly from universities, but there was also a small group from the Mitchell River Traditional Custodian Advisory Group who had made a special request to join the workshop. These Indigenous women had links with universities and all were either studying or had achieved university qualifications. There was also one young Aboriginal woman who worked within research environments in a university and within an Aboriginal community controlled organisation. Some women worked within Aboriginal and Torres Strait Islander centres or schools and some worked in faculties. A number of women had attended more than one of the previous workshops and several women had attended all five workshops from both the Tiddas Projects. Women have begun to write about their experience of attending the Tiddas workshops (See Wyld 2010; Blanch 2011). A list of Writin' Up workshop participants is included as Appendix 1.



Figure 1. Workshop participants. (Photo: Rhonda Hagan 2010)

Outcomes from the Project

1. The Writing Workshop

The Writin' up workshop was successfully held in Brisbane, 16-18 August 2010 with a total of 37 Indigenous academic women from across the Australia and one international Indigenous academic woman. See the attached list of participants (Appendix 1) and workshop program (Appendix 2) for specific information on who attended and individual workshop sessions.

There was great enthusiasm and commitment to sharing experiences and the materials among the participants. Invited speakers included: Indigenous women published writers such as Yvette Holt and Aunty Ruth Hegarty; fictional writer Helen Stewart, Assistant Professor Jackie Ottmann (International Indigenous writer); Copy Editor Dr Judy Gregory (Information Design Centre); Dr Pamela Croft (Visual Artist); and ACU Research staff.

With a focus on publishing about learning and teaching and Indigenous knowledges, the Tiddas Writin' Up workshop was designed to challenge and inspire Indigenous academic women to improve their research outputs along with the quality of research publications and other scholarly writing activities (critical book reviews, articles, chapters, biographical and creative works).

It was hoped that through participation in the workshops, the women would:

- gain practical knowledge thus providing the women with confidence to develop academic pieces suitable for publishing
- increase their knowledge of strategic placement of their articles in ranked journals that will best support their academic roles and career advancement
- develop a network that would provide opportunities for writing partnerships and mentoring of less experienced writers.

The topics covered in the workshop included:

- understanding journal rankings and targeting relevant journals for career advancement
- being invited to submit an article/chapter
- creating opportunities to publish
- becoming members of editorial boards
- getting published – the process
- publishing from your thesis
- teaching-research nexus
- building research into learning and teaching innovation and evaluation of learning and teaching experiences
- poetry as a form of academic expression
- (co)authoring and (co)editing
- intellectual property.

The full workshop program can be found in Appendix 2.

2. Collection of Tiddas Writings:

Throughout *Tiddas Showin' Up, Talkin' Up and Puttin' Up: Indigenous Women and Educational Leadership project* (Bunda and White 2009), the vision of a collection of writings was tabled numerous times by Tracey Bunda, Nereda White and Bronwyn Fredericks.

Dr Bronwyn Fredericks negotiated with the Editor of the *Australian Journal of Indigenous Issues* for a special edition of writings by Indigenous academic women focused on educational leadership. This special edition became known as the Tiddas Collection. A 'Call for Papers' for the Tiddas Collection was sent out to the Tiddas email networks, and a range of other Indigenous Higher Education networks and lists. Submission was open to any Indigenous women who had attended one of the Tiddas workshops. Indigenous women who were intending to participate in the *Tiddas Writin' Up: Indigenous Women and Educational Leadership* workshop were asked to bring their draft articles along if they wished to receive critical feedback and assistance with finalising their drafts.

The Journal submission and refereeing process was used as a developmental opportunity for women. Women were offered extensive feedback on their papers and the use of a writing mentor to help them with their work. Dr Fredericks worked with individual women. Dr Judy Gregory (Information Design Centre) copy edited the collection before it was handed to the Journal of Australian Indigenous Issues for publishing. While the submission period was extended (5 months in total), many women due to academic and personal commitments were unable to meet the deadlines for submission. We do not wish this however to take away from the Indigenous women who did submit work for the special edition. For a couple of Indigenous women it was the first time they had published as a single author in a refereed journal. This is a major achievement for them as Indigenous academics. *The Journal of Australian Indigenous Issues Demonstrating Indigenous Women's educational Leadership: Tiddas Showin' Up, Talkin' Up and Puttin' Up!* was launched on the 18 May by Dr Vicki Grieves at the National Indigenous Writer's and Educators Conference (NIWEC) at the University of Wollongong.

The editorial offers the following statement on the collection:

The words of the Indigenous academic women contained within this edited collection are words of power and words of survival. They are words that contribute to our understandings of Indigenous women academics within Australian higher education and that demonstrate the strength of the intersection of Indigenous, womanhood and academic. (Fredericks, White, Bunda & Baker 2011: 5).

The collection includes an assortment of academic papers comprising reflections on some women's journeys as postgraduate students (Baker 2011; Fredericks 2011b&c; King 2011) and academics (Blanch 2011; Fredericks 2011a; Wyld 2011a&b) and poetry (Meiklejohn 2011; Robertson 2011; and White 2011). Reflections from Senior Women are also within this collection (Fredericks & White 2011) as is a reflective piece from a mother and daughter (Ottmann & Ottmann 2011). A listing of all the papers in the collection is included as Appendix 3.

For copies of the *Journal of Australian Issues. Demonstrating Indigenous Women's Educational leadership: Tiddas Showin' Up, Talkin' Up and Puttin' Up!* Vol. 14 No.1 March 2011 contact Dr Andrew Gunstone, Editor, Journal of Australian Indigenous Studies. Andrew.Gunstone@monash.edu.au.

3. Sharing of Publications

At the *Tiddas Writin' Up: Indigenous Women and Educational Leadership* workshop, the participants were provided with copies of publications by Indigenous Tiddas and other women published since the last workshop (December 2008) to add to their collection of resources. Indigenous women new to the workshop series were offered copies of work from previous workshops where available. It was hoped that these publications could also be added to the repository of source material available on the Tiddas website. The Tiddas website was previously hosted by Flinders University as per agreement in the first Tiddas project. The website expired and was not renewed by Flinders University.

4. Dissemination of Project Outcomes

Dissemination occurred through the publication of the Tiddas collection of writings and an article on the workshop which appeared with the photo of the women in the *National Indigenous Times* (Hagan 2010). This was written and photographed by Rhonda Hagan, one of the workshop participants.

A presentation was made by Professor White at the *5th International Conference on Indigenous Education: Pacific Rim*, in Cairns, December 2010. This conference was jointly hosted by Australian Catholic University and Charles Darwin University and included international scholars mainly of Indigenous background.

A presentation will also be made by Professor White at the *Learning Conference* in Mauritius, July 2011 on Indigenous women's leadership in Australian universities and will include both the Tiddas projects.

The Tiddas leadership projects will also be included in a presentation concerning Leadership activities at ACU by Professor White and Ms Krishna Heffernan to the *World Indigenous People's Conference: Education* in August, Peru.

The above presentations have been made by Professor White as she was involved in the hosting of the *5th International Conference on Indigenous Education: Pacific Rim* and has greater access to such high profile conferences. Professor White is also a highly skilled presenter and able to deliver within such contexts drawing on work from her Professional Doctorate (White 2007) and the National Indigenous Women's Leadership Program when discussing the work with conference participants. Dr Fredericks will lead the development of several papers based on the *Tiddas Writin' Up: Indigenous Women and Educational Leadership* project that will be suitable for publication in refereed journals. Professor White and Dr Fredericks will co-author publications and conference presentations as per standard intellectual copyright and contribution protocols.

Indigenous women participants have begun to write about their experiences of attending the Tiddas workshops (See Wyld 2010; Blanch 2011). Stories also appeared in the *National Indigenous Times* (Hagan 2010) and in the Public Health Association of Australia Inc (PHAA) *InTouch Newsletter* (Fredericks 2010) soon after the Writin' Up Workshop.

Project Management and Budget

As the previous Tiddas project had already established email lists, files, reports and the website, the current project was able to readily build on that infrastructure.

Project management was overseen by the Project Leaders who met regularly to plan the workshop, other outputs, prepare reports and generally monitor project process. The Senior Circle of Women and Senior Executive Women received regular updates on the progress of the project.

The Research Project Manager and the Project Assistant were based in the Centre for Indigenous Education and Research (CIER) at ACU and coordinated the project, including budget expenditure and organisation of the women's travel and accommodation and conference bookings.

Management of finances was undertaken by CIER and ACU's Finance Directorate and regular contact was maintained with the ALTC project team will be made to ensure the project ran smoothly.

Evaluation of the Project

Uniformly participants embraced the concept of academic publishing and agreed that input from the speakers inspired them with writing and provided appropriate advice on how to start writing; being strategic about where to publish and strategies for achieving maximum potential for article acceptance by publishers.

A snapshot of some of the comments is listed below:

The highlights of the workshop were:

"Bronwyn Fredericks, Nereda White and team's professional delivery of this workshop: its program, participants and all speakers!"

"The laughter with so many deadly black women connecting in a safe & nurturing environment".

"The best part for me were the topics, very valuable, I have found this to be one of the best workshops ever".

Do you feel as though your writing skills have increased? If so, how?

"YES! I feel more confident to write more boldly without fear stopping my practice and fear dominating my content. I feel more prepared in my skill set and can see the necessary steps to take toward my PhD, art writing and my first (of many) books. THANK YOU!"

"It has been a revelation and I will leave with many ways to move forward and I have lost my feeling of isolation that was becoming very oppressive".

"Probably not, but I now know what I need to do to write what I enjoy writing".

How do you think the workshop could be improved?

“..Maybe write a paragraph & get it reviewed to improve writing.”

“More interactive activities, breakdown of the intense learning....”

“Perhaps a writers’ retreat for Tiddas could be incorporated into the program or held as a separate event”.

“The only thing I could think of is allocated space for actual writing to develop a piece of work”.

Factors that impeded or contributed to the success of the project

“There were no significant barriers to the success of the project. The Project team worked well together and the use of CIER’s already established project infrastructure was an important factor in organising the workshop, communicating with the women, liaising with venue staff and presenters. Having run four previous workshops much of the work was merely a process of updating the current materials”.

The success of the workshops was credited to the women’s enthusiasm to continue their learning and to their desire to be part of the Tiddas network.

Conclusion

The workshops, the development of the website, the establishment of an Indigenous women’s leadership network and this edited collection are evidence of the *Tiddas Showin’ Up, Talkin’ Up and Puttin’ Up: Indigenous Women and Educational Leadership* project being able to develop effective mechanisms for the identification, development, dissemination and embedding of good individual and institutional practice in learning and teaching in Australian higher education. We believe that Indigenous women have been offered multiple forms of leadership opportunities through the project’s workshops and the activities associated with the projects and have risen to the challenge of receiving and giving collegial support to each other as Indigenous women. The Tiddas collection also demonstrates that

Indigenous women are not only maintaining their cultural identities in contemporary times, but that they are doing it in exciting and dynamic ways within higher education. We hope that the Indigenous women who participated in the Tiddas project will honour the opportunity given to them by giving opportunities to other Indigenous women. Similarly, we would like universities to consider how they will provide culturally safe spaces for Indigenous women academics and to consider how they as institutions will individually and collectively contribute to Indigenous women’s leadership and knowledge within the university. (Fredericks, White, Bunda and Baker, 2011:8).

Recommendations from the Project

1. Greater institutional support to be provided for Indigenous academic women to develop their academic writing and publishing through:
 - early career research support
 - mentoring by accomplished writers
 - scholarships and time release to complete studies
 - scholarships and time release to work on specific publications
 - professional development opportunities including attendance at writing workshops and formal writing programs
 - provision of editorial support
 - the opportunity to access writing mentors
 - non-Indigenous academics inviting Indigenous women onto their writing teams
 - non-Indigenous academics offering to be a buddy / mentor to Indigenous women interested in improving their academic writing
 - journals calling for expressions of interest from Indigenous academics to contribute to their journals via papers or as editorial board members
2. The Tiddas website should be updated and maintained. It is difficult to say who should or could maintain this. We think that a link could be made from the Indigenous Studies Research Network (ISRN), however they would need monies to be able to do this.
3. Further sponsorship of Tiddas workshops on an annual basis would insure that the initial Tiddas program objectives are continually being met with even greater numbers of Indigenous academic women benefitting from the series.
4. Further research on the experiences of Indigenous academic women in higher education in Australia is clearly a recognised need.

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Appendix 1: List of Participants

Adams Karen	Moondani Balluk Indigenous Academic Unit, Victoria University
Andersen Clair	Riawunna Centre, University of Tasmania
Bainbridge Roxanne	The Cairns Institute, James Cook University
Balla Paola	Moondani Balluk Indigenous Academic Unit, Victoria University
Beetson Susan	Queensland University of Technology
Brady Sharon	The Mitchell River Traditional Custodian Advisory Group
Brown Cath	The Cairns Institute James Cook University
Burns Marcelle	Queensland University of Technology
Castella Cindy	Gnibi, College of Indigenous Australian Peoples. Southern Cross University
Ceolin Jane	Queensland Catholic Education Commission
Cleland Amy	University of SA David Unaipon College of Indigenous Education and Research
Croft Pamela	Sandhills Art Gallery, Studio and Eco-Farm
Dreise Mayrah	Queensland University of Technology
Dunleavy Janine	University of Queensland
Gerrett-Magee Rebecca	Moondani Balluk Indigenous Academic Unit-Victoria University
Hagan Rhonda	University of Southern Queensland, Toowoomba campus
Hayes Lorian	Centre for Chronic Disease, School of Medicine, Uni Qld
Hill Bianca	Griffith University, GUMURRII Student Support Unit
Holt, Yvette	Australian Catholic University
Hunter-Xenie Hmalan	Charles Darwin University,
Jackson-Barrett Elizabeth	Murdoch University
Jackson Karen	Moondani Balluk Indigenous Academic Unit, Victoria University
King Leanne	University of Technology Sydney
Lawrence Marceil	The Mitchell River Traditional Custodian Advisory Group
Lee Vanessa	The School of Public Health, Griffith University

Link Ruth	The Mitchell River Traditional Custodian Advisory Group
Luke Joanne	Victorian Aboriginal Health Service (VAHS)
Miller Jillian	University of South Australia
Ober Robyn	Batchelor Institute
O'Sullivan Sandy	Batchelor Institute of Indigenous Tertiary Education
Peacock Eve Christine	Queensland University of Technology
RobertsonKim	Charles Darwin University,
Waia Estelle	The Mitchell River Traditional Custodian Advisory Group
Watkin Lui Felicia	School of Indigenous Australian Studies, James Cook University
Williams Alea	Griffith University Indigenous Research Network
Wyld Frances	DUCIER University of South Australia
Yates Arimaya	Australian Catholic University Melbourne

Appendix 2: Workshop Program

TIDDAS WORKSHOP 16-18 AUGUST PROGRAM					
Time	Monday 16 th August 2010	Time	Tuesday 17 th August 2010	Time	Wednesday 18 th August 2010
1:30-3:15	SESSION 1 Welcome BF Traditional acknowledgement - Aunty Joan Hendriks Housekeeping and overview of workshop program	9:00-9:30 9:30-10:15 10:15-10:30	SESSION 3 (BF, NW) Housekeeping Reflection NW <u>Part 1</u> Experiences <u>Part 2</u> Jane Robbins shares her experiences of writing and some tips on preparing pieces for more than one audience <u>Part 3</u> Developing your writing plan	9:00-10:00 10:00-10:30	SESSION 7 (NW, BF) Housekeeping Reflection Getting Published Processes involved - locating a journal, contacts, meeting with publisher 'The Australian Writer's Marketplace' QLD Writers Centre Guest speaker Aunty Ruth Hegarty
3:15-3:40	Afternoon tea	10:30-10:50	Morning tea	10:30-10:50	Morning tea
3:40-4:30 4:30-5:00	Finding your voice in writing Helen Stuart Reflection/ meditation exercise	10:50-12:30	SESSION 4 Understanding ERA ERA perspective from the university (journal rankings) and broader picture from different universities / how to check rankings Pauline Collins, Deb Keen	10:45-12:00 12:00-12:30	SESSION 8 Value of copy editing What you can expect. Guest speaker Copy Editor Judy Gregory Dr Jackie Ottmann. University of Calgary, Canada
6:00pm	BBQ Dinner Babes Reading at the Barbie	12:30-1:30	Lunch	12:30-1:30	Lunch
		1:30-3:15	SESSION 5 (NW, BF) Writing Peer review articles, book review articles, commentaries How to write articles? How to write peer review? Being on an editorial board	1:30pm – 3:15pm	SESSION 9 Guest Speaker Pamela Croft Combining creative writing and academic writing
		3:15- 3:40	Afternoon tea	3:15- 3:40	Afternoon tea
		3:40 – 4:00 4:00-5:00	SESSION 6 <u>Part 1</u> Creative Writing <u>Part 2</u> Writing Poetry Guest speaker Yvette Holt Reflection BF	3:40-5:00	SESSION 10 Where to from here Evaluation
		6:00	Sponsored Dinner@ Full Moon Hotel, Shorncliffe		

**Appendix 3: List of Women's Writings in the *Journal of Australian Issues*.
Demonstrating Indigenous Women's Educational leadership: Tiddas Showin' Up, Talkin' Up and Puttin' Up! Vol. 14, No.1, March 2011.**

The items are listed in the order that they appear in the Journal.

Fredericks, B., White, N., Bunda, T. and Baker, J. (2011). Demonstrating Indigenous Women's Educational Leadership: Tiddas Showin' Up, Talkin' Up and Puttin' Up!, *Journal of Australian Indigenous Issues*, 14(1): 3-8.

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