Barbara Boucher Owens: This is an interview with Alison Young from Unitec New Zealand conducted by Barbara Owens. The interview is being recorded on February 28th, 2006, in Houston, Texas. It’s part of the Computing Educators Oral History series. Did we give your name and pronounce it correctly?

Alison Young: Yes, you did.

B: OK. Hi, Alison. How are you?

A: I’m very good, thank you, Barbara.

B: And you’ve just come off a half a world around trip.

A: Yep! New Zealand to Singapore to Germany to Italy.
B: And then clearly Italy to Texas.
A: And then Italy to Texas.
B: All right. We’re going to start way back when. Way back when. Did your parents have college degrees?
A: My dad, yes, but not my mum. And that was not by her choosing. She was not allowed to.
B: I see. Would you like to expand on that a little bit more?
A: Expand on that? OK! Yep, sure. My mum — we’re going back to the 1930s here — my mum was born in 1923, and her parents … she was an only child and her parents were separated. But in the 1930s you didn’t separate or get divorced. It was very, very socially unacceptable. So my dad … my Granddad, her dad, stayed at home until she was twenty one [years old] because she was his responsibility until she was twenty one. So even though she said she lived in a house where her Mum and Dad didn’t speak, but he was just living there because she was his responsibility. The day she turned fifteen, which is the age you can legally leave school, he said, “You’re not going to school anymore. I’ve got you a job.” And she had to go and have a job. And she always in her life wanted to be a nurse, but she wasn’t allowed to stay at school and be a nurse, she had to work. I mean, they didn’t have much money but … and my grandmother worked, too, when … it wasn’t the days when wives and mothers worked [outside the home]. So, she went to the job. That was it.
B: Well, were either of your parents interested in any kind of computing-related, mathematical-related fields?
A: Not really. My dad … on my dad’s side both parents, both his parents, were school teachers. It just seems like in our family that you go into education or health, because everybody does education or health. And I can — we’ll probably come onto that later, I can tell you how everybody is in those fields.
B: So which was your father?
A: He’s a doctor. But when he … my dad — and I have other theories on the children of two teachers — but he went to school too early because his parents were teachers in a country school, so he just went to school with them. And he had actually finished what you would call grade school when he was ten [years old]. So they held him back a year because he couldn’t really go to high school then. And then he won a scholarship to an important high school and had finished high school at sixteen. And went to university and he has said … he now tells us that he was far too young at sixteen to know what to do. So he went to university to do a double degree in Latin, so in the arts and in languages, and in maths. He at the same time became a school teacher. And he was one paper off finishing his double degree and was teaching school at the same time and thought, “I don’t want to do this for the rest of my life,” so went to medical school.
So, no, no, they don’t. They have a … yes, he has a mathematical bent of some sort, because he was doing his degree in maths, his first degree. And my mum never did anything from the time she left high school at fifteen. But my mom and dad were both champion — New Zealand champion — bridge players. And the days before computers you had to do all the bridge scoring by hand and bridge scoring is adding up rows and rows of numbers and then cross-checking them; we used to help Mom and Dad do it when we were kids. And my mother could add columns of figures in her head quicker than anybody.

B: Hmm. Hmm. Let’s talk about you. Were you a good student in your early years of school?

A: Yes, because I had to be because I couldn’t let my father down.

B: Did you take courses in math and science?

A: Yes, that’s all I took — maths and science. At our high schools for the first three years you have to take — I was in the top class (it was all streams), so the top class took maths and science and languages, so yes, I took Latin and French for the first three years. And the fourth year you could specialize, so went to biology, chemistry, physics, maths. So I was a maths-science student.

B: You started to allude to the family educational theory that you had. Do you have brothers and sisters who went on to college and a professional career?

A: Absolutely. I have only one sister and she is two-and-a-half years younger than me and she did math and science as well. But — no buts. She’s extra clever. Even though she’s two-and-a-half years younger than me, she was always better than me at everything. Sports, music — and she’s got her letters in the piano and the violin. I learnt music for five years and I can’t play a note. [both laugh]

B: She hits her head after that one!

A: Yeah. And all I ever wanted to do was dance and I was never sent to dancing.

B: Tell me about your parental support of your education? Did they treat you differently? Or did they support you?

A: Not at all. My father was absolutely brilliant. We were too scared not to succeed because Dad wanted us to. My mother put my father on a pedestal and we had to live up to his expectations. But he gave us the most amazing support. And he was able to identify very early our strengths, and guided us into those sorts of things. For example, my sister was a great sports person — we did a lot of sports. My dad was a great sportsperson too. He represented several different provinces in New Zealand at tennis, rugby, cricket, [surf lifesaving,] and — when I was being born two weeks early — he was away playing in the final of the New Zealand badminton championships. He was a great sportsperson and my sister’s very good. I was certainly well above average at sport. I won the senior year physical
education prize at high school. And yes, I was certainly above average at sport. But my father must have seen some sort of ... I’ll call it leadership ability early on in me, or maybe we just call it bossiness, and so when I didn’t make the top netball team (read basketball here), he actually guided me into refereeing and I became the youngest New Zealand referee for women’s netball at sixteen [years old].

B: I see. I see. Was there a teacher or somebody else early in life who helped inspire you to pursue a degree in computing or math or science?

A: No, I think our inspiration was our father. And our mother. She always used to say things like, “You don’t have to help with the dishes, because I can’t help you with your homework. So my best help will be to do those sorts of things so you can go away and do your homework.” Homework in our house was a thing that you did and you didn’t do anything else until it was completed, every night.

B: Let’s go on and get you out of elementary and into high school ... A: OK. That’s all right.

B: Was there a favorite subject in high school?

A: Maths. Absolutely.

B: Any particular math that was more interesting?


B: OK. So you got out of high school. And why did you choose — did you go to directly to school? And why did you choose the undergraduate institution that you did?

[9:49]

A: OK. We’re right back in the mid-1960s here and in New Zealand there are no com ... sorry, there’s five computers, maybe six in the whole country. And obviously going to boom. And there were no computer personnel. Programmers. There just weren’t any. And there were no college or university courses for them to do. So we didn’t have degrees in computer science. We didn’t have degrees in computer anything. So the people from Auckland Technical Institute ... the emerging new computer industry in New Zealand went to the Auckland Technical Institute and said, “We desperately need people trained in computer programming. Quick! Like yesterday!” And the industry in Auckland said that they’d put money into training these people by giving them scholarships.

And of course, I was always going to be a physiotherapist, physical therapist, or something in the health sector. I also never thought I was good enough, intelligent enough, to be a doctor. That was what my sister was going to do because she was clever. In hindsight, looking back 50 years ago, if I had my life again I now know I was wrong ... So I went to the careers advisor, who said, “Ah! You’re doing maths and science. You could be a computer programmer.” It was a visiting careers advisor from Auckland, who had come to our country
And so I went home and I told my dad, “Oh, you know, I don’t know what I want to be!” And I was too young to go to physiotherapy school at Otago University to become a physical therapist. And I really should have had another year at high school (it is slightly different high school than they do in the States; because normally if you were going to go to university you’d go to high school for five years, not four, and then do a three-year degree; so you’ve got the eight years, you just do it slightly different). And I’d only been at high school for four years, so if I was going to go to university I’d have to go back to school for a fifth year and for various stupid teenage reasons I didn’t want to stay at high school.

And I also wanted to travel a lot, which is a very New Zealand thing — that all young people in New Zealand travel when they finish their education. And I saw this as a quicker means to travel. So my dad went to ICT in Auckland. (When I say ICT, most people correct me and say ICL [International Computers, Limited]. And it didn’t become ICL until 1968. This was 1966 and it was still International Computers and Tabulators.) Anyway he went to that company and he got all the brochures about what being a computer programmer means. And they said if I’d like to apply to join this new course that was coming up the next year at Auckland Technical Institute I could, but to do that I had to go and sit an aptitude test.

Now, where we lived was 35 miles from the big city. Even though our high school was one of the biggest in the whole of the country, because it was out of Auckland, out of the big city, going to Auckland to the big city in the 1960s was a big deal. And my mother was the greatest shopper ever. And I loved shopping and I loved going shopping with Mum. So here I am, sixteen years old … seventeen years old, just turned seventeen, and I got the opportunity of going to the big city shopping with my mother for a day. I would sit any aptitude test or any stupid test that they want me to sit if I can go shopping, take a day off school and go shopping with my mother. So I said, “Yep! I’ll sit your silly test for you!” So Mum and I drove into Auckland that morning and I sat the test and I did it as quickly as I could because I didn’t want to lose any shopping time. Well, I must have done very well on this test because by the time we got home they had rung up and said, “Quick, we want you. You’ve topped this test and we want you for this course.” So it gave me a whole lot of things. It gave me the opportunity to leave high school. It gave me the opportunity of a career that was going to earn me lots of money so I could travel, so I could get there quicker than if I went and did five years at medical school or something. And I got my day’s shopping with my mother.

Who else would have a silly story like that? But anyway, I mean, I was thinking then, “OK, if I’ve done really well on this test, it must mean that I’m suited to do this computer programming thing. So I’m not going to find it enormously difficult or beyond anything that I want do.” And it was all too new. I mean, we had hand card punch machines without any things on the buttons, so you had to remember them. We … our first programs we wrote, we had to convert to binary and punch in binary on your cards, nine-edge leading. We wrote in a very, very basic — with a little B — basic assembler language. And the very first machine that we ever programmed, we also had the huge big plug panels where you load the piece of paper across and you had to plug the panels and then load your program in. And between the two of them it would do something. And I still have the cards and the printout from that
B: Hmm! I see. This didn’t lead to a university degree?

A: No, no. There were no university degrees to do in those … back then. When I finished this course — I came third in the class — I said, “OK, what do I do now? A university degree?”

“No, there aren’t any. Go and do a maths degree.” I said, “I don’t want to do a maths degree. I want to do a computer programming degree.” We’d already learnt three languages by that stage. Four languages. But … then there’s also the fact that every student in that course was sponsored by a company, so we didn’t have to pay … all our fees were paid. We had living scholarships. And also they were desperate to employ us, so they gave us good money when we left.

B: I’ve been looking at your resume, trying to figure out how you went from industry into education. I see you started out after you got your …

A: OK, yeah. So after I finished this course, we graduated and then I worked in industry for five years. And I had met through hobbies — and the hobby at that stage was motor racing … oh, I was also still refereeing netball and playing basketball — I met … Hang on, no, I have to back up a bit here. It was somebody I met through work. The head programmer at one of the big companies I worked for. Yeah, we all got together in motor racing. And then I shifted to another company, because in those days people were head-hunting you all the time. And he had been doing some part-time teaching at Auckland Technical Institute. And I wasn’t that overly happy with my … the company I was working for, I was a systems analyst for this company. I wasn’t overly happy with the company or the work we were doing.

And I had met Peter one day and he said, “Oh, I’m resigning from my teaching position. You’d make a good teacher. Why don’t you apply for it, seeing I know that you’re unhappy where you are?” So I did. I just applied for the job five years later. And I got it. But then this bossiness streak must have come out, or this natural teaching ability that runs in the family must have come out.

B: I see. This is …

A: So I got the job with no teaching qualification, no undergraduate degree at that stage, although I was qualified in New Zealand’s eyes because we have a different educational system that was, while not equivalent to a degree, it was certainly more than anybody that had a degree had, in terms of the fact that I had a computer programming qualification, as opposed to a math degree or something else. So they said, “Yes, please! Lots of experience, industry experience.” And I don’t know where they picked up the teaching ability. Or maybe there weren’t enough applicants for the job, who knows? Actually, that’s something I never asked, did I? Maybe I was the only applicant for the job.

B: So you seem to …

A: So I started teaching in 1972 at ATI, Auckland Technical Institute. And had two classes at
that stage.

B: Were you still working full-time?

A: No, I totally stopped working and totally went into teaching in 1972. And then got very active in 1973 and 1974 on a national scale because by this stage computer programming courses were popping up all over the country. And we decided to try and coordinate it nationally and set up the very first New Zealand-wide certificate in data processing. We had to change the name later, of course, but in those days it was data processing. Keeping going?

B: Mm hmm.

[20:12]

A: OK, so 1972 to 1974 I worked full-time at Auckland Technical Institute. At the end of 1974 I had my first baby, beautifully planned, oh, she wasn’t that beautifully planned. But I really wanted her to be born in February, got pregnant a couple of months before I thought I would and she was born on the 30th of November. And they actually put me in hospital two weeks into November because of high blood pressure. So I thought, “Well, stuff you!” so I took all my marking [grading] into hospital because I was still teaching. So I took it all to hospital, did the marking. And they said, “OK, so you can go again,” so went back to work. But that’s the end of our semester, the end of our academic year, mid-November. So she … when the academic year finished a week later, I had her and then went back to work in the February, teaching again. I taught all through 1975 part-time, I wasn’t teaching full-time at that stage.

And then at the beginning of 1976, I was almost teaching full-time in about May, May 1970 … sorry, try that again, Barbara, sorry. I was teaching part-time until up until May 1976. And in May 1976, they said, “Won’t you please, please come back full-time?” but I realized I was pregnant again, so I said, “No.” But still taught all part-time through all of 1976. And had my second child in January of 1977, which is in the middle of our big summer vacation. And … did I go back in the beginning of 1977? Sometime in 1977 I went back (I don’t know whether it was at start of the semester in February or not) and then taught right through to August 1978. And we weren’t on semesters then, we were on three terms. So we had a May break and an August break. And my third baby was due on the Saturday, the August break. We went on August vacation on the Friday and he was due on the Saturday. And I had a class at 9 o’clock, two Mondays later, because it was a two-week break. And he was born at half past 10 that Monday. He was two weeks late. So he was supposed to be planned for — he was supposed to be due in the holidays so I could go back, but I didn’t. So that was the first time I had stopped teaching, was September 1978. And I didn’t go back again until 1982 for family reasons — well, I had three children in three-and-a-half years. And my husband had just bought a business, so I helped him in the business until 1982.

And in 1982, my next-door-neighbor was somebody that I had taught with at Auckland Technical University. He wasn’t in computing, but I had taught with him. And he said, “Oh, we’ve just opened this new polytechnic and they’ve just started a computing course here. And the two people that they’ve got in have been sent away on training, teacher training.” Everybody had to do a compulsory six weeks of teacher training if you’d come from industry. “Would you be interested in coming back just to cover for these twelve weeks while
each of them goes away for this six-weeks training?” I said, “OK.” It was a wee bit early for me. I didn’t really want to go back when my son was three-and-a-half [years old], I would really have liked to have waited until he was five years old and went to school. But the opportunity arose and at the time money was a huge issue. So I could see twelve weeks of good salary. So I went back to work and I went back for six weeks and stayed six years. Absolutely loved it.

How much do you want me to go into non-professional stuff?

B: Well, mostly professional stuff. The interest, I think, in people looking at how, in part, how you’re balancing things that is important. What other kind of things were taking your time and your interests. One of the things that would be interesting to people is that you didn’t have the typical college degree that people had …

A: No.

B: … and yet you have … when I look at your resume now, you’ve got a lot of research publications. You’re a prime mover, and you’ll address that in a while. But what I’m really interested in is how did you get from there to where you are now? Can you share sort of that path, because it’s got to be terrifically interesting, how you …

[25:20]

A: Yeah. Well, I spent … when I went back to work in 1982 the two oldest were at school and it was just my three-and-a-half year old that I had to get daycare for. But it wasn’t too difficult, in that we had a garage, we sold petrol and did car repairs. And so some of the time [my son] Mark could spend at the garage with his dad. Although when he went to school I then got after-school care, somebody would come. The kids walked to school and walked home again. When they got home, somebody would come in after school to look after them. Plus, I also organized my — by this time I was doing the timetable — so I organized my own lecture time so that I had one day off a week. One day non-teaching a week. So you’d do your preparation and grading at home. So I’d work Monday, Tuesday, Thursday, and Friday. Wednesdays would be an at-home day for me.

I was also at this stage moving up the ranks as a basketball referee to … actually, I was playing! I was … I still represented our … played in a representative team. And started to referee then and was starting to move up the ranks, probably a bit too quickly. Not quickly enough for me at the time, but looking back, probably a bit too quickly. When they see somebody coming along who can control a men’s national league game, you tended to be promoted and pushed a bit, so that was good.

And also a marriage that I wanted to get out of very quickly. But it took me seven years to get out of it. When I went back to work I was totally … I’m searching for the right word here … my ex-husband, or my first husband, had totally taken away any self-esteem or self-belief that I had, so I went back to work totally amazed that people believed things that I said, because I had absolutely no belief in my own ability at that stage. He had taken that all away from me. I have to add in here at some stage, because that’s an enormous part of my growing up during that stage, for years and years and years he called me fat, dumb, and ugly, and I
believed him. So when you’re told something like that for so long, you actually believe it. I really believed I was really dumb and I had nothing to offer. And I went back to work and all my colleagues would ask me questions and I’d answer them because I knew the answers. And they would say “Thank you” and walk away. And I’d be standing there open-mouthed that they believed me.

So how did I get where I am today? Well, I … in 1988 I finally got rid of that first husband and found another one and shifted to another town. I was … I suppose it would be the equivalent of the chair of the department by the time I left in 1987. And in 1988 I went to a new school just as a lecturer, an academic staff member, as faculty. And I absolutely loved going back into the classroom. I absolutely adored it. And I loved the students. I was getting huge success from my students. They were topping national exams and international exams, so I was having great success with my teaching. And then a couple of years later I was made chair of the department. But I was also very — still active, or became active, from 1986 — in creating a new nationwide qualification in computing. And I chaired that national committee from 1990 to 2002. I was on it from 1986 to 2000, and from 2000 — sorry, 1986 to 1990 — and from 1990 to 2002, I chaired the national committee.

[29:49]

B: Would you explain a little bit about this qualification and … to people who would be looking at that and wouldn’t quite understand what that education is about?

A: OK. In New Zealand we have two types of tertiary education, the polytechnic sector and the university sector. The polytechnic sector is more geared to vocational, it’s more industry-driven, than the pureness of the university sector. Now, twenty years later, they’re merging a lot more. So the polytechnic sector can give degrees. And in New Zealand, you have five years of secondary school and a three-year degree, five years of high school and a three-year degree. So you still get your eight years but you do it in five-and-three rather than four-and-four. And the … we know what the equivalents are, because there’s some … there are international comparison journals printed. So that when we’re trying to do cross-credits of American students coming to New Zealand or English students, we know what the equivalents are. So the last year in high school is the equivalent of the US first year at college.

So what we did nationally is we set up a three-year national diploma in business computing. Now, we debated the name. We didn’t want to call it computer science. We … I don’t know why the word “business” got in there, but it did. And we set it up so that all of the twenty polytechnics in the country would be teaching the same curriculum. And as a national body, we looked after the curriculum and kept it up-to-date. But you could then very easily move between schools because you were doing all the same curriculum. And that national body, called the National … (NACCQ) … the National Advisory Committee on Computing Qualifications is still going today. And it still looks after the content. We do a lot of moderation between institutes. So you would send, every year, you’d send in the … all your assessment items, and they’re looked at to make sure that the levels are exactly correct so that we’re not … one school is not teaching way above or way below the rest of the country. So all the levels are correct.
And it’s at that national body that we have set up big research programs. Because if we are teaching in the degree area, then we must be doing research in that area. So from 1990 onwards, when I was very active in the national association, seeking out and implementing the qualifications — because we had to do it one year at a time — we also started to set up research. Now, I also ran the national conference for … too many years — I chaired it for 12 years. And at that stage I saw it evolve and found … and looked internationally at what was happening in computing education throughout the world and tried to put that into our national conference. Now that sounds like I’m behind the rest of the world, and I’d actually debate now and argue that that national conference is as good — if not leading, in a lot of areas — education conferences throughout the rest of the world.

So during the mid-1990s I started to introduce a whole lot of new things into the conference. Now, I didn’t have a huge conference committee and I persuaded them anyway to put the things I wanted to into it. Because none of them were looking beyond their own schools enough, I felt. So I had a huge national overview, because I was chairing the national committee. And I knew all the chairs of departments throughout the whole country. I could probably name most of the faculty in every school throughout the country as well. Because this was all new, they were looking to people for advice. So two or three times a week I’d get a telephone call from some school in the country saying, “Oh! How do you teach such and such?” or “I’m having trouble assessing such and such. How do you do it?” And I’d know somebody that was doing it. And I’d be able to put them on or guide them in how to teach, how to moderate, or what little of the assessment that they should be using. And if I couldn’t do it, I would certainly know somebody that was doing it.

I was also very active and led the curriculum development of each of these three years of the qualification. Wrote a lot of the curriculum myself. And then thought, “Right, we’ve got that in place, now we have to look at the research as well.” So started myself writing … writing up what we’d been doing in computing education. At that stage I introduced the very first degree program into my own school … the very first degree program in computing in the country outside the traditional university sector. And I introduced that very first one into my own school. So once we had that in place, we had to start building the research that supported that degree teaching. So I myself started doing research, started publishing, and then thought, “Gosh, I can’t just do this myself. I have to have my own faculty and my own school doing it. And I also have to have the whole country doing it. Because it’s no good just us doing it. The whole country has to do it!” Bossy old me again. So I said, “Right-o, this is what you’re going to do. Now how are we going to do this? And we’re going to do this properly!”

[35:35]

And at this stage I had met this absolutely wonderful colleague called Tony Clear and who had come through a very different path. He had Master’s degrees in Latin and Old English and Icelandic and languages, but had done a heap of research. He’d got into computing as a second career, but was able to adapt the research that he had done for his classics career into computing. Plus I had my own colleagues. So we got together and thought, “OK, if we’re doing this — and we can do this — we’ve got to get the rest of the country doing this as well!” So we set up “Getting started in research” workshops. And we ran our first one — national one — in 1998, a two-day workshop. We got everybody in the country to come together in Wellington. We ran this two-day workshop on getting started in research. We still
run them now. I don’t know if we’ll run any in 2006, but we certainly ran them in 2005. And we’ve run them anything from two days — two-day ones and one-day ones that we’ve run. And then we’ve run part two of getting started in research, you know: how to publish, where to publish, how to write, how to get your own faculty motivated to do research. And we’ve actually increased the research output. We had to create our own journal, there were no journals in New Zealand in computing. There was … the computer society had one, but it was … it seems to have faded away. And it was not very good anyway; I didn’t even like what they published. So we created our own one. And we publish at least twice a year and have done for six years. And we have also … the conference itself has evolved. It has evolved from eighteen years ago, when we discussed curriculum and how we teach, to now, fully refereed research papers. We’ve had fully refereed research papers for the last six years. Prior to that we might have accepted on abstract and they weren’t fully refereed. But about 1999 we decided, “Right, they’re going to be fully refereed papers now, double-blind refereed,” and we’ve had papers like that ever since. And each year we’ve raise the bar and we’ve raised it again for 2006. I always keep my fingers crossed that on last submission date, the 17th of March, everything will be … we will know if we raised the bar too high. Wide variety of research papers. Much wider — I’ve just been at the ITiCSE planning meeting — much wider than the ITiCSE papers. Twenty-four of their forty papers are all on CS1 and CS2. Ours are much wider variety than that. So we’ve got our journal. We’ve got our national conference. We have international speakers at our conference every year, some absolutely fabulous speakers we’ve had in the past, keynote speakers. Hopefully this year will be just as good.

And along all of that, in 1997 I changed jobs again and I left that other town that I was in, in that school, to go back to where I was in 1982 — to Unitec. It had changed its name in that time, but Unitec in New Zealand was always seen as the leading, the most proactive, the most leading-edge and innovative school in the country. And I got to be the chair of department. In New Zealand it’s [the chair’s position] not a … cyclic? In the States it can change every three years or however many years. In New Zealand, it’s a permanent [tenured] position that you go to. And it’s one that is highly sought after. And I got the Unitec chair in 1997. Very, very excited.

B: I see. Could you … tell me a little bit …

A: Would you like me to explain?

B: Yeah, that’s fascinating. I’m sure that … we’d kind of like to know something about your attitude toward research. I mean, we know you value it. Your own research. Are you finding that exciting, are you engaged in it now? And are you still teaching?

[40:06]

A: OK. I haven’t taught for the last two years. Prior to that I taught on the Master’s program in instructional design and interactive learning, because in the … while I was doing all this, I also got very involved in multimedia in the mid … in the early 1990s, when it was just emerging. And it was something that, all of a sudden, after years and years of cutting code, something that really inspired me again. And I did a post-graduate diploma in computer-
based learning at that stage. First time I had done educational psychology-type papers.

Sorry, I’ve lost my track, Barbara.

**B:** We were talking about whether you were still teaching and …

**A:** Was I still teaching. Two years ago was the last time I actually taught a class and it was in the Master’s program in instructional design and interactive learning. And I haven’t … I’ve done, I’ve supervised our capstone projects. Our undergraduate degree ends with a capstone project, and so I’ve supervised those. But last year, in the 2005 academic year and the 2006 academic year, I won’t be teaching though.

Now, I was a very prolific researcher and publisher up until 2005 and I had a slow year last year. And I’m going to get started again. All inspired to do research again this year. I think one of the things as the chair is that you should lead by example. And I’d certainly led by example up until 2005. And pulled along people, faculty with me, who can now take over that mentoring role for younger faculty.

**B:** I see. I noticed on your resume that you have an honorary Ph.D. Do you have any plan of getting a true Ph.D.? You do all this research …

**A:** It was certainly been on the back burner for the last year. Maybe I might get inspired again, but nothing will happen until June when … I won’t even think about it until June of this year.

**B:** I see. One of the things you have alluded to: you’ve created professional organizations almost, it sounds like. Is that right?

**A:** Yep.

**B:** Professional organizations seem to mean a lot to you and to your career.

**A:** Yes.

**B:** Do you want to …

**A:** Yes they do. The national organization where we had a national curriculum, where we made sure that everybody was teaching to the same standard and level was very, very important. And we created an enormously supportive structure through all the schools in the country where this could happen without any of them feeling bad about it. So we know if you graduate with this qualification from this school, it’s exactly the same as graduating from Unitec.

**B:** But you’re now involved internationally.

**A:** And now involved internationally. Yes. And that’s important to me, too. To make sure that we can have that standard nationally and we know that it’s the same as an international
standard. New Zealand are two tiny islands at the bottom of the Pacific. We’re very, very isolated. And I want to make sure that any graduate coming out of New Zealand can hold their heads up and be held to an equivalent or better standard than the rest of the world.

B: I see. Can you think … you’ve talked about challenges that you had with your own personal life, and handling a career, and juggling those kind of things. And you also mentioned something that is one of our wrap-up questions, actually. Is if you had to do everything over again, is there one choice you made that you would have done differently, either academic or career-wise?

A: If I had my whole life over again?

B: Mmm hmm.

A: Very easy to look back and say … oh yes, yes, I’d have gone into medicine.

B: We would probably have lost a lot had you done it, but …

A: Well …

B: … I can understand.

A: Yes, that’s what I would have done.

B: You also talked about some outside interests. That you were interested in basketball — netball — and motor car racing and … Are there … do you currently have some outside interests that … ?

[44:47]

A: No, sorry. Just to tell the tape there was lots and lots of smiling happening then. And that’s because I’ve been so involved in my career in the last few years that my father told me I get stressed because I don’t have a hobby. And it just made me laugh when I think of all that stress that I went through last year and he says, “Your problem is you don’t have a hobby.” A few years ago I got injured and I have a permanent knee injury. And that’s when I had to stop refereeing immediately. Now, I was at the end of my career when I got the knee injury, so it wasn’t like it was starting out and I’d have to … I had surgery on it and they said, “No, give it all away.” I wasn’t ready to give it away in my head, and it took my head a long time to get over that.

So do I still have hobbies? I’m still involved in watching my son-in-law referee at an international level. He was my first protégé referee and now he’s my son-in-law. So, while I don’t actually have or I’m putting … I’m only involved in basketball as a spectator now when he referees. I had a … my youngest, my younger son was a national basketball player, spent two years in the States, playing at high school level. He also has exactly the same knee injury now and he can’t play again — oh, at a professional level, he had to give up at that level.
So really the last eight years, six years has been really dedicated to my career and building that. And yes, the Ph.D. — well, a professional doctorate — was on the list then, but Tony’s has taken priority. And that is, in my head, a good excuse not to have to do it.

**B: I see. One of the questions that never came up except in your early expectations of what a woman does in terms of your mother. Have you felt any ... how have you felt as a woman going through these career steps, has it been any different from what you perceive men going through the same career steps might have had?**

A: Absolutely. I had three children in three-and-a-half years. The first two were … I had to go to the infertility clinic, so they were both with the aid of fertility drugs. The third one was a huge surprise from nowhere. He’s my Immaculate Conception baby. But I had three children in three-and-a-half years. I had a career as a teacher that I absolutely loved, because I got such huge satisfaction out of it and my students did so well on national exams. Remember the one year that the student won the international exam, I was just over the moon because I thought, “Yep, that’s what the satisfaction’s all about, isn’t it?” To actually to see the penny drop, particularly when you’re teaching introductory programming and all of a sudden you see, “Oh, wow, I’ve got this!” and off they go. That just gives me enormous satisfaction as a teacher.

Now I had that, I had three children in three-and-a-half years, I had a failing marriage, and a business that could have been good but my ex-husband decided that sailing was much more important than running the business and let it fade away. And I had to juggle it. I got no support at home with child care. I got no support at home with bringing up the children. My children were very active. My daughter was a national gymnast, rhythmic gymnast, and played netball. My sons played rugby and went to all their activities as well — that’s before they started playing basketball. And I thought … I didn’t want them to not have the things that — or the parental support — to do their things. So I would take them to all of their activities that they went to. My daughter went to ballet as well and I took her to all those things. Took my sons to all of their things with no other parental help, because he was off doing his own thing. No wonder I left him.

So yes, I did find it difficult because my other colleagues were just able to go and do … and keep their career going. They didn’t have to worry about, “Oh, we have to go to Wellington all day on the plane.” You know, it’s a plane ride away, to a national meeting. Who’s going to look after the children after school? So I’d have to organize after-school care because I knew I wouldn’t be home until 7 o’clock that night, when the plane got back in and I drove back through the traffic. Very lucky, of course, that being in education I had the school holidays off, sort of. You’d still have work to do, but at least you could do it at home.

**[50:00]**

**B: Well, as we wrap this up, is there advice you would give to a young woman thinking about a career in computing and especially computing education? Any words of wisdom looking back on your career for that young woman?**

A: Go for it. Go for it because it’s enormously satisfying. Especially in education, too, if you are having a family you have the opportunity of vacation time the same time as the children have
off school, especially over the summer. I think education is enormously satisfying and it does suit a family life more than a career in the industry, where you don’t have that vacation time, you know, the time with the children. I also think it is important that I did go back to work to show my children how important education was. And they all have degrees now. Two of them looking at post-graduate. But it also showed them that having an education was enormously important and that I was dedicated to their education. So my advice is go for it.

B: Go for it. I see. Is there one story you would like to leave us with? Any story you can think of that you can tell so that …

A: I’d like to think about that and leave you with something absolutely amazingly brilliant, but I can’t think of it at the moment. What I don’t want to lose is those early years in the 1960s when we were writing in assembler. I don’t want to lose in my memory those panels that I plugged all those years ago. And the hand punches that we used. Somehow I’d like that preserved. It’s not a story, but it’s something I’d like preserved. I also … the thing I’m probably most proud of, so this could be a story, is making sure that New Zealand at the bottom of the Pacific is actually as good as anywhere in the world because of the national things that we’ve set up to make sure that we do compare. And we’re continually …

B: Well. I thank you very much for sharing today. Thank you Alison. And this has been a pleasure. I’ve learned a lot …

A: Have you? Oh cool.

B: … and I’m sure that the people listening will also thank you.

[52:38]