



AUT

**WOMEN IN DESIGN AND
CREATIVE TECHNOLOGIES:**
CREATING AND SUPPORTING
GREAT GRADUATES

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Foreword



Kia ora koutou

It is with great pleasure I invite you to join me in celebrating the achievements of some of the exceptional women working in the Faculty of Design and Creative Technologies.

This publication grew out of our International Women's Day event earlier in the year when DCT women came together to celebrate 125 years of women's suffrage in New Zealand. Over lunch there was lots of enthusiastic discussion about the idea of a publication celebrating the contribution that our female staff have made to the success of the faculty. Many of the voices in the room suggested this would be a perfect opportunity for some of our academic and professional staff to tell their story.

Of course, this presented us with a challenge with so many wonderful staff, who would we decide to profile? We took the challenge back to our women and asked them to nominate their colleagues, colleagues that they worked with every day, colleagues that they knew had stories to tell, stories that would inspire us as we go forward into the future.

The result is this inspiring Women in DCT publication. I would like to thank the participants who were willing to share their journey with their peers. What better way is there to demonstrate the diversity of our faculty?

Now it is time for me to step aside and let the stories speak for themselves.

Kia Kaha, Kia māia, Kia manawanui.

Guy Littlefair

Dean of Design and Creative Technologies
Auckland University of Technology

Who runs the world?

By Julie Cleaver

When I first heard that Design and Creative Technologies was creating a publication about inspiring women within the faculty, I knew I needed to be involved. As a graduate of both a Bachelor of Communication Studies degree and an honours degree in communications at AUT, and now as a lecturer in the journalism department, I have had the privilege of learning from and working with so many inspiring females over the past five years. So when the chance to reconnect with women I already knew and meet other inspiring women cropped up, I thought it would be too good an opportunity to miss.

Turns out I was right: the opportunity was incredible, so I'm glad I didn't miss it.

When I met these women, so many of the 20-minute-long interviews I had promised them over email ended up turning into hour-and-a-half long chats over hot drinks about life, the future of the world and, most interestingly, what they are passionate about. And passionate they are. Something all of these women had in common was when talking about what they were studying/teaching/working on, their eyes would widen and their words would come alive. And after every interview, I would walk away enthused and having learnt something new.

There was another similarity that every single woman I interviewed shared – they were all exceptionally passionate about students. When I would ask what motivates them to get out of bed, making a difference in students' lives was always one of the answers. It was heart-warming to hear. Plus, I have always thought that staff members' overwhelming care for students is what distinguishes AUT from other institutions, and these women only further cemented my pre-existing beliefs.

Also, as is true for so many successful people, I found that what motivated these women to be so great was the tangata in general – the people. It's the students and seeing them walk across the stage at graduation; it's the colleagues and creating deep, meaningful and collaborative relationships; and it's the effect their work is having on the greater good, helping to make this world a fairer and more sustainable and beautiful place. This is what motivated these women.

Finally, I wanted to address every other amazing woman within the faculty who did not make it into the limited pages of this publication. There are so many other women I know (and many I don't know, I'm sure) who deserve to be honoured within this little book. However, I hope that beyond the women who were selected, this publication can stand as a testament to all the incredible women within the faculty, the University, and the academic community in general. As, to answer the title of this preamble, it is truly women who run the world.



Tui O'Sullivan

After over 40 years of service at this university, educator and change agent Tui O'Sullivan recently retired. To acknowledge this milestone, we asked Christina Milligan from the School of Communication Studies to interview Tui about her time at ATI/AIT/AUT.

As our institution's first Māori academic, Tui's mark on AUT is incomparable in so many ways. She was an advocate for, and a member of, our first women's group (started in the 1980s), as well as being the first Māori woman academic; and, more recently, the equity and diversity coordinator in the Faculty of Design and Creative Technologies.

Tui Rererangi O'Sullivan, Te Rarawa, Ngāti Kahu, was born and raised in Ahipara. Her mother died before she was two years old, leaving her and her four siblings to be raised by her non-Māori father, his sister and mother, supported by her mother's family.

In Ahipara, Tui said she was surrounded by people from all over the world, particularly Dalmatians, Austrians, Americans and English. She believes this early exposure to people from varied cultures helped inform her lifelong awareness of human differences.

"My upbringing helped me learn to treat all people who were different to me in a respectful way."

At the age of 11, Tui received a Ngārimu Scholarship for girls, enabling her to go to boarding school in Auckland. After completing her secondary education, she went to university where she trained to become a teacher. Tui then went on to teach in Auckland, Wellington and the UK.

Fast forward several years and Tui now has a Master of Education (Māori), a Diploma in Professional Ethics and a Diploma in Teaching.

When Tui started working full-time at ATI, she became part of what was then called the General Studies Department. This department 'serviced' students in a range of the different subject areas, and Tui mainly worked with the three groups of Māori trade trainees – diesel, mechanical and electrical wiring pre-apprentices.

Over the course of her time at AUT Tui helped implement many changes affecting Māori development and inclusion. A Māori advisory committee to the ATI Council was established, which included membership of national leading Māori academics, representatives from the Department of Māori Affairs and the office of the Race Relations Conciliator. Tui was the sole ATI Māori representative on this Council, supported by her union colleagues, heads of department, and ATI, Manukau Tertiary Institution and Carrington tertiary institution liaison officers.

Within six years of Tui's employment at ATI, we were the first technical institute to appoint a Māori Liaison Officer, Jerry Norman. Jerry's welcome coincided with the first visible sign of tangata whenua at AUT; a carving and tukutuku panel that is still in the main foyer of the Sir Paul Reeves building. This was a special moment for Tui.

"It was the first outward sign of the tangata whenua in the largest technical institute in the country."

Tui was very involved when AUT decided to build the marae, Ngā Wai o Horotiu. As part of this project, Tui and two of her female colleagues (who were on the marae committee) challenged the carvers to recognise the role of women in their work.

"We reminded people that women were on those waka, so the captains of the waka should not be the only ones depicted, but the women who were part of major tribal whakapapa should be represented. So, for its time it was not unique, but rather unusual that we had so many women figures portrayed."

Tui has seen many positive changes occur over the years, including more diversity among the student and staff population.

"Forty seven percent of our colleagues are not born in New Zealand. And certainly, the recent trend to attract international fee-paying students is reflected in the increasing number of students from other countries."

Tui, along with a group of dedicated people, has worked hard to change the understanding by staff and students of the importance of Te Tiriti o Waitangi and the essential place of Māori as tangata whenua in Aotearoa. However, she is concerned that the Treaty's significance is being understated by an assimilationist position that denies the Treaty's relevance to indigenous rights.

She has been instrumental in many initiatives, prompting some to call her a hero for women, Māori and Pacific people at AUT.

"There are so many people whose needs are not currently fashionable, and through my associates and people who work here, I've been in a position to learn about, and in a small way assist in perhaps alleviating, some of the difficulties or hurdles that they have to encounter."

Ultimately, Tui is leaving behind a legacy. She said she wanted to retire now (in 2018) before she became "an embittered, aged person regretting the limitation on the natural generosity and spontaneity of the majority of [her] colleagues". However, Tui's impact on the University will stay with us, despite her presence moving on.

It seems fitting to end this story with Tui's final words of the interview: "People matter." As for Tui, they always have.

Photo of Tui O'Sullivan
Credit – GRAD702 Communication Arts Students:
Lachlan Giles, Rongomai Grbic-Hoskins,
Elizabeth Main, Michael Moore, Quentin Pao,
Tara Davey, Jemma Hayman, Eliza MacKay,
Ivy Xu, Kate Yoon

"My upbringing helped me learn to treat all people who were different to me in a respectful way."

Amanda Yates

When Amanda picked up a *Time Magazine* article in 1983 talking about climate change, her passion to protect the environment grew stronger.

"There was this hockey stick image and it said 'climate change is going up' and I thought that was a big problem but resolvable – even then there were technologies that could address the problem. And now, so many decades later, we're really only just beginning to start the transition process."

However, for Amanda, even before the *Time Magazine* article, sustainability has always been part of her life.

"Sustainability has been central to my approach to my areas of research and areas of teaching. Basically, it is part of how I understand the world, part of my whānau and my approach to being in the world – concern for environmental and social justice. So it's always been part of how I try to approach things."

Amanda's passion for sustainability has played an important role in her work. As a spatial designer, Amanda considers how her work can create a positive difference for the planet. As a senior lecturer in spatial design at AUT, Amanda teaches ideas relating to ecology and indigeneity. And, as someone who has won seven design awards and three teaching and research awards, it's fair to say that Amanda's environmental-focused design work has not gone unnoticed.

As well as incorporating sustainability into her work, Amanda uses her spare time to volunteer for environmental causes. This includes being part of the Sustainability Task Force at AUT.

For the past year this group has coordinated AUT's 'Sustainability Roadmap', or, in other words, a guideline for what AUT needs to achieve in terms of sustainability in the next 30 years.

Some of the task force's goals as set out on the roadmap (which has been approved by senior management) include: by 2020 the University will reduce its waste by 2kg per person; by 2025 25% of the food sold at AUT will be grown on campus, AUT will be carbon neutral and will build its first 'living building'; and by 2030 AUT will become zero waste.

Amanda says staff are leading this initiative, but students have been instrumental in setting the bar for the University high.

"We have established various goals and approaches to sustainability by really getting a roadmap in place and what was really key for us was to try and communicate the 'why' of it – why do we need to do it. And I think the students' page in the roadmap document is really telling. It's a really clear case about what their expectations are from AUT – they have a really strong expectation for us. And they really, to a degree, can lead us in terms of their energy and their aspirations."

In addition to Amanda's work on AUT's task force, Amanda was also part of Massey's Sustainability Task Force (where she used to teach). She also helped implement a community garden on the AUT South Campus to promote students eating healthy and organic food.

It is clear through all of Amanda's hard work in the environmental sphere that one day she hopes the world will listen to that *Time Magazine* article, sooner rather than later.

“Sustainability has been central to my approach to my areas of research and areas of teaching.”



“It’s very, very satisfying as a job because of the nature of our business – it’s students, it’s positive, it’s young people starting out in their careers and making decisions. It’s satisfying because it matters.”

Carmel Webb

When Carmel Webb started at AUT as a temp in 1992, she had little idea she would end up staying at the University for more than 25 years.

With three little kids to look after and a husband who travelled a lot for work, Carmel was only working four hours a day at AUT’s business faculty. However, after six years with business, Carmel switched to the School of Communication Studies in 1998 and hasn’t looked back. She is now a full-time registrar and an integral member of the team.

As registrar, Carmel says she gets involved in virtually everything within the school.

“Anything to do with publications, the website, issues connected with faculty, new programmes, changes to programmes on the board of studies, changes to papers. So academic quality and academic processes would sum it up pretty well.”

She added that within the school she is a ‘go-to’ person for many different requests.

“A lot of the staff come to my door when they are wanting to do something or when something requires attention and they’re wanting to know what is the process, what is the timeline – how does it work.”

There are many reasons why she has stayed at AUT, Carmel says.

First, she loves the mission all staff are working towards: creating great graduates.

She also says that because she works for the School of Communication Studies, many students have a profile once they go to work in the media.

“It is very satisfying when you see them reporting on TV or you read something in the paper that’s been written by one of our students, and sometimes you can remember when they applied to AUT. That’s so positive.”

Second, Carmel loves the culture at AUT and the other staff members.

“At AUT I have found – and I think this is one of the reasons why it has suited me so well and I didn’t know that when I came here – the culture here is just so welcoming and accommodating. It’s a warm and flexible culture, and I don’t just mean with the school; I mean with the whole place.”

And third, as a parent who has watched her own children graduate, Carmel enjoys knowing that what she is doing has such a profound impact on not just the students’ lives, but also the lives of their families and parents.

“At the end of each year when students graduate, it’s just lovely, especially as a parent. I know what it means to be a student, but I also know what it means to be a parent. Possibly the parents get a bit more of a thrill out of it than the students do sometimes because it’s a great thing to see one of your children graduate and start moving on.”

There are so many aspects of her job that Carmel loves, and after working at AUT for 25 years, her organisational knowledge and value is second to none.

Dr Christina Vogels

The year was 2000, and Dr Christina Vogels was a Bachelor of Communication Studies student in the final year of her degree. She was given a project: create a communications strategy for an external organisation. The Western Women's Refuge was one of the students' potential clients. Members of the refuge staff came to speak to the class, and it was at that moment that Christina knew she would dedicate her life to standing up for women's rights.

"It was like this huge vocational light bulb moment for me. I knew this is what I wanted to do for the rest of my life. I wanted to work for some kind of women's refuge initiative or violence against women's prevention initiative."

Christina then went on to complete her master's degree focusing on researching anti-domestic violence campaigns. While researching her thesis she talked to many key players within refuge, academia, government, non-governmental organisations and more to find out what needed to be done in terms of anti-domestic violence campaigns.

"This was before the 'It's Not Okay' campaign came in and what they all said was that we need to move away from victim-framing campaigns which inevitably always look like a woman having to leave to end the violence, which is ridiculous; she shouldn't have to leave at all. So they need to be male focused; how do we get men to stop being violent."

Although her research was finalised just before the nation-wide 'It's Not Okay' campaign was launched, Christina does not believe her work influenced the campaign's strategy. Instead, she credits the theme of the advertisements to a global movement which focused on educating men to not be violent rather than educating women to not put up with violence.

"There was no connection, but it was a happy coincidence. But it made me even more passionate about researching young men."

And researching young men she did. During Christina's PhD she interviewed male high school students from a rural college to learn about their attitudes towards women and what it meant to them to be a heterosexual partner.

"They were very quick to say that physical violence against women is wrong, and they even kind of parroted the 'It's Not Okay' campaign. However, what I found out as I started talking to them more and more is that they actually did endorse men's right to be possessive of women."

"And they were also very, very clear that – what we call the homo-social mate, which is their male peer networks – that homosociality was to be privileged over girlfriends. So they talked about the terribleness of being seen as 'whipped' by your girlfriend."

Throughout Christina's academic career she has also worked closely with the Women's Refuge, and from 2010 to 2014 she was the chairperson of 'Supportline Women's Refuge', which provides housing and support for women and children who have experienced domestic abuse.

She has also run many side projects to support women, such as 'Knit for Her' – where women knit beautiful items for other women experiencing domestic abuse.

This grassroots, community-focused work is what Christina believes has informed her academic research – particularly her new research project, which she is conducting with finance lecturer Dr Ayesha Scott.

During this research project Christina and Ayesha interviewed 14 women who have experienced financial abuse within their relationships. According to Christina, financial abuse is any form of abuse men do to women using money. For example, some women have left their partners – often due to physical violence – and their ex-partners have dragged them through countless litigation proceedings, some which end up costing the women upwards of half-a-million dollars in legal fees.

It is Christina and Ayesha's goal to get these women's stories published in an academic journal or to publish a stand-alone book, and then to take their findings to Parliament.

"There's so much going on and so much that could be done better. And we need to bring these discussions to top politicians because these women's stories need to be heard."

"Andrew Little needs to have a conversation about what's happening with the justice system."

It appears little has changed for Christina since the year 2000: she is still passionate about standing up for women through her research and investigating how to help men make more ethical decisions in their actions towards women. The only difference is now Christina has two children, so not only does she work hard as a researcher and an advocate for women, she also works hard to be a great mum, partner and member of her rural community.

"There's so much going on and so much that could be done better. And we need to bring these discussions to top politicians because these women's stories need to be heard."

Janet Tupou

During her first ever lecture at university, Janet Tupou discovered what she wanted to do with her career. She wanted to be on the other side of the classroom.

"I can truthfully say that dreams do come true because in my first Bachelor of Communication Studies lecture – Interpersonal Communication – I saw Rosemary Brewer and Barbara McDonald speaking from the lectern. I remember I was sitting there and thought to myself, 'That must be such a cool job.' I didn't know what they had to do to get there, but I just thought, 'That is exactly what I want to do.' And I told myself, 'One sweet day I'm going to be up there.' And lo and behold, we taught together on that exact same paper before they retired."

Janet wanted to become a teacher to help students become the best versions of themselves. Also, as a New Zealand-born Tongan, she didn't see many other women of her culture teaching and wanted to be the change.

Spoiler alert: Janet did become the change. She is currently a full-time lecturer in the communications department and co-paper leader for the degree-wide paper, Intercultural Communication.

How did she get there? After completing a Bachelor of Communication Studies degree, she began studying a master's degree focusing on emotional labour. More specifically, she said her master's was about, "The different masks that we wear at work and how tiring it is behind the scenes."

Janet then began studying a PhD, which is called 'Deconstructing Creativity: A Talanoa about Tongan Creativity'. The topic was inspired by Janet noticing a lack of scholarship around creativity in Tongan culture while she was teaching. Also, she said if any literature did exist, it only showed one side of the story.

Janet therefore wanted to explore what creativity meant for Tongan people, specifically Tongan youth in New Zealand, and that's exactly what she did.

"Creativity is seen as a concept that can be seen as a threat to the Tongan culture. For example, for Tongans who are born here, there can be an identity crisis in how to express one's Tonganness in a Western world."

Janet found that there is a lack of awareness of how much creativity and studying creative subjects at a higher level can better Tongan people.

"Traditional fields such as law, education and the sciences have always been emphasised as valued career/study paths and there needs to be the same recognition around creative based fields. I found that more conversations need to happen in terms of valuing creativity from a New Zealand/Tongan standpoint."

In addition to all that, Janet has been implementing different ways of teaching and learning in classroom environments. Specifically, she is focusing on how to build rapport with students and create an environment of mutual respect and learning that derives from values in her culture.

And, in addition to all that, Janet is also a youth leader at her church and a real estate agent. Her real estate work is mostly focused on helping people understand the process in more detail so they can make more well informed decisions in this area. This is a service Janet provides at a low cost.

In terms of what inspires Janet to work long hours as a teacher and then fill her spare time volunteering and giving back to her community, Janet says her faith has a lot to do with it.

"My contribution and my life philosophy would have to be around my faith. I think the basic principles of love and kindness go a long way. You would be surprised at how much of a difference it can make in the classroom and in the workplace."

Her ultimate goal as a teacher is to foster belief in students, and being so successful at such a young age, it is safe to say that Janet is seen as an inspiration not just by her students, but by all of the communities she is involved in.

"I think the basic principles of love and kindness go a long way. You would be surprised at how much of a difference it can make in the classroom and in the workplace."

Josephine Prasad

Josephine Prasad has great passion and love for her students. And as the postgraduate coordinator for the School of Engineering, Computer and Mathematical Sciences – one of the largest postgraduate schools in the university – Josephine has many students she loves to help.

“My working style is that of an open door policy. The students know that they can come to see me anytime – I am very accessible. This encourages open communication at both ends. This working relationship is formed at the PhD enquiry stage until the moment the student graduates. The open door policy creates the trust and transparency that is needed in the 4–6 years that the students spend in the University. They go through many obstacles; studies and personal. Hence, any time they need to talk to me, they know that I will try and help them out.”

Josephine supports the postgraduate students in a plethora of ways. From enquiries and pastoral care to helping students with issues surrounding scholarships, stipends, supervisors, hindrances with academic progress and ultimately, postgraduate degrees, Josephine's passion is impossible to ignore. She also works very closely with the research supervisors to ensure that the administration for PhD students is conducted in an efficient and consistent manner.

“Over 90 percent of our PhD students are international, and the moment they enquire about the programmes or call me, the connection forms. And since it takes six to eight months to get their visas, the number of times they get in touch with me is amazingly high. That's why I become the one-stop shop; they come to me for almost everything they need, except the academic side of things of course.”

But Josephine hasn't always been with DCT. When starting at AUT in 2007, Josephine initially worked in the University Postgraduate Centre, moving to the Faculty of Health and Environmental Sciences in the School of Sport and Recreation. She later moved to the School of Public Health and Psychosocial Studies where she was part of a very dynamic team of academics and researchers. She was also actively involved in the inception of the Human Potential Centre, alongside Professor Grant Schofield.

After developing and contributing to the business side of the centre, Josephine was awarded a Vice-Chancellor's scholarship, which helped her in studying for an MBA degree at AUT.

“During that time the Vice-Chancellor had five scholarships for staff who wished to study for an MBA. One of the criteria for getting the scholarship was that you needed to be in a management role. I believe I was one of the first non-management staff to get the scholarship.”

Josephine studied for three years, taking two papers a term while working full-time.

“One of the reasons I was successful in getting the scholarship was due to the work I did while in the Human Potential Centre. The director of that centre was very supportive. Basically, all that I learned from the MBA was invested into AUT by way of setting up the Human Potential Centre.”

Josephine currently channels the skills and knowledge she acquired through her studies and previous achievements into helping postgraduate students towards completion. However, she says it's a two-way street.

“My working style is that of an open door policy. The students know that they can come to see me anytime – I am very accessible.”

“We don't just help, advise and guide them – we learn from them too. It's a two-way process. Every time you get to learn something new from a student that comes in, one way or the other. Respect is given, mutually.”

“It really is a very satisfying experience when I see them graduate after all the hurdles of life experiences in 4–6 years and when some actually acknowledge me in their thesis.”

It is this desire to give to students and learn from them that fuels Josephine's love for her job, and after talking to students in the school, it's apparent her efforts do not go unnoticed.





“I really like graduation. I mean, it’s so cool to see the students walk across the stage. It’s not actually written into my job description, but for the last 13 years I’ve volunteered to go help at graduation.”

Julie Seymour

Most people go to work and leave their loved ones at home; not Julie Seymour.

Julie has been working at AUT for 33 and a half years. Her husband, Dave, has been at AUT for 32 years. And her daughter, Elizabeth, started at AUT in 2013 and has worked permanently in the Student Hub on the AUT North Campus from 2015.

“My whole family works here except for one,” remarked Julie with a chuckle.

At AUT Julie has worked across a range of faculties in several different roles. From a typist clerk to secretary, from the then Language and Communications school to the Fashion and Printing school, Julie truly knows AUT from all angles.

Currently she works as an academic operations coordinator for the DCT faculty. While in this role, which she has worked in for 13 years, Julie oversees almost anything to do with Arion, including getting information in and out of what she calls “the beast”. She also assists with academic operations and supporting staff in many different areas.

“I have a lot of institutional knowledge, so I get people from other faculties asking me all sorts of questions.”

In terms of what inspires her to go to work every day, other than seeing her wonderful family, Julie credits her long-serving stint at AUT to several things. She says she enjoys working with the staff and being able to contribute to the development of systems and processes.

Also, she appreciates the professional development opportunities that are available to staff at AUT, which she believes she probably wouldn’t have access to if she worked anywhere else.

“When I first came to AUT I didn’t have any qualifications. I left school in what was then known as the Sixth Form, which would be equivalent to Year 12. This was my second job out of school and since I’ve worked here I’ve got a Graduate Diploma in Business and I’ve completed a paper towards the Postgraduate Certificate in Education.”

She also says she has had very good managers who have been exceptionally supportive as well as a “fantastic group of staff” to work with.

But most of all, it appears Julie is motivated by the students and seeing them succeed.

She now has a senior role within the graduation team and helps make sure everything runs smoothly on the students’ special days.

When asked if Julie loves AUT, she replied comically: “It would seem so!” And indeed, it would seem if AUT were personified, it would likely feel the same way about her too.



Dr Kosala Gunawardane

Ever since Dr Kosala Gunawardane was a young girl, she has had a love of mathematics.

"I remember in school we had to pick one of three subjects: music, dancing and art. I didn't want to pick any because I wasn't good at artistic subjects, but I always loved mathematics."

Growing up as a female in Sri Lanka with parents in agriculture made pursuing her passion challenging.

"I was told that studying mathematics was a difficult thing and not the right career path for a female. But I was determined to stay with it because I have a drive and passion for maths."

Kosala did stick with it, and she ended up getting one of the top grades in an accelerated pre-university mathematics programme. This allowed her to study whatever she desired at university, and she chose engineering.

In Sri Lanka, Kosala said getting into university is very competitive and not many people are accepted on their first try, but Kosala was.

"My parents decided to leave me alone after that and just supported me. Now they are so proud of where I am."

After completing a Bachelor of Engineering degree majoring in Electronics and Telecommunication Engineering at the University of Moratuwa in Sri Lanka, Kosala worked in the industry for four years. While working (often as the only female on her team) she enjoyed researching and developing new projects. This is what sparked her desire to study further. She then moved to New Zealand and undertook a PhD at the University of Waikato.

Kosala is a researcher in power electronics engineering with the direct involvement in projects with hands-on electronics circuit building and experimental verification where there is very limited representation of female researchers. Her PhD was the first comprehensive report on the supercapacitor-assisted low dropout (SCALDO) technique. It was a novel idea that is currently used as the primary document for the continuing research work done by the researchers at the University of Waikato and AUT.

Just before completing her PhD, Kosala began working as a lecturer in electrical and electronics engineering at AUT; a position she still holds. She is the only woman out of 26 lecturers in the electrical department.

Since working at AUT Kosala has taught multiple large first and second year papers, supervised several PhD and postgraduate students, organised international conferences, reviewed international journals and conference proceedings, examined PhD and master's research theses, been part of international engineering bodies, worked on outreach programmes and so much more.

Kosala has also published 31 international research papers including 20 publications with AUT's affiliation, which includes book chapters, high impact factor peer-reviewed journal articles, feature articles in US industry magazines, conference proceedings and more. It's no wonder she was a finalist for the 2018 Women of Influence award for the category Innovation and Science.

However, getting to where Kosala is today has not always been easy. For example, in 2014, on top of finishing her PhD and starting her first academic job in New Zealand, she also gave birth to her beautiful daughter. This is just one of the many challenges Kosala has faced and overcome throughout her career and life.

"Looking back I can't believe I managed to get all that done in one year. It was definitely a crazy time."

"I was told that studying mathematics was a difficult thing and not the right career path for a female. But I was determined to stay with it because I have a drive and passion for maths."

However, she said support from AUT and her colleagues helped greatly.

"I really enjoy working at AUT because it is a flexible institution. Sometimes my daughter is sick and I need to adjust my hours, and AUT allows me to do this, which is fantastic."

"My colleagues are all extremely friendly and supportive. One time when I was pregnant and had a cold my colleague told me, 'Go home and rest, I will take your lecture,' and that was very kind."

In regards to the future, Kosala currently has four of her own research projects underway and is supervising four PhD theses. She plans to continue studying in the field she loves, outreaching to young women and girls and encouraging them to study and work in STEM, and raising her daughter along with her partner (who is a mechanical engineer) to follow her dreams – even if they are not mathematics related.

"She is a very smart girl. She is musically gifted and may be able to follow that if she is passionate about it. She is lucky she is much more gifted at music than I am!"

Lisa McEwan

After 26 years in the fashion industry, Lisa McEwan noticed first-hand how globalisation, fast-fashion and consumerism were changing the sector.

These changes led Lisa to leave the industry and enter academia. She now teaches within the School of Art and Design as a senior lecturer in fashion design, but her experience in the industry has led her to question many of the social and environmental impacts of fashion.

"In terms of exploitation of workers, I was on the other side where I saw New Zealand workers losing their jobs hand-over-fist – just thousands of people losing their jobs within a very short time span because of globalisation. So that really concerned me."

This moral dilemma influenced Lisa's academic research, but also led her to an interest in social sustainability. When the School of Art and Design launched their minor programme of study she jumped at the opportunity to lead the Design for Sustainability minor, where she helps students design strategies that address a variety of real-world issues.

"In this minor it's not about the design of posters and toasters – it's about the design of strategies. What is some sort of systemic change we can make? And it's typically very small. So they're not re-inventing energy systems, but they might be doing something about how we get people to use public transport – how we make that shift."

In the final year of the minor, students commonly undertake a live project in collaboration with The Southern Initiative – a branch of Auckland Council. In this paper, students work with members of the South Auckland community on co-design projects that will have positive outcomes for local people.

"It's not about us as designers going out and saying, 'We think you need this' or 'We're going to help you get on the bus more often'. It's about us going to them and saying, 'What is it about public transport that people in your community don't like?'"

"It's also about honouring people; honouring that they know what are the best solutions for their own community; not us as privileged people who have been to university and work in academia. It's hugely important to talk to people."

Lisa says through this collaborative process her students can design outcomes that are practical and useful to the community, and that are often taken up by the Council.

One example of a real-world project students created that is now being implemented is the Kirkbride Road Reserve project. In this example, students had to figure out how to develop a 1900-hectare block of council land in Mangere, currently being occupied by two competing stakeholders – the Auckland Teaching Gardens and the Cook Islands Development Agency of New Zealand. This task was especially difficult as both organisations had different visions for the land.

The students decided to work with members of each organisation and various experts in a consultative manner. They then created a five-year plan which combined the visions of both stakeholder groups. This included the development of wetlands, a food forest, and community gardens which could be used by the Auckland Teaching Gardens in their work with the community.

For the Cook Islands Development Agency, the students took into account the desire to build a community centre, but also included space that could house a pop-up market, selling food made with produce from the gardens at the same time as fostering entrepreneurship skills. It was a clever solution to a tricky problem.

"Students developed this plan that's actually being implemented now, so that's great."

Another project students worked on was about how to combat unhealthy food and beverage habits in South Auckland.

"This is not to look at South Auckland communities and say they are making the wrong choices. A lot of it is to do with big businesses going in there. So Krispy Kreme came to New Zealand, and where did it go? South Auckland."

"It's hugely important to talk to people."

The project focused on how food and beverages could be healthier, while still honouring the way people use food as a celebration and an enjoyable part of life. The students were shown a plot of land in Papatoetoe, which contained a disused bowling green, netball courts and their adjacent buildings. The Council had already moved the Auckland Teaching Gardens onto the bowling green, where they had begun to develop a thriving garden.

The students' role was to work with the community to see how they could get them involved with the site. The final outcome was a four-pronged strategy that outlined the various community groups that could engage in growing food; take part as teachers or participants in an educational hub where people would learn how to cook the food they grew, a community kitchen that ran as a social business providing cheap healthy alternatives to takeaways; and an activation hub, featuring social events focused around good food.

Helping students create these projects that focus on both sustainability and giving back to the community has given meaning to both Lisa's work and her life as a whole.

"I guess at my age you look at your reason for being, and it's more than owning a house with a white picket fence and having a good car. It even goes beyond having a family. It's sort of like, 'What's my legacy?'. And so I think if all I've done within my work is to influence a number of students to be change-makers in the world, then I can rest easy."

Dr Mahsa Mohaghegh

While working on her PhD, New Zealand Local Hero of the Year and New Zealander of the Year nominee Dr Mahsa Mohaghegh was faced with a behemoth challenge. Put simply, she had to beat Google.

For a bit of background, Mahsa received two scholarships in 2008 to come to New Zealand from Iran to study a PhD at Massey University.

Being passionate about her native language, Persian, Mahsa decided to create the first programme that would translate Persian to English in real time for her PhD. But after spending a year-and-a-half putting together the data, which was an extremely labour-intensive process, Google Translate released an English to Persian version. This was not good news.

"As a PhD student you have to have something novel; if somebody has done the same thing, you have to start from scratch. You can imagine that I was devastated. I worked so hard – you can't really beat Google – they have access to everything."

"I called my supervisor, panicked, like, 'What I wanted to do is already done!' My supervisor had a good answer, though probably not the most straightforward. He said, 'OK, well now you have to beat Google.' And I was like, 'Is that all?'" said Mahsa with a laugh.

After encountering the roadblock that was Google, Mahsa worked extremely hard to improve her version of the translation system. She eventually decided to add local and nuanced knowledge of the language to the data to create a superior translation system. In the end, incredibly, she managed to beat Google.

Since completing her PhD, Mahsa has continued to research, successfully publishing around 27 papers. As well as researching, she lectures in information technology and software engineering at AUT.

Mahsa also founded She#, which is a women's STEM initiative designed to inspire more girls and women to join the field.

As director of She#, Mahsa coordinates a team of around 10 women who work together to hold over 10 events a year. The events cater to high school girls interested in STEM, university students studying STEM, and women who work in STEM.

In terms of what drives Mahsa to spend so much of her time helping women in the field, she says personal experience has a lot to do with it.

"When I was a student, I was always part of the minority, and during my master's degree, I was the only female out of 50 guys in the class."

"When I was a student, I was always part of the minority, and during my master's degree, I was the only female out of 50 guys in the class."

"Then I started lecturing and saw that there is exactly the same problem happening, because in a class I was teaching first semester last year, which was around 200 students, I had less than 10 girls in my class. This is less than 10 percent, and I'm just noticing things not getting any better."

Mahsa says she hopes to connect women in the field and provide girls with role models so at least they will consider STEM as an option.

"You can't be who you can't see. If you don't have a role model – if you can't really see some people like you out there that are working in these fields – you can't really imagine yourself being that person."

Tackling big problems is something Mahsa doesn't shy away from – not when it comes to competing with Google, and definitely not when it comes to tackling another giant: stereotypes.

Dr Miranda Smitheram

Fashion, design and tactile creations are in Dr Miranda Smitheram's DNA.

"I come from a background where my mother and grandmother were both in the fashion industry. My grandmother was a knitter and my mother was a seamstress and always made things."

At age 18 Miranda started creating her own clothing and selling them in markets. After two years of ad hoc work, she then began a three-year diploma in fashion and textile design at Nelson and Marlborough Institute of Technology – while looking after her baby as a single mum.

"It was definitely challenging, but it made me really determined because you've got different criteria to most students where it's costing you to be there and you need to make it work. You're paying for childcare while you're at university, so I was very determined to do well so I could make it worth our while."

After her studies Miranda ventured into the world of fashion and has since worked in nearly every role in the industry. In 2000, with support from Creative HQ in Wellington and New Zealand Trade and Enterprise, she also created her own label, which she ran for around four years.

Her clothing was sold in stores and boutiques across New Zealand and Australia and successfully presented to buyers at Melbourne Fashion Week. After her entrepreneurial venture, Miranda began working as a senior designer for a large manufacturing company. However, the influx of cheap chain stores and fast fashion had a detrimental impact on her work.

"The company really struggled to be cost competitive and we were constantly getting pushed to design bigger, broader ranges at a cheaper price point, which wasn't really possible to do without manufacturing off-shore."

She then left the company and commenced study for a Master of Design in 2011, which she absolutely loved.

"I really loved studying and have always wanted to have more words to articulate what I thought about design and I also wanted to have more time to think about how I could work within my industry with the changes that were happening and how I could keep my love for design without it being diminished by globalisation and consumption processes."

She enjoyed studying so much she then went on to complete a Master of Philosophy as well as a PhD in Design. Her PhD focused on developing a unique textile 'digital skin' used in motion capture technology. Her research areas are related to interdisciplinary design and how materials can change through digital or biological processes.

During her seven years as an academic she has published around 15 papers, spoken at conferences both nationally and internationally, exhibited artwork, co-authored projects and has had an extremely successful academic career.

Currently she is eight months into her Māori DCT post-doctoral research fellowship. As part of this project she is working alongside Associate Professor Frances Joseph to design materials and temporary structures and live sculpture on Karekare beach that work with natural phenomena. For example, they are using the magnetic properties in the black iron sand to manipulate it.

"We're working with electro-magnetics to attract and deflect sand, and making soft surfaces and mediated materials that respond to and incorporate environments."

"It's been a very interesting process of design and quite pivotal right now in history, as this is the moment where we're starting to think about ourselves as posthumans, and this project is a move away from human-centric design and more engaging with these concepts of making with things, spaces, places and matter in a different way."

In the future Miranda plans to continue researching and contributing to the world of academia. She particularly wants to continue developing materials and designing things that come from both the environment and digital sources and enabling them to have more than one life.

“We're working with electro-magnetics to attract and deflect sand, and making soft surfaces and mediated materials that respond to and incorporate environments.”

"When I designed clothing, I was always frustrated by the limitations that this one thing had one purpose and then it was useless and gone – or not gone, actually, just filling up space in landfill. Now, I get very passionate about designing new materials, whether that's future fashion, wearable tech, architectural surfaces or digital design because I love seeing it shift."

Miranda is passionate about seeing materials have more than one life and purpose, and her career as a successful member of the fashion industry and also a highly successful academic exemplifies what she loves so much about materials: its ability to change and adapt.





“It is an absolute privilege discussing students’ ideas with them on a daily basis, and their different briefs and propositions.”

Associate Professor **Monique** Redmond

Monique’s father worked as an electrician. When she would go to work with him as a child, she would sit on the nail box during morning tea and observe.

“They used to put the tea leaves straight in the jug while it boiled, then pour from jug to mug. I found watching this temporal social connection take place fascinating. It was like taking a pause from the reality of the job.”

Another experience that kindled Monique’s interest in shared tea break spaces was when she worked at an outdoor furniture factory as an art student. She said her co-workers and her had a 10-minute break, which they would work together to utilise to the fullest.

“It was very well orchestrated – someone would get the tea and biscuits and a couple of others would get the cards and newspaper ready... tea, Gingernuts, headlines and three hands of 500, calls eight and above only. We created a cooperative stage for that 10 minutes,” she reminisces.

It is these experiences and more that inspired Monique’s artistic practice, which is focused on event-based installation and social art practice.

For example, in 2014, Monique along with the members of her artist collective Public Share accessed a seam of clay from the Te Atatu motorway infrastructure development site (with assistance from Fulton Hogan) and created plates for a morning tea event at the Engaging Publics symposium at Auckland Art Gallery. These were for attendees to use between proceedings and take home. Following this event, the collective produced mugs for 60 Fulton Hogan workers that were used and gifted at a return-to-site shared morning tea held in their temporary site tearooms.

“The site workers had been on that project for around two years, so it was special for them to be able to take home some material from that site in the form of a mug. The cups have an ongoing use, but the shared space we created with tea and food facilitated interesting conversations about all sorts of related topics.”

In terms of Monique’s teaching career, she has worked at AUT in the visual arts department for the last 22 years. She said she loves the people she works with in the department and, of course, the students.

“It is an absolute privilege discussing students’ ideas with them on a daily basis, and their different briefs and propositions. I work closely with students in their studios for three to five years, so I get to know them well. We form a collegial but professional relationship filled with great conversation. It’s an exciting place to be and a real pleasure.”

This year she received a Vice-Chancellor’s Doctoral Study Award which she is currently undertaking. Next year, Monique will complete a practice-led PhD in visual arts with Deakin University in Melbourne.

She has worked on many other projects, including a Public Share project titled ‘Over Time for Suffrage 125’ where they asked inspirational current and former female MPs to provide clay for a set of tumblers for an event in Parliament. Another event was done in the Civic Square where they made stirrers with clay accessed from the homes of two key suffragists.

Monique’s work is community-based and exciting, and it appears to have come full circle – back to sitting on the nail box observing workers taking breaks, this time with a twist.

Doctoranda Rebecca Trelease

When Doctoranda Rebecca Trelease realised university didn't just have to be about writing stale, out-dated assignments, but could instead be about watching and studying television and film, she was hooked. And when she realised she could study reality TV – a genre many people disregard as being “trashy” – she was even more hooked.

“I watch a lot of reality TV and we weren't studying it in my master's. I asked my teachers why not, and they said, ‘It's just reality television, we focus on quality television.’ And I thought, ‘But it's really important! I watch a lot of reality TV, so we need to explore what makes it so engaging!’”

It's Rebecca's genuine interest and love for reality TV that has inspired her PhD thesis, which is currently being submitted.

Put simply, her PhD is a genre analysis focusing on four reality TV programmes and how they've evolved over the past 18 years. One of her case studies is American Idol, and she studies how the host Ryan Seacrest once taught people how to send text messages on their mobile phones, whereas now the programme utilises social media platforms and the internet to engage with its audience.

“My research is all about finding the characteristics of the shows that kept me hooked, realising where they're taking these ideas from, for example, soap operas, then figuring out how reality TV is using that genre within a show like Survivor to keep me – the viewer – interested.”

And while her research is a culmination of reading books and watching season upon season of reality TV shows, she also achieved a personal goal set more than 15 years earlier – being a reality TV participant herself.

In 2016 Rebecca was a contestant on the reality TV programme The Bachelor NZ; an experience entered for fun, but which she says had an unexpected impact upon her research.

“Knowing what I experienced and seeing it play out on a show – I had no idea what I would be watching each week, because they cut sentences together. So you don't know what your ‘character’ will do.”

“At some point I watched the show and thought, ‘There is a girl on this show that looks like Rebecca, but I don't know who that character is’.”

Rebecca said her experience on The Bachelor NZ taught her first-hand about how producers skew the way participants act and behave, and she realised the importance of attribution in any research findings. Her thesis argument is based on what is presented within a show, however that doesn't mean the views expressed belong to those who say them.

“I needed to consider how to refer to the contestants and housewives in my PhD, because what they appear to be saying on the show might not actually be what they said. That's why I referred to every person as a ‘participant’, because although they're real people, I realised the show creates them as characters.”

Furthermore, in between Rebecca's undergraduate degree at the University of Waikato and her master's degree at the University of Warwick, England, she worked for nine years in industries other than academia.

“I worked for the NZ Herald website, the Aotea Centre in communications and marketing, the Law Society of Ireland, the Vancouver film and TV industry, and heaps more.”

She said her practical experience has given her a wider perspective on research and academia.

“I don't want to just repeat what was written in a book. Let's think about what we know – there's no point studying something you don't know or don't care about.”

Rebecca, of Te Āti Haunui-a-Pāpārangi descent, is now working as the DCT Māori and Pasifika Post-doctoral Fellow. In this role she supports DCT Māori and Pasifika students in any way she can.

“My research is all about finding the characteristics of the shows that kept me hooked, realising where they're taking these ideas from, for example, soap operas, then figuring out how reality TV is using that genre within a show like Survivor to keep me – the viewer – interested.”

She has also taught the paper Applied Media Ethics and is currently teaching Intercultural Communication as part of the Bachelor of Communication Studies degree. She said she loves teaching so much that even her 8am classes last semester didn't bother her.

In terms of the challenges she faces as a new academic, she said they have mostly been related to her own personality and confidence. For example, Rebecca said when she first started her PhD she didn't want to interview viewers of shows, as audience analysis would be too intimidating. However, now she wishes she had done so.

“So I can see where my research would have perhaps been strengthened if I had more confidence in my research abilities. But I also needed to go through those three years to get that confidence.”

She said she has also struggled with overcoming the feeling that it is OK to submit work that is not perfect.

“It's an ongoing learning process, and none of us would be at university if we had nothing to learn or thought we were perfect.”

Once Rebecca's PhD is finalised, she plans to split her thesis into four separate papers and have each one published.

She also plans to continue teaching and researching in the field of – you guessed it – reality TV.



Dr Sarah Marshall

Dr Sarah Marshall enjoys solving problems. And through using data and stochastic modelling, Sarah can solve an array of complex problems.

For example, if a supermarket was considering whether purchasing an extra checkout station would be feasible and profitable, Sarah could analyse the rate of arrival of customers, how long it takes to serve each customer and other data to decide whether the impact of another checkout would be worth the money.

"Through my research I use the tools of mathematics, statistics, operations research and computer science to help solve problems and help organisations make better decisions."

Sarah's impressive array of qualifications make her well-equipped to solve complex problems. After studying two bachelor's degrees at Victoria University of Wellington – a Bachelor of Commerce and Administration majoring in Economics and a Bachelor of Science majoring in Psychology and Operations Research – Sarah decided to continue onto her master's after a short hiatus at a stockbroking firm in Sydney. She then started her PhD in 2007 at the University of Edinburgh, United Kingdom.

Sarah's PhD focused on a product recovery system in which used goods are returned to the manufacturer to undergo remanufacturing. She developed mathematical models that can help this type of business operate more efficiently. The novel contribution of the PhD was around how to manage a product recovery system when the returned goods are of varying quality. In particular, when the low quality goods could be used

for parts and high quality goods could be re-sold as new. Her PhD therefore had a focus on re-using and recycling pre-used items.

"One of the reasons I wanted to do my PhD on remanufacturing systems was that I wanted to investigate a problem that took into account environmental factors as well the usual objective of minimising costs or maximising profit. If we can make better use of the resources that we have, through activities like reusing and recycling, we can help to reduce waste and to create a more sustainable economy."

After completing her PhD, Sarah began working for the University of Strathclyde, Glasgow in 2011. After three years there, she decided to come back home and started working at AUT in 2014 as a lecturer.

During her role as a lecturer, and more recently as a senior lecturer, Sarah has spent a lot of time at schools and events talking to teenage girls about studying STEM. Her goal is to inspire women and girls to see STEM as an option.

"My aim in being involved in outreach programmes is to share my passion for what I do and encourage students to find their own passion, and if that's STEM that's fantastic. If that's something else, that's great too. If students know what the possibilities are then they've got a choice."

As well as her various outreach work, including speaking on panels at conferences, organising conferences, running events for young women and girls, and engaging with industry, Sarah also loves teaching at AUT. In particular, she has enjoyed being involved in the Master of Analytics programme. The programme started in 2015 and has grown from fewer than 10 students to around 40 students across all stages of the programme.

“From a teaching perspective I hope that I can inspire students and show them about the areas of mathematics and statistics that I’m really interested in.”

"It's been exciting to be part of the development of the Master of Analytics programme and to see it grow."

In addition, Sarah said she enjoys teaching and working with all her students, from undergraduate to PhD.

"From a teaching perspective I hope that I can inspire students and show them about the areas of mathematics and statistics that I'm really interested in. If it turns out to be something that interests them too, then that gives them a chance to pursue that for themselves. It's also about equipping students with skills that will be useful for them going forward."

Currently Sarah has many research projects underway, including one she is just beginning about how to monitor and track staffing needs in an outpatient clinic that has an increasing number of patients.

It's clear that through her research, service and teaching, Sarah will continue to have a positive impact within her field and the wider community in general.





Dr Suzie Gorodi

After completing a PhD at AUT, London-born Dr Suzie Gorodi began working as a full-time technician within the School of Art and Design.

As the loan central technician for the 4D labs, Suzie is in charge of managing a collection of audio-visual equipment available free of charge to students and staff within the school.

“When students ask me for help with resolving complex problems around their practice, and I recognise that I’ve had some input in how they managed to achieve something with their work, that’s probably the best thing about my job. ”

Suzie became aware of the need to provide alumni support for students who no longer get access to free AV equipment. The Staples Rentals Loan Central Graduate Film Award is an initiative between AUT Loan Central and Staples Rentals NZ. This award was set up in 2017 and is given annually. It grants one graduating student \$1,000 worth of credit for renting equipment from Staples Rentals.

It is going this extra mile and caring for students that makes Suzie – and so many of the technicians at AUT – such assets to the students and to the University.

STUDENT SUCCESS STORY

Sieska Verdonk

There's an expression in the journalism industry that goes something like this: "Journalism. It's a tough job with insane pressure and pretty crappy pay. On the other hand, everybody hates you."

Sieska Verdonk knew that journalism would be hard. But while studying a Bachelor of Communication Studies degree at AUT, she decided to major in journalism regardless.

"When I was in my second year people used to say that if you majored in journalism you were nuts cause the workload was tough. But what you ended up with was a room of people who were all super passionate about journalism and awesome people to be around."

It is that same passion that drove Sieska to start working for the NZ Herald's Local Focus team as a video journalist down in Wanganui. She managed to score this job even before she graduated, finishing her last few assignments of the degree while getting used to a new way of life.

"When I moved to Wanganui, I knew no one there but I loved it. As a city girl living in the regions, it was the first time I shored a sheep, rode a cow and really saw firsthand issues that farmers are facing. I made friends and had a blast travelling around regions – talking to people in the middle of nowhere about stories no one had ever heard of."

After working for the NZ Herald for over a year, Sieska got a new job as video journalist for Re: –TVNZ's youth-focused online brand, where she currently works.

While being part of the Re: team, Sieska has covered a range of important stories, including a video about whether shark diving on Stewart Island should be banned for people's safety (a story which gained over

200,000 views on Facebook); what life is like for people after they leave the Exclusive Brethren Church; and most recently she has worked on a series about mental health in New Zealand, courtesy of a funding grant from NZ On Air.

"In my job I get to travel and tell peoples stories all over New Zealand. I really like filming and have grown really passionate about it. I also like my job as it's flexible in the way that if I want to learn something, I can. Everyone in my team is so talented. We have incredible motion graphics designers, videographers and animators, and we are all under 35. I've been able to try and learn a lot from them."

In regards to how her studies within the journalism department helped her get to where she is today, Sieska says it was the practical elements of the course that best prepared her.

"Working in a student newsroom was great as we got a taste of what the real world would feel like. We got to publish our own stories and go out and interview people. We were doing the work, not just getting told what the work would be like."

However, getting through her studies was not an easy feat. Sieska has an auto-immune disorder that made things extremely difficult for her during her time at AUT.

"I got out of hospital the day before I started university and I remember not being able to walk up the stairs without taking a break. I probably shouldn't have started that week, but I was just so excited to be there as journalism was all I ever wanted to do."

In 2016, during Sieska's third year of university, tragedy struck her family, making it even harder for her to get through the degree.

"My father got cancer in my third year and the pressure was on to hand in assignments. I drank lots of green tea and meditated a lot and had a really good group of friends. At the end of the day though life is 10% what happens to you and 90% how you handle it, so I wrote that in the front of my notebook and pressed on."

Despite the intense challenges Sieska faced during her studies, she managed to finish her degree with fantastic results, even managing to get stories published in the NZ Herald while she was studying. And in regards to what she first thought about journalism being hard work, Sieska says she doesn't care and wouldn't want to do anything else.

"I want to keep doing what I'm doing – keep learning and asking questions. I want to tell more people's stories and explore more issues facing New Zealand."

“At the end of the day life is 10% what happens to you and 90% how you handle it, so I wrote that in the front of my notebook and pressed on.”



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