

## ABOUT THE AUTHORS

**Linda Dudar** (PhD) is Associate Professor and Dean of Education at St. Mary's University in Calgary, Alberta, Canada. She leads Canada's only Bachelor of Education program designed to prepare teachers specifically for Catholic school environments, although the program inclusively welcomes preservice teachers of all faiths. Linda has over 25 years of leadership and teaching experience in Catholic and public school districts in Western Canada. As an award-winning teacher and school leader, she has shared her research, leadership, and teaching expertise internationally including: Ukraine, United States, Taiwan, England, as well as across Canada. She currently is Chair of the Association of Alberta Deans of Education. Linda's doctoral research focused on time-sensitive organizational change in schools. Her research interests have now expanded to exploring leadership development in universities and schools. Linda presented her findings at international, national, and local conferences and has provided support to school district leaders who are exploring time-sensitive change.

**Donald E. Scott** (PhD) is Associate Professor, Leadership, Policy, and Governance specialization in the Werklund School of Education, University of Calgary. Don's leadership experience spans schools and university contexts. He has been department head within senior high schools, district office curriculum leader, and post-graduate program leader. His other leadership roles include: professional developer and technology consultant for the Ministry of Education in Western Australia. His professional experience includes university educator, school teacher, school network administrator, and physics pedagogy consultant. His research interests encompass: school and university leadership development, post-secondary teaching, learning and assessment, professional development of teachers and faculty, and ICT integration within educational environments. Don has supervised four doctoral students to completion, served as examiner for seven graduate students – nationally and internationally, and designed and coordinated the professional development of external supervisors for a doctoral program.

He has authored numerous journal papers and chapters, edited books, and is serving on the editorial board of a number of journals.

**Shelleyann Scott** (PhD) is Professor in the Leadership, Policy, and Governance specialization in the Werklund School of Education, University of Calgary. She has held numerous leadership roles in Canada and Australia including most recently Associate Dean, Professional and Community Engagement and Director of Graduate Programs within Education. Shelleyann's work experience spans the contexts of business, government, and medical research. She has held the roles of tertiary and secondary educator, professional development consultant, quality assurance evaluator, district school leader, and business and government consultant. Her research interest includes: capacity building of leaders, educators, staff, and organizations within the contexts of K-12 and higher education, and promoting instructional capacity that encompasses pedagogical strategies and assessment approaches and practices. Shelleyann has supervised 13 doctoral students to completion and has served as examiner for 20 students, nationally and internationally. She has coordinated, led, and written numerous master's and doctoral programs. She has published numerous articles, book chapters, books, and serves on a number of journal editorial boards.