About the Contributors

**Tak C. Chan**, Professor Emeritus of Educational Leadership at Kennesaw State University, is a graduate of the University of Georgia. He had been a teacher and school administrator in Hong Kong School System before he served as the key educational planner for three major school systems in southern United States. He started his career in higher education as an assistant professor at Valdosta State University, GA, and was then hired as an Associate Professor of Educational Leadership at Georgia Southern University. His areas of academic interest include educational planning, school facility planning, school business management, principalship, and international education. Dr. Chan has published extensively in his areas of expertise in renowned national and international journals. He also presented in AERA and many other professional organizations on various topics in teaching and learning in educational leadership.

**Evan G. Mense** is currently an Assistant Professor in the Department of Educational Leadership and Technology and is currently serving as Director of the Masters in Educational Leadership Program and Graduate Coordinator at Southeastern Louisiana University. Dr. Mense has an extensive background in Educational Administration and Leadership as a public school administrator in Missouri. Dr. Mense holds a Doctorate in Educational Leadership from Saint Louis University-Saint Louis, Missouri, a Masters of Science degree in Administration from Pittsburg State University, Pittsburg, Kansas, and a Bachelors of Science degree in Education from Missouri Southern State University, Joplin, Missouri.

**Kenneth E. Lane** Professor of Educational Leadership at Southeastern Louisiana University, is a graduate of Texas A&M University at Commerce. He has been a professor of Educational Leadership at both Southeastern Louisiana University and California State University, San Bernardino (CSUSB). He also has experience as a teacher in the Ferguson-Florissant School District and a school administrator in the Plano (TX) Independent School District. During his service at CSUSB, he directed a $40 million five year distance learning project with the U.S. Navy. His areas of academic interest include leadership development, education law, school facility planning, education finance, and international education. Dr. Lane has published extensively in his areas of expertise in renowned national and international journals with over 150 publications. He also has over 150 presentations in professional organizations on topics in educational leadership and educational technology.

**Michael D. Richardson** is Director of the Doctoral Program in Curriculum and Leadership and holds the Fuller E. Callaway Chair in Educational Leadership at Columbus State University. He previously held faculty and administrative appointments at Western Kentucky University, Clemson University, Georgia Southern University, Mercer University, and Southeastern Louisiana University. He completed
a BS and MA in Education at Tennessee Technological University and was awarded the EdD in Educational Administration from the University of Tennessee. Dr. Richardson served as Founding Editor of the *Journal of School Leadership* an internationally refereed journal of educational leadership, Founding Editor of *Contemporary Issues in Educational Leadership*, and as Editor of *The Journal of At-Risk Issues*. He has authored or edited 17 books, published more than 150 articles in professional journals, published more than 50 book chapters and made more than 250 presentations to state, regional, national and international professional organizations. He has chaired more than 90 dissertations and continues to actively collaborate and conduct research and write for publications. His current research areas are organizational theory, particularly resiliency of leaders, phenomenology, and the implications of technology for administrators. Dr. Richardson served as a secondary and elementary principal, Personnel Director, Director of Special Projects, Coordinator of Federal Programs, and Assistant Superintendent before entering higher education.

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**Elaine M. Artman** holds a Doctor of Education in Organization and Leadership from the University of San Francisco and a joint MBA/Business Education MS degree from Illinois State University. She has served in higher education as an instructor of computer applications, assistant professor of business, associate professor of business and education, Assistant to the Dean of Fine Arts, Program Director of International Studies, Director of E-Business Programs, Director of Graduate Programs in Education, Department Head of Undergraduate and Graduate Teacher Preparation Programs, Chair of Education Leadership Graduate Programs, Chair of Curriculum and Instruction Graduate Programs, and Dean of the School of Education. She has published and presented at national conferences on school assessment, online and distance education, community college entrepreneurship, and complexity and chaos theory applications to education.

**Jack Blendinger**, Professor of Educational Leadership at Mississippi State University, is a graduate of California State University (San Francisco campus) and the University of Northern Colorado. Prior to becoming a professor, he served as a teacher, athletic coach, principal, and superintendent in the states of California, Colorado, and Oregon. He has published over 100 articles, books, monographs, and scholarly papers. In addition to his university career, he is also an active scholar-athlete who competes internationally at the world-class level in Olympic canoe and kayak racing.

**Charles F. Carrick** is a professor of education at Lee University in Cleveland, Tennessee. He was appointed to that position in August, 2003. Prior to accepting the position at Lee, he served as Superintendent of Scottsboro City Schools, Scottsboro, Alabama. Carrick has served in a variety of administrative positions ranging from principal to deputy state superintendent. He has an Ed D in Education Administration from the University of Georgia, Athens and a JD from the Nashville School of Law in Nashville, Tennessee. Carrick has been licensed to practice law in Tennessee since 1988. Carrick has published extensively in national, state and local journals. His topics focus on school leadership and legal issues in education.
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Douglas B. Caywood, Managing Principal and Architect of The Lewis Group Architects (LGA), is a graduate of the College of Architecture at the University of Tennessee, Knoxville and is currently pursuing an Education masters degree at Lee University. He was the Owner of Downtown Design Studio in Cleveland for six years prior to joining LGA. He published his first book, The Designer’s Workspace: Ultimate Office Design, with Architectural Press in London. He is involved in the community through Mainstreet Cleveland, the Historic Preservation Commission, and the Chamber of Commerce. LGA is a business partner with Valley View Elementary School where Mr. Caywood promotes architecture, art, recycling, and green initiatives. Mr. Caywood designed the first LEED certified residence in the area where he resides with his wife and three sons on the family farm.

Shannon M. Chance is Associate Professor of Architecture at Hampton University and Adjunct Professor of Education at The College of William and Mary in Virginia. She is a registered architect who earned her Bachelors and Masters degrees in Architecture from Virginia Tech and a PhD in Higher Education Administration from The College of William and Mary. She conducts educational research on topics related to engineering education. She recently completed a fellowship through the Fulbright Core Scholars program, working for one year at the Dublin Institute of Technology in Ireland. She was recently selected to receive a two-year Marie Curie International Incoming Fellowship to expand her Fulbright research. This grant is funded by the European Union through the FP7 program.

J. Tim Cole is the Sustainability Officer for Virginia Beach City Public Schools. Tim was instrumental in the promotion and development of the first LEED certified elementary School in Virginia -- Hermitage Elementary-- as well as the first K-12 LEED Platinum Transportation and Maintenance Facility in the country. Under Tim’s leadership, Virginia Beach City Public Schools has constructed over 1.6 million square feet of LEED building space and was selected as the “Best Green School District” in the United States by the U.S. Green Building Council in 2012.Tim is an ex-Navy SEAL and holds a Bachelors of Architecture from Virginia Polytechnic Institute and State University.

Glen I. Earthman possesses 40 years experience in the field of education at all levels and 30 years of specialized experience in the educational facilities planning arena. He has taught extensively on the subject of educational facilities for over 30 years at Virginia Polytechnic Institute and State University and has provided consultation to over 50 school districts regarding educational facilities planning. He has authored six books on the subject of educational facilities, several book chapters, and has published extensively in professional journals as well on this subject. He served as the first Director of the National Clearinghouse for Educational Facilities. He continues a schedule of teaching and research in the field of school facilities specializing in the relationship between school building condition and student and teacher health and performance.

Dana L. Fischetti is a graduate of the University of Massachusetts at Amherst and a marketing and communications professional who currently works for the Pro Vice Chancellor’s unit of the Faculty of Education and Arts at the University of Newcastle, Australia. Her career has spanned work as a journalist, publications manager, media relations director and marketing/communications specialist. She has worked for the General Electric Corporation, and for the University of Louisville, the University of North Carolina Wilmington, Southeastern Louisiana University, and DePaul University. She is an expert writer,
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editor, media relations, and crisis management specialist who uses traditional print media, online media, and social networking throughout her portfolio of accomplishments.

John C. Fischetti is Head of School/Dean of Education at the University of Newcastle, Australia. His work spans three decades studying school reform from the classroom to the boardroom in Massachusetts, Kentucky, North Carolina, Louisiana, and New South Wales. John has helped lead reform in teacher education, high school graduation requirements, and doctoral programming. He has won multiple teaching awards for preparing and renewing public school educators. His most recent work focuses on emphasizing equity issues in public schooling and chronicling the failure of educational policies to address achievement gaps.

Cory Gallo holds a Bachelor’s degree in Landscape Architecture from Louisiana State University and a Masters degree in Urban Design from The University of Michigan. Mr. Gallo is a licensed landscape architect and has worked professionally as a campus planner and site designer on campuses small and large throughout the United States. He is currently an Assistant Professor of Landscape Architecture at Mississippi State University where he teaches courses in community design, storm water design, campus planning, watershed management, and professional practice. His research primarily focuses on the intersection of the design, engineering and policies of sustainable storm water management.

Deirdre C. Greer, Associate Professor of Early Childhood Education and Associate Dean in the College of Education and Health Professions at Columbus State University, is a graduate of Auburn University. She taught in the public school system for eight years prior to becoming a faculty member at Columbus State University in 2005. Her areas of academic interest include professional development for Early Childhood and Elementary teachers in mathematics and the confluence of Piaget’s theory of cognitive development and neuroscience. She frequently works with early childhood and elementary teachers, providing professional development, co-teaching, and doing model lessons to support improved mathematics instruction. Dr. Greer presents frequently at AERA and the NCTM conferences.

Andrew Walker Greve, Doctoral Candidate of Educational Administration and Policy Studies at George Washington University, is a graduate of Boston College. He began his career as a school counselor and was quickly promoted within his division. He has been the principal of Lee-Jackson Elementary School in Mathews, VA for the past six years. As an avid runner, his extracurricular interests include coaching the cross country team at Mathews High School. Greve’s areas of academic interests include engaging students through active learning and increasing opportunities for physical activity in the school environment. He has presented at the ESRI conference in Washington, DC.

Daphne Griffin, Program Manager for the Cobb County School District in Marietta, Georgia, is a graduate of the University of Georgia. She presently is involved in managing the $700 million building program for the school district. She started her career as an interior designer designing prototype shoe stores with The Butler Group, a nationwide retail shoe chain. From there, she moved into designing and planning retail and medical spaces of optical offices with the MODE, Inc. Moving into educational planning with The Facility Group, she worked with large school districts across the nation, providing needs assessments, programming requirements, project over site, schedule management, project budgeting,
and contract administration. She has helped manage the last five major building programs for the Cobb County School District, personally handling over $350 million in new school construction, additions, modifications, and renovations.

**Rachel Gutter** leads the Center for Green Schools at the U.S. Green Building Council in its efforts to put every student in a green school within this generation. Under Rachel’s dynamic leadership, the Center has published more than 1,000 pages of technical guidance and original research, generated more than 243 million positive media impressions, and deployed more than half a million volunteers who have donated their time to transform schools across the world. One of the nation’s foremost experts on green schools, Rachel’s expertise has been sought by more than 250 media outlets, including the Washington Post, the New York Times, Parenting Magazine, NPR, FOX News, and CNN. Her professional experiences in school district construction, green building consulting, and interior architecture have contributed to her in-depth knowledge of high-performance, healthy schools. However, it is her six years of teaching experience that fuel her commitment to educating a generation of sustainability natives.

**Leigh Ann Hailey**, Principal of Louisville Municipal School District (LMSD), is a graduate of Mississippi University for Women and Mississippi State University. Prior to becoming a principal, she served as a teacher, athletic coach, school counselor, assistant principal, and liaison for the professional development school partnership between the LMSD and Mississippi State University, College of Education.

**Suzanne Harris** is a Graduate Assistant at Southeastern Louisiana University, completing her doctoral degree in educational leadership. She was a teacher in several elementary and middle school settings (urban and rural) prior to serving as Executive Director of Associated Professional Educators of Louisiana. In addition to her position as a graduate assistant, she assists teacher candidates as an adjunct instructor at Louisiana State University. Her areas of academic interest include educational leadership, organizational development, professional learning communities, and charter schools. Ms. Harris co-authored an article currently submitted for publication in a leadership journal. She has presented at MSERA and other professional organizations on topics within her interest area.

**Laura Lashley** serves as an Assistant Professor of Educational Leadership at Kennesaw State University, teaching courses in education law, special education law, human resources and employment law, and education policy. She maintains an ongoing legal practice at the national law offices of Nelson Mullins Riley & Scarborough where she advises and assists district, state, and corporate clients in educational policy reform efforts at the local, state, and national levels.

**Linda K. Lemasters**, Associate Professor of Educational Leadership and Policy Studies, The George Washington University, is a graduate of Virginia Polytechnic Institute and State University. She was a teacher in K-12 schools before serving as a director of human resources and an assistant superintendent of administration. During the latter, she supervised buildings and grounds, engineering, constructions, budget and finance, and other administrative services areas. Her areas of research interest include planning, school facilities, and women CEOs. Dr. Lemasters has served on the national boards of NCPEA and ISEP, being president of the latter. She is Director of the Educational Facilities Clearinghouse, is
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editor of the IJELP Journal, has published numerous articles, book chapters, books, and presented at the professional meetings of multiple professional organizations.

Pamela Lemoine is an assistant professor at Columbus State University, Columbus, Georgia, in the College of Education and Health Professions. She holds an EdD in Educational Leadership, a Masters Degree in Educational Technology, and a Bachelors Degree in English. Dr. Lemoine’s experience includes work as a classroom teacher, media specialist, principal, and district supervisor in Louisiana as well as in Okinawa, Japan, Germany, and Canada. Her interests in the cross disciplines of administrator leadership behaviors, educational technology, teacher behavioral teaching skills, and academic achievement, have influenced her interests in teaching, researching, and writing. Dr. Lemoine has also been a Social ShapeUp consultant for the Teaching Research Institute in Baton Rouge, Louisiana.

Thomas J. McCormack is a Professor of Educational Leadership and the Chair of the Counseling, Foundations and Leadership Department in the College of Education and Health Professions at Columbus State University. He worked in PK-12 public education for 35 years as a teacher and school leader at every level. He currently serves on the Georgia Professional Standards Commission Task Force developing tiered certification for Georgia public school administrators. He has worked with the Educational Testing Service to develop the new Georgia Leadership Certification Test. He has served on both the college and university assessment committees. He is a co-founder and the past president of the Georgia Educational Leadership Faculty Association (GELFA). Currently, his research interests concern school safety, green school development, and global licensure for school leaders.

Anisa Baldwin Metzger, Assoc. AIA, LEED AP, is School District Sustainability Manager for the Center for Green Schools at the U.S. Green Building Council. Anisa oversees the Green Schools Fellowship program and regularly convenes the nation’s largest community of sustainability professionals in K-12 school systems. She provides resources, tools, research, and in-person training to leadership and staff at school districts across the country. With a background in architecture, she began her work with USGBC as a staff member placed in New Orleans at the Recovery School District, assisting school staff and contractors in rebuilding and operating their schools to green standards after Hurricanes Katrina and Rita. She holds a BS from Washington University in St. Louis and an MArch from the University of Washington in Seattle.

Robert C. Morris holds a PhD in Secondary Education, Curriculum and Instruction, and Administration from Indiana State University. Prior to his appointment at the University of West Georgia, Dr. Morris was Dean of the School of Education at the University of Indianapolis. He has held professorships at four other universities. His public school teaching was in Roanoke, VA, at both the middle grades and secondary levels. His main research interests are focused on curriculum development and innovative instructional programs. He has most recently been investigating youth at-risk, discipline issues, and school violence.

Robert Orr serves as Chief Information Officer for Georgia College and State University in Milledgeville providing leadership and oversight for the Division of Information Technology. Orr comes to Georgia College after serving five years as CIO and associate vice chancellor for information resources
at the University of North Carolina at Pembroke. He also served on the Chancellor's Cabinet as part of institutional leadership. Orr previously served as associate CIO at Western Carolina University in Cullowhee, NC. He earned his bachelors degree in communications, masters degree in human resources, and doctorate in educational leadership at Western Carolina University. Orr has served on national, regional, and state technology committees, has served as chair of the University North Carolina-CIO Council and is chair-elect for the University System of Georgia CIO Council. He also is a 2006 Frye Leadership Institute Fellow.

Dawn Putney, Professor of Educational Technology and Foundation, University of West Georgia, is a graduate of the University of Iowa. She has been a K-12 teacher and school administrator in Georgia and Iowa. She started her career in higher education as an assistant professor at University of Dubuque, and she has been at the University of West Georgia for 20 years. Her areas of academic interest include instructional design, school library media, technology integration, and parent involvement. Dr. Putney has published in her areas of expertise in renowned national and international journals. She has also presented at a variety of local, regional, national, and international professional organizations on various topics related to her areas of interest.

Peter Sargent is a teacher at Asuncion Christian Academy, a graduate of Liberty University, and a graduate student at the University of Alabama. In addition to his blossoming teaching career he is exploring educational leadership, research, and writing. As an expatriate, he brings a fresh, well-rounded perspective to his work. This is his first publication, but Lord willing, many more are on the way.

Robin Saunders is originally from Columbia, Maryland and earned a Bachelor of Arts degree from The Catholic University of America in Washington, DC. Soon after, she earned both a masters degree and a doctoral degree from Johns Hopkins University in Baltimore, MD in Educational Leadership-Teacher Leadership Development. She has been an educator for nearly 25 years teaching at various levels and in many capacities such as K-12 public, K-12 private, community college, four-year undergraduate courses, and graduate courses. Additionally, she has experience in college admissions, student programming, and educational consulting. Her research interests range from multicultural education, parental involvement, environmental education programs, and community service. Currently, Dr. Saunders is an Assistant Professor and Assessment Coordinator in the Department of Educational Leadership at Kennesaw State University in Georgia.

Michael W. Seymour is an Associate Professor and the Graduate Coordinator in the Department of Landscape Architecture at Mississippi State University where he teaches landscape graphics, history of landscape architecture, and the final graduate design studio. He has an undergraduate degree in fine art from Centenary College of Louisiana and a Masters degree in Landscape Architecture from Louisiana State University. He is a licensed landscape architect and has prior professional experience in the public sector as the Director of an Arts District and in private practice at Lucido and Associates in Stuart, Florida. His practice experiences include a wide variety of neighborhood, commercial, institutional, and residential developments. His research focuses on the history and evolution of small towns, the courthouse squares of Mississippi and design education.
About the Contributors

Donna Shea, Director of Clinical/Field-based Experiences, Licensure, and Outreach, Mississippi State University, is a graduate of Mississippi State University. Prior to becoming director of field experiences, she served as a teacher, assistant principal, and superintendent of education in Mississippi.

Maggie V. Shook is Superintendent of the Thomaston-Upson School System in Upson County, Georgia. She is an alumna of Appalachian State University, the University of North Carolina at Greensboro, and Georgia Southern University, where she received her Doctorate in Educational Administration. Prior to accepting the leadership position with Thomaston-Upson Schools, Dr. Shook served as the Superintendent of Region 16 School District in Prospect, Connecticut. She has also worked for the Screven County School District in Sylvania, Georgia, as Director of Curriculum and has held teaching, media, and administrative positions within the Guilford County School District in Greensboro, North Carolina. Dr. Shook is currently in her seventh year as Superintendent of Schools within the Thomaston-Upson district. During this time, she has created a culture of achievement for all students in grades PK-12 by developing a shared vision and mission, establishing specific goals, and setting high expectations for students and staff. She believes that personal responsibility is fundamental to effective leadership and is committed to providing both teachers and students with the educational resources and opportunities necessary to build a world-class public school system within Thomaston and Upson County, Georgia.

Ayşe Sirel received her BArch from Mimar Sinan University, Faculty of Architecture and MSc in Urban Planning from Yıldız University. Earned her PhD degree in Urban and Regional Planning from Mimar Sinan University. She started her career in higher education as an assistant professor at Mimar Sinan University. Currently, works as an Assistant Professor at Istanbul Aydin University, Architecture Department. Her major research interests include urban design, architectural design, and urban-architectural design competitions. Dr. Sirel has published in her areas of expertise in national and international congresses.

C. Kenneth Tanner, Professor of Career and Information Studies at the University of Georgia, Athens, is a graduate of Florida State University. He teaches graduate courses in education policy, planning, and organizational studies. His research chain takes into consideration how the physical environment influences behavior and productivity. Most recently, he is working on comparing student productivity in “green” schools. Dr. Tanner has published and presented over 100 articles, book chapters, and academic papers. He is the primary author of four textbooks, and his most recent book on educational facilities planning is among the best selling works in that area of study.

Robert E. Waller, currently employed by the University of North Georgia, is a graduate of Georgia Southern University. He had been a teacher, high school principal, and central office administrator/superintendent in the public school system across the state of Georgia. He started his career in higher education as an assistant professor at Georgia Southern University, GA, and was then hired as an Associate Professor of Educational Leadership with Argosy University in Atlanta, Georgia. His areas of academic interest include educational law, school facility planning, school business management, school finance, leadership, communication and the superintendent in public school systems. Dr. Waller has published in his areas of expertise in national and international journals. He also presented at state and regional conferences on various topics in educational law, school finance and school level leadership development.
Ting Wang earned her bachelors degree in business English at Fudan University in China in 2007. She has studied in the United States for four years in the educational leadership program. She has been interested in school leadership and education for the youth. She participated in several conferences and gained the first prize in the field of social science at Auburn University’s research week poster session in 2013. She earned her PhD degree in educational leadership at Auburn University in the same year. She currently keeps studying education for sustainability. At the same time, she works as a college English teacher at Huzhou University in China, studying college English education and student learning motivation.

Pam Wetherington is the edTPA Coordinator for the Department of Teacher Education and an Instructor in the Early Childhood Education program at Columbus State University. She is currently completing an Education Doctorate in Curriculum and Leadership at Columbus State University. She taught in the public school system for three years prior to coming to Columbus State University as the Coordinator for Student Teaching in 2011. She moved into the position of edTPA Coordinator in 2013 and teaches undergraduate courses in the Early Childhood Education program. She conducts training sessions to assist schools in learning about edTPA and local evaluation of edTPA. She also works throughout the southwest region of Georgia to support colleges and universities in their implementation of edTPA. Her areas of academic interest include pre-service teacher preparation and edTPA.

Thomas DeVerre Wolsey teaches online graduate courses at the University of Central Florida. He is interested in intersections of traditional literacies with digital literacies, how those literacies affect teacher preparation and professional development, and in how the interactions of students in digital and face-to-face environments change their learning.

Howard Woodard has a broad range of managerial, business development skills and technology consulting experience in the public and private sectors. He is Professor of Information Systems at Georgia College and State University, Georgia’s Public Liberal Arts institution. He currently serves as Associate Chief Information Officer for Academic Technology. He is also the Coordinator of the Graduate Logistic Program in the J. Whitney Bunting College of Business. Formally, Dr. Woodard served on a special assignment as the Chief Information Officer for the Georgia Department of Education. Before his academic career, he served as president of a consulting company specializing in information systems in domestic and international banking. Dr. Woodard’s research interests encompass information systems planning and success, educational strategic planning, and technology utilization in higher education administration. He has written numerous publications on technology, training, and learning. Dr. Woodard holds a Certified Computing Professional certification.

Gökçen Firdevs Yücel received her BArch from Istanbul University, Landscape Architecture Department and MSc in Landscape Planning Program from Istanbul Technical University. She earned her PhD degree in Landscape Planning Program from Istanbul Technical University. Currently, she works as an Assistant Professor at Istanbul Aydin University, Landscape Architecture and Urban Design Department. Her major research interests include landscape design and landscape construction. Dr. Yücel has published in her areas of expertise in national and international congresses, national journals, and international book chapters.