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Dr. Leslie Fierro is the Sydney Duder Professor in Program Evaluation at McGill University's Max Bell School of Public Policy. Leslie is both an evaluation practitioner and scholar. She has worked in a variety of settings including the U.S. Centers for Disease Control and Prevention (CDC), Deloitte Consulting LLP, Claremont Graduate University, and the International Development Research Centre. Through her practice, Dr. Fierro has contributed to building the evaluation capacity of CDC's National Asthma Control Program – most recently by co-authoring an open-access e-textbook entitled *Planting the Seeds for High-Quality Evaluation in Public Health*. In addition, she has played leadership roles in several high-profile evaluations including the first formative evaluation of the Canadian Evaluation Society's Credentialed Evaluator Designation. Her research interests relate to creating robust ecosystems for effective evaluation within nations, building organizational evaluation capacity, and developing and implementing evaluation policies that promote high-quality, equitable evaluation practice. She is currently wrapping up her final year as the Co Editor-in-Chief of *New Directions for Evaluation* (2017-2022).

She has served in a variety of roles across multiple sectors – she was an evaluation capacity builder within the U.S. Centers for Disease Control and Prevention, a manager for Deloitte Consulting LLP where she oversaw several evaluations for federal and philanthropic clients, an assistant clinical professor of evaluation at Claremont Graduate University, and most recently a Senior Evaluation Specialist with the International Development Research Centre. She is Co Editor-in-Chief of *New Directions for Evaluation*, one of two flagship journals sponsored by the American Evaluation Association. Her research interests relate to creating robust ecosystems for effective evaluation within nations, building organizational evaluation capacity, and developing and implementing evaluation policies that promote high-quality, equitable evaluation practice.