



After eight years as a teacher, one year as a principal, and three years as a superintendent in Wisconsin, Dr. Meredith Mountford earned her Ph.D. in educational administration at the University of Wisconsin-Madison. Mountford's dissertation *Motivations for School Board Membership, Conceptions of Power, and Their Affect on Decision-Making* won the "Dissertation of the Year" award for the American Education Research Association (AERA) Research on the Superintendency special interest group. In August of 2001 Mountford took a position as an Assistant Professor at the University of Missouri-Columbia. In 2002, Mountford was appointed Director of Missouri's prestigious Statewide Cooperative Ed.D. Program in Educational Leadership. In 2005, Mountford left Missouri to take an Associate Professor position in the Department of Educational Leadership at Florida Atlantic University where she is also currently serving as Director for the Center for Educational Leaders.

Mountford has taught numerous classes related to varying aspects of educational leadership. Recently she has taught Leadership IV, V, and the Principal Internship. Her research interests are: school board and superintendent relationships, power, leadership, decision-making and gender. In addition, she is currently engaged in a longitudinal research study focused on transformational learning outcomes of educational preparation programs. Mountford also does private consulting for school board-superintendent teams nationally.

Mountford is currently working on a forthcoming book with Scarecrow Press entitled *School Board Members: Beliefs and Attitudes* and her most recent publications include:

- The journey toward transformational learning in a statewide doctoral program (2006) *Innovative Higher Education*, 30 (3), pp. 213-237.
- Necessary and sufficient conditions for the simultaneous renewal of a school district and its partner university. (2005) *Educational Consideration*, 33, (1) pp. 3-7.
- Preparing educational leaders: A roadmap to success (2005) *Educational Considerations*, 32 (2), pp 3-5.
- Conceptions of power held by educational leaders: The impact on collaborative decision-making processes. (2005). *Journal of School Leadership*, 15 (7), 411-436
- Motives and power of school board members: Implications for school board-superintendent relationships. (2004). *Educational Administration Quarterly*, 40 (5) 704-741

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