**Eva Pomeroy, PhD**

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**Academic Qualifications**

| 1999 | University of Central England  Birmingham, UK | **PhD Education**  Thesis: Excluded Students’ Perceptions of their Educational Experience: A Model for Understanding |
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| 1992 | McGill University  Montreal, Canada | **B.A. (Honours)**  Political Science |

**Professional Objective**

My professional objective is to create exceptional learning experiences in which individuals actively engage in their own learning and development, either individually or in groups. This objective applies to my work in the classroom as a university lecturer and as a consultant working in the community. I aim to integrate what I consider to be the best practice is personal, professional, group and organizational/community development: systems thinking, participative action research and contemplative practices. I am deeply committed to participative learning processes that respect the knowledge and capabilities of the learner and recognize multiple sources of learning and inspiration. My orientation towards people and groups is humanistic, and the frameworks that shape my work are drawn from systems thinking.

**Summary of Experience**

* Over 12 years experience facilitating experiential learning in educational and organizational settings
* 6 years experience university teaching
* Solid background in qualitative research and strongly committed to practice-focused action research
* Designed, delivered and evaluated over 60 residential experiential learning courses focusing on personal, group and organizational/community development
* Extensive experience working with groups and advanced training in group process
* Practice supported by a strong and continuously developing knowledge of systems thinking, human systems intervention, consciousness & contemplative practice and experiential learning

## Employment History

##### Concordia University, August 2014 – *present* Lecturer

**Department of Applied *Limited Term Appointment***

###### **Human Science**

* Responsible for the design, delivery and student assessment for 18 21 credits within the undergraduate and graduate programs in the Department of Applied Human Science
* Current teaching load includes the following courses:
  + Leadership of Small Groups
  + Introduction to Human Systems Intervention
  + Basic Human Relations Laboratory
  + Consultation Methods

##### Montreal, Quebec July 2006 – July 2014 Lead parent

* Provided full-time care for my two young children
* Created, sustained and supported a variety of community networks

##### Concordia University, June 2003 – June 2006 Lecturer/

**Department of Applied Internship Coordinator**

###### **Human Science** ***Limited Term Appointment***

###### ***2003-04***

***Extended Term Appointment***

***2004-06***

* Responsible for the administration of all internship programs in the department. This role included the following actions:
* Liased with faculty and community organizations to ensure students are provided with appropriate, well-supervised internship experiences
* Continuously developed new partnerships with community organizations to ensure a wide range of potential internship and fieldwork placements
* Worked with Concordia Legal Counsel to ensure contracts with partner organizations are developed and maintained
* Responsible for all aspects of teaching including course preparation, delivery, and assessment of student performance.
* Taught 6 courses annually at the undergraduate and graduate level in the Human Relations and Leisure programs, including the following courses:
* Interpersonal Communication and Relationships
* Leisure Sciences Internship
* Human Relations Internship
* Group Process Intervention
* Provided service to the department and the university as a member of a number of standing and subcommittees

**Concordia University, August 2001 – May 2003 Assistant Professor**

**Department of Applied *Limited Term Appointment***

###### **Human Science**

* Responsible for all aspects of teaching including course preparation, delivery, and assessment of student performance.
* Taught 6-7 courses each year at the undergraduate level in the Human Relations and Leisure programs, including the following courses:
* Lifespan Growth and Development for Practitioners
* Interpersonal Communication and Relationships
* Youth and Leisure
* Provided service to the department and the university in a number of capacities

**Brathay Hall Trust, UK May 1999-June 2001** **Research and Training Consultant**

***Research***

* Responsible for leading and developing the organization’s research strategy, in co-operation with Senior Management.
* Initiated, managed and edited the organization’s research publication series: The Brathay Occasional Papers.
* Designed and implemented a new evaluation and reporting system to be used across the organization.
* Provided guidance and mentoring for staff in their research endeavours.

***Training***

* Designed, facilitated, and evaluated over 20 residential experience-based learning programs for a wide range of young people and adults, including high school students, youth ‘at-risk’, young apprentices and employees, graduate students and managers.
* Worked in partnership with teachers, youth workers and training managers to develop and implement programs.
* Trained practitioners in the use of experiential learning theory and methodology.

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| **Values Education for Life Values Educational Charity Birmingham, UK** | **1996-1998** | Researcher |

* Designed, implemented and produced a formative evaluation of the charity’s educational program for school-aged young people, using predominantly qualitative research methods.
* First year of the evaluation explored the various factors contributing to the young people’s poor attendance on the program.
* Second year examined the extent to which the teaching and curriculum reflected the organization’s stated values and philosophical base.

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| **Outward Bound Wales**  **Aberdovey, UK** | **1993-1998** | **Experiential Educator** |

* Designed and implemented over 40 outdoor-based, experiential learning programs focusing on personal and social development, interpersonal skills and community-building.
* Client groups included young people at school, youth ‘at-risk’, young people with physical and learning disabilities, young people at work, and adults.

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| **Outward Bound City Challenge** **Northern Ireland, UK** | **1995** | **Experiential Education Outreach Worker** |

* Designed, implemented and evaluated six, week-long, outdoor-based residential experiential education programs focusing on personal and social development for mixed groups of young people (i.e. Catholic and Protestant) as part of a longer-term Community Relations program.

Publications and Conference Presentations

**Publications**

**Pomeroy**, E. (2015, September 16). Work-life balance is no longer a gender issue. *Huffington Post Canada*.

**Pomeroy**, E. (2015, August 27). Work-life balance isn’t just an issue, It’s a movement. *Huffington Post Canada*.

**Pomeroy**, E. (2015, August 24). When work-life balance is not longer an option. *Globe and Mail: Report on Business*, p. B4.

**Pomeroy**, E. (2015, June 29). Making family and work…work. *Montreal Gazette*.

**Pomeroy**, E. (2015, May 9). Moms highlight societal blind spot. *Montreal Gazette*.

Henle, S. & **Pomeroy**, E. (2015) Forward. *Leadership Development Framework*. Quebec: Community Health and Social Service Network.

**Pomeroy,** E. (2002) The Relationship Trilogy *Bridge Magazine*, 4(3), 10-11.

Allison, P. & **Pomeroy**, E. (2001). How Shall We ‘Know’? Epistemological concerns in research in experiential education, *Journal of Experiential Education*, 23(2). 91-98.

**Pomeroy**, E. (2000). *Experiencing Exclusion*. Stoke-on-Trent: Trentham Books.

**Pomeroy**, E. (1999). The Teacher-Student Relationship in Secondary School: Insights from excluded students. *British Journal of Sociology of Education*, 20(4),473-490.

(2001) ***Reprinted* *in*** Moon, B., Shelton Mayes, A. & Hutchinson, S. (Eds.). *Teaching, Learning and Professionalism in Secondary Schools*. London: Routledge/Falmer.

## Editorial Activity

* Editorial Board Member, 2000 – 2006,*Journal of Adventure Education and Outdoor Learning, UK*.
* Invited Reviewer, *Canadian Journal of Community Mental Health*, Special Issue “Family in transitions following a parental separation”, 2002

**Conference Presentations/Workshops**

* **June 2015** Community Health and Social Services Network (CHSSN) Annual Retreat, *Quebec City, QC*. **Workshop**: Leadership Competency Development: Adaptive Change.
* **May 2005** Westcoast Connection Annual Tour Director’s Training Conference, *Toronto, Ontario*. **Workshop:** Being a Great Leader.
* **May 2004** John Abbott College, *Ste. Anne-de-Bellevue, QC*. **Workshop**: Stress Management.
* **October 1998** Perspectives on Equality Conference, *University of Hertfordshire, UK.* **Paper Presentation*:*** Expelled Students’ Perceptions of Equality.
* **September 1997** British Educational Research Association Research Students’ Conference, *York University, UK.* **Paper Presentation:** Interviewing Expelled Students: What can be gained from talking to youth?.

**Media Interviews**

**Pomeroy, E.** (Interviewee). (2015, October) Work Place Inno [Television report]. In A. Kline (Producer), CityLife. Montreal, Canada: MATV.

**Pomeroy, E.** (Interviewee). (2015, October 23). Gender role convergence and work-life balance. In K. Alexander (Host) “My Planning” Financial Program. Montreal, QC: CJAD.

## Consulting and Community Development Work

**October 2015-present**: ULab Montreal Social Innovation Project.

* Working with a group of community partners to further grow and develop the ULab movement in Montreal to support cross-sector social innovation in the service of the wider Montreal community.

**January-June 2015**: Community Health and Social Services Network (CHSSN) Leadership Framework Development project

* Provided process consultation to CHSSN in their co-creation of a leadership framework model with a variety of their stakeholders. The model was completed in May 2015 and “launched” at the organization’s annual retreat the following month.

**October 2005- June 2006**: Kahnawake Combined Schools Committee Participative Democracy Project

* Engaged in an extended initial environmental scan of the system to determine its interest in, and readiness for, a change process leading to a more deeply participative democratic education system.

## Further Professional Training, Qualifications and Association Membership

## Professional Association Memberships

* Association for Experiential Education
* The Association for Contemplative Mind in Society

## Professional Training

* Flawless Consulting
* U.Lab: Transforming Business, Society, and Self, *MOOC Otto Scharmer MIT*, January-February 2015 (ULab 1.0), September – December, 2015 (ULab 2.0)
* Writing Compelling Commentary, *Shari Graydon, Informed Opinions*, April, 2015
* Developing indicators for what matters most in your teaching, *The Association for Contemplative Mind in Higher Education*, Webinar, December 2014
* Leading from the emerging future: From Ego-system to eco-system, *Otto Scharmer & Arawana Hyashi; Omega Institute, Rineback, New York*, June 2014
* Open Systems Theory, *Merrelyn Emery, Centre for Human Relations and Community Studies****,*** *Montreal,* June 2005
* Demystifying Eating Disorders, *Sandra Friedman,* October 2004
* Making Questions Work, *Dorothy Strachan, Centre for Human Relations and Community Studies, Montreal*, March 2004
* Programme d’immersion en francais: Niveau avance I, *Centre Linguistique du college de Jonquiere*, June 2003
* Group Process Consultation, *N.T.L., Alexandria, Virginia*, October 2002
* Introduction to Transactional Analysis, *Fellside Centre, Kendal, UK*, April 2000
* Basic Counselling Skills, *Outward Bound Wales*, April 1994
* Creative Reviewing, *Outward Bound Wales*, May 1993

##### Centre for Teaching and Learning Workshops, Concordia University

* The flipped classroom, February 2015
* Academic Integrity Workshop (*Office of Rights and Responsibilities*), February 2004
* Writing Letters of Reference, October 2003
* Powerpoint I, October 2003
* 3M Teaching Award Speaker Series: Michael Moore, October 2003
* Teaching students with disabilities, September 2002
* Providing students with feedback that helps them learn, March 2002
* Instructional Skills Workshop (3 days), December 2001

###### The first day of class, August 2001

**IITS Workshops, Concordia University**

* Working with the Moodle course site, September 2014