

Eva Pomeroy, PhD

Research Lead, Presencing Institute

---

4044 Madison Ave, Montreal, H4B 2T7 | [eva.pomeroy@presencing.org](mailto:eva.pomeroy@presencing.org) | 514-299-2093

### Summary

My work as a researcher and educator lies in the emerging field of awareness-based systems change. This transdisciplinary approach to informing and enacting transformative change works explicitly with consciousness, bridging and connecting inner transformation and action in the world. Core to awareness-based systems change is the concept of the social field, which can be thought of as the less visible dimension of collective experience and a key leverage point for transformative change at the individual, group and systemic level. I take a social field approach in my classroom teaching and in my work with the Presencing Institute, where we offer global, open-access transformational learning programs at scale. My current research projects seek to evolve our understanding of the social field, helping to articulate its dynamics and properties, including an examination of the theoretical foundations and practices of social field research and practice from a decolonization lens. The primary focus of this work is expanded epistemology and epistemic coherence: how we align and integrate cognitive and non-cognitive forms of knowing as a foundation upon which to base action.

### Education

1999      University of Central England      Ph.D. Education

*Dissertation: Excluded students' perception of their educational experience: A model for understanding.*

1992      McGill University      B.A. (Honours) Political Science

## **Employment History**

<i>Research Lead &amp; Senior Faculty</i> Presencing Institute	January 2019 – present
<i>Social Innovator in Residence</i> Faculty of Arts and Science, Concordia University	2017 –2020
<i>Lecturer</i> <i>Interim Internship Coordinator (2015-2016)</i> Applied Human Sciences, Concordia University	2014 - 2017
<i>Lead Parent</i> Montreal, QC	2006 – 2014
<i>Lecturer</i> <i>Internship Coordinator (2003-2006)</i> Applied Human Sciences, Concordia University	2001 – 2006
<i>Research &amp; Training Consultant</i> Brathay Hall Trust, UK	1999 – 2001
<i>Experiential Educator</i> Outward Bound, UK	1993 – 1998

## **Awards**

Teaching Innovation Award, 2019, Concordia University Alumni Association

## Courses Taught

### *Undergraduate*

- AHSC 220 Lifespan Growth and Development for Practitioners (3 credit)
- AHSC 230 Interpersonal Communication and Relationships (3 credit)
- AHSC 270 Introduction to Human Systems Intervention (3 credit)
- AHSC 330 Leadership of Small Groups (6 credit)
- AHSC 420 Youth and Leisure (3 credit)
- AHSC 435 Fieldwork Practice (3 credit)
- AHSC 439 Human Relations Internship (6 credit)
- AHSC 470 Basic Human Relations Laboratory (3 credit)
- AHSC 498 Leadership, Change and Social Innovation (3 credit)

### *Graduate*

- AHSC 610 Group Process Intervention (3 credit)
- AHSC 620 Individual Learning and Change (3 credit)
- AHSC 670 Consulting Methods (3 credit)
- AHSC 681 Theory U: Methodology for Awareness-Based Systems Change (Special Topics Course – 3 credits)

### *Graduate Dissertation Examination*

- A. Rosenfield (2020) *“If you want to communicate...”- The place of language in international students’ transition to university: Insights from a language exchange*. Dissertation submitted in partial fulfilment of requirements for the degree of M.A. Educational Studies, Concordia University.
- D. Séguin (2021) *Exploring the potential of One Health relationships – are wildlife rehabilitators part of the whole?* Dissertation submitted in partial fulfilment of requirements for degree of M.Sc. One Health, University of Edinburgh.
- N. Motimele (2022) *Using Theory U and drama as a tool for the leadership development of drama students*. Dissertation submitted in fulfilment of the requirements for the degree of M.Comm. in Leadership Studies, Graduate School of Business and Leadership, University of Kwazulu-Natal, South Africa.
- R. Dutra Gonçalves (2023) *Awareness-based design: the role of making aware for a transformative learning practice*. Dissertation submitted in partial fulfilment of the requirements for the degree of PhD in Art, Design & Architecture, Monash University, Australia

### *Doctoral Supervision*

- J. Wachs (current) *Transformative learning for sustainability: Rethinking environmental crisis*.  
Department of Integrated Studies in Education, McGill University.  
Supervisor: Dr. Blane Harvey

## **Current and Recent Projects**

### Journal of Awareness-Based Systems Change

#### *Co-founder & Managing Editor*

The Journal of Awareness Based Systems Change (JASC) is an online, open-access journal, providing a platform for cutting-edge research in the field of awareness-based systems change, a cross-sector inter- and transdisciplinary field emerging in response to the global challenges of our time and in service of societal transformation. We aim to make visible and accessible the knowledge base that supports transformative change for collective well-being. The journal seeks to provide a platform for work that aims to decolonize dominant power structures of knowledge creation, that contributes to an expanded epistemology and that, in so doing, helps to change the landscape of science and social science. Our commitment to diversity and epistemic justice is reflected in the composition of our board and our authorship. Sixty percent of our Editorial Board are BIPOC and/or from the Global South and forty-one percent of our published articles are written by authors of the same demographic. We are indexed with the Directory of Open Access Journals (DOAJ) and have been given SEAL status, which is awarded to approximately 10% of DOAJ who demonstrated best practices in open access publishing. Thus far, we have published eight issues of the journal which, combined, have garnered over 180,000 views and downloads.

### u.lab 1x and 2x

#### *Co-Lead Faculty*

The annual cycle of u-lab is comprised of u-lab 1x in the Fall Term, hosted on MITx Online, and u-lab 2x in the winter, hosted on the u-school for Transformation platform. Together these courses are the core offering of the Presencing Institute, founded by MIT Sloan School of Management Senior Lecturer Otto Scharmer and colleagues in 2006. The annual cycle takes form in sequential structured learning processes designed to build individual and collective capacity to lead social and systems change. Since 2015, over 250,000 individuals across 184 countries have taken part in the open-source offerings u-lab 1x and u-lab 2x. The faculty team develops curricular content, tools and processes to foster transformative learning and uses an online-to-offline pedagogy that supports the creation of local, place-based learning hubs. We work to connect the global community through monthly live-streamed sessions, broadcast from the MIT campus and regular Zoom conference calls, connecting participants within and across sectors. My role as co-lead Faculty (with Otto Scharmer) is to lead curriculum development and live session designs and to co-facilitate live sessions streamed from MIT and on Zoom.

## FUSION Indigenous Design Lab

### *Co-designer and co-facilitator*

The FUSION Indigenous Design Lab project involved the design, co-creation and facilitation of two new innovation labs for Indigenous students that blended Indigenous Wisdom Teachings and traditional practices with an established innovation lab process, Theory U. Both programs were held in the Fall Term of 2021 and focused on undergraduate students. One program was held at the University of Saskatchewan for Indigenous women students and the other at Memorial University where the program was co-ed. The inquiry questions in this lab were: What does a bright, strong future look like for us and what do we need to realize it? How do we heal the past to build this future? The aim of the program was to ground Indigenous students in traditional knowledge and practice as a foundation for developing career resilience. An evaluation report is available upon request.

## Concordia U.lab Social Innovation Hub 2016-2019

### *Founder and Co-Facilitator*

Initiated in 2016, the Concordia u.lab Social Innovation Hub is a laboratory learning space that blends undergraduate & graduate students, staff, faculty, and members of the local community as co-learners in social innovation. Each Fall term for four consecutive years, the community met weekly to engage in the u.lab educational process, connecting transformative learning to action in service of society. Embedded in the Concordia Hub is the course *AHSC 498 Leadership Change and Social Innovation* offering undergraduate students the opportunity to engage in learning communities and highly experiential learning methodologies.

Our action research program focused on exploring:

- the nature, process and outcomes of transformative education
- the necessary conditions for forming a generative learning community
- the development of learning structures that enable people to self-organize in meaningful ways
- models for collaboratively sourcing classroom knowledge

## Publications

### Academic Publications

- Pomeroy, E. (2024). Living Theory: From Lewin to Scharmer. *Organization Development Review*, 56(3).
- Scharmer, O. & Pomeroy, E. (2024). Fourth Person: The Knowing of the Social Field. *Journal of Awareness-Based Systems Change*, 4(1), 19–48 (Invited Article).
- Pomeroy, E., Centeno, D., da Rosa, C., Galdames, V., Pastorini, L., Saponara, J., & Suniata-Miranda, M. (2023). Ecosystem Activation in Latin America : Embracing the Complex Edges of the System. *Journal of Awareness-Based Systems Change*, 3(2), 251–265. <https://doi.org/10.47061/jasc.v3i2.6951>
- Pomeroy, E., & Herrmann, L. (2023). Social Fields: Knowing the Water We Swim in. *The Journal of Applied Behavioral Science*, 0(0). <https://doi.org/10.1177/00218863231174957>
- Pomeroy, E. & Bernardi, N. (2021). Tending the social field in higher education. In O. Gunnlaugson & W. Brendel (Eds.). *Advances in Presencing, Volume III*. Trifoss Business Press.
- Pomeroy, E. & Oliver, K. (2021). Action confidence as an indicator of transformative change. *Journal of Transformative Education*, 19(1): 68-86. <https://doi.org/10.1177/1541344620940815>
- Pomeroy, E., Herrmann, L., Jung, S., Laenens, E., Pastorini, L. & Ruiters, A. (2021). Exploring action research from a social field perspective. *Journal of Awareness-Based Systems Change*, 1(1): 105-117. <https://doi.org/10.47061/jabsc.v1i1.676>
- Scharmer, C. O., Pomeroy, E. & Kaufer, K. (2021) *Awareness-based action research: Making systems sense and see themselves*. In D. Burns, J. Howard, & S. Ospina (Eds). *The SAGE Handbook of Participatory Research*. London: SAGE Publishing.
- Pomeroy, E. & Oliver, K. (2018). Pushing the boundaries of self-directed learning: Research findings from a study of u.lab participants in Scotland. *International Journal of Lifelong Education*, 37(6): 719-733. <https://doi.org/10.1080/02601370.2018.1550447>
- Gavin, J., Pomeroy, E., McBrearty, M. & Cullen, M. (2017, July) *Walking the talk: Are professional coaches' beliefs, theories and actions aligned with principles and practices of positive psychology?* Poster session presented at the International Conference of Positive Psychology, Montreal, Canada.
- 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.

## Editorials – Journal of Awareness-Based Systems Change

- Koenig, O., Pomeroy, E., Seneque, M., & Scharmer, O. (2024). Awareness-Based Systems Change: Prototyping the Third Option. *Journal of Awareness-Based Systems Change*, 4(1), 1–10. <https://doi.org/10.47061/jasc.v4i1.8177>
- Koenig, O., Pomeroy, E., Seneque, M., & Scharmer, O. (2023). Entanglements: Working With the Invisible Dimension of Systems Transformation. *Journal of Awareness-Based Systems Change*, 3(2), 1–10. <https://doi.org/10.47061/jasc.v3i2.7001>
- Koenig, O., Pomeroy, E., Seneque, M., & Scharmer, O. (2023). Awareness-Based Systems Change: Embedding in Place and Relationship. *Journal of Awareness-Based Systems Change*, 3(1), 1–8. <https://doi.org/10.47061/jasc.v3i1.6202>
- Koenig, O., Pomeroy, E., Seneque, M., & Scharmer, O. (2022). Journal of Awareness-Based Systems Change: ‘In-between’: The Dwelling Place of Our Time. *Journal of Awareness-Based Systems Change*, 2(2), 1–7. <https://doi.org/10.47061/jasc.v2i2.5143>
- Koenig, O., Pomeroy, E., Seneque, M., & Scharmer, O. (2022). Journal of Awareness-Based Systems Change: From duality to complementarity. *Journal of Awareness-Based Systems Change*, 2(1), 1-7. <https://doi.org/10.47061/jabsc.v2i1.3361>
- Koenig, O., Pomeroy, E., Seneque, M., & Scharmer, O. (2021). Journal of Awareness-Based Systems Change: Moving from Transactional to Relational. *Journal of Awareness-Based Systems Change*, 1(2), 1-7. <https://doi.org/10.47061/jabsc.v1i2.1972>
- Koenig, O., Seneque, M., Pomeroy, E. & Scharmer, O. (2021). Journal of Awareness-Based Systems Change: The birth of a journal. *Journal of Awareness-Based Systems Change*, 1(1):1-8. <https://doi.org/10.47061/jabsc.v1i1.678>

## Media Publications

- Pomeroy, E. (2022, July 31). Inner absencing [blog post]. *Field of the Future Blog – Medium*.
- Pomeroy, E. (2022, April 13). Social fields: Shifting the quality of our collective being [blog post]. *Field of the Future Blog – Medium*.
- Scharmer, O. & Pomeroy, E. (2020, October 7). Action confidence: Laying down a path in walking [blog post]. *Field of the Future Blog – Medium*.
- Scharmer, O. & Pomeroy, E. (2019, October 29). Social field resonance: How to research the deep structures of the social system [blog post]. *Field of the Future Blog - Medium*.
- Pomeroy, E. (2018, December 6). Why universities need homerooms. *The Conversation 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 no 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*.

## Media Interviews

- Pomeroy, E. (Discussion Participant). (2021, March). Spiritual disconnections: How have we given support to the disconnection of ourselves and adding to the spiritual disruption? In G. Sonetti (Host) Trust Collaboration Podcast, Politecnico di Torino, Italy.
- Pomeroy, E. (Interviewee). (2018, December). Why universities need homerooms. In S. Hurley (Host) Canada: voicED Radio.
- Pomeroy, E. (Interviewee). (2015, October) Work Place Innovation [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.

## Presentations & Workshops

- June 2024     *Weaving Lab*. Presentation (online): Fourth Person: The Knowing of the Field.
- April 2023     *Centre for Human Relations and Community Studies*. Webinar: Inner Absencing: Ghosting Ourselves in the Post-Pandemic Era. Online Workshop.
- Feb. 2023     *NICKEL (National Initiative on Capacity Building and Knowledge Creation for Engineering Leadership)*. Webinar: Inner work for purposeful action. Online Workshop.
- June 2022     *New European Bauhaus Conference, Spain*. Panel discussion participant (online): Where are the new learning spaces?
- May 2022     *Centre for Human Relations and Community Studies*. Webinar: Change Below the Water Line — Social Fields as a Key Leverage Point for Change. Online Workshop.
- Sept. 2021     *Sabacini University, Turkey*. Guest Faculty (online): AR607 Awareness-Based Action Research. Lecture: Social Fields as Leverage Points for Change.
- Nov. 2021     *Coaching Ourselves*, Montreal, QC. Guest Author (online): Launch of *Awareness-Based Systems Change: Planting Seeds for Change*, self-directed peer-group coaching module.
- April 2021     *Academy for Business in Society’s Knowledge into Action Festival*. Panel discussion participant (online): What do businesses and business schools need to learn?
- April 2021     *Spark the Change Montreal*, Montreal, QC. Keynote: Shifting the Social Field. Online presentation.



- April 2021 *2021 Integral Practitioner Convergence Conference*, Meridian University. Panel discussion participant (online): Awareness-Based Systems Change.
- Oct. 2019 *Engaged Learning Conference*, Mount Allison University, Sackville, New Brunswick. Workshop: Stepping into the Future of Education.
- May 2019 *Dialogues on Transforming Society & Self (DoTS): Shifts in Education and Learning*, Presencing Institute. Online presentation.
- March 2019 *University of Pittsburgh Invited Presentation*, Reinventing the 21<sup>st</sup> Century University for Co-Shaping Societal Transformation, with Otto Scharmer, Pittsburgh, PA.
- July 2018 *GALA International Summer School: Creativity and the Liberal Arts*, Montreal, QC. Workshop: u.lab: Exploring a social technology for innovation.
- June 2018 *SALTISE*, Montreal, QC. Conference Presentation: Blurring the boundaries between community and academia: The u.lab Social Innovation Hub at Concordia
- Jan. 2017 Centre for Teaching and Learning, Concordia University, 5<sup>th</sup> Annual *Winterfest*, Montreal, QC.
- Showcase Presentation: “Getting out of the way” (Eva Pomeroy)
- Workshop: Community-Based Experiential Learning (T. Little, E. Pomeroy and K. Vaughan).
- June 2015 Community Health and Social Services Network (CHSSN) *Annual Retreat*, Quebec City, QC. Workshop: Leadership Competency Development: Adaptive Change.

### **Professional Training**

- 2020 (February) *Learning Histories as Developmental Evaluation*, Internal training for Presencing Institute, Facilitator: George Roth, MIT. On-line Training.
- 2019 (November) *SHIFT Social Innovation Centre Workshop for Social Innovation/Social Economy Professionals* (Invited Participant), Facilitator: Jodi Calahoo-Stonehouse, Indigenous Innovator in Residence, Concordia University.
- 2018 (Autumn) *Seminar Series on Decolonizing and Indigenizing the Academy*, Facilitator: Donna Goodleaf, Director, Decolonizing Curriculum and Pedagogy, Concordia University

- Indigenous Worldviews, *August*
- Iakwahwatsiratátie, “Our Families are Continuing”: A Successful Kahnawake Community Based Education Model in Indigenous Language and Cultural Revitalization, *November*
- Learning Through a Kanien’kehá:ka Worldview: A Community-Based Education Model in Food Sovereignty and Ecological Sustainability, *December*

2017 (November) *Presencing Institute Foundation Program*, Presencing Institute, Boston, MA.

2015 (November) *Flawless Consulting I*, Design Learning. Online.

2014 (June) *Leading from the Emerging Future: From Ego-system to eco-system*, Otto Scharmer & Arawana Hayashi, Omega Institute, Rhinebeck, N.Y.

2009 (Autumn) *Mindfulness-Based Stress Reduction (MBSR)*, Dr. Joe Flanders, Mindspace, Montreal, QC.

2005 (June) *Open Systems Theory*, Merrelyn Emery, Centre for Human Relations and Community Studies, Montreal, QC.

2002 (October) *Group Process Consultation*, National Training Laboratories, Alexandria, Virginia.

2000 (April) *Introduction to Transactional Analysis*, Fellside Centre, Kendal, UK.