

# EILEEN M. MCGOWAN, Ed.D.

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## EDUCATION

**Harvard University** *Cambridge, MA*  
Graduate School of Education *June 2004*  
Ed.D. Administration, Planning and Social Policy  
Concentration: Higher Education Administration

*Thesis:* Focused on junior/senior faculty formal mentoring programs in higher education constructed to bring a diverse pool of applicants to tenure. Developed a descriptive theory of relationship development and functioning.

Graduate School of Education *Cambridge, MA*  
C.A.S. Administration, Planning and Social Policy *June 1999*

Graduate School of Education *Cambridge, MA*  
Ed.M. Individualized, focus on Adult Development *June 1998*

**Boston College** *Chestnut Hill, MA*  
M.Ed. Special Education *November 1973*

**Newton College of the Sacred Heart** *Newton, MA*  
B.A. Psychology *May 1972*

## EXPERIENCE

Current **Spencer Research Training Grant Coordinator** *September, 2005-Present*  
**Director of the Field Experience Program**  
**Director of Doctoral Student Professional Development**  
**Lecturer on Education**  
**Harvard Graduate School of Education** *Cambridge, MA*

Consulting **Principal** *2000-*  
*2005*  
**Mentoring Strategies Consulting Firm** *Wellesley, MA*  
Consulting to urban school systems, higher education programs, non-profit and for-profit organizations. Focus on the leadership development of high potential administrators and executives through the creation of effective mentoring programs. Selected clients include the following:

**Harvard Graduate School of Education, Dean's Office, Cambridge, MA**

**Boston Public Schools, Boston, MA**

**Tufts University, Jean Mayer USDA Human Nutrition Research Center  
On Aging, Boston, MA**

**Harvard's Urban Superintendent's Program, Cambridge, MA**

**Harvard's Principals' Center, Cambridge, MA**

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**New Leaders for New Schools, New York, Chicago, San Francisco**

**Cambridge Chamber of Commerce, Cambridge, MA**

**Par Exel Corporation, Waltham, MA**

Teaching

**Instructor** 2005  
**Harvard Graduate School of Education** Cambridge, MA  
S530: Mapping Out and Writing a Critical Literature Review

**Visiting Professor** Spring, 2005  
**Simmons Graduate School of Management,** Boston, MA  
Leadership and Gender in Complex Organizations

**Instructor** 2002  
**Harvard Graduate School of Education** Cambridge, MA  
The Listening Guide: A Voice-Centered Relational Methodology, within the Human Development and Psychology Department.

**Teaching Fellow** 2003  
Adult Development with Dr. Robert Kegan. Cambridge, MA

**Teaching Fellow** 2001-2002  
The Logic of Qualitative Research with Dr. Wendy Luttrell Cambridge, MA

**Teaching Fellow** 2000  
Interviewing in Context with Dr. Gil Conchas Cambridge, MA

**Adjunct Faculty, Supervisor of Graduate Student Teachers** 1991-1996  
**Lesley University, School of Education,** Cambridge, MA  
Taught multiple graduate level courses. Supervised graduate interns in five different certification patterns.

**Special Needs Teacher** 1973-1988  
**Hanover Public Schools** Hanover, MA  
Taught children with a wide variety of educational challenges. Mentored student teachers and managed support staff. Instituted parent support groups. Chaired administrative meetings. Collaborated with surrounding schools systems in the establishment of similar programs.

**Graduate Assistant** 1972-1973  
**Boston College Campus School** Chestnut Hill, MA  
Taught multi-handicapped children on a full time basis while a full-time graduate student.

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Research and  
Evaluation

**Director of Evaluation, HERS (Higher Education Resources Services)** *2004*  
Responsible for directing all program evaluations of the various components of this national non-profit organization. This includes the Summer Institute for Women in Higher Education Administration, The Institute for Administrative Advancement and the Management Institute in Wellesley.

**Evaluation Consultant,** *2000–2003*  
**HERS South Africa Mellon Foundation Grant**  
Conducted formative program evaluations (2000, 2001, 2002, 2003) and a summative program evaluation (2004) on a professional development program aimed at increasing the leadership capacity of mid-level women managers in higher education administration from South African Universities.

**Research Assistantship** *1999-2000*  
**Spencer Foundation Grant** *Cambridge, MA*  
Worked with Dr. Blake-Beard on a grant project entitled "Writing for Publication."

**Co-Researcher of FWA Mentoring Program** *1999-2000*  
**Financial Women's Association (FWA)** *New York, NY*  
Co-conducted a qualitative study of 15 mentoring pairs and program administrators, including archival study, participant observation, and in-depth interviewing.

**Team Evaluator: Masters Advising Program** *1998*  
**Harvard Graduate School of Education** *Cambridge, MA*  
Worked within a class research team to conduct a quantitative and qualitative evaluation of Master's Advising Program, included usage of questionnaire, interviewing and focus groups. Written and oral analysis presented to faculty.

**Formative Evaluator** *1996*  
**Harvard-Smithsonian Center for Astrophysics** *Cambridge, MA*  
Annenberg CPB Program for Math and Science  
Conducted a formative evaluation of a PBS television series for science educators and parents. Addressed issues of program appeal, comprehensibility, impact/motivation and promotion/marketing. Results presented to WGBH, Boston.

Management

**Director of Staff and Curriculum Development** *Summers 1998-2000*  
**Lesley University, Summer Compass Program** *Cambridge, MA*  
Constructed and implemented a collaborative program between Lesley College and the City of Cambridge in which mentor teachers were hired and paired with graduate interns. Program provided a summer educational experience for hundreds of Cambridge school children.

AWARDS,  
GRANTS

Harvard Dissertation Support Fund *2003-2004*  
Harvard Graduate School of Education, Advanced Doctoral Grant *2002-2003*  
Amy Segal Feminist Foundation Fellowship Award *2002-2003*  
Qualifying Paper, Passed with Distinction *2001*  
Dissertation Proposal, Passed as a Model *2001*  
Spencer Foundation Training Grant *2000-2001*

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Harvard Graduate School of Education Grant  
Boston College, Full Fellowship

1998-2000  
1972-1973

### PRE SENTATIONS

- Association of College and Research Libraries, Boston, MA  
ALA Mid-Winter Meeting  
“Mentoring as a Leadership Strategy” *January 14, 2005*
- MAWE Conference, Bentley College, Waltham, MA  
“Lift as We Climb: Mentoring Matters” *October 29, 2004*
- The Conference Board, New York, NY  
“Productivity and Knowledge Transfer Issues in a Multigenerational Workforce” *October 22, 2004*
- Simmons College Leadership Day, Boston, MA  
“Mentoring for Leadership in Higher Education” *November 1, 2003*
- New England Board of Higher Education: Science Network at M.I.T  
Cambridge, MA  
“The Fundamentals of Effective Mentoring” *October 4, 2003*
- Committee on Mentor Leaders, HGSE, Cambridge, MA  
“The Benefits and Challenges of Formal and Informal Mentoring Relationships” *March 5, 2003*
- ACRL/New England Chapter Spring 2003 Conference  
Cambridge, MA  
“Mentoring: A Tool for Personal and Professional Development” *March 24, 2003*

### PAPER PRESENTATIONS

- Urban Superintendent's Program, Cambridge, MA  
"Texts and Contexts of Reciprocity: Five Models of Mentoring" *June 2, 2001*
- Academy of Management Conference, Toronto, Canada  
“Reflexivity in Research” *August 5, 2000*
- American Educational Research Association Conference, New Orleans, LA  
“Insights from Multiple Perspectives: Reflections on a Formal High School Mentoring Program” *April 26, 2000*
- University of Michigan:  
Interdisciplinary Committee on Organizational Studies Seminar Series, Ann Arbor, MI  
“Insights from Multiple Perspectives: Mentor and Protégé Reflections on a Formal High School Mentoring Program” *November 17, 2000*
- HGSE Student Research Conference, Cambridge, MA  
“Mentors as Mirrors: Who is Reflected?” *February 25, 2000*
- SPSP Division of American Psychological Association, Nashville, TN *February 5, 2000*

“Connections in Contrast: Benefits and Challenges in Formal Mentoring”

FWA Executive Board Presentation, New York, NY  
Report of Preliminary Findings on the FWA Formal Mentoring Program

*January 5, 2000*

Urban Superintendent’s Program, Cambridge, MA  
“Mentors and Interns: Assessing the Internship and Taking It to the Next Place”

*December 9, 2000*

Urban Superintendent’s Program, Cambridge, MA  
“Formal Mentoring as a Catalyst for Successful School-Business Partnerships”

*December 3, 1999*

## BOOK CHAPTERS

O’Neil, R., Blake-Beard, S., and McGowan, E. (in press). Blind dates? The importance of matching in successful formal mentoring relationships. In B.R.Ragins and K.E. Kram (Eds.) Handbook of Mentoring. Thousand Oaks, CA; Sage Publications.

Kegan, R., McGowan, E., Stone, E. (in press) A constructive-developmental theoretical approach to mentoring relationships. In B.R.Ragins and K.E. Kram (Eds.) Handbook of Mentoring. Thousand Oaks, CA; Sage Publications.