

# KATY DE LA GARZA, Ed.D.

## EDUCATION

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**COLUMBIA UNIVERSITY, Teachers College**, New York, NY

*Doctorate in Education (Ed.D.)* in International Educational Development– May 2014

**Dissertation Title:** *Mentorship in Rural and Indigenous Schools: Perspectives from Guatemalan Teachers*

**COLUMBIA UNIVERSITY, School of International and Public Affairs**, New York, NY

*Master of International Affairs* in Economic & Political Development (EPD) – December 2002

**GEORGETOWN UNIVERSITY, School of Foreign Service**, Washington, DC

*Bachelor of Science in Foreign Service* in Comparative Studies of Latin America and Europe- May 1998

## RELEVANT WORK EXPERIENCE

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**School of International Training, International Honors Program (SIT/IHP)**

*Academic Dean*

*June 2018-June 2020*

*Program Director for Social Innovation: Entrepreneurship, Design and Development*

*June 2016-2018*

- Manage academic direction and administration of multi-country, comparative study abroad program focused on social innovation, entrepreneurship, technology, design and social change for undergraduate students from US colleges.
- Headed launch of new social entrepreneurship study abroad program that goes to San Francisco, Uganda, India and Brazil: *developed conceptual framework and vision with core team; re-designed academic coursework, syllabi, curriculum and experiential learning cycles; coordinated selection of country partners for site visits and guest lectures; hired traveling teams and local faculty.*
- In charge of constant re-design and adaptations of syllabi for academic coursework in response to current events, theoretical developments, research and trends in literature, concepts, funding, and tools.
- Responsible for effective management, execution and reporting of four country budgets in collaboration with country coordinators, and SIT Finance and Operations teams.
- Lead selection, management, performance reviews, mentoring and training of interdisciplinary and cross-cultural team that includes country coordinators (who in turn manage local teams of faculty, program assistants, translators, and homestay coordinators), traveling team members (Faculty and Fellow), and SIT Vermont support staff.
- Actively involved in “program enhancement plan” to increase student enrollments by working closely with SIT Academic Affairs Committee, Marketing, Admissions, Students Affairs, University Relations, IHP Advisory Board, IHP Dean, IHP Senior Advisor and Alumni.
- Participated in visits to SIT sending schools with University Relations teams to educate study abroad offices about IHP and the Social Innovation program.
- IHP Representative on SIT Governance Committee, focusing on Program Affairs, where we collaborate with SIT colleagues, departments and offices to strengthen SIT Study Abroad policies and procedures.

**TELEVISA FOUNDATION (TF)**, New York, NY

*July 2014-May 2016*

*Strategy and Innovation Officer*

- Coordinated development of annual strategic plan with Executive Director and team members in Mexico.
- Supervised execution of 4 main lines of work that provide educational opportunities for Hispanics: Early Childhood Education, English Language Learners (ELLs), Youth and Family Empowerment, and Culture.
- Led Early Childhood Education strategy activities with Bezos Family Foundation’s Vroom program, TV producers and editors, media talent, social media developers and TF legal team.
- In charge of creation and diffusion of *Think About It - Deferred Action for Childhood Arrivals (DACA)* ([www.thinkaboutit.us](http://www.thinkaboutit.us)) public awareness campaign in coordination with TF and Grupo Televisa teams

(digital, legal, communications, and marketing), service providers, strategic partners and donors (Gates Foundation and Carnegie Corporation of NY).

- Launched public awareness campaign TECHNOLOchicas ([www.technolochicas.org](http://www.technolochicas.org)) that inspires Latina youth and families to consider careers in technology, together with TF partners Apple, EMC2, Google, Microsoft, NCWIT and Univision.
- Conducted initial assessment to launch the entrepreneurship program *Posible US*, based on the foundation's successful program in Mexico ([www.posible.org.mx](http://www.posible.org.mx)).
- Responsible for development processes, educational contents, analytics, monitoring, assessments and launch of five digital platforms that teach English, Spanish, Math and Coding ([www.aprendeconelchavo.com](http://www.aprendeconelchavo.com))
- Led creation and production of free massive on-line course (MOOC) for teachers of English Language Learners (ELLs) together with Coursera and Arizona State University.
- In charge of design and execution of pilot program to evaluate a free online English language course targeted for Hispanic and Latino ELL populations.
- Responsible for donor relations, cultivating partnerships, grant writing and reporting.
- Liaison between TF legal, administrative and program teams in Mexico and U.S. partners.

### **EDUCATION QUALITY SUPPORT PROGRAM - GIZ, Guatemala**

*Consultant*

*June 2011 & April 2013*

- Designed and led workshop with pedagogical mentors from University of San Carlos' Program for Teacher Professional Development (PADEP/D) to analyze program's mentorship component, its rationale, objectives, contents, participants, initial training, and future.
- Presented findings, proposed indicators for evaluation and recommendations to management team.
- Evaluated education project *Training of Female Youth Leaders as Promoters of Community Development* which taught life skills to 300 out-of-school indigenous women (ages 14-25).
- Adjusted evaluation design and data collection instruments to strengthen project's methodology, content and indicators while providing feedback and recommendations to PACE and Organization for Educating Girls to make program and curricular changes to more effectively target rural indigenous women's needs.
- Carried out training sessions on gender equality, SWOT analysis with project staff, and interviews with project participants to understand reasons for dropping out of school and seek alternatives for retention.

### **EMERGE CENTRAL AMERICA FUND - Aureos Capital, San José, Costa Rica**

*February-August 2010*

*Coordinator of Technical Assistance Facility*

- Restructured Technical Assistance (TA) Facility - which supported 10 small and medium size enterprises - to execute \$1.8 million in value added ESG strategies to support investee companies and leadership teams' professional development.
- Aligned TA legal agreement goals with donor expectations (FMO, NORFUND, IADB/MIF) and investee companies' needs to reduce environmental, social and security risks.
- Carried out SWOT analyses, meetings with company boards and designed technical assistance proposals for 6 investee companies to mainstream workplace social corporate responsibility.
- Designed 2-year training leadership development program for investee management teams in strategic management, finance, marketing, and leadership to achieve company goals.
- In charge of hiring consultants, drafting scope's of work, monitoring budget and deliverables.

### **THE NATURE CONSERVANCY (TNC), Costa Rica**

*Interim Country Program Director*

*January 2009- January 2010*

- Responsible for oversight of Country Program Office with 42 staff members, 6 programs and 4 supporting offices.
- Directly supervised and mentored 7 program managers and grants staff to secure teamwork and alignment of program objectives, conservation strategies, and planning with local, regional and global TNC goals.
- Oversaw annual strategic plan development and decision making for the use of \$2 million annual program budget to reach organizational mission and objectives.

- Worked with Grants Team in identification, selection, capacity building and management of 50+ grants given to ecotourism related social businesses and civil society partners.
- Coordinated Final Report for the Gordon and Betty Moore Foundation's \$8 million grant to the Osa Peninsula Program together with program staff, 24 local partner organizations and government officials.
- Prepared technical reports to share best practices on strategic partnerships, innovative conservation projects and program impact with TNC headquarters and international programs.
- Promoted knowledge sharing events with TNC staff and national partners to strengthen communication, understand TNC's mission, and foster relationship building.
- Led contingency plan to decrease budgets by 40% and reduce staff in direct coordination with Finance, Human Resources and Central America Operating Unit (CAMOU).
- Coordinated fundraising strategy, events, trips and reports for US based donors to Costa Rica Program.
- Responsible for preparing weekly manager meetings, monthly Costa Rica Program meetings and creating professional development and team building workshops.

*Director of Site Programs*

*July 2007- December 2008*

- In charge of strategic plan and budget execution of four conservation site programs and two cross-sectorial programs: (1) Policy & Enabling Strategies and (2) Partnerships & Institutional Strengthening.
- Supervised 6 program managers and carried out annual 360 performance appraisals which focused on finding innovative solutions to meet strategic plan goals and creating a team culture of collaboration.
- Responsible for securing grant awards' alignment with program components, indicators and targets.
- Oversaw consultants hiring and scopes of work, while monitoring deliverables and program impact.
- Secured fluent and effective coordination amongst conservation sites, grants, policy, partnerships and institutional strengthening, finance, and operations programs' cross-functional teams to elaborate annual work plan and communicate results.

**U.S. PEACE CORPS, San José, Costa Rica**

*July 2005 – July 2007*

*Program Manager/ Rural Community Development Program (RCD)*

- Supervised, mentored and developed work plans with 60 volunteers in 55 rural communities to ensure meeting annual program objectives while securing their well-being.
- Carried out 100+ community meetings together with local leaders to explain program objectives, develop future volunteer work sites, identify projects and create awareness of opportunities.
- Closely collaborated with Safety and Security, Health, Training and Development teams to assign volunteers to sites where her/his competencies and skills would most benefit community goals.
- Trained volunteers in main program components: Organizational Development, Economic Opportunities, and Education to familiarize them with context, issues and participatory methods.
- Held strategic planning workshops to evaluate RCD Program recruiting, training, goals and framework together with volunteers, Peace Corps Costa Rica and Washington D.C. staff.
- Created program partnerships with Ministry of Education, Ministry of Finance, NGO's and private sector collaborators for program component trainings.
- In charge of elaborating and monitoring Program Plan indicators in collaboration with team members.
- Led pre-service training sessions on creation and execution of rural community development projects; implementation of community assessment tools; participatory methodologies; project evaluations; SWOT analyses; and fundraising proposal writing to support volunteer's community organizations.

**PRO MUJER MEXICO (PROGRAMS FOR WOMEN), Hidalgo, Mexico**

*April 2003- June 2004*

*Manager of Client and Staff Services*

- Responsible for beginning and supervising operations of services in 15 loan centers throughout Hidalgo to expand and adapt original Peruvian and Bolivian Pro Mujer micro credit, health and business education training models.
- Supervised and mentored 42 field staff who in turn worked with 10,000 women clients to grant appropriate loan amounts, training services and capacity building workshops to secure sustainable program growth.

- Designed curriculum staff training and professional development programs, created manuals for financial and non-financial services, and lead training of trainers' workshops.
- Led curricular development team in the design of workshops for women clients and their families in business development, preventive healthcare, life-skills and empowerment.
- Developed local and national partnerships with Mexican government offices and NGOs to provide health, education and other non-financial services for women and their children.
- Coordinated donor stewardship and visits to secure adequate funding and reach financial sustainability.
- Participated in bi annual Mexican Board meetings for strategic planning, transparency and accountability.

## **TEACHING & ACADEMIC EXPERIENCE**

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### **COLUMBIA UNIVERSITY, New York, NY**

*Teaching Associate: Institute for Research in African-American Studies* *January- May 2014*

- Assisted Professor Gary Okihiro in teaching History of U.S. Race Relations to 23 undergraduate students.
- Responsible for grading weekly blog assignments, midterm and final papers.
- Reviewed student evaluations and provided recommendations for changes in syllabus.

*Teaching Associate: Center for the Study of Ethnicity & Race (CSER)* *September – December 2013*

- Assisted Professor Gary Okihiro in teaching core course Introduction to Comparative Ethnic Studies/ Third World Studies to 200 students.
- Led weekly discussion group for 20 undergraduate students to analyze readings, explore response papers and clarify concepts and debates.
- Graded weekly assignments, midterm and final papers and provided mentorship and guidance to students.

*Teaching Assistant: Teachers College* *September 2011-August 2012*

- Assisted Professor Regina Cortina in session development and setup of student electronic platform for courses Gender, Education & International Development and Education Across the Americas, each with 20 graduate students.

*Peer Advisor: Teachers College* *June 2011-August 2012*

- Advised 150 Master's students from Comparative and International Education (ICE) Program in coursework choice, academic concentration selection and career planning.
- Held program workshops on Master's thesis writing including sessions on literature reviews, conceptual frameworks, methods and data analysis.
- Assisted in development of initial and on-going program orientation sessions, materials and guidance for 100 new students.

### **UNIVERSITY OF COSTA RICA, San José, Costa Rica**

*August – December 2000*

*Adjunct Professor at School of Political Science*

- Taught course "Politics and International Affairs II" to 35 second year undergraduate students to provide them with policy analysis skills through case studies.

### **WORLD TEACH, Harvard Institute for International Development, Shanghai, China** *May-August 1998*

*Teacher at Shanghai Middle School, Volunteer Program*

- Taught Contemporary History of Western Civilization and English to 25 Chinese students.

## **PUBLICATIONS**

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Cortina, R. & de la Garza, K. (Eds.) (2015). *Educación, pueblos indígenas e interculturalidad en América Latina*. Quito, Ecuador: Ediciones Abya Yala.

de la Garza, K. (2015). Potencial del acompañamiento pedagógico: perspectivas de docentes rurales guatemaltecos. En R. Cortina & K. de la Garza, K. (Eds.) *Educación, pueblos indígenas e interculturalidad en América Latina*. Quito, Ecuador: Ediciones Abya Yala.

de la Garza, K. (2016). Pedagogical mentorship as an in-service training resource: perspectives from Guatemalan rural and indigenous schools. *Global Education Review*, 3(1). 45-65.

Ginsburg, M., Bermeo, M., de la Garza, K., & Desai, K. (2012). Multilogue on the Preparation, Practice, and Politics of Teachers. In M. Ginsburg (Ed.) *Preparation, Practice and Politics of Teachers: Problems and Prospects in Comparative Perspectives*. Rotterdam, Netherlands: Sense Publishers.

## **SKILLS**

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**Languages:** Spanish native speaker, fluent in English and Italian.

**Computer Skills:** Microsoft Office (Word, Power Point and Excel), SPSS.