

Director, Center for Learning in Practice, Carey Institute for Global Good

Diana's career has been devoted to addressing issues of access and equity in education. Her focus is on organizational learning that simultaneously improves individual performance and organization impact, with a particular interest in how digital approaches can deepen learning.

Diana has held leadership positions in state, city, national and international organizations and has worked on education policy, planning, program development and research. In 2001, she formed her own social learning design company and lead the development of the first platform specifically for teacher reflective practice.

Topics covered by Diana's publications include Gender Equity; Social Innovation; On-Line Communities of Practice; Human Resource Development; Pedagogy in Higher Education; Educating Educators; Learning Organizations and Organizational Learning.

Some of Diana's publications include the book "[Taking College Teaching Seriously: Pedagogy Matters! Fostering Student Success Through Faculty-Centered Practice Improvement](#);" "[Learning Our Way Through Welfare Reform](#)" in *Policy & Practice of Public Human Services*; and the forthcoming article "Making The Case for Sustainable Learning: Action for Teachers of Teachers of Refugees" in *Knowledge Management for Development Journal*.

She earned both a Masters and Doctorate in Education from Teachers College Columbia University and a Masters in Social Work from The University of Connecticut.

As an undergraduate, Diana was an International Baccalaureate (IB) student. Along with her doctoral work, it was one of the most important experiences of her life.