**Linda Banks-Santilli, Ed.D.**

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## EDUCATION

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| Ed.D. Teaching & Learning, Harvard University, Cambridge, MA |  |
| M.A. Counseling Psychology, Lesley University, Cambridge, MA |  |
| B.S. Early Childhood, Special Education, Wheelock College, Boston, MA |  |
| **PRINCIPAL LICENSE** |  |
| MA State Principal/Assistant Principal License PreK-6 and 5-9, #270268-active |  |
| Former licenses: early childhood (K-3), Special Needs (PreK-9), Guidance Counselor (PreK-9) |  |

## ADMINISTRATIVE LEADERSHIP

***Associate Dean for Academic Affairs*** 2018-Present

Wheelock College of Education and Human Development

Boston University, Boston, MA

* Oversee the Professional Preparation Office that includes the director, the associate director of field education, the licensure officer, and the administrative coordinator
* Manage the Office of Data & Enrollment Management that includes the registrar, the assistant registrar, and the administrative coordinator and ensure that the office is operating effectively and efficiently
* Supervise and collaborate with the Director of the Undergraduate Program and the Director of Doctoral Programs
* Developed a centralized service model to support field-based education in education, child life, applied human development, counseling and psychology, and youth justice and advocacy
* Led faculty committee that developed new Bachelor of Science degree in Education & Human Development
* Liaise with the Office of Distance Education to support the conversion of face-to-face courses to online and to develop new online courses and programs
* Promote continuous improvement for educator licensure programs to ensure compliance with MA Department of Elementary and Secondary Education (DESE); initiate evidence-based practices relevant to license levels
* Oversee semester and summer course scheduling, academic policy development, and curriculum approval processes
* Ensure academic program quality and promote theory-practice connection across undergraduate and graduate degree programs
* Establish partnerships with school districts and develop shared criteria for field sites
* Carry-out strategic plan goals and objectives related to teaching, scholarship, and knowledge-generation
* Evaluate and assess academic programs, program supervisors, and supervising practitioners
* Collaborate with the Associate Dean for Student Services to review students’ semester academic standing and to provide support services to students in need
* Serve on the College’s Leadership Team, Deans’ Council, Academic Affairs Committee, and Academic Review Committee
* Review and approve student petitions for course substitutions, waivers, incomplete grades, program transfers, requests for extensions to degree, dissertation committees, course equivalencies, and degree conferral
* Represent the College at the University’s, Undergraduate and Graduate Council meetings, and undergraduate and graduate assessment committees
* Oversee the College’s annual Learning Outcome Assessment Report submissions with the Director of Professional Preparation
* Review and approve college and university-wide academic program proposals
* Teach in the special education program: Introduction to Special Education, Pre-Practicum Seminar for Students in Moderate and Severe Disabilities, Autism Spectrum Disorder Minor, and the Minor in Emotional & Behavioral Challenges
* Taught Action Research Course for BU’s, Global Programs to educational leaders visiting BU-Wheelock from Saudi Arabia
* Developed MOUs with outside organizations and conferred with BU’s, General Counsel, to offer degree programs at off campus locations (the Landmark School, Prides Crossing, MA).
* Coordinated visits for faculty and staff to enhance cross-community collaboration (the SPARKS Center, Exploration “Explo”, and High Meadow Graduate School of Teaching & Learning.

***Dean for the School of Education, Child Life & Family Studies*** 2015-2018

Wheelock College, Boston, MA

* Provided administrative support for 7 departments; ensured the academic quality of 8 undergraduate, 20 graduate, 4 dual-degree, 3 minors, and 9 certificate programs in early childhood, elementary and special education, language and literacy, child life, social work, youth advocacy and non-profit leadership.
* Represented and promoted the research, scholarship, and practice of 55 faculty members within the school.
* Managed a budget of $6K; supervised seven direct reports: Associate Dean for Education, Educator Licensure & Data Management Assistant, Academic Project Coordinator, Associate Dean for Social Work, Leadership, and Policy, Assistant to Dean, Faculty Assistant, and Graduate Assistant.
* Established priorities for the school and reinforced them regularly at standing meetings and bi-annual retreats with department chairs and faculty; assessed progress through data collection focused on evaluation and continuous improvement of academic programs, field-based experiences, and related student services.
* Led the faculty in new program development that resulted in: Early Childhood Special Education Certificate, Math and Science Online Certificate Programs, Early Childhood Mental Health Certificate, Birth to 3 Graduate Degree Program, Autism Certificate, and Sheltered English Immersion (SEI) Endorsement by DESE.
* Served on the President’s Institutional Leadership Team
* Promoted technological innovation by hosting learning technologist and consultant; provided online learning essentials course for faculty; hosted Chief Innovation Officer for the State of Rhode Island, Richard Culatta as keynote speaker for the Earl Innovation Days: a two-day conference celebrating faculty innovators and technological integration in course delivery.
* Co-designed pilot with Educator Preparation Licensure Officer to revise the Massachusetts Tests for Educator Licensure (MTEL) preparation courses to increase pass rates and to decrease students’ time to degree completion; expanded enrollment to the Colleges of the Fenway (COF) that led to over $10,000 of new revenue.
* Assumed leadership roles at Convocation and Commencement; presided over conferral of degrees for undergraduate and graduate students within the School of Education and Child Life.
* Chaired the Academic Policy Committee
* Served on the Strategic Options Committee (SOC) with President and executive level trustees to explore partnership options that led to merger with Boston University.
* Organized trainings for DESE’s Candidate of Assessment (CAP) instrument used to assess and evaluate pre-service teachers and interns; provided information sessions for clinical faculty and community partners.
* Led faculty retreats and introduced faculty to state’s, Professional Standards for Teaching (PSTs) in educator licensure-programs.
* Represented the College and its programs externally at the Massachusetts Department of Education trainings and at annual meetings of the Council for the Accreditation of Educator Preparation (CAEP) and at the American Association of Colleges for Teacher Education (AACTE); appointed faculty members to represent the College locally at the Massachusetts Association of Teacher Education (MACTE).
* Collaborated with the Director for the Center for International Partnership and Programs (CIPP) to deliver academic programs in Singapore and in Barbados; identified faculty; conferred with international ministries of education; reviewed and approved, (in collaboration with co-deans), curriculum proposals from faculty; served on Santander Scholarship Committee that awarded funds to subsidize students’ international travel.
* Initiated a monthly problem-posing Supervision Support Group for clinical faculty who serve as program supervisors to student teachers and interns; hosted an expert panel titled: *How to get better at supervision: Providing explicit feedback that has a direct impact on student learning*; recruited teachers and principals from three surrounding districts and across multiple grade levels to share their expertise.
* Established a cross-institutional Graduate Advisory Council focused on creating graduate culture; examined the need for increased academic rigor, consistent research expectations across programs, expansion of service learning opportunities for graduate students, social programming, physical space needs, and participation in professional organizations; facilitated leadership process in which council members (staff and faculty) made final recommendations for change to the college President and to the Board of Trustees; produced written report.

 **Vice Presidential Responsibilities**

* Assumed the responsibilities of the Vice President for Academic Affairs and Chief Academic Officer in a distributed leadership model with the Dean of Arts & Sciences, and the Dean for the Center for International Programs and Partnerships, during a leadership transition
* Collaborated with college President, members of the institutional leadership team, and Co-Chairs of the Board of Trustees to enact the College’s strategic plan
* Represented Wheelock College at the Colleges of the Fenway (COF) meetings for Chief Academic Officers, Vice Presidents and Provosts; rotated responsibility among deans; attended the COF Leadership Institute on College Financials.
* Chaired the Promotion and Tenure Committee; clarified the process, ensured adherence to policies and practices in faculty handbook, communicated with external consultants, advised and supported tenure-track candidates, represented candidates to the President and to the Academic Affairs Committee of the Board of Trustees, arranged mentoring, reinforced consistency and upheld equity in regard to probationary periods; organized discussions for faculty on related topics such as engaged/community scholarship, and treatment of faculty of color in promotion and tenure process in higher education
* Initiated long-term academic planning and budget development process designed to expand faculty members’ institutional perspectives
* Participated in Diversity in Hiring Committee; made recommendations to senior leadership about structural barriers in recruitment process that decreased diversity of candidate pool.
* Served as liaison to Faculty Senate
* Worked in collaboration with co-deans and the Registrar to change course scheduling grid from one that was faculty-focused to one that was student-centered
* Worked with higher-education consulting firm, CREDO, to enact administrative efficiencies and to identify low-cost, higher-yield academic programs that reflect our mission.
* Co-led and hosted the 10th Annual Community Care and Dialogue: Promoting Quality in Early Education and Care that brought over one hundred early education and care professionals to the College to engage in dialogue with MA Education Commissioners, Tom Weber, Mitchell Chester, and Carlos Santiago.
* Co-led Academic Council with co-deans to clarify the role of department chairs and coordinators and to review compensation and course release policies in comparison to other institutions of higher education.

## FACULTY MEMBER & DEPARTMENT LEADERSHIP 2000-2015

***Department Chair*, *Elementary Education***

Wheelock College, Boston, MA

* Represented the faculty perspective to the deans and senior leadership team
* Scheduled courses and clinical supervision; organized accreditation process for key assessments; reviewed and updated college catalogue
* Led effort to improve the undergraduate pre-practicum experience.
* Hired adjunct faculty and supervising practitioners.
* Led monthly department meetings; attended Chairs & Directors meetings; served on Academic Council; contributed to long-range planning of programs.
* Monitored department budget.
* Participated in performance assessment initiatives.
* Held annual appreciation events to acknowledge faculty members’ contributions to the department, to students, and to professional research and scholarship.
* Collaborated with faculty member in special education department to co-design and develop the Integrated Elementary and Special Education (IESE) graduate degree program.
* Chaired search committee for four faculty positions

***Associate Professor with Tenure*** *2007-2015*
Department of Elementary Education, Wheelock College, Boston, MA

* Taught courses in the elementary education preparation program annually; combined clinical supervision with course load assignments.
* Taught undergraduate and graduate courses in educator preparation, curriculum design, special education, history of public education in the US, research methods, qualitative research design, and racial and cultural identity.

Course titles:

Practitioner as Researcher

Racial and Cultural Identities

Introduction to Elementary Teaching

Meeting Diverse Learning Needs

Impact of Special Needs on Learning and Development

Elementary Education Capstone and Portfolio Development

* Co-led, with 3 other faculty members, service-learning trip to New Orleans, LA; rebuilt homes in St. Bernard’s Parish that were destroyed by Hurricane Katrina; supported students’ research projects, collaborated with faculty at Tulane University; transported students to work sites; participated in processing and debrief sessions, visited the Living Museum.
* Co-wrote a First in the World (FITW) Federal grant to seek funding for first-generation college students programming.
* Designed a capstone process in which students completing their educator preparation program defended their knowledge, theory, and practice in relation to the Wheelock College educator standards and the professional standards associated with the state, CAEP and ACEI; modeled process after master’s and doctoral defense committees; students developed an e-portfolio, a series of philosophical essays, and evidence documents. Three faculty members (representing arts and sciences, education, and teaching practice) convened to review the portfolio and to engage the student in a question-and-answer session to assess readiness to graduate and exit the program.

***Assistant Professor, Department of Elementary Education***  2000-2007Wheelock College, Boston, MA

* Taught courses in the elementary education preparation program annually; combined clinical supervision with course load assignments.
* Taught undergraduate and graduate courses in the areas of elementary curriculum design, qualitative research, action-based research, and inclusive education.

Course titles:

Curriculum Design for Inclusive Elementary Education

Introduction to Inclusive Elementary Programs

Reflective Seminar for Elementary Education

Elementary Pre-practicum and Seminar

Children and Their Environments

Directed Research Seminar

Teacher as Researcher

Teaching and Learning in the Elementary Grades

Certificate of Advanced Graduate Study (GAGS) Analytic Paper

* Supervised interns in the Learning Teaching Collaborative (LTC) at the Devotion School in Brookline, MA. (LTC was a nationally recognized teacher preparation model and partnership between Wheelock College and the participating districts of Boston, Brookline and Cambridge, MA).

## EDUCATOR PREPARATION

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| ***Clinical Program Supervisor*** Wheelock College, Boston, MASupervised undergraduate and graduate pre-service candidates in the elementary licensure program completing student teaching practicums and internships in Boston, Cambridge, and Brookline Public Schools. |  |  |
| * Conducted teaching observations; provided written and oral feedback.
* Reviewed lesson plans.
* Held 3-way conferences with students and supervising practitioners.
* Reinforced MA Professional Standards for Teaching as well as the Wheelock College Educator Standards.
* Reinforced knowledge of content, theory-practice connection, differentiation, assessment and evaluation and behavior management.
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| **BOSTON PUBLIC SCHOOLS** 1986-1998***Behavior Specialist and Learning Adaptive Behavior Teacher***The Clarence Edwards School, Charlestown, MA* Directed program for children with emotional and behavior problems
* Collaborated with Department of Youth Services, Department of Social Services, Boston Juvenile Court and Department of Probation
* Participated in Student Support Service model meetings.
* Collaborated with consulting psychiatrist from Mass General Hospital, Boston and with faculty from the Harvard Graduate School of Education’s Risk and Resilience Program.
* Provided counseling for 20 children; communicated with parents and families
* Created strong student advising program
* Co-taught academic subjects with mainstream teachers to promote inclusionary practices
* Modeled management techniques for specialty teachers
* Worked with principal to sensitize school community to issues LAB students encountered daily and to change negative perceptions some faculty held about LAB students and their families.
* Served as supervising practitioner for Wheelock College student teachers earning their Moderate Disabilities Licenses.
* Created, “The Reading Gathering,” a community celebration and exhibition of students’ essays and poetry selections.
* Co-led “Kids’ Questions,” with consulting psychiatrist—a small-group counseling session
* Created reading collaborative with first-grade teacher at the Kent School
* Participated in the district’s Center for Leadership Development (CLD) Teacher Inquiry Group
* Participated regularly in School Site Council.
* Wrote grants to secure funding for new acquisitions in the school library
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| **First Grade Inclusion Teacher**The Oliver Wendell Holmes School, Dorchester, MA * Team-taught in inclusion model classroom
* Designed interdisciplinary curriculum units to facilitate learning.
* Served on review team for the development of the MA Curriculum Frameworks.
* Secured $5,000 CAST grant to provide technological services for adapting curriculum for special needs students.
* Participated in Mayor Menino’s Blue Ribbon Committee on physical space and its relationship to learning.
* Served as a supervising practitioner for Wheelock College students pursuing the elementary license.
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| ***Special Education Teacher: Learning Adaptive Behavior (LAB)***The Henry Dearborn School, Roxbury, MA * Taught reading and language arts to middle-school students, grades 6-8, with severe emotional and behavior problems due to early trauma and loss.
* Taught writing and self-expression through theatre arts, poetry, and hands-on curriculum focused on students’ cultural and linguistic backgrounds.
* Provided a surround care model in which academic learning was embedded within a social-emotional curriculum.
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| **COMMUNITY SERVICE**Middlesex Community College, Board of Trustees, Lowell, MA 2017-PresentThe Exploration School “Explo” Norwood, MA 2011-2019Horizons National at Lexington Montessori School, Board of Directors 2018-Present**SCHOLARSHIP**Banks-Santilli, L. (March 1, 2017). Living a double life. *Great Schools*  <http://www.greatschools.org/gk/articles/struggles-first-generation-college-students-face/>Banks-Santilli, L. (January 10, 2017). (Quoted in): Help First-Generation College Students Succeed by Samiha Khanna American Institute of Certified Public Accountants (AICPA) aicpa.org Banks-Santilli, L. (August 17, 2015). What does it take to become an elementary school teacher?  Not just passion [www.theconversation.com](http://www.theconversation.com).Banks-Santilli, L. (June 3, 2015). Guilt is one of the biggest struggles first-generation college students face. *The Washington Post.*Banks-Santilli, L. (June 2, 2015). Feet on campus, heart at home: first-generation college students struggle with divided identities. [www.theconversation.com](http://www.theconversation.com). Banks-Santilli, L. (February/2014). First-Generation College Students and Their Pursuit of the  American Dream*. Journal of Case Studies in Education.*Banks-Santilli, L. & Villegas-Reimers, E. (2013). First-Generation Students and Their Struggle to  Succeed. *Profiles in Diversity Journal*.McKibbens, D., Shainker, S., & Banks-Santilli, L. (2008). Wheelock College: Focus Child Assessment Project. In (Eds.) Wise, A., Ehrenberg, P., & Leibbrand, J. *It’s All about Student Learning: Assessing Teacher Candidates’ Ability to Impact P-12 Students*, National Council for Accreditation of Teacher Education, 203-212.Banks-Santilli, L. & de Almeida, J. (2008). *The Greenwood Encyclopedia of Children’s Issues* *Worldwide*. (Eds. Epstein & Villegas-Reimers) Central and South America, Chapter, 2, “Brazil.”Alkins, K., Banks-Santilli, L., Elliott, P., Guttenberg, N., & Kamii, M. (2006) Project QUEST: A Journey of Discovery with Beginning Teachers in Urban Schools. *Equity & Excellence in Education*, 39 (1), 65-80. Banks-Santilli, L. (2003) “Understanding the School Experiences of Six Learning Adaptive Behavior Students in a Boston Public Middle School” Harvard Graduate School of Education (Doctoral Dissertation). Banks-Santilli, L. (2000) “The History of the Learning Adaptive Behavior Program in the Boston Public Schools” Harvard Graduate School of Education (Qualifying Paper). |  |  |  |
| **PRESENTATIONS**Hawaii International Conference on Education, Co-Presented Session on “Teaching & Learning Practices to Affirm and Sustain A Positive Ethnic Identity Among Underrepresented Students of Color,” with Drs. Detris Adelabu, and Felicity Crawford, January 4, 2023.Hawaii International Conference on Education, Co-Presented Session on “First-Generation Student Success” with Dr. Detris Adelabu, January 4-7, 2020.Princeton University 1 Ivy First-Generation Conference, “Guilt: Soaring Past the Hidden Inhibitor of First-Generation Low-Income Success,” Invited Speaker, February 16, 2019.Academic Impressions Webcast, Co-Delivered Webcast with Dr. Detris Adelabu titled, “4 Essential Components of a First-Generation College Student Success Program,” April 20, 2018.Barbados Ministry of Education, Delivered Commencement Address for Students graduating from Wheelock’s Master’s Degree Program, July 2, 2016.Singapore Principals Matters Leadership Program; worked with the Center for International Programs and Partnerships at BU-Wheelock and BU’s Global Programs to support a leadership training program for Singapore Principals visiting Boston and learning about Early Childhood leadership models, October, 26-28 2016.Youth Speak: The Politics of Race, Gender, and Equity: Talk Back Session with US Supreme Court Associate Justice, Sonia Sotomayor; May 7, 2016.Simmons College, “Meeting the Needs of First-Generation College Students”, June 9, 2016**AWARDS**The Edward H. Ladd Award for Academic Excellence & Service, BU Wheelock College of Education & Human Development (2021)Distinguished Contribution to Alumni Award, BU Wheelock College of Education & Human Development (2020)The Gordan Marshall Fellowship for Research, Wheelock College, (2010)The Presidential Leadership Award, Wheelock College, (2000)The Conant Fellowship Award, Harvard University, Harvard Graduate School of Education (1998)The Golden Apple Award, Boston Public Schools, (1993)**PARTICIPATION IN PROFESSIONAL ORGANIZATIONS**

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| The Council for the Accreditation of Educator Preparation (CAEP)American Association for Colleges of Teacher Preparation (AACTE)American Education Research Association (AERA) |

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