

MIA SETTLES-TIDWELL

EDUCATION:

Doctor of Educational Leadership, Social Justice May 2021 California State University, East Bay
Dissertation: *At the Table Activism: Centering the experiences and elevating the voices of female administrators of color navigating historically white institutions while making institutional change*
Concentration: *Social Justice, Organizational Change Management, Equity, and Liberatory Praxis*

Master of Arts, Educational Leadership 2006 California State University, East Bay
Concentration: *Leadership Development, Building Community, Advocacy, and Agency*

Bachelor of Arts, Social Welfare 1992 The University of California, Berkeley
Concentration: *Community Empowerment, Administration, and Policy*

PROFESSIONAL EXPERIENCE:

Assistant Vice Chancellor/Chief of Staff Equity & Inclusion (E&I) 2016-Present University of California, Berkeley (Berkeley, CA)

University of California, Berkeley is a public research university and is the flagship campus of the University of California system enrolling over 40,000 students in undergraduate, graduate, professional, and advanced degree programs. UC Berkeley is rated as one of the most selective and prestigious public research universities in the world. UC Berkeley is also popularly known for its student-led activism, distinguished faculty, Free Speech Movement, pioneering the Disability Movement, establishing the first Basic Needs Center & Undocumented Students' Program, and establishing the first Division of Equity & Inclusion within the UC system.

Summary Job Description:

Reporting to the Vice Chancellor for the Division of Equity & Inclusion, serve as the strategic advisor to the Vice Chancellor; develop implementation plans for campus-wide diversity, equity, inclusion and belonging initiatives; provide strategic planning and advising to executive level committees, advisory boards and task forces; project-manage divisional strategic planning processes, conferences, workshops, retreats, and executive level meetings; develop and launch equity of experience programming to meet the needs of underrepresented and marginalized students, staff, and faculty; serve as UC representative to UC wide councils, boards, and committees; co-manage budget development processes of multiple funding sources for the Division of Equity & Inclusion; design and coordinate the implementation of donor awards, cultivation and engagement; manage over twenty staff; recruit, hire, develop, and conduct performance evaluations; prepare briefings and strategic recommendations on executive level and sensitive campus wide issues; coordinate, project-manage and write grants to increase revenue generation; draft communications for division and campus; model humility and high standards of performance, belonging and restorative justice practices; serve on the Vice Chancellor Core Team, Chancellor Advisory Board, Undergraduate Diversity Project, Independent Advisory Board for Police Accountability & Community Safety, Hispanic Serving Institute Task Force, African American Initiative Steering Team, Disability Strategy Team, Joint Budget Committee, Cost Recovery Work Group etc.

Major Accomplishments:

- *Developed campus wide guidance document for Recovery Management Team (COVID-19) with a lens for equity, inclusion, diversity, and belonging, as well as, mitigation of disparate impacts to marginalized groups.*
- *Developed Equity Based Budgeting guidelines and presented to the Joint Budget Committee.*
- *Developed Return to Campus with Equity guidelines as a response to post Covid-campus needs.*
- *Co-developed the website content and toolkit for a Creating a Healthy Virtual Environment.*
- *Co-authored several key campus reports with recommendations including but not limited to: Undergraduate Diversity Report--Campus Experience Work Group, Independent Advisory Board on Police Accountability & Community Safety, Roadmap to becoming a Hispanic Serving Institution; Disability Strategy Team Report.*

- *Successfully led a cross-departmental team and launched the release of the MyExperience Survey.*
- *Successfully organized and project-managed the grand opening of the Fannie Lou Hamer Black Resource Center, including drafting the MOU, renovating the center, and co-constructing the program model for the center with students, staff, and faculty.*
- *Negotiated a zero-based budgeting agreement between the Central Budget Office and the Disabled Students Program (2017-2020).*
- *Provided strategic guidance for the maintenance and monitoring of the Budget Development processes and established a value-based approach to executing a balanced operating budget and meeting budget reduction targets for the last 4 years.*
- *Successfully led the African American Initiative Steering Team, coordinated and inspired leaders to leverage their resources (human & fiscal) to meet the six goals of the initiative for Black students, staff, and faculty.*
- *Orchestrated the move of the Undocumented Students Program to a limited access space, as well as, convened meetings with the Cal 1 Card staff to ensure a smooth transition and relocation to their new space in Sproul.*
- *Developed the campus-wide protocol for responding to ICE raids on the U.C. Berkeley campus.*
- *Served as Strategic Advisory to the Chancellor and the Vice Chancellor of Equity & Inclusion on the Cabinet Advisory Team for the Reorganization of the E&I Portfolio.*
- *Served on the strategic planning team for the PromiseNet Conference 2019 at UC Berkeley.*
- *Successfully served on the President's Advisory Council on the Presence of African Americans in the U.C., U.C. Black Administrators Council, and established the campus Black Leaders' Collective.*
- *Co-developed and facilitated the Berkeley People Management course series on Leading for Equity & Inclusion.*
- *Provided strategic consultations to the HAAS Business School and to Data Science (Data 8) team on equity, inclusion, diversity, belonging and justice.*
- *Served as a co-executive sponsor of the Coalition of Ethnic Staff Organizations (CESO).*

Program Coordinator, Principal Leadership Institute July 2015-April, 2016 University of California, Berkeley (Berkeley, CA)

The Principal Leadership Institute is a professional program within the Graduate School of Education.

Summary Job Description:

Reported to the Director of the Principal Leadership Institute with the Graduate School of Education; coordinated the leadership outreach program of the Principal Leadership Institute (PLI); designed, conducted, promoted, and supported various equity-based educational programs for practicing educational leaders in the Bay Area and beyond; researched and assessed the educational needs and interests of various types of educational leaders in the United States and abroad such as teacher leaders, assistant principals, principals, and district office leaders; developed programs, material, technology and learning approaches that were customized to meet the needs of international constituencies; developed grant proposals to meet the objectives of the program.

Major Accomplishments:

- *Co-authored the California Elementary Mathematics & Science Professional Learning Initiative grant and was awarded \$500,000 in grant funding.*
- *Leveraged partnership and network with the Oakland Unified School District Superintendent to speak on behalf of the Principal Leadership Institute (PLI) to ensure the professional programs continued funding with the UC Regents.*
- *Increased the revenue generation opportunities and devised the strategy to support an autonomous program.*
- *Contributed to the research and policy field in collaboration with Faculty Coordinator and Program Director.*

- *Coordinated and built capacity of Leadership Connection Online (LCO) facilitators.*
- *Conducted the strategic data analysis to inform a needs-based approach to professional development, program offerings, financial sustainability and program viability.*

Chief of Operations & Associate Superintendent of Instruction & Operations July 2013-June 2015

Oakland Unified School District (Oakland, CA)

The Oakland Unified School District is a public school and the largest employer in Oakland, with over 4500 employees, 49,000 students and 118 K-12 and charter schools.

Summary Job Description:

Reported to the Superintendent of the Oakland Unified School District; Directed and supervised the activities of 10 organizational departments, executive staff, managers and professional staff; executed quality functional programs and efficiently managed a collective budget of over \$28M dollars; advised, established direction and made data-driven recommendations to the Superintendent to ensure effective operations, implementation and development of board policies, administrative regulations, and presentations; planned, designed and implemented programs, policies and procedures to provide equitable access to educational programs and operations; represented the Superintendent with authority on high-level task forces for short and long-term strategic planning; ensured effective documentation, implementation, evaluation, and communication of results; professionally developed executive level managers to establish and implement strategic initiatives and plans; provided analyses, recommendations, and briefings on emerging and anticipated issues; negotiated and addressed controversial matters, constituent inquiries, and influenced the equitable distribution of resources for students and communities; led cross-departmental collaborations to address system-wide issues and established improved procedures to ensure accountability and sustainability of District initiatives; monthly presentations and reporting to School Board of Education.

Major Accomplishments:

- *Successfully led a cross-functional team to develop the District-Wide Strategic Regional Analysis (SRA) of all 118 schools to inform equity-based decision-making regarding environmental, financial, and academic factors by the Superintendent and the Board of Education.*
- *Successfully led the Accountable School District Committee of 25 constituents across the city that made recommendations to the Superintendent regarding the equitable allocation of physical assets and financial resources.*
- *Developed the Equity-Based Budgeting System and the budget development handbook.*
- *Implemented a district-wide change management of methods and systems that resulted in over \$1M of net savings to the District.*
- *Served on the District Negotiation Team and provided input on the collective bargaining agreement.*

Regional Network Officer July 2010-June 2013--Oakland Unified School District (Oakland, CA)

Summary Job Description:

Reporting to the Chief Academic Officer; oversight of 25 schools from north to west Oakland; planned, designed and executed the annual professional learning institute for all school principals and assistant principals; planned, designed and executed the professional development for new school site leaders; co-led and designed central office leadership retreats; led and facilitated the operational activities for opening schools activities, summer projects, and instructional materials; hosted and supported the coordination of the central office linked learning experience for the high schools; advised and made recommendations to the Superintendent regarding implementation of policies and administrative regulations for K-8th grade schools; built the capacity of twenty-five elementary and middle school principals in increasing equity in resource allocation and high performance academic outcomes for a diverse student population; recruited, hired, and professionally developed school site leaders, both principals and assistant principals.

Major Accomplishments:

- *Led the change management effort to modernize our district-wide Results-Based Budgeting System to an Equity-Based Budgeting System for all Oakland schools; created the 2013-14 Budget Development Handbook.*

- *Created structures to reduce district audit findings in the areas of Attendance, Ratio of Administrators to Teachers (RAT), Facilities Inspection Tool (FIT) reports, and LCFF (Local Control Funding Formula) class size reduction.*
- *Successfully built the capacity of staff to facilitate attendance reviews at school sites; resulted in the reduction in attendance audit findings and sustainable systems of accountability.*
- *Created sustainable processes for responding to Voluntary Resolution Plan (VRP) to address disproportionality and track discrimination complaints.*
- *Establish a STEM Corridor in West Oakland; increased the enrollment in West Oakland Schools through intentional activities to promote school attendance and enrollment in neighborhood schools.*
- *Established partnerships with national and local partners in the STEM community.*

Elementary School Principal August 2006-July 2010 Oakland Unified School District (Oakland, CA)

Cleveland Elementary School is a small distinguished school in the Haden Heights area of Oakland. Cleveland is considered a slope school. It has a diverse student population with the majority of students being from the Asian American Pacific Islander (67%), immigrant communities and English Language Learners (50%), the next largest group is African American (15%), Latinx (10%), and White (8%). It is a 910+ Annual Performance Index school (API).

Summary Job Description:

Reporting to the Regional Network Officer; lead a team of teachers to develop curriculum, classroom and school culture conducive to meeting the school and district learning objectives; established equity-based after-school programs for equitable access for students aligned to the school day program; used data to measure all strategic actions and the outcomes for student achievement and policy development.

Major Accomplishments:

- *Co-constructed and implemented a school site plan that resulted in greater achievement for all students and closed the achievement gap between subgroups by 10% annually.*
- *Grew the school's Academic Performance Index (API) from 810 to 910 in 4 years.*
- *Established an effective English Language Advisory Committee, School Site Council and PTA.*
- *Increased student attendance rates and improved parent participation at the school site by 50%.*
- *Developed a parent seminar on educational systems and questions for parents to ask during parent-teacher conferences.*

Assistant Vice Principal August 2005-July 2006 Oakland Unified School District (Oakland, CA)

Montera Middle School is a 6th-8th grade middle school in the Montclair hills of Oakland.

Summary Job Description:

Reported to Principal; assisted the principal in professionally developing, organizing and nurturing a safe, socially sound work and learning environment that meets the needs of all students, staff and parents; led, directed, evaluated, and supervised 20+ teachers and staff; created effective parent, teacher, and student communications; managed budget and operations of academic enterprise and facilities; acted as principal during the principal's absence.

Major Accomplishments:

- *Decreased disproportionality in suspension rates of African-American and Latino students by 25% and increased instructional time for students by 25%.*
- *Led the coordination and designed professional development efforts for new teachers.*
- *Instituted Saturday School model and a middle school test preparation course for struggling 6th-8th grade students.*
- *Increased API from the 700s to 800s in one-year.*

Pre-school, K-5 and Middle School Teacher August 1992-July 2005 Oakland Unified School District (Oakland, CA)- Laurel Child Development Center (Pre-K) & Montera Middle (6-8) and West Contra Costa Unified School District--Coronado Elementary (K-5th)

Summary Job Description:

Reported to the Principal/Site Supervisor; developed curriculum and provided direct instruction to Pre-K to 8th grade students over 13 years; managed classroom climate and created a classroom and schooling experience that was conducive to learning; executed Bloom's Taxonomy and differentiated instruction in a project-based learning environment; supported parents in understanding their rights and helped to educate parents about their child's growth and development.

Major Accomplishments:

- *Taught struggling students how to read, write and compute autonomously.*
- *Successfully taught students on the Spectrum-Asperger's syndrome and provided differentiated instruction that met the needs of a diverse student population.*
- *Developed projects for the entire 6th grade team at Montera and projects were leveraged as a model across the campus.*

PROFESSIONAL PUBLICATIONS & PRESENTATIONS

Settles-Tidwell, M. et.al., (2021). An anti-American ban on critique: A critical policy commentary on Trump's executive order on "Combating Race and Sex Stereotyping". Journal of Leadership, Equity & Research. Center for Leadership, Equity & Research (CLEAR).

Settles-Tidwell, M. (2021). *Keynote*. Voices Step-Up Program. Empowering women conference. Oakland, CA.

Settles-Tidwell, M. (2021). NavCal Course Lecture: *How to combat imposter syndrome*. Berkeley, CA.

Settles-Tidwell, M. (2021). Centering the voices of female administrators of color as at the table activists. California Association of Professors of Education Administration (CAPEA). Hayward, CA.

Dubon, O., Guterrez, K., Settles-Tidwell, M. et.al. (2021). Chancellor's taskforce on becoming a Hispanic Serving Institution. HSI Task force report. Berkeley, CA.

Bonville, J., Gorman, Y., Kao, J., Settles-Tidwell, M. (2021). *Webinar*. UCBAAC presents leadership reflections series: chief of staff. Oakland, CA.

Henrickson, B., Jackson, T., Settles-Tidwell, M. (2021). *Roundtable discussion*. Progress on the UC Berkeley African-American Initiative. Student Affairs Roundtable on Equity, Inclusion, and Belonging. Berkeley, CA.

Settles-Tidwell, M. (2021). *Lecturer*. Black brilliance: a brief discussion of Black women leadership in historically white institutions. UC Riverside Black Brilliance Course. Riverside, DA.

Settles-Tidwell, M. (2021). *Blog*. The credit SHE deserves. BeLONG University of California, Berkeley Athletics. Berkeley, CA.

Settles-Tidwell, M. (2021). *Keynote*. You are your ancestors' wildest dreams: African-American initiative scholarship reception. University of California, Berkeley, Berkeley, CA.

Grimaldo, C., Lee, S., Smith, C., Settles-Tidwell, M. (2020). *Panel*. Honoring women staff at Berkeley: 150th year women celebration at Berkeley. Berkeley, CA.

- Settles-Tidwell, M. (2020). *Equity & Inclusion: Recovery management guide to equity during COVID-19 pandemic*. Recovery Management Team. Berkeley, CA.
- Jones, N., Roberson, R., Settles-Tidwell, M. et.al., (2020). *Independent advisory board on police accountability & community safety*. Independent Advisory Board. Berkeley, CA.
- Cloud, K., Settles-Tidwell, M., White, L., (2020). *roundtable discussion*. Equity matters: leadership summit. Studio Ma. Phoenix, AR.
- Lee, S., Settles-Tidwell, M. (2020). *Webinar*. Work-life balance integration: learning to lean in and out. American Council on Education (ACE) NorCal Women's Network. Washington, D.C.
- Settles-Tidwell, M. (2020). *Webinar*. What does it take to be a chief of staff? University of California, Black Administrators Conference. Oakland, CA.
- Henrickson, B., Jackson, T., Leone, T., Settles-Tidwell, M. (2019). *Tricks of the trade: Launching an African-American initiative on UC campuses--an insider's view*. University of California Black Administrators Conference. Davis, CA.
- Settles-Tidwell, M. (2019). *Keynote*. Campus experience matters: how to prepare K-14 students for a historically white institution experience. Centers for Educational Partnerships & Office of Undergraduate Admissions Symposium. Emeryville, CA.
- Settles-Tidwell, M. (2019). *Lecturer*. Educational inequity an American education tragedy. Puente: Innovation Lab. Berkeley, CA.
- Jones, N., Plaut, V., Settles-Tidwell, M. et.al. (2018). *Undergraduate Diversity Report on Campus Experience*. University of California, Berkeley Undergraduate Diversity Project. Berkeley, CA.
- Jackson, T., Settles-Tidwell, M., Simons, B. (2018). *Workshop facilitator*. How to start a Black resource center on campus. University of California, Black Administrators Conference. Los Angeles, CA.
- Settles-Tidwell, M. (2015). *Asset management plan*. Oakland Unified School District Oakland, CA.
- Settles-Tidwell, M. (2014). *Strategic regional analysis*. Oakland Unified School District, Oakland, CA.
- Settles-Tidwell, M. (2013). *Budget development for equity handbook*, Oakland Unified School District, Oakland CA.

BOARDS, COUNCILS, COMMITTEES, TASK FORCES

Cost Recovery Advisory Work Group (2021)- charged to present a cost recovery allocation model and implication assessment rubric.

Chancellor's Joint Budget Committee (2021)- charged with bringing forward long-term financial recommendations that results in tiered solutions that address the short- and long-term budget sustainability of UC Berkeley.

Chancellor's Cabinet Advisory for the Reorganization of Equity & Inclusion (2020)- charged to advise the Chancellor and the Executive Vice Chancellor and Provost (EVCP) on the reorganization of the Division of Equity & Inclusion; perform a SWOT analysis of the divisional finance, staffing, programs, and leadership structure; to facilitate an equitable and informed process for restructuring the Division to meet strategic campus goals.

Hispanic Serving Institute Taskforce, UC Berkeley (2019)- charged to provide the campus with a blueprint for becoming a Hispanic Serving institution (HSI). The work scope included: focusing on the development of immediate, short, and long-term goals toward becoming an HSI, application development; creating an actionable, campus-wide engagement and socialization plan; recommending investments in infrastructure, curriculum, research, and campus culture toward serving the Chicanx/Latinx community, as well as other underrepresented and marginalized communities.

Independent Advisory Board on Policing & Campus Safety, UC Berkeley (2019)- worked with campus leadership and its police department in identifying and addressing issues involving the safety and quality of life of students, staff and faculty, particularly groups who have historically and currently been targeted, harassed, or experienced forms of bias by police.

Undergraduate Diversity Project Committee- Campus Experience Work Group (2019)- charged to provide analysis and recommendations to support UC Berkeley's goals of (1) expanding diversity in the undergraduate student body and increasing the enrollment of underrepresented, low socio-economic status, and first-generation-college students and (2) qualifying for federal designation as a Hispanic-Serving Institution by 2028. Identify barriers to full inclusion and equity of experience for all members and potential members of Berkeley's community and suggest pilot solutions that can be built on to improve access and campus climate for students, faculty, and staff from all groups that have historically been underrepresented or marginalized in higher education.

Vice Chancellor of Equity & Inclusion Native American Advisory Council (2018)- charged to make recommendations to the Chancellor and Vice Chancellor for Equity & Inclusion regarding the improved engagement of Native peoples and to improve the NAGPRA processes in alignment with UC and state regulations.

PromiseNet Conference Steering Committee (2018)- charged to make recommendations and plan the 2019 PromiseNet Conference at UC Berkeley to increase access and funding support to underrepresented and first generation high school students.

President's Advisory Committee on the Presence of African Americans at UC (2017)- charged to evaluate and use data to monitor the presence and programming for African American/ Black students, staff and faculty on UC campuses and improve the diversity in student recruitment, faculty retention, curriculum development and administration at the University of California.

Disability Strategy Team, UC Berkeley (2017)- charged to review, analyze and make recommendations to the Chancellor for improved services, support and resources beyond compliance to UC Berkeley's communities with disabilities.

Student Union Board (2017-2020)- charged to oversee the fiduciary responsibilities of the Associated Student Union finance and program at UC Berkeley.

African American Initiative Steering Committee (2016)- charged to engage stakeholders across the campus and bring forth recommendations to increase the critical mass and representation of Black students, staff, and faculty at UC Berkeley, improve the culture and experiences of Black students, staff and faculty and to establish a \$20M endowed scholarship for Black students.

UC Black Administrators' Council (2016)- charged to increase and support the African American/Black presence on UC Campuses and improve the diversity in student recruitment, faculty retention, curriculum development and administration at the University of California.

Accountable School District Committee, Oakland Unified School District (2015)- charged to engage multiple constituents across the city of Oakland and make recommendations to the Superintendent regarding the equitable allocation of physical assets and financial resources.

Quality Attendance Review Board, Oakland Unified School District (2013)- charged to review and monitor attendance structures across multiple departments to ensure compliance with federal and state laws for attendance accounting, monitoring, and reporting.

PROFESSIONAL MEMBERSHIPS:

California Association of Professors of Education Administration (CAPEA) 2020-21

Hispanic Association of Colleges & Universities (HACU) 2020-21

Beyond Emancipation (B:E) Board of Directors 2021-23

University of California Black Administrators Council 2016-Present

United Administrators of Oakland Schools (UAOS) 2006-2015

AWARDS & CERTIFICATIONS

UC Berkeley Achievement Award (2018)- recognizes sustained, exceptional performance and/or significant contributions of University of California employees

Central Office Leadership Award (2010)- recognizes exemplary and exceptional central office leadership resulting in positive impacts to urban school district leaders

Distinguished School Award (2007)- awarded by the California State Board of Education to public schools within the state that best represent exemplary and quality educational programs. Awarded to approximately 5% of California schools

California Administrative Services Credential (2006)- allows the holder to supervise instructional staff and programming in the K-12 educational system

California Child Development Site Supervisor Permit (1997)- allows the holder to supervise and manage a single child development center or program

Clear California Teaching Credential (1996)- allows the holder to provide direct instruction to Pre-K-12 grade students.