

ANTHONY A. MIRABELLI, PH.D.
CURRICULUM VITAE

EDUCATION

B.A. Philosophy and English Literature
University of Illinois, Urbana, 1988

Exchange Student through University of Illinois
University of Wales, Aberystwyth 1986/87

M.A. Anglo-American Literature
University of London, University College, 1989

Ph.D. Education in Language, Literacy and Cultural Studies
University of California, Berkeley, May 2001

PROFESSIONAL EXPERIENCE

ESL instructor for City Colleges of Chicago, 1990

Guest Lecturer for Freshman honors class in World Literature, San Jose State University
"Plato's Dialogues", Spring 1992

Tutor for student athletes, University of California, Berkeley, 1994

College Study Skills Course Instructor/Coordinator for student athletes, University of
California, Berkeley, 1995 to 2003

- Duties include teaching, GSI tutor training, and syllabus and course design
- Course is designed for students who are at risk, underprepared or have learning disabilities

Coordinator for the Center for Research on Education and Work, University of
California, Berkeley, 1998 to 1999

- Duties included maintaining web-site, administrating distribution of research grants, organizing lunchtime talk series and formal colloquium series

Summer Bridge coordinator for student athletes, University of California, Berkeley, 1999
to Present

- Duties included intake testing and assessment of skills and learning styles
- Developed tool of assessment for academic component of Summer Bridge program for all students

Summer Bridge instructor, University of California, Berkeley, 2000

- Taught Introduction to Literature

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- Developed syllabus specific to program. The course focused on the topic of waitressing as represented in a variety of genres of academic writing, including fiction, sociological and cultural commentary and analysis, case studies, journal articles, and government reports and statistics

PROFESSIONAL EXPERIENCE (continued)

Academic Specialist, student services, University of California, Berkeley, 2001

- Duties include instruction, advising, and supervising of tutorial support for those student athletes who are considered at-risk, under-prepared, or have about 50-70 students)

Tutorial Coordinator / Academic Specialist, student services, University of California, Berkeley, 2001 to Present

- Duties include planning, directing, teaching, training, curricular development and evaluating the tutorial component of student services for 1000 student athletes in 27 sports. The Tutorial Coordinator Supervises and trains one full time learning specialist, 10-12 graduate student learning specialists, 40-50 undergraduate peer tutors, and 8-10 administrative assistants.
- As Academic Specialist duties include instruction, advising, and supervising of graduate student tutorial support for those student athletes who are considered at risk, under-prepared, or have learning disabilities (a group of about 50-70 students)

Lecturer, University of California, Berkeley, Fall 2003 to Present

- Ed52: "Understanding Language and Society", Fall 2003 to Present. This course explores how speaking, reading and writing are influenced by social and cultural factors. The topics include dialects, "Standard American English", slang, and the influence of gender, identity, and bilingualism on language use, highlighting the diverse ways in which people use language to communicate with one another and in their communities. In particular, the course explores how people communicate within educational settings, or academic discourse.
- Ed140AC: "Literacy - Individual & Societal Development", Spring 2005. This course combines theory and practice in the study of literacy and development. It introduces sociocultural educational theory and research focused especially on literacy teaching and learning, and this literature is examined in practice through participation in computer-based after-school programs. In addition, the course contributes to the understanding of race, culture, and ethnicity in the United States. The course develops a view of literacy, not as a neutral skill, but as embedded within culture and as depending for its meaning and its practice upon social institutions and conditions.

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- Ed 258: "Academic Support Services for Student Athletes", Spring 2003 to Present. Co-instruct graduate seminar on academic support for student-athletes. The increased institutionalization and regulation of intercollegiate athletics have created a new and specialized career field composed of counselors, academic advisers, learning specialists, tutors, and technological and administrative support staff. This course will investigate the historical, philosophical, and ethical foundation of these services, focusing in particular on the analysis of an academic advising and tutorial program for student athletes.
- Ed197: "Studies in Peer Tutoring". This course explores peer tutoring from a socio-cultural perspective highlighting the situated nature of the learning process. It is a perspective that recognizes the important role of the academic community in the achievement of individual students. Such a perspective offers peer tutors and their students the opportunity to work collaboratively and contribute to each other's educational growth and progress.

CONFERENCES, WORKSHOPS and COMMITTEES

Conference paper for the Northern Californian Renaissance Conference "Defining the Sonnet: Shakespeare and Auden and Uses of Inventio", May 1993

Guest Speaker for the Mill Valley Literary Society "Shakespeare's Sonnets", March 1994

Conference paper for Berkeley Education Society "Reader Stance, Text Processing, and Higher Levels of Thinking", Spring 1995

Summer workshop for high school teachers coordinated through the Bay Area Writing Program (BAWP), Summer 1995

- Duties primarily involved collecting data and sample texts from literature which reflected Professor John Ogbu's anthropological theories for school achievement amongst minorities

Panel member responding to a paper given by Professor James Gee "Language, Learning, and Conversations" presented during the Berkeley Language Center Lectures, Spring 1997

Conference paper for the UC Council of Writing Programs "Questions, Meaning, and Identity: use of higher level questions during classroom interaction", Fall 1998

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Conference presentation for the regional meeting of the National Academic Advising Association, "Working with At-Risk Student Athletes", April 2002

Conference workshop for the national meeting of the National Association of Academic Advisors for Athletics, "Working with At-Risk Student Athletes: Combining Discipline Specific Content with Academic Practices Through Classroom Instruction and Tutoring", June 2002

Summer Bridge Planning Committee, 1999 to Present

- A standing committee that meets regularly throughout the year to plan and administrate the University's program for at-risk incoming Freshmen.

Study Group Committee, August 2005 to August 2006

- As part of the Chancellor's efforts to promote diversity and inclusiveness on the Berkeley campus, this committee was formed by the Vice Provost of Undergraduate Education. The committee explored how to foster inclusiveness in small group work as part of classes. The committee produced a pamphlet that has been distributed widely across the campus to all students.

CONFERENCES, WORKSHOPS and COMMITTEES (continued)

University of California, Berkeley NCAA Athletics Certification Committee,
November 2005 to July 2006

- Served as staff to the subcommittee on Student Athlete Equity and Welfare. The committee produced a lengthy report intended to demonstrate the University's fundamental commitment to integrity in intercollegiate athletics. The NCAA established a certification program designed to set standards for the operation of Division I athletics programs that cover three basic areas: (a) governance and commitment to rules compliance; (b) academic integrity; and (c) equity and student welfare. The University must demonstrate that its athletics program can meet these measurable standards and, where it falls short, develop a plan for improvement. The NCAA mandates a self-study every ten years, divided into two cycles of evaluation.

Advising, Counseling and Mentoring Conference, University of California, Berkeley,
March 2006

- "Successful Study Group Tips"
How can study groups help students make friends, save time or learn more? Can they help cultivate academic engagement, diversity, inclusion, and leadership? Learn the strengths and weaknesses of study groups. Find out about different types of study groups.

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PUBLICATIONS

Article for the Mill Valley Literary Review "The Freedom of the Sonnet", Spring 1994

Chapter titled, "Learning to Serve: Language and Literacy of Food Service Workers", from What They Don't Learn In School: Literacy in the Lives of Urban Youth edited by Jabari Mahiri. 2004.

Advisory Board Member for Becoming a Master Student Athlete. Houghton Mifflin, 2006.

Presently writing a training manual for peer tutors to be completed for publication by Spring 2008.

AWARDS

3 Research fellowships from the Center for Research on Education and Work: 1997, 1999 and 2000.

Wilson Fellowship Award for outstanding academic achievement 2000-2001

Chancellor's Outstanding Staff Award, 2003

ADMINISTRATIVE EXPERIENCE

Student Representative to the faculty for the Department of Language Literacy and Cultural Studies in Education, University of California at Berkeley, for the academic year 1996-97

VOLUNTEER SERVICE EXPERIENCE

Tutor for the Marin Adult Literacy Program, 1993-1994

INTERESTS

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Running
Biking (Recent interest)
Golf (Recent interest)

REFERENCES: (upon request)