

ANTHONY A. MIRABELLI, PH.D.

EDUCATION

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

Exchange Student through University of Illinois
University of Wales, Aberystwyth

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

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

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, under-prepared or have learning disabilities

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

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. This assessment tool is used for ALL students participating in the program.

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 a learning disability. about (a group of about 50-70 students)

Academic Advisor, student services, University of California, Berkeley 2001-2003

- Duties include assisting student athletes from football, and men's and women's gymnastics in academic and career development. This was a temporary position due to a period of understaffing for advising.

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, 70-80 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 a learning disability (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

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practice upon social institutions and conditions.

- Ed 258: "Academic Support Services for Student Athletes", Spring 2003 to 2006. A 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.

PROFESSIONAL EXPERIENCE (continued)

Lecturer, University of California, Berkeley, (continued)

- Ed197: "Studies in Peer Tutoring", Fall 2003 to Present.
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. This course is approved for undergraduates minoring in Education.

Graduate advisor and thesis reader for Cultural Studies of Sport in Education program, Graduate School of Education, University of California, Berkeley, Spring 2010 to Present

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

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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

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.

CONFERENCES, WORKSHOPS and COMMITTEES (continued)

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.

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

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types of study groups.

Conference Workshop for the 3rd International Personal Tutoring and Academic Advising Conference: Improving Student Success, Liverpool, England, April 2009

- *Understanding how theories of learning impact tutorial support and training, and can transform the "At Risk" college student.*

This workshop describes a peer tutor training program whose tutors serve the most "at-risk" population of students at the University of California, Berkeley, and there is statistical and anecdotal evidence indicating that consistent tutorial support ensures a degree of academic achievement. The workshop explores how different theoretical models of learning can lead tutors to interact with their tutees in different ways. I outline how our peer tutors are trained, and share some activities, tools, and techniques used to help tutors understand how theory can drive their practice. I also answer questions, such as, what is tutoring, what is the role of the tutor, and how much time should a tutor meet with their tutee.

Conference presentation for NACADA, Region 9, Conference, 2010 "*Staying Local, But Thinking Global: Expanding Minds and Hearts to Enhance Student Success*

- *Pedagogy, Peer Tutoring and the At Risk Student:* This concurrent session describes a peer tutor training program whose tutors serve some of the most 'at-risk' students at the University of California, Berkeley, student athletes. Peer tutors, both undergraduate and graduate students, are required to participate in regular training sessions. Central to the training program is the theoretical background that frames the pedagogy. Tutors are asked to consider that the differences in academic performance between themselves and the students they are serving are not simply cognitive phenomena, but are also social and cultural, and that understanding this can change how they engage with their peers during tutoring sessions. Particular consideration is given to Gee's (1991) model of literacy, Vygotsky's (1978) "Zone of Proximal Development", and Tharp and Gallimore's (1988) "Teaching as Assisted Performance".

PUBLICATIONS

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

Learning to Serve: Language and Literacy of Food Service Workers. In Jabari Mahiri.(Ed.)*What They Don't Learn In School: Literacy in the Lives of Urban Youth.* Peter Lang, 2004.

Reprinted in Doug Downs and Elizabeth Wardle (Eds.)*Writing about Writing.* Bedford/St. Martin's, 2010.

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

"Pedagogy, peer tutoring and the at risk student" *The Journal of Widening Participation*

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and Lifelong Learning, Volume 11, Number 3, December 2009 ISSN: 1466-6529.

Training manual for peer tutors (2010). Go to <<http://asc.berkeley.edu/tutorial>> and click on "Tutor Resources" in the left hand margin.

Book Review. Kathy Orton. *Outside the Limelight: Basketball in the Ivy League*. Rutgers University Press, 2009. *Teachers College Record*. June 14, 2010.
<http://www.tcrecord.org>. ID Number: 16012.

Book Review. Charles Martin. [Benching Jim Crow: The Rise and Fall of the Color Line in Southern College Sports, 1890-1980. University of Illinois Press, 2010.](#) *Teachers College Record*. January 05, 2011.
<http://www.tcrecord.org>. ID Number: 16276.

Book Review. Ronald Smith. *Pay for Play: A History of Big-Time College Athletic Reform*. University of Illinois Press, 2010. *Teachers College Record*. April 19, 2011.
<http://www.tcrecord.org> ID Number: 16390.

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

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VOLUNTEER SERVICE EXPERIENCE

Tutor for the Marin Adult Literacy Program, 1993-1994

Intern Supervisor 2010/2011 for Clayton Hall, M.A. St. Mary's College Counseling program, Moraga, California.

Intern Supervisor 2010/2011 for Gilberto Vargas, MetWest Highschool. Oakland, California.

PERSONAL INTERESTS

Running
Hiking
Home remodeling
Gardening

REFERENCES: (upon request)