

Peter Hurtubise

EDUCATION

Oxford University, PhD Education

2015 – 2020

- Researched the connection between international law and teachers' perspectives on bullying in schools
- Conducted international comparative mixed methods research, using quantitative methods (such as confirmatory factor analysis, structural equation modeling, and multilevel regression) and qualitative methods (such as semi-structured interviews)
- Certified to teach at Oxford University (earned a certificate in Learning and Teaching)

Oxford University, MSc Research Design and Methodology

2012 - 2013

- Graduated with 'Distinction', learning rigorous quantitative and qualitative methods
- Conducted international study on teachers' perceptions of conflict resolution strategies

UC Berkeley

2008 – 2012

- College of Letters and Sciences, B.A. Peace and Conflict Studies
- Haas School of Business, B.S. Business Administration

TEACHING

UC Berkeley, Lecturer

2021 – Present

Santa Clara University, Adjunct Lecturer

2021 – Present

SELECTED AWARDS

National Awards

National Presidential Volunteer Service Award: Gold Medal

The Congressional Award: Gold Medal

United Nations Association of the United States of America essay contest regional award

University Awards

Phi Beta Kappa

Berkeley's Alumni Scholar Leadership Award Winner: 2008, 2009, 2010, 2011 (all four years)

Dean's List, University of California Berkeley College of Letters and Sciences (2009)

Dean's List for both years at the Haas School of Business (2010 and 2011)

Berkeley's Vukasin Leadership Award

Member of Oxford Education Society

Other Awards

St. Vincent de Paul "Ozanam Youth Award" for work with the homeless

Catholic Charities Gold Medalist for work with homeless

National Latin Test – Maxima Cum Laude

COMPUTER SKILLS

- Stata, Excel, R, SPSS

ACADEMIC WRITING

Hurtubise, P. (2021) 'Teachers' Perception of Cyberbullying: a Comparative Multilevel Modeling Approach' *Cambridge Educational Research e-Journal*, 8.

Hurtubise, P. (2020) 'Teachers' Perceptions of Bullying in Schools: a Comparative Mixed Methods Study in England and the United States' *The Oxford University Research Archive*.

Hurtubise, P. (2013) 'The Knowledge of Power and the Power of Knowledge — A Review of Understanding Education: A Sociological Perspective' *Human Welfare Journal*, 2.1.