

## **MICHELE (FISHER) MARINCOVICH**

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### **EDUCATION**

Ph.D., History, 1977, Georgetown University  
M.A., History, 1972, Georgetown University  
A.B. (With Great Distinction), Political Science, 1968, Stanford University

### **PROFESSIONAL EXPERIENCE**

#### ***STANFORD UNIVERSITY***

*ASSOCIATE VICE PROVOST FOR UNDERGRADUATE EDUCATION, 2002--*

*ASSISTANT VICE PROVOST, 1998-2002*

*DIRECTOR, CENTER FOR TEACHING AND LEARNING (CTL), 1980- -*

*ASSISTANT DIRECTOR, CENTER FOR TEACHING AND LEARNING, 1977-1979*

Create the vision for an infrastructure of support for teaching and learning excellence at Stanford and direct a team of twelve permanent staff and dozens of paraprofessional graduate student staff (who serve as teaching consultants and liaisons) and undergraduates (who serve as tutors) in implementing that vision, with a particular emphasis on enhancing the learning experience of Stanford undergraduates. Conceptualize and manage the delivery of high quality, state-of-the-art development and training programs/resources, including workshops, consulting services, and publications, for Stanford faculty, lecturers, teaching assistants, and departments. Oversee a state-of-the-art program of tutoring and academic skills counseling for undergraduates. Serve as a resource to the Vice Provost for Undergraduate Education, deans, department and program chairs, university committees, and faculty on assessment, teaching and learning, and evaluation issues. In addition, assist the Vice Provost for Undergraduate Education as needed, including representation on university committees, information gathering, and problem-solving. Oversee the further development and operations of CTL's Program in Oral Communication, headed by Dr. Doree Allen, in the direct provision of oral communication courses, workshops, and materials to students and in the creation, in collaboration with faculty and departments, of oral communication components throughout the curriculum. Consult on an individual basis with faculty regarding teaching improvement strategies, including video feedback, small group evaluations, and classroom observations; consult with departments on teaching-related concerns and advise and work with them on the establishment and development of TA training programs. Partner with the Vice Provost for Faculty Development in paying particular attention to the pedagogical needs and support of new faculty at Stanford. Analyze ongoing needs for teaching improvement/oral communication/learning support services on campus and modify, expand, or adapt services as conditions change. Track developments in the use of technology in teaching, learning, and presenting, and encourage and support use of low-threshold technology in teaching and presenting on campus. Serve as a resource to the I-RITE/Stanford Research Communication Program, an innovative undergraduate/graduate student/postdoctoral program which I cofounded in 1999 to assist researchers in learning to communicate effectively about their fields to nonspecialists. Represent Stanford in national and international faculty development and TA training forums and contribute to the development of these fields through publications and presentations.

*ASSISTANT DEAN OF UNDERGRADUATE STUDIES FOR ACADEMIC SERVICES, 1989-91*

*and DIRECTOR, CENTER FOR TEACHING AND LEARNING*

Develop programs to enhance academic support for undergraduates; encourage and supervise undergraduate public speaking curricular initiatives; promote coordination among undergraduate academic services offices; plan and implement multicultural training for TAs and Undergraduate Studies staff; assist the dean with fundraising initiatives and Undergraduate Studies policy issues; represent the dean on selected committees. (Please see above for additional responsibilities that continued at the Center for Teaching and Learning.) The assistant dean duties ended in 1991 when the Dean of Undergraduate Studies office at Stanford was eliminated as a result of extensive budget-cutting. The office was later restored as the Vice Provost for Undergraduate Education.

*LECTURER, DEPARTMENT OF LINGUISTICS, 1982-1988  
and DIRECTOR, CENTER FOR TEACHING AND LEARNING*

Codeveloped and cotaught Stanford's first course on teaching for non-native-English-speaking international TAs. Assisted in development and implementation of Stanford screening and appointment policies for international TAs.

*ASSOCIATE DIRECTOR, PROGRAM FOR FACULTY RENEWAL, 1980-1984  
(Assistant Director, Lilly Program for Faculty Renewal, 1977-1979)*

Developed professional renewal workshops and conferences on campus for faculty from other Pacific Coast colleges and universities; recruited Stanford faculty as workshop leaders; organized, administered, and monitored the programs; initiated off-campus contacts for the development of cost-sharing events; delivered remarks at workshops and programs; initiated and assisted Stanford faculty seminars on interdisciplinary topics; wrote public and foundation reports on programs as well as successful grant renewal proposals; planned and managed the budget.

**HONORS, AWARDS, AND ACHIEVEMENTS**

Faculty Lecturer, Stanford Alumni Association Travel/Study Program in China, 2000, 1999, 1991, 1988

Member of the Panel of Judges for the 1998 Carnegie Foundation for the Advancement of Teaching Professor of the Year Award

Lloyd M. Dinkelspiel Award for Outstanding Service to Undergraduate Education, Stanford University, 1988

Management Development Program, Stanford University, 1986-87

Executive Director, Professional and Organizational Development Network in Higher Education, 1983-84

Dissertation defense (1976), doctoral comprehensives (1974), thesis defense (1972), and master's comprehensives (1972) awarded distinction, Georgetown University

Ambassador John M. Steeves Fellowship, Center for Strategic and International Studies, Georgetown University, 1975-76

Phi Alpha Theta (History Honor Society), elected 1970

History Fellow, Georgetown University, 1969-73

Fellowship for Chinese language study, Center for East Asian Studies, Stanford University, 1968-69

Phi Beta Kappa, Stanford University, 1967

Dean's List, Stanford University, 1964-67

**PUBLICATIONS**

Marincovich, Michele, ed., *Teaching at Stanford: A Handbook for Faculty, Academic Staff, and Teaching Assistants*, Stanford: Center for Teaching and Learning, 2004.

Marincovich, Michele, "Problems and Promises in Problem-Based Learning," in O. Tan et al, eds., *Problem-Based Learning: Educational Innovation Across Disciplines*. Singapore: Temasek Center for Problem-Based Learning, 2000, pp. 3-11.

Marincovich, Michele, "Making Teaching Evaluations Contribute to Teaching Improvement," *The Department Chair: A Resource for Academic Administrators*, Vol. 10, #4, pp. 16-18.

Marincovich, Michele, "Using Student Evaluation Data to Improve Teaching," in Peter Seldin, ed., *Changing Practices in Evaluating Teaching*. Bolton, MA: Anker Publishing, 1999, pp. 45-69.

Marincovich, Michele, Prostko, Jack, and Stout, Frederic, eds., *The Professional Development of Graduate Teaching Assistants*. Bolton, MA: Anker Publishing, 1998.

Marincovich, Michele, "Teaching Teaching: The Importance of Courses on Teaching in TA Training Programs," in *The Professional Development of Graduate Teaching Assistants*, ed. by Michele Marincovich, Jack Prostko, and Frederic Stout. Bolton, MA: Anker Publishing, 1998, pp. 145-162.

Marincovich, Michele, "Ending the Disconnect Between the Student Evaluation of Teaching and the Improvement of Teaching: A Faculty Developer's Plea." Stanford, CA: National Center for Postsecondary Improvement (<http://www.stanford.edu/group/ncpi/index.shtml>), 1998. Publication Number NCPI-4-02.

Marincovich, Michele, "Training New Consultants at Stanford University: The TA Consultants Program," in *Practically Speaking: A Sourcebook for Instructional Consultants in Higher Education*, ed. by Kathleen Brinko and Robert Menges. Stillwater, OK: New Forums Press, 1997, pp. 305-326.

Hativa, Nira and Marincovich, Michele, eds., *Disciplinary Differences in Teaching and Learning*. New Directions for Teaching and Learning, no. 65, San Francisco: Jossey-Bass, 1995.

Marincovich, Michele and Gordon, Heather, "A Program of Peer Consultation: The Consultants' Experience," in *Preparing the Professoriate of Tomorrow: Selected Readings in TA Training*, ed. by Jody D. Nyquist, Robert D. Abbott, Donald H. Wulff, and Jo Sprague, Dubuque, Iowa: Kendall/Hunt Publishing Co., 1991, pp. 175-183.

Menges, Robert J., Mathis, B. Claude, Halliburton, David, Marincovich, Michele, and Svinicki, Marilla, "Strengthening Professional Development: Lessons from the Program for Faculty Renewal at Stanford," *The Journal of Higher Education*, May/June, 1988, pp. 291-305.

Marincovich, Michele and Rusk, Loren, *Excellence in Teaching Electrical Engineering: A Handbook for Faculty and Teaching Assistants*, Stanford: Center for Teaching and Learning, 1987.

Gerzina, Gretchen, Fisher, Michele, Komito, David, and Wanat, Stan, *Handbook for Peer Tutors*, Stanford: Center for Teaching and Learning, 1986.

Fisher, Michele, "Rethinking the 'Foreign TA Problem'," in *New Directions for Teaching and Learning: Strengthening the Teaching Assistant Faculty*, ed. by John D. W. Andrews, San Francisco: Jossey-Bass, 1985, pp. 63-73.

Davis, Michael, Fisher, Michele, Inglis, Sandra Cheldelin, and Scholl, Stephen C., eds., *To Improve the Academy: Resources for Student, Faculty, and Institutional Development*, Professional and Organizational Development Network in Higher Education, 1983.

Fisher, Michele, "The Unaccepted Challenge: Faculty Development for Women," in *To Improve the Academy*, ed. by Sandra C. Inglis and Stephen C. Scholl, Professional and Organizational Development Network in Higher Education, 1982, pp. 37-46.

Fisher, Michele, and Anderson, Winifred, "A Second Look at Faculty Development and the Second Sex," in *To Improve the Academy*, ed. by Sandra C. Inglis and Stephen C. Scholl, Professional and Organizational Development Network in Higher Ed., 1982, pp. 168-173.

### **SELECTED LIST OF PROFESSIONAL PRESENTATIONS (Off-Campus)**

"Bridging the Digital and Disciplinary Divide: The Stanford I-RITE/I-SPEAK Programs," a workshop with Carolyn Gale at the AAHE National Conference, San Diego, California, April 3, 2004.

"Disciplinary in Faculty Development: How to Accommodate Disciplinary and Why We Should Try," a workshop with Valerie Ross and Jack Prostko at the 2003 Professional and Organizational Development Network in Higher Education (POD) annual conference, Denver, Colorado, October 11, 2003.

"Centralized Programs, The Best of Times, the Worst of Times," a session with Constance Cook, Donald Wulff, and Mary Deane Sorcinelli, at the 2002 Professional and Organizational Development Network in Higher Education (POD) annual conference, Atlanta, Georgia, October 12, 2002.

"Creating New Teaching/Research Synergies at the Research University," a workshop with Richard Reis at the 2001 Professional and Organizational Development Network in Higher Education (POD) annual conference, St. Louis, Missouri, October 13, 2001.

"Problems and Promises in Problem-Based Learning," invited keynote address at the 2<sup>nd</sup> Asia-Pacific Conference on Problem-Based Learning, Singapore, December 5, 2000.

"Strategic Staff Development in the Building of a Premier Institution," invited address at Temasek Polytechnic, Singapore, September 10, 1998.

"Recalibrating the Teaching/Research Balance at Research Universities," invited address at the International Seminar on Strategic Management and Quality of Universities, sponsored by the Polytechnic University of Catalunya, Barcelona, Spain, January 19-21, 1998.

"Better Teaching Through Better Learning: A Workshop on Classroom Assessment Techniques," an invited presentation with Jack Prostko at the University of the Pacific, Stockton, CA, November 1, 1997.

"Encouraging Faculty Development through the Pedagogy of Service-Learning," presentation with Jeremy Cohen and Tim Stanton at the Professional and Organizational Development Network in Higher Education (POD) annual conference, Orlando, Florida, October 17, 1997.

"Interpreting Student Evaluation Forms and Narrative Comments," an invited presentation at St. Mary's College, Moraga, California, April 29, 1997.

Invited discussant on evaluating teaching performance at the USC-Irvine Symposium on Merit-Based Faculty Compensation, Redondo Beach, California, February 7-8, 1997.

"Making Sense of and Using Student Written Comments on Teaching Evaluation Forms," a presentation with David Halliburton at the AAHE Fifth Annual Conference on Faculty Roles and Rewards, San Diego, California, January 18, 1997.

"Capturing More of the Data: Making Use of Student Written Comments on Teaching Evaluation Forms," presentation with David Halliburton at the Professional and Organizational Development Network in Higher Education (POD) annual conference, Salt Lake City, Utah, October 18, 1996.

"How Faculty Can Help One Another (and Administrators) Make Sense of and Use Student Written Comments on Teaching Evaluation Forms," an invited presentation with David Halliburton at the AAHE Conference "From Idea to Prototype: The Peer Review of Teaching," Washington, D.C., June 22, 1996.

"Disciplinary Differences: Implications for Faculty Development," a round table discussion at the Professional and Organizational Development Network in Higher Education annual conference, Cape Cod, Massachusetts, October 28, 1995.

"Teaching and Technology: Charting the Connection," a presentation with David Halliburton and Jack Prostko at the Professional and Organizational Development Network in Higher Education annual conference, Portland, Oregon, October 22, 1994.

Discussant, "Instructional Consultation in Higher Education: Exploring the Boundaries," symposium at the American Educational Research Association (AERA) annual meeting, New Orleans, Louisiana, April 4, 1994.

"Departmental Pedagogy Courses: Key Questions and Considerations," presentation at the 4th National Conference on the Training and Employment of Graduate Teaching Assistants," Chicago, Illinois, November 11, 1993.

"Bringing Active Learning into Large Lecture Courses," a competitively chosen workshop with Jack Prostko, Eastern Washington University, September 13-16, 1993.

"Essential Elements of a Teaching Evaluation Program," invited presentation at The Thacher School, Ojai, California, August 31, 1993.

"Faculty Development within University Departments—The Case of Stanford," invited talk at the University of Stockholm, October 21, 1992.

"The Teaching/Research Relationship at Stanford: A New Balance," invited address at the 75th Jubilee of the current campus of the Royal Institute of Technology, Stockholm, Sweden, October 20, 1992.

"Improving Teaching by Integrating Gender and Plurality Issues into TA Training," a panel presentation at the 3rd National Conference on the Training and Employment of Graduate Teaching Assistants" with Laura Border, Nancy Chism, and Jose Cazares, Austin, Texas, November 9, 1991.

"What Student Learning Tells Us About Effective Teaching," invited presentation at the Carleton College Faculty Retreat, Minneapolis, Minnesota, September 5, 1991.

"Acceptable Tradeoffs Between Teaching and Research for the Professional Academic," invited presentation at a Symposium on the Prospects for Improvement in Pedagogical Skills at Swedish Högskolor and Universities, Stockholm, Sweden, January 25-26, 1991.

"The Center for Teaching and Learning at Stanford," invited seminar at Uppsala University, Uppsala, Sweden, January 28, 1991.

"Teaching at Research Universities: The Possibility of a Renaissance?," a workshop at the Professional and Organizational Development Network in Higher Education annual conference, Lake Tahoe, California, November 2, 1990.

"Peer Teaching Evaluation," invited workshop at Hawaii Loa College, Kaneohe, Oahu, Hawaii, May 23-25, 1990.

Discussant, "Belief Systems and the Resistance to Change in Postsecondary Education," paper presentations at the AERA annual meeting, Boston, Massachusetts, April 17, 1990.

"Making Teaching More Interactive," invited presentation at American Association of Law Libraries Institute on Teaching Legal Research, Sacramento, California, June 14, 1989.

"The Center for Teaching and Learning at Stanford," invited presentation at Queen's University, Kingston, Ontario, Canada, April 19-20, 1989.

"Improving Teaching—Can It Really Be Done?" invited presentation at Cañada College, Redwood City, California, November 30, 1988.

"Academic Issues for International Students and Campus Services to Meet Them," invited panelist at Overseas Educational Advisers program, University of California, Berkeley, May 24, 1988.

"What Student Learning Tells Us About Effective Teaching," invited presentation at Foothill College, Los Altos, California, February 25, 1988.

"Evaluating and Improving Your Teaching," invited presentation at Santa Clara University, Santa Clara, California, May 15, 1986.

"Increasing Student Involvement," invited workshop at Pacific Lutheran University Tacoma, Washington, January 13, 1986.

"Evaluating Faculty Development Programs: Theory and a Practice," a workshop with David Halliburton at the Eleventh International Conference on Improving University Teaching, Utrecht, The Netherlands, July 4, 1985.

"What Student Learning Tells Us About Effective Teaching," and "A Comprehensive Approach to the Training of Foreign TAs," invited presentations at the University of California, Davis, April 10, 1985.

"Extending the Impact: Planning for Follow-up in Faculty Development Programs," paper presentations with Robert Menges, Claude Mathis, David Halliburton, and Marilla Svinicki at the AERA annual meeting, Chicago, Illinois, March 31, 1985.

"Non-Native Speaking TA Workshop," invited presentation at the University of California, San Diego, January 22-23, 1984.

"Perspectives on Faculty Development," invited presentation at the Bush Foundation Faculty Development Programs Conference, Macalester College, St. Paul, Minnesota, July 14, 1983.

"Maximizing GTA Effectiveness" and "How to be as Effective as You Can as a GTA," invited presentations at the University of Alberta, Edmonton, Alberta, Canada, October 1, 1982.

"A TA/TA Consultation Program: The Unanticipated Benefits," Sixth International Conference on Improving University Teaching, Lausanne, Switzerland, July 9-12, 1980.

"Working with TAs to Work with TAs," invited presentation at the Teaching Resources Center, University of California, Davis, September 4, 1979.

## **UNIVERSITY SERVICE**

Committee on Academic Standards and Policy, 2003--

Committee on Academic Appraisal and Achievement, 2000-2002

TA Oversight Committee, 1998--

Area One Governance Board, 1998--

NSF Engineering Education Scholars Workshop at Stanford, co-PI, 1997-2001

Stanford Learning Laboratory Assessment Team member, 1997-1999

Writing Requirement Review Board, 1996--

President's Commission on Technology in Teaching & Learning, 1996-1997

Task Force on Evaluation of Teaching, Stanford Medical School, 1996-1997.

Teaching Evaluation Committee, School of Humanities and Sciences, 1996.

Office of Postgraduate Medical Education Oversight Committee, 1994-1999

Stanford Project Coordinator, AAHE Peer Review of Teaching Project, 1994-1997

Commission on Undergraduate Education, Subcommittee on Technology and Techniques in Teaching and Learning, 1994.

Phi Beta Kappa, Stanford chapter secretary, 1993-1996.

Continuing Medical Education Review Committee, 1993-94.

Subcommittee on the Evaluation and Improvement of Teaching, 1992-1995, 1979-1990.

Phi Beta Kappa Election Committee, 1989--.

C-AAA Subcommittee on University and Departmental Honors, 1989--

CPPC Advisory Committee, 1990-92.

C-GS Subcommittee on the Role of Students in Teaching, 1990-1991.

DEC Grant Allocation Committee, 1989-1993.  
Selection Panel, Student Authoring Software project, 1987-1988.  
Classroom Working Group, 1986-1989.  
Graduate Student Services Group, 1986-1991.  
Policy Board, Center for Research on Women, 1984-86.  
Committee on the Status of Graduate Women at Stanford, 1982-84.  
Project for the Evaluation of the Teaching Evaluation System at Stanford, 1982-83.  
Education and Technology Study Group, 1982.  
SCIRE Policy Board member, 1979-81.  
Undergraduate academic advisor in humanities, 1977-81, 1985-1990.  
Committee on Teaching Assistant Training, University of California, Berkeley, 1977-78.  
Treasurer and Board member, Escondido Village Council, 1975-77.

## **CONSULTING**

In addition to the presentations listed previously, I have formally consulted with faculty or administrators from Carleton College, De Anza College, Hawaii Loa College (now the Hawaii Loa Campus of Hawaii Pacific University), Long Island University (C.W. Post campus), Macalester College, Northwestern University, Queen's University (Kingston, Ontario, Canada), Temasek Polytechnic (Singapore), University of Alberta (Edmonton, Alberta, Canada), University of California at San Diego, University of Colorado-Boulder, University of Notre Dame, University of the Pacific, University of Victoria (British Columbia, Canada), and Vanderbilt University. Topics have included implementation and evaluation of faculty development programs, teaching improvement strategies, teaching evaluation, program reviews, and the training of teaching assistants.

## **ASSOCIATION MEMBERSHIPS**

American Association for Higher Education  
Stanford coordinator for the AAHE Peer Evaluation Project

American Educational Research Association  
W. J. McKeachie Career Achievement Award Committee, Chair, 1996-1997.  
W. J. McKeachie Career Achievement Award Selection Committee, 1992-1995.  
Vice-Chair for Division J, 1989-1990.

Professional and Organizational Development Network in Higher Education  
Executive Director, 1983-84.  
Executive Director-elect, 1981-83.  
Member of the Core Committee, 1981-85.

## **REFERENCES**

Available upon request.

September 2004