

**Anne-Michelle Marsden**  
**Curriculum Vita**

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**Academic Position**

**Rutgers University**

January 1985 – present

Associate Teaching Professor

July 1, 2023 - present

*Appointment:* School of Management and Labor Relations, LSER Department

*Responsibilities:*

Teaching: (online) 7 courses per year

Service: Assist other faculty in creating and developing high-quality online instruction; Assist Academic Program Director in assessing learning in online courses; Meet in person with department faculty on an occasional basis, about once per semester.

Assistant Teaching Professor

July 1, 2017 – June 30, 2023

*Appointment:* School of Management and Labor Relations, LSER Department

*Responsibilities:*

Teaching: (online) 7 courses per year

Service: Assist other faculty in creating and developing high quality online instruction; Assist Academic Program Director in assessing learning in online courses; Meet in person with department faculty on an occasional basis, about once per semester.

Instructor

September 1, 2014 – June 30, 2017

*Appointment:* School of Management and Labor Relations, LSER Department

*Responsibilities:*

Teaching: (online) 6 courses per year

Service: Assist in increasing number and quality of SMLR online course offerings.  
Online pedagogy training of faculty and adjuncts

Lecturer

September 1, 2009 – August 31, 2014

*Appointment:* School of Management and Labor Relations, LSER Department

*Responsibilities:*

Teaching: (online) 6 courses per year

Service: Assist in increasing number and quality of SMLR online course offerings.  
Online pedagogy training of faculty and adjuncts

Lecturer

July 1, 2007 – August 31, 2009

*Appointment:* Division of Continuous Education and Outreach

*Placement:* School of Management and Labor Relations

*Responsibilities:* See below appointment.

Instructor

August 1, 2003 – June 30, 2007

*Appointment:* Division of Continuous Education and Outreach  
(now Division of Continuous Studies DoCS)

*Responsibilities:* Teaching: Online course instruction, (credit) graduate/undergraduate and (certificate) professional development.

*Service:* Instructional design and online teaching pedagogy training.

## **Prior Rutgers University Position**

Associate Professor

School of Environmental and Biological Sciences (Cook College)

February 11, 1985 – July 31, 2003

Tenured July 1, 1993

*Appointment:* Department of Family and Community Health Sciences, Rutgers Cooperative Extension

*Responsibilities:* Develop, implement, and evaluate university extension classes and courses. Academic

*Expertise:* diversity and inclusion, adult lifespan development, emotional intelligence, community wellness and capacity building. Classroom and online education.

*Accomplishments related to this position available on request.*

## **Degrees**

Florida State University, College of Human Sciences

Tallahassee, Florida, USA

Master of Science, 1984

Thesis: Programming Needs of Rural and Urban

University of Florida Extension Clientele

Bachelor of Science, 1982

## **Certifications and Badge**

AI in Teaching Certificate (2024)

Certified by: Course Hero, an Educational technology company

Inclusive & Equitable Teaching Level 1 (2022) and Level 2 (2023)

Certified by: Rutgers Office of Teaching Assessment and Research (OTEAR) and the University Equity and Inclusion Office.

Administer and interpret the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT), type B

psychological test. Certified by: David Caruso and Mental Health Systems, Yale University, 2007.

## **Training**

### **Online Course Design and Teaching**

14<sup>th</sup> Annual RUOnlineCon (Rutgers Online Learning Conference), 2023 (3/18)

Full day conference including plenary; workshops.

The Evolving Conversation About Quality in Online Learning, 2022 (05/04)

Inside Higher Ed. Presentation of latest online learning research.

Peer Collaboration and Interaction: Advanced Tools and Strategies, 2022 (04/22)

Training offered through Teaching and Learning through Technology (TLT); Division of Continuous Education (DoCS)

Ally (09/23); Hypothesis (1/11); PlaytPosit (1/10), 2022

Training offered through Teaching and Learning through Technology (TLT); Division of Continuous Education (DoCS) or Office of Instructional Technology (OIT)

Comprehensive Training on Canvas LMS, 2016 (06/21)

Trained by: Canvas Corporate Trainer, 3 day intensive

### **Diversity and Inclusion**

Registered: Incorporating Beliefs, Mindsets & Belonging in Creating Inclusive Courses, 2024 (2/16)

Office of Teaching Evaluation and Assessment Research (OTEAR)

Getting Comfortable with Pronouns, 2022 (11/29)

Rutgers University Tyler Clementi Center for Diversity Education and Bias Prevention, The Transgender Training Institute

Cultural Responsiveness in the Learning Environment (Part 1), 2022 (11/03)

School of Management and Labor Relations

Debating What's Debatable: Understanding the CRT/I Argument, 2022 (10/22)

Speaker: Gloria Ladson-Billings

Rutgers Graduate School of Education, Institute for the Study of Global Justice, School of Management and Labor Relations

Religious Diversity Leadership Summit, 2022 (05/17–18)

Tanenbaum Center for Interreligious Understanding

Embrace Religious Diversity. Insights from global leaders paving the way for religiously inclusive workplaces; navigating challenges and opportunities of religious diversity in the workplace.

Voices of Diversity: LGBTQ+ Student Stories, 2022 (04/01)

SAS Office of Undergraduate Education

Education as Disruption Virtual Intensive, 2022 (03/11)

Sponsored by: Rutgers Office of University Equity & Inclusion and the Diversity Education Network

GreenZone: Military Cultural Competence Training

Office of Veteran and Military Programs and Services

Not Your Inspiration: Dehumanizing Disabled People Through Misguided Praise

Office of Disability Services – RBHS

Speak Up! Responding to Everyday Bigotry

Southern Poverty Law Center, Learning for Justice Division

Speak Up! Bias Prevention Workshop, 2022 (02/02)

Rutgers Office of University Equity and Inclusion

Centering Respect, 2022 (01/28)

Rutgers Diversity, Inclusion and Community Engagement

Developing Cultural Intelligence, 2021 (11/30)

SMLR Lunch and Learn

Improving Education with the Science of Learning: The Impact of Culture, Beliefs – International Student Edition, 2021 (11/18)

Rutgers Office of Teaching Assessment and Research (OTEAR) and Rutgers Global-International Academic Success Office

Culturally Responsive Course Design and Teaching Strategies, 2021 (11/18)

Teaching and Learning through Technology (TLT); Division of Continuous Education (DoCS)

Universal Design for Learning and Inclusive Teaching Strategies, 2021 (11/11)

Teaching and Learning through Technology (TLT); Division of Continuous Education (DoCS)

Dean's Lecture Series: Critical Conversations on Black History: Isabel Wilkerson, 2021 (04/19)

Douglass College

### **Awards**

2003 – present

Awards prior to 2003 available upon request.

#### **Regional**

*Rutgers University Teaching and Learning with Technology (TLT)*

Excellence in Online Teaching, 2023

Awarded in recognition of outstanding work in the design and teaching of online courses to create meaningful, effective learning experiences for students. Five areas of excellence: 1) creatively using technology to address instructional design or teaching challenges. 2) creating well-designed course materials and utilizing appropriate teaching strategies to meet instructional goals. 3) utilizing inclusive teaching strategies to create an equitable and accessible learning experience for all students. 4) establishing rapport with learners and a strong instructional presence. 5) achieving desired learning outcomes.

#### **National**

*Center for Internet Technology in Education (CiTE)*

Excellence in Online Teaching, 2007

Awarded for a significant commitment to quality in online teaching; Creation of superior online content; development of highly engaging learning opportunities; formation of outstanding mentoring relationships with students; promotion of exceptional learner-learner collaboration; use of first-rate approaches to assessment

*National Association of Counties (NACo)*

National Achievement Award, 2003

Awarded for creation, course development, and teaching of the Best Practices for Management Initiative in Atlantic County, New Jersey, USA.

*Zonta International*

Women Who Make a Difference, 2003

Awarded for work with the Mopan & Q'eqchi' Maya, Belize, Central America

## **Scholarship**

**Curriculum Development** 2001 – present

## **Undergraduate Courses**

Presently in Teaching Rotation

## **Diversity and Inclusion**

37:624:364; 3 credit, 14 week

Until fall 2020: 37:575:364 above course was Diversity in the Workplace

Until Summer 2020: 3 credit, 12 week (summer session)

**Original course design:** 2001 **Major Revision:** 2006, 2011, 2016, 2020

This course has been revised and redeveloped over a period of 20+ years and has had three course titles.

Originally a graduate level course (Accepted for use: Graduate School/Newark, Masters Public Administration, 2002), it was redesigned to serve as a diversity course for LSER undergraduates (2006); then revised as a SAS Contemporary Challenges course (2011) and again in 2020 when the SAS CORE learning goal changed. Creation of an abbreviated summer session course occurred in 2016.

Objectives and assignments stated are those currently used within the new SMLR School wide Management and Work designation (624), and do not reflect past course objectives, content, or assignments.

**Updates:** Occur every year over the summer.

Summer 2023 Video Creation: Course Orientation (Revision and update); Contemporary Issues 2023 Edition – Part I - III (wk 2); American Myths (wk 3); Identity and Difference Part II: Difference (wk 4); Reaction to Difference: Legal Protections (wk 5)

**Taught:** Fall/Spring Semesters

Delivered online through Pearson LMS 2001 – 2016; Canvas LMS 2016 – present

*This course is also taught by an adjunct. I maintain the continuous updates, major revisions, and regular semester prep for the course.*

## **Description**

This course offers students the opportunity to learn about themselves and others as a vital part of the contemporary diverse workplace. Taught from a social justice and labor perspective, content and assignments focus on the experience of dominant and non-dominant culture employees, the workplace inequities, exclusions, and emotional health impacts that stereotyping, prejudice, and overt/subtle discrimination produce due to social and intersectional identities.

Difference in relation to race, ethnicity, gender, appearance, sexual orientation and gender identity, physical and mental ability, religion, age, and intersections of these identities are investigated.

Featured course pedagogy involve social learning through group discussions and course project teams as well as self-reflection, empowerment, and ally skill development.

**SAS Core Curriculum Learning Goal** - Contemporary Challenges CCD-1

Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections. *Measured through evaluating quality of: Writing Assignment #3.*

### Units and Assignments

Unit I: Diversity & Inclusion Issues; Unit II: Dimensions of Diversity

<b>Assignments &amp; Assessments – Diversity and Inclusion (1,000 points total)</b>		
<b>Updated</b> - September/23		
<b>Discussions</b>	300 points (30%) 50 points each  6 of 9 forums	1: Perspectives on Contemporary Issues 2: Perspectives on Diversity and Inclusion @ Week 4 (Involves reviewing learning community member's writing assignment 1) 3: Discrimination, Employment Protection and JFK Airport Case Study (involves reviewing peer writing assignment 2) 4: Addressing Our Biases and Understanding Microaggressions 5: Diversity of Appearance & Bias 6: Diversity of Sexual Orientation & Gender Identity * 7: Religious Diversity * 8: Diversity of Mental & Physical Ability * 9: Diversity of Age * * Discussion of course project contents forums 6 - 9
<b>Course Project (Team based assignment)</b>	260 points (26%)	<b>Introduction</b> - What We Didn't Know; What Shouldn't Be Missed <b>Section I: Social Justice Issues</b> Societal Stereotypes; Exclusion, Discrimination, and Inequities; Intersectionality <b>Section II: Legal Protections</b> - Laws & Accepted Policies <b>Section III: In Today's Workplace</b> - What Do Employees Desire and Need; Intersectionality; Institutional and Interpersonal Opportunities for Equity and Inclusion <b>Section IV: Interesting Issue about this Dimension</b> (Team chooses 1 major issue to investigate in-depth) Overview; Thoughts in Relation to the Topic <b>Bibliography</b> - Resources Used to Develop the Presentation <b>Recommended Discussion Points</b> - Questions for Our Learning Community
<b>Writing Assignments</b>	170 points (17%)	<b>Writing Assignment 1</b> - 80 points <b>Pt I</b> Self-Identities; <b>Pt II</b> Perspectives on Diversity & Inclusion <b>Pt III</b> Meritocracy, Melting Pot, Colorblind Ideal <b>Writing Assignment 2</b> <b>Case Study: Discrimination in Newark Airport</b> - 40 points Pt I Compelling Components of the Case Study; Pt II Connection to Course Content Weeks 1 -5 <b>Writing Assignment 3</b> – 50 points How Difference Shapes Experiences and Perspectives - Workplace
<b>Diversity &amp; Inclusion Leadership Portfolio</b>	150 points (15%)	<b>Diversity &amp; Inclusion Leadership Portfolio</b> Two parts worth a total of 140 points <b>Part I:</b> First Concepts: Experience and Meaning; Reflections on Identity and Difference Issues; Covering; Implicit Bias <b>Part II:</b> Perceived intercultural Competence; Competency; Applying Skills Learned; My Diversity and Inclusion Story
<b>Quizzes</b>	100 points (10%)	7 Test Yourself Quizzes
<b>Other Course Activities</b>	20 points (.20%)	<b>Attending to Canvas Account Information</b> Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency -10 points <b>Class Polls</b> 2 polls open week 1 (5 points); week 8 (5 points)

### Grading Rubrics

Grading rubrics developed for each assignment noted above; published for student reference and use when grading.

**Unit II PowerPoint Slide Sets** (50 – 72 slides per set) are published for specific dimensions of diversity addressed in the course. Diversity of: LBGT, Religion, Physical and Mental Abilities, Age, Appearance  
 Topic areas: overview; demographics; contemporary employment issues and workforce concerns; employment protections; sample discrimination situations Slide sets are updated each semester.

**Emotional Intelligence in the Workplace** (Undergraduate Version)

**Original Design:** 2002 **Major Revisions:** 2007\*\*, 2012, 2017

**Updates:** 2008-9, 2018-19, 2020 – 21, 23

Recorded New Videos: Basis for and Basics of EI Part III (wk 2) - 2023

**Taught:** Spring Semesters

Delivered online through Pearson LMS 2002 – 2016; Canvas LMS 2016 – present

**Description**

Emotional Intelligence (EI) - the act of intentionally using emotions in guiding thinking and behavior - is scientifically documented as a key factor in successfully leading ourselves and others in the work environment. EI involves developing an effective level of awareness of self and others, appropriate use and management of emotions, and applying a set of personal and social competencies to interact effectively in all forms of workplace relationships, including relationships with diverse others.

This course requires the student to be knowledgeable in EI theory, as well as encourages the application of EI through a variety of assessments and theory-to-practice assignments that are reported through the three-part course project. As a result of successfully completing this course, students recognize and are to apply best practices in emotional intelligence within a work environment.

**Learning Goals**

Department (LSER) Learning Goals

- Demonstrate an understanding of the perspectives, theories and concepts associated with emotional intelligence (Goal 1) *Goal is assessed through: a student's final grade in the course.*
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2). *Goal is assessed through: Writing Assignment 1 Part II: Critical Thinking about Emotional & Social Intelligence.*

School of Management and Labor Relations (SMLR) Learning Goal

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV) *Measured through evaluating quality of: Score for Quiz #4 (Assessing knowledge of Unit III: Using EI at Work content)*
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI) *Measured through evaluating quality of: Course Project Part III: Section I: EI Plan; Statement of Goals and Action Statements.*

**Units and Assignments**

Unit I: Basics of EI; Unit II: Developing EI; Unit III: Using EI

<b>Assignments &amp; Assessments – Emotional Intelligence in the Workplace –UNDERGRADUATE LEVEL (1,000 points total) Updated – January 2020</b>		
<b>Assignment</b>	<b>Point Worth; % of All Points</b>	<b>Description and Points</b>

<b>Course Project 3 Parts</b>	310 points (31 %)	<b>#1: Emotional Intelligence: Understanding EI</b> - 110 points Completion of and Reflection on EI Assessment; EI Theory and Assessments <b>#2: Developing EI Skills and Competencies</b> - 100 points Self-Awareness; Managing Emotions: Conditioned Relaxation Response <b>#3: EI Theory to Practice</b> - 100 points EI Plan; Plan for Change
<b>Quizzes</b>	265 points (26.5%)	Course Orientation Quiz – 30 points 4 Content Quizzes – 235 points Short answer, t/f. multiple choice and multiple answer
<b>Writing Assignments</b>	255 points (25.5%)	<b>Writing Assignment 1</b> – 100 points Part I: The Science Behind EI/ESI; Part II: Critical Thinking about Emotional and Social Intelligence (Includes web search for popular articles on EI) <b>Writing Assignment 2/3:</b> Special Interest Topic – 155 points Part I: Overview of Topic or Subtopic; Part II: Link to the Workplace – or – Employee Success in the Workplace; Part III: Opinion Statement on Topic (Half class completes WA #2/ half WA #3) Students share contents and discuss.
<b>Discussions</b>	150 points (15%) (3) 50 points	<b>Learning Community Reflection on Writing Assignment Contents</b> Discussions linking course content with content and opinions communicated in writing assignment 1, 2 and 3
<b>Other Course Responsibilities</b>	20 points (.20%)	<b>Attending to Canvas Account Information</b> Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency

Students are required to complete an online assessment: MSCEIT (Mayer, Salovey, Caruso Emotional Intelligence Test) Assessment results are reflected upon and discussed in both Course project Part 1 and 3.

### Grading Rubrics

Grading rubrics developed for each component of assignments noted above; published for student reference, use in Canvas grading tool.

### Professional Development Strategies

37:575:368– 3 credits; 14 weeks

**Original Design:** 2000 **Major Revisions:** 2002, 2006 January 2008, Summers: 2013, 2015, 2017, 2019, 2022

**Updates:** 2010, 2015, 2023

Video Tapes: Added new content and directions for fall 2022 offering: Core Values (wk 9); Defining and Achieving success (wk 9); Pecha Kucha Presentation Overview. Fall 2023 offering: PDS Orientation; Collaborative Assignment Orientation; Virtual Teamwork Parts 1 – 3 (wks 5 – 6); Pecha Kucha and Healthy Minds App Video; Career Services (wk 4) Writing Assignment 1 Overview; Series of 5 videos on different team-based assignments.

This course has been revised and redeveloped over a period of 20+ years. Originally a graduate level course, it was redesigned to serve as a contemporary employment skills course for LSER undergraduates. Objectives and assignments stated below are those currently used within the LSER course.

Review process: Graduate School/Newark, Masters Public Administration, 2002

Abbreviated version of course – summer session -12 weeks – 2002

Research and development and review for LSER – 2006

**Taught** Fall/Spring Semesters

Delivered online through the Pearson LMS 2001 – 2016; Canvas LMS 2017 – present

### Description

This course involves investigation of the contemporary nature of work, what employers desire from early career college graduates, and a variety of competencies and skills required for long term professional success. Content and assignments support growth towards individual and interpersonal excellence at work and in life. Students identify

their vision of success, core values and internalize work-life balance options to better make employment decisions. Students investigate the support of SMLR career services and learn to network on their journey to gain employment; and then investigate skills to behave inclusively with diverse coworkers once employment is secured.

A key focus within the course is learning and then applying best practices in teamwork. After weeks of training students engage in a seven-week team project that requires application of the best practices to produce multiple deliverables including an academically based team project. A dynamic learning experience is offered through social and experiential learning, individual course content engagement and personal reflection.

### Learning Goals

#### Labor Studies and Employment Relations Department (LSER) Goals

- Work productively in teams, in social networks, and on an individual basis. (Goal 13)  
*Measured through evaluating the quality of the set of 5 virtual team-based assignments*

#### School of Management and Labor Relations (SMLR) Goals

- Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations. (Goal VII)  
*Measured through evaluating the quality of the Pecha Kucha Oral Presentation assignment.*
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI)  
*Measured through evaluating the quality of Journal II: Activities 3 & 4*

### Sections and Assignments

Section I: Trends and Issues Shaping Employment and Requirements for Success

Section II: Career Essentials: Beginning and Continuing One's Career

Section III: Essential Competencies and Skills; Section IV: Self-Development for Personal and Professional Success

<b>Assignments &amp; Assessments – Professional Development Strategies (1,000 points total) Updated – September 2023</b>		
<b>Assignment</b>	<b>Point Worth; % of All Points</b>	<b>Description and Points</b>
<b>Team Based Assignments</b>	380 Points (38%)	<p><b>Team Development &amp; Competency Assignments</b> <u>Worth 180 points</u> - 4 assignments associated with team activities &amp; individual team member evaluation. Point worth varies by assignment.</p> <p><b>Virtual Team Project</b> <u>Worth 200 points</u> - Collaborative assignment accomplished in virtual team</p>
<b>Professional Development Journal</b>	255 Points (25.5%)	<p><b>Professional Development Journal</b> Journal is submitted four different times during the semester. Total of 8 journal parts. Each journal part worth a different number of points.</p>
<b>Learning Community Discussions</b>	180 Points (18%)	<p>3 Forums 60 points each Forum 3 is mandatory Forums 1,2,4,5 – 2 out of 4 required</p>
<b>Written and Oral Communication</b>	150 Points (16%)	<p><b>Writing Excellence Essay</b> <u>Worth 60 points</u> - 500-word essay</p> <p><b>Pecha Kucha Oral Presentation</b> <u>Worth 100 points</u> - Pecha Kucha presentation (20 slides/ each 20 seconds total 6 min 40 sec.)</p>
<b>Task Completion</b>	25 Points (2.5%)	<p><b>Team Project Student Contract</b> <u>Worth 5 points</u></p> <p><b>Pecha Kucha Presentation, Healthy Minds App Sign Off</b> <u>Worth 10 points</u></p> <p><b>Updating of Account Information in Canvas</b> <u>Worth 10 points</u></p>



		Students upload photo, offer a profile (academic, work and personal background), review email address for notifications and check notification settings
	100%	Total Assignment and Assessment Worth - 1000 points

### Grading Rubrics

Grading rubrics developed for each assignment noted above; published for student reference and use when grading.

### Organizational Behavior & Work

SMLR Management and Work designation – 37:624:345 3 credits; 14 weeks

LSER Through Spring 2020 - 37:575:345

This course also involves an abbreviated summer semester version – 11 weeks.

**Original Design:** 2017 **Major Revisions:** Summer 2021

**Update:** Summer 2018, 2023

Videos Created 2023: Portfolio Assignment Instructions Part I and II; Introducing Maureen Mallon as PTL for course.

**Taught** Fall/Spring Semesters

Delivered online through Canvas LMS – Spring 18 to present

#### Description

This course involves understanding human interactions in the workplace. Content and assignments recognize the influence employees and those associated with organizational leadership have on each other and the organization.

**Unit I** begins with contemporary topics that significantly impact the organization and its employees: globalization, technology, and a diverse workforce. During Unit I students complete their first of nine (9) third party developed academically oriented self-assessment questionnaires. The first assessment is on one's level of diversity awareness. The first component of the course ends with organizational culture and how it can reflect and be influenced by overarching contemporary issues.

**Unit II** organizes around employee behaviors and how the employee experience impacts and is impacted by organizational interactions. Broad topic areas include individual characteristics and traits, values, perceptions, and reactions. The unit culminates with a learning community discussion on perception of organizational fairness and justice rules along racial and gender identify lines.

**Unit III**, the longest unit of the semester uncovers how employees operate socially and in groups in relation to the organization. Featured topics include conflict, power and politics, communication, modern leadership styles. Learning communities discuss the realities of real-world teams and employee negotiation strategies in the last two forums of the semester.

#### Learning Goals

School of Management and Labor Relations (SMLR)

Students can in the following SMLR core area for success:

- Evaluate the context of workplace issues, public policies, and management decisions. (Goal V) *Measured through evaluating quality of: Discussion #3: Perception of Fairness, Justice, and Trust in the Workplace*

Assignments & Assessments – OB Undergraduate Level <b>UPDATED: Jan/22; Reflects New Course Design</b>		
Assignment	Point Worth; % of Points	Description and Points
<b>Portfolio</b>	390 points (39%) 3 Parts; 130 points	Reflections on feedback from results of online self-assessments associated with textbook chapters. Topics Part I: Workplace Diversity, Locus of Control and Learning Style Part II: Impact/ Control of Emotions, Teamwork Decision Making Part III: Communication: Listening, Conflict Management, Power, and Influence

<b>Quizzes</b>	270 points (27%)	9“Test Yourself” Quizzes at 30 points each -270 points
<b>Discussions</b>	180 points (28%) 3 of 4 Required 60 points	1. Employee and Organization Perspectives and Relationship 2. See below writing assignment 2 3. Perception of Fairness, Justice, and Trust in the Workplace 4. Theory and Real-World Teams 5. Employee Negotiation
<b>Writing Assignments</b>	150 points (15%)	<b>Writing Assignment 1</b> – 50 points <b>Initial Reflections on Organizational Behavior</b> Students exhibit the ability to make both an academic and personal connection to overall subject and topics explored throughout the semester; showcase critical thinking and provide a high-quality writing sample. <b>Writing Assignment 2</b> – 100 points <b>Contemporary Organizations and OB</b> Students develop an essay on a critical contemporary work-related topic; share essay in Forum 2 area and discuss each other’s topics in relation to course content weeks 1 – 3. Forum 2 is mandatory
<b>Attending to Canvas Related Information</b>	10 points (.10%)	Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency
	100%	Total Assignment and Assessment Worth - 1000 points

### Grading Rubrics

Grading rubrics developed for each assignment noted above; published for student reference and use when grading.

### Master Level Courses (MLER Program)

#### The Inclusive Workplace

38:578:510 – 3 credits; 14 weeks

Part of SMLR’s Diversity & Inclusion Certificate Program

Meets MLER program workforce diversity requirement.

**Original Design:** 2010 **Major Revisions:** 2016; 2019; 2021

**Minor Updates:** Every Summer: Contemporary Issues week 2; overt discrimination week 6; relevant new resources, video presentations

Video Series created 2023: Completing Team-Based Course Project 9 1 Topic Videos (2 to 5 minutes in length)

**Taught** Fall Semesters

Delivered online through Pearson LMS 2010 – 2015; Canvas LMS 2016 - present.

Content below associated with current version of course.

#### Description

Inclusive workplaces build on equity principles to create a culture of respect, support, and involvement for all employees. The course is taught in three units with an overall objective to increase graduate student capability to direct themselves and lead others when choosing to apply interpersonal and organizational inclusion practices.

**Unit I:** A macro connection to course topics is made through identifying contemporary workplace and societal issues where social justice and inclusion are challenged. An overview of contemporary workplace leadership issues culminates in an examination of allies and their usefulness.

In **Unit II** students recognize the importance of identity and the power of difference in the workplace. Case studies and reflections on one’s identities and biases create opportunities for personal reflection.

**Unit III:** Organizational strategies to establish equitable and inclusive policies/programs and influence culture are balanced by a recognition that eliminating overt and subtle discrimination and creating inclusive workplaces is complex. Interpersonal leadership perspectives and practices are presented and then applied during the development of a DEI leadership plan.

Course involves self-awareness and growth activities, sharing and leadership in learning communities, collaborative learning.

## Learning Goals

School of Management and Labor Relations (SMLR)

Students can in the following SMLR core areas for success:

- Understand Context: Evaluate the context of workplace issues, public policies, and management decisions (Goal V.) *Measured through evaluating quality of students' academically based comments within 6 discussion periods held throughout the semester.*
- Application: Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI.) *Measured through evaluating quality of Portfolio Part 4: Diversity and Inclusion Leadership submissions.*

## Units and Assignments

Unit I: Contemporary Institutional and Interpersonal Topics

Unit II: Identity & Exclusion Issues

Unit III: Organizational & Interpersonal Inclusion

<b>Assignments &amp; Assessments – The Inclusive Workplace (1,000 points total) Updated – Jan/22; Reflects changes in course assignments</b>		
<b>Assignment</b>	<b>Point Worth; % of All Points</b>	<b>Description and Points</b>
<b>Discussions *</b>	38.5% (385 points) 7 of 9 Discussions 55 points each	1 Examining Contemporary Issues in Relation to Diversity, Inclusion and Social Justice 2 Allies and Inclusive Discussions 3 Realities, Perspectives and Theories: Diversity and Inclusion 4. Identities and Difference 5 Bias Case Studies 6 Discrimination (Discussion includes select contemporary news articles related to employment discrimination and exclusion.) 7 Organizational Inclusion 8 Diversity and Inclusion Leadership Skills 9 Equity & Inclusion in the Workplace <i>* Discussions 3 – 4, 6 – 9 are student leader lead. Professor provides suggested topics/key questions to begin discussion.</i>
<b>Portfolio</b>	28% (280 Points)	#1: Identity Markers and Initial Reflections - 50 points #2: Diversity Story - 80 points #3: Implicit Association Test Reflection - 50 points #4: Diversity & Inclusion Leadership Plan - 100 points
<b>Course Project *</b>	31% (310 points)  Outlines (60 points) Completed Project (250 Points	<b>Briefings</b> <b>Section I:</b> Overview of Equity & Inclusion Issues; Existence & Limitations of Legal Remedies <b>Section II:</b> Organizational Policies – Best Practices in Social Justice and Inclusion: Policies, Programs, Culture (2 of 3) <b>Special Interest Topic</b> In-depth examination of 1 equity and/or inclusion issue named in the overview briefing- OR –associated with equity and/or inclusion of chosen cohort. <b>Discussion Questions for Learning Community; Bibliography</b>
<b>Other Assignments</b>	2.5% (25 points)	Course Orientation Quiz – 15 points Bio and Digital Image in Canvas Profile Area – 10 points
	100%	Total Assignment and Assessment Worth - 1000 points

- \* Course Projects -All projects are evaluated by both the professor (70% of grade) and learning community members (30% of grade.)
- \* Discussions - involve student leaders who post early in open period and offer additional replies.

### Grading Rubrics

Grading rubrics developed for each assignment noted above; published for student reference and use when grading.

### Emotional Intelligence in the Workplace

38:578:511 (Graduate version), 3 credits, 14 weeks

**Original Design:** 2002 **Major Revisions:** 2007, 2013, 2017

**Minor Updates:** 2008-9, 2018-19, 2020

\*\* Course development and revisions:

This course has been revised and redeveloped over a period of 20+ years. Objectives and assignments stated below are those currently used within the MLER course.

Review process: Graduate School/Newark, Masters Public Administration, 2003

Review for LSER - 2007

**Taught** Spring Semesters

Delivered online through the Pearson LMS 2003 – 2016; Canvas LMS 2017 – present.

### Description

EI involves developing an effective level of awareness of self and others, appropriate use and management of emotions, and applying a set of personal and social competencies to interact effectively in all forms of workplace relationships.

EI has a role to play in addressing interpersonal and organizational diversity and inclusion goals. Content includes research and practice on EI and team diversity as well as exploring “diversity intelligence” which at its core involves flexibility in interpersonal relationships, social responsibility, and awareness. Students explore the impact age and gender can have on EI, and the importance of remaining ADA compliant when engaged in testing Autistic applicants and employees to determine their level of EI. This area features the development and application of empathy skills,

The course requires the student to be knowledgeable in EI theory. As a result of successfully completing this course, students will recognize and be able to apply best practices in emotional intelligence within a work environment.

### Learning Goals

School of Management and Labor Relations (SMLR)

Students can in the following SMLR core areas for success:

- Demonstrate an understanding of relevant theories (regarding emotional intelligence) and apply them given the background context of a particular work situation. (Goal IV) *Measured through the quality of original comments in the 6 discussions held during the semester.*
- Application: Demonstrate an understanding of how to apply knowledge (associated with emotional intelligence) necessary for effective work performance. (Goal VI) *Measured through the quality of Course Project Part III Section I: EI Plan, Statement of Goals and Action Statements.*

### Course Units and Assignments

Unit I: EI Theory & Practice; Unit II: Developing & Using EI Abilities and Competencies; Unit III: EI Leadership at Work

Assignments & Assessments – Emotional Intelligence in the Workplace – GRADUALTE LEVEL (1,000 points total) Updated - January 2021		
Assignment	Point Worth; % of All Points	Description and Points
Course Project	310 points	#1: Emotional Intelligence: Understanding EI - 110 points

	(31%)	Completion of and Reflection on EI Assessment; EI Theory and Assessments #2: Developing EI Skills and Competencies - 100 points Self-Awareness; Managing Emotions: Conditioned Relaxation Response #3: EI Theory to Practice - 100 points EI Plan; Plan for Change
<b>Discussions</b>	275 points (27.5%) 55 points each 5 of 5 forums	1: Perspectives on the Science and History of EI/ESI 2: Developing EI Abilities & Competencies 3: Workforce Diversity and EI in the Workplace * 4: Empathy and Workplace Inclusion * 5: Relationship Building and Interpersonal Expertise * 6: EI/ESI and Teams * * <i>Student leader lead.</i>
<b>Writing Assignment</b>	270 points (27 %)	Special Interest Topic Writing Assignment Student chooses topic with input of professor. Outline 50 points; paper 220 points
<b>Knowledge and Skill Assessments</b>	125 points (12.5%)	Three self-assessment type quizzes worth between 30 and 40 points. 1 requires answering short answer questions
<b>Attending to Canvas Related Information</b>	20 points (.20%)	Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency
	100%	Total Assignment and Assessment Worth - 1000 points

Students are required to complete an online assessment associated with the ability-based model of emotional intelligence: MSCEIT (Mayer, Salovey, Caruso Emotional Intelligence Test)

Students elect to engage in the ESCI 360 (Emotional and Social Competency Inventory) the assessment associated with the competency-based theory on emotional and social intelligence. (Students must be working and recruit 3 members of the workforce, including their supervisor, to be part of their assessment team.) Assessment results are reflected upon and discussed in Course Project Part 1 and 3.

### Grading Rubrics

Grading rubrics developed for each assignment noted above; published for student reference and use when grading.

### Courses No Longer in Rotation

#### Undergraduate Course

#### Religion and Work

37:575:297 – 1 credit; 6 weeks

**Original Course Design:** 2011 **Major Revision** 2019

Updates: Every semester

**Updates:** Current Event Listing (for writing assignment #1) updated each semester.

**Taught:** Spring/Fall Semesters: Last taught fall, 2019.

Delivered online through Pearson LMS 2011 – 2016; Canvas LMS 2017 – fall 2019

#### Description

This course offers students the opportunity to study and synthesize material on contemporary topics and perspectives:

1. religious diversity in the 21st century US society; religious diversity in the US workplace employee rights, discrimination, and legal remedies
2. religious beliefs and employment accommodation
3. special topics in the 21st century workplace and civil society: Religion and Sexual Orientation; Religion, Race and Ethnicity; Organizations, Society and Labor Today; Communicating with Diverse Others at Work

#### Assignments

Assignments & Assessments – Religion and Work (330 points total)		
<b>Writing Assignments</b>	190 points (58%)	<b>Writing Assignment #1</b> – 65 points Connecting to Course Content: Contemporary News & Views on Religion, Society and Work Identify Subtopic for Writing Assignment #2 - worth 5 points <b>Writing Assignment #2</b> - worth 120 points Topic of Interest, Religion and Work Briefing
<b>Quizzes</b>	100 points (30%)	Week 1 – 3 quiz - 50 points Week 3 – 6 quiz - 50 points
<b>Discussion and Poll Engagement</b>	40 points (12%)	Reading of writing assignment #1 submissions within learning community; discuss contents of submissions 30 points Complete class poll (15 questions) 10 points

### Grading Rubrics

Grading rubrics developed for each assignment noted above; published for student reference and use when grading.

### Master's Level Courses

#### Topics in LER: Organizational Behavior

38:578:614 – 3 credit; 14 weeks

**Original Design:** 2017

**Minor Update:** After spring '17 semester

**Taught:** Spring, Summer, Fall Semester 2018

Delivered online through Canvas LMS 2018

Assignments & Assessments – OB Graduate Level		
Assignment	Point Worth; % of All Points	Description and Points
<b>Briefing Papers</b>	360 points (36%)	<b>Briefing Paper #1</b> – 100 points Contemporary Organizational Environment (Students choose topics to develop writing assignment: Cultural Competence, Artificial Intelligence, Corporate Social Responsibility, Forced Arbitration Agreements) <b>Briefing Paper #2</b> – 160 points Critical Considerations in Employee Motivation & Support (Choose material from journal articles provided.) <b>Briefing Paper #3</b> - 100 points Contemporary Leadership Issues
<b>Discussions</b>	300 points (30%) 50 points each	1. Managerial Skills & Organizational Behaviors that Support Employee Effectiveness 2. The Contemporary Organization and Organizational Culture (Discussion of Briefing 1 papers) 3. Perception of Fairness, Justice and Trust in the Workplace 4. Contemporary Team Issues 5. Employee Negotiation 6. Leadership Issues (Discussion of Briefing 3 papers)
<b>Portfolio</b>	175 points (17.5%)	Reflections on self-assessments associated with textbook chapters Portfolio 1 – 70 points; Portfolio 2 – 105 points
<b>Quizzes</b>	160 points (16%)	Week 6: Week 1 – 6 quiz - 90 points Week 14: Week 8 – 11; 14 quiz– 70 points
<b>Attending to Canvas Related Information</b>	5 points (.05%)	Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency

This course also involves an abbreviated summer semester version – 11 weeks  
*This course was taught by adjuncts and a Ph.D. student.*

**Grading Rubrics**

*Grading rubrics developed for each assignment noted above; published for student reference and use when grading.*

**Self-Development for Professional Success**

38:578:512 – 3 credit; 14 weeks

**Original Course Design:** 2009 **Major Revision:** 2013

**Taught** Spring or Fall Semesters

**Last Taught:** Fall 2013

Delivered online through the Pearson LMS

**Description**

Strategies for career advancement given the changing nature of work and organizations.

Skill assessment/development, career progression, and work/life balance; intergenerational, gender, and racial/ethnic issues. *Additional information about course on request.*

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**Professional Development Courses**

**Supplier Diversity Online, 2003 – 2006**

Online continuing education course developed to increase knowledge and build skills for human relations employees regarding the theory and use of best practices in supplier diversity process management. Three-tiered course: Units: Introduction to Supplier Diversity, The Business Case for Supplier Diversity Programs, Setting Up a Supplier Diversity Process, Supplier Diversity Program Process, Second Tier Programs and Processes, Best Practices in Supplier Diversity, Benchmarking, Topical Issues in Supplier Diversity. Delivered online through the eCollege© platform – 13 week course

(Project director 100%, curriculum developer 70%, course text authorship 45%, course shell text authorship 90%, 15% technical production Flash movies.)

**Emotional Intelligence Primer, 2005**

Online continuing education course developed to increase awareness of Emotional Intelligence theory, competencies, and worksite application and benefits. 4 Units: What is Emotional Intelligence, Business Case for EI, EI Competencies, Worksite Initiatives. Delivered online through the eCollege© platform – 1 day training

**Publications**

**Paper**

Marsden, Anne-Michelle (October 2008). Teaching EI Theory and Practice Online, Higher Education Symposium on Emotional Intelligence, Georgetown University, Washington D.C.

**Publication**

Marsden, A.M. (2003). Online Education: New Rules, New Rewards. Journal of Family and Consumer Sciences, 95(4), p. 8 -11.

## Teaching

### Online Instruction

MLER Courses					
Course Number	Course Title	Semesters Taught			
		2005 – 2010	2011 - 2017	2018 - 2022	2023 - 2024
38:578:614	Managing Diversity in the Workplace	Fall '05, '08 Spring '07	<i>Revised and renamed. Becomes The Inclusive Workplace</i>		
38:578:510	The Inclusive Workplace	Spring '10	Spring '11 – '15 Fall '16 – '17	Fall '18 – '22	Fall '23
38:578:511	Emotional Intelligence in the Workplace	Fall '07 Spring '06; '09	Fall '12; '14 Spring '16 – '17	Spring '18 – '22	
38:578:512	Self-Development for Professional Success	Fall '06; '08 Spring '08	Fall '11; '13 <i>Taken out of rotation in '14</i>		
Undergraduate Courses – SMLR Courses (624)					
Course Number	Course Title	Semesters Taught			
		2005 – 2010	2011 - 2017	2018 - 2022	2023 - 2024
37: 624:345	Organizational Behavior and Work			Spring '19 – '22 Fall '21 – '22	Spring '23 Fall '23
37:624: 364	Diversity and Inclusion			Spring '21 - '22 Fall '20 - '22	Spring '23- '24 Fall '23
Undergraduate Courses – LSER Courses (575)					
Course Number	Course Title	Semesters Taught			
		2005 – 2010	2011 - 2017	2018 - 2022	2023 - 2024
37:575:364	Diversity at Work	Spring '07 Fall '08	Spring '10 - '15 Fall '15 – '17	Fall '18 - '19 <i>Revised/renamed Diversity &amp; Inclusion</i>	
37:575:367	Emotional Intelligence in the Workplace	Fall '07 Spring '09	Fall '12; '15 Spring '16 – '17	Spring '18 – '22	Spring '23 – '24
37:575:368	Professional Development Strategies	Spring '08 Fall '06; '09	Fall '11; '13;'15;'17	Fall '20; '22	Fall '23
37:575:297	Religion and Work		Fall '11 – '17 Spring '12 – '17	Spring '18 – '19 Fall '18 – '19	

### Presentations

Accepted: Marsden, AM., Katz, C., Liu, X. (June 28, 2024). Leveraging AI in Teaching Labor and Employment Relations: Examples from Class and Ethical Considerations for a Future-Ready Student. LERA 76th Annual Meeting / ILERA 20th



World Congress / FMCS National Labor-Management Conference. Manhattan, New York.  
Panel; Skill-Building Track.

Marsden, A.M., Labrada, M. (March 14, 2022). DEI Related Content and Assignments in Asynchronous Online Courses. Rutgers Online Learning Conference. New Brunswick, NJ. (virtual) Changes for Today Track.

Marsden, A.M. (2021). Diversity, Equity, and Inclusion in the Virtual Classroom. Rutgers Online Learning Conference. New Brunswick, NJ. (virtual) Improvise Track.

Marsden, A.M. (2020). Teaching Workplace Social Justice Online: Recommendations for Engagement. 10th ILERA Regional Congress of the Americas. Toronto, Ontario, Canada. (virtual)  
Panel; Teaching Labour and Employment Track

Marsden, A. M. (2016). Rubrics as a Means to Address Our "Other Certainty." Rutgers Online Learning Conference, Mid-Atlantic Region, New Brunswick. NJ.

Marsden, A.M. (2015). Worth The Work? Team & Collaborative Learning, Rutgers Online & Hybrid Learning 6<sup>th</sup> Annual Conference, Newark and New Brunswick, NJ.

Marsden, A.M. (2015). Encouraging Student Engagement: Beyond Post Once, Comment Twice. Rutgers Online & Hybrid Learning 6<sup>th</sup> Annual Conference, Newark and New Brunswick, NJ.

Caprio, Raphael, Marsden, Anne-Michelle (2006). Teaching Opportunities Workshop, 2006 Annual Conference, Rutgers Cooperative Extension, Skill Development & Best Management Practices in Entrepreneurship, Cook Center, New Brunswick, NJ.

#### Within SMLR

SMLR Ph.D. Candidate Proseminar – March 8, 2022

1 hour interactive presentation on online teaching/learning and best practices in grading (virtual)

SMLR Teaching Workshop – September 30, 2016

75 minute school wide interactive workshop on online teaching; with Ashley Conway and Hadi El-Farr

SMLR Ph.D. Candidate Proseminar – October 7, 2008

2 hour interactive presentation on online teaching/learning and best practices

Lecture, PowerPoint Presentation, handouts (in-person)

### **Student Internships and Independent Study**

#### Undergraduate

Carol Pisapia, Independent Study (Fall, 2014)

#### Graduate

Christine Harvey – Independent Study (Spring, 2023)

Sarah Winjobi – Independent Study (Spring 2023)

Marvelyn Tiziani, Independent Study (Fall, 2014)

Maria Ganz, Educational Internship (Spring, 2013)

### **Service 2006 - Present**

#### **LERA**

Teaching Interest Section Committee Member - 2021 - 2024

#### **OTEAR**

Invited: Inclusive Practices Spotlight: Strategies from Rutgers' Instructors, Panel. Part of the Classroom Inclusivity Series. April 12, 2024 (Virtual)

Inclusivity Series Focus Group – April 21, 2022

Best Practices in Group Projects, Workshop, Panel with Arturo Osorio, RBS; Sophia Fu, SCI; Monica Torres SAS – April 20, 2022 (virtual)

### **SMLR/Department of Labor Studies and Employee Relations**

#### Department of Labor Studies and Employment Relations

Created Videos for Use in Canvas Courses:

Instructor Feedback Access; Grade Posting Notifications; Grading Rubric Access, Summer, 2023

AI Committee – 2023 – 24

Working toward providing a resource to SMLR regarding AI use in the classroom.

Assessment of Student Learning Committee - 2022 – 23

Working toward Summer 2023 report on LSER Department's teaching in the Rutgers Core.

#### Peer Faculty Observation of Teaching

Maureen Mallon (PTL) – October 2023

Sheila Lawrence – February 2022

### **Use of Canvas Admin Access**

Granted administrative level access to SMLR Canvas shells 2016 after being fully trained on Canvas by Canvas staff.

Assist faculty in addressing more complex issues in Canvas shells on a regular basis.

### **Updating course content and course shell preparation for online course; training/managing/assisting adjuncts and handling Cengage (online textbook and activity) issues, addressing student and adjunct questions.**

#### Organizational Behavior and Work 37:624:345

Yan Pan – spring – 2022 spring/summer - 2021

Jennifer Zachary: spring 2018 – 2021; fall and spring semesters

Maureen Sheridan: spring 2018, fall 2018; spring 2019; spring 2021; spring 2022

Faiza Abbas: spring 2018; summer 2018 – 2020

#### Organizational Behavior and Work 38:578:614

Eugene Son – fall 2018

Amir Maleki – spring, summer 2018

### **Updating course content and course shell preparation for online courses taught by Maureen Mallon - adjunct faculty**

Diversity & Inclusion 37:624:364 – Spring 2023, '24

Organizational Behavior 37:624:345 – Fall '23, Spring '24

### **Updating course content and course shell preparation for online courses taught by Pamela Temple -adjunct faculty**

Diversity & Inclusion 37:624:364 (Replaces Diversity at Work) – Fall -2020 - 2021; Spring 2020; 2022

Diversity at Work 37:575:364 – Summer 2016, Fall and Spring semesters – 2017; Spring – 2018; 2020; Fall 2018; Summer 2019

Professional Development Strategies 37:575:368 – Fall 2017; Fall 2019; Spring 2021-'22

Significant work with adjunct and full-time faculty:

**Assistance in instructional design, online learning pedagogy and/or training to teach course.**

\* Provided significant assistance for some faculty in more than one platform. Initially, when working in e-College and then when working in Canvas. Names are listed under year of latest assistance.

**2020**

Peter **DeChiara** (History of Labor & Work 37:575:202) – winter – spring 2020

Patricia **McHugh** (Youth and Work 37:575:215) fall 2019 – winter - spring 2020

Patricia **McHugh** (Negotiation 37:575:326) – winter - spring 2020

**2019**

Peter **DeChiara** (American Labor Law 37:575:340) summer – fall 2019

Darcel **Lowery** (Diversity at Work 37:575:364) fall 2018 – spring 2020

Darcel **Lowery** (Issues at Work: Workplace Violence 37:575:295) fall 2019 – spring 2020

Patricia **McHugh** (Introduction to Labor & Employment 37:575:100) summer – fall 2019

David P. **Pepe** (Labor Relations in Professional Sports 37:575:310) summer – fall 2019

Teresa **Poor** (Perspectives in Labor Studies 37:575:395) spring – fall 2019

Lisa **Schur** (Employment Law 38:533:566) fall 2019

**2018**

Faiza **Abbas** (Organizational Behavior & Work 37:575:345) – spring, summer - fall 2018

Andrea **Estepa** (Women and Work 38:578:541) – spring – fall 2018

Saehee **Kang** (Organizational Behavior & Work - 37:575:345) - fall 2018

Amir **Maleki** (Topics in LER: Organizational Behavior 38:578:610) – summer – fall 2018

Omar **Montoya** (Writing in Employment Relations 37:575:300) – summer 2017 – spring 18

Leslie **Rappalie** (Writing in Employment Relations 37:575:300) – fall 2017 – spring 18

Ruth **Ruttenberg** (Economics of the Employment Relationship 37:575:325) – summer – fall 2015; summer 2017 – spring 2018

Katherine **Sciacchitano** (Writing in Labor Studies & Employment Relations 38:578:502) – spring – fall 2018

Dan **Sidorick** (New Jersey Labor History 37:575:207) summer - fall 2015; summer – fall 2018

Maureen **Sheridan** (Organizational Behavior and Work 37:575:345) – spring and fall 2018

Michael **Slott** (History of Labor & Work 1880-1945 37:575:202) – summer 2017 – spring 18

Eugene **Son** (Topics in LER: Organizational Behavior 38:578:614) – fall 2018

Jennifer **Zachary** (Organizational Behavior & Work 37:575:345) – spring and fall 2018

**2017**

William **Brucher** (Labor and Employment History 38:578:612) fall 2016 – spring 2017

John **Castella** (Introduction to Labor Studies and Employment Relations 37:575:100) 2017

Rose **Cipparulo** (Employment Law 37:575:315) summer – fall 2012; spring 2016 – spring 2017

Carla **Katz** (American Labor Law 38:578:550) spring 2013; summer – fall 2015; spring 2017  
Sheila **Lawrence** (Finance for Personal and Professional Success 37:575:250) fall 2017 –  
spring 2018  
Crystal **Lupo** (Working Women in American Society 37:575:309) summer – fall 2017  
Crystal **Lupo** (Latino Workers in the US 37:575:307) summer – fall 2017  
Julie **Peters** (Short Topics: Information Literacy 37:575:191) fall 2016 – spring 2017  
Carmen **Rogers** (Youth and Work 37:575:215) summer 2017  
Carmen **Rogers** (Black Workers in American Society 37:575:303) summer 2017  
Alex **Sperling** (Labor Relations in Professional Sports 37:575:310) fall 2013; spring 2017  
Shawn **Taylor** (US Labor and Work 37:575:201) fall 2016 – spring 2017  
Amy Tracy **Wells** (Working Women in American Society 37:575:309) fall 2011 – spring 2012  
spring – fall 2013; summer – fall 2017

## **2016**

Sandy **Becker** (Leadership in the Workplace 37:575:491) fall 2014 – fall 2016  
Yana **Rodgers** (Women and Work 38:578:541) spring – summer 2016

## **2015 – 2007**

Vanessa **Casanova** (Latino Workers in the United States 37:575:307) 2010 – 2011  
Ashley **Conway** (Occupational Safety and Health 37:575:338) 2007-2008  
James **Cooney** (Employment in the Workplace 37:575:315) summer – fall 2011  
Mary **Gross** (Emotional Intelligence in the Workplace 37:575:367) spring 2007; spring 2009  
Dawn **Johnson** (Diversity in the Workplace 37:575:364) 2006 – 2007  
Norah **Kerr-McCurry** (Senior Seminar 37:575:450 and Social Media in the Workplace  
37:575:392) 2007– 2008; fall 2011  
Barbara **Lee** (Employment Law 38:578:566) spring 2008 – spring 2009  
Kay **Lynch** (Professional Writing in Employment Relations 37:578:611) spring – fall 2009  
Sahra **Rykief** (Social Movements, Social Change and Work 37:575:357) summer – fall 2009  
Lisa **Schur** (Employment Law 37:575:315) fall 2014 - spring 2015  
Paula **Voos** (Perspectives in Labor Studies 37:575:395) summer – fall 2008, 2012