Anne-Michelle Marsden
Curriculum Vita

ACADEMIC POSITION
Rutgers University
January 1985 – present

Assistant Teaching Professor
July 1, 2017 – present
> *Appointment:* School of Management and Labor Relations, LSER Department
> *Responsibilities*:
> Teaching: (online)
> 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)
> 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
> Teaching: (online)
> 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

CERTIFICATION AND BADGE

Inclusive & Equitable Teaching (Level 1)
Certified by: Rutgers Office of Teaching Assessment and Research (OTEAR) and the University Equity and Inclusion Office. January 2022.

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

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) or Office of Instructional Technology (OIT)

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

Cultural Responsiveness in the Learning Environment (Part 1), 2022 (11/03)
School of Management and Labor Studies

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 Studies

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. Key Sessions: Data on Religious Diversity; United States; Panel Discussion: Employee Resource Groups; Media as Cross-Cultural Communication.

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.

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*

Topics in LER: Organizational Behavior

38:578:614 – 3 credit; 14 weeks
Developed to be taught asynchronous online
This course also involves an abbreviated summer semester version – 11 weeks
Delivered online through Canvas LMS – spring, summer, fall 18

Original Course Design: 2017
Several assignments revised after 1st offering – summer 2018

Assignments & Assessments – OB Graduate Level		
Briefing Papers	360 points (36%)	**Briefing Paper #1** – 100 points Contemporary Organizational Environment (Students choose topics to develop writing assignment: Cultural Competence, Artificial

		Intelligence, Corporate Social Responsibility, Forced Arbitration Agreements) **Briefing Paper #2** – 160 points Critical Considerations in Employee Motivation & Support (Choose material from journal articles provided.) **Briefing Paper #3** - 100 points Contemporary Leadership Issues
Discussions	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)
Portfolio	175 points (17.5%)	Reflections on self-assessments associated with textbook chapters Portfolio 1 – 70 points; Portfolio 2 – 105 points
Quizzes	160 points (16%)	Week 6: Week 1 – 6 quiz - 90 points Week 14: Week 8 – 11; 14 quiz– 70 points
Attending to Canvas Related Information	5 points (.05%)	Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency

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 – 37:624:345 3 credit; 14 weeks
LSER Through Spring 2020 - 37:575:345
This course also involves an abbreviated summer semester version – 11 weeks
Delivered online through Canvas LMS – spring 18 to present

Original Course Design: 2017
Several assignments revised after 1st offering – summer 2018
Full update of assignments & new course text edition - summer 2021

Major topic areas in relation to organizations:
Individual Employees (personal characteristics, values, perceptions, and reactions)

Social and Group Processes (groups and teams, decision making and problem solving, conflict and negotiation, communication, power, influence, and politics)

Leadership (modern leadership approaches)

Organizational Processes (organizational culture; globalization, technology, ethics, corporate governance; new employment relationships)

Assignments & Assessments – OB Undergraduate Level UPDATED: Jan/22; Reflects New Course Design		
Portfolio	390 points (39%)	Reflections on feedback from results of online self-assessments associated with textbook chapters. Topics

	3 Parts; 130 points	**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
Quizzes	270 points (27%)	9 "Test Yourself" Quizzes at 30 points each -270 points
Discussions	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
Writing Assignments	150 points (15%)	**Writing Assignment 1** – 50 points **Initial Reflections on Organizational Behavior** 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. **Writing Assignment 2** – 100 points **Contemporary Organizations and OB** 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
Attending to Canvas Related Information	10 points (.10%)	Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency

Grading Rubrics

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

Religion and Work

37:575:297 – 1 credit; 6 weeks
Delivered online through Pearson LMS 2011 – 2016; Canvas LMS 2017 – fall 2019

Original Course Design: 2011; Partial revision 2019
Current Event Listing (for writing assignment #1) updated each semester

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

Units and Assignments

Assignments & Assessments – Religion and Work (330 points total)		
Writing Assignments	190 points (58%)	**Writing Assignment #1** – 65 points Connecting to Course Content: Contemporary News & Views on Religion, Society and Work Identify Subtopic for Writing Assignment #2 - worth 5 points

		Writing Assignment #2 - worth 120 points
		Topic of Interest, Religion and Work Briefing
Quizzes	100 points (30%)	Week 1 – 3 quiz - 50 points
		Week 3 – 6 quiz - 50 points
Discussion and Poll Engagement	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.

The Inclusive Workplace

38:578:510 – 3 credit; 14 weeks
Part of SMLR's Diversity & Inclusion Certificate Program

Meets MLER program workforce diversity requirement
Delivered online through Pearson LMS 2010 – 2015; Canvas LMS 2016 - present

Original course design: 2010
Major Revision: 2016; 2019; 2021
Content below associated with current version of course.

Units and Assignments

Unit I: Foundation Concepts; Unit II: Identity & Exclusion Issues; Unit III: Organizational & Interpersonal Inclusion

Assignments & Assessments – The Inclusive Workplace (1,000 points total)		
Updated – Jan/22; Reflects changes in course assignments		
Discussions *	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
		* Discussions 3 – 4, 6 – 9 are student leader lead.
		Professor provides key questions to begin discussion.
Portfolio	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

Course Project *	31% (310 points) Outlines (60 points) Completed Project (250 Points	**Briefings** **Section I:** Overview of Equity & Inclusion Issues; Existence & Limitations of Legal Remedies **Section II:** Organizational Policies – Best Practices in Social Justice and Inclusion: Policies, Programs, Culture (2 of 3) **Special Interest Topic** 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. **Discussion Questions for Learning Community; Bibliography**
Other Assignments	2.5% (25 points)	Course Orientation Quiz – 15 points Bio and Digital Image in Canvas Profile Area – 10 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.

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)
Delivered online through Pearson LMS 2001 – 2016; Canvas LMS 2016 – present
This course is taught by an adjunct semesters when I am not teaching the course. I maintain the continuous updates to the course.

Original course design: 2001
Latest Major Revision: 2020
Content below associated with the spring 2022 full semester version of course.
Meets Core curriculum learning objectives (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.

Units and Assignments
Unit I: Diversity & Inclusion Issues; Unit II: Dimensions of Diversity; Unit III: Diversity Leadership

Assignments & Assessments – Diversity and Inclusion (1,000 points total) **Updated** - September/21		
Discussions	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: 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
Course Project (Team based assignment)	260 points (26%)	**Introduction -** What We Didn't Know; What Shouldn't Be Missed **Section I: Social Justice Issues** Societal Stereotypes; Exclusion, Discrimination, and Inequities; Intersectionality **Section II: Legal Protections** - Laws & Accepted Policies **Section III: In Today's Workplace -** What Do Employees Desire and Need; Intersectionality; Institutional and Interpersonal Opportunities for Equity and Inclusion **Section IV: Interesting Issue about this Dimension** (Team chooses 1 major issue to investigate in-depth) Overview; Thoughts in Relation to the Topic **Bibliography -** Resources Used to Develop the Presentation **Recommended Discussion Points -** Questions for Our Learning Community
Writing Assignments	190 points (19%)	**Writing Assignment** 1- 80 points **Pt I** Self-Identities; **Pt II** Perspectives on Diversity & Inclusion **Pt III** Meritocracy, Melting Pot, Colorblind Ideal **Writing Assignment 2** **Case Study: Discrimination in Newark Airport** - 40 points Pt I Compelling Components of the Case Study; Pt II Connection to Course Content Weeks 1 -5 **Writing Assignment 3** – 50 points How Difference Shapes Experiences and Perspectives - Workplace
Diversity & Inclusion Leadership Portfolio	140 points (14%)	**Diversity & Inclusion Leadership Portfolio** Two parts worth a total of 140 points **Part I:** First Concepts: Experience and Meaning; Reflections on Identity and Difference Issues; Covering; Implicit Bias **Part II:** Perceived intercultural Competence; Competency; Applying Skills Learned; My Diversity and Inclusion Story
Quizzes	100 points (10%)	8 Test Yourself Quizzes
Other Course Activities	30 points (.30%)	**Attending to Canvas Account Information** Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency -10 points **Class Polls** 2 polls open week 1 (10 points); week 8 (10 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.

** Course Development and Revisions:

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 SAS Contemporary Challenge course for undergraduates. Objectives and assignments stated above are those currently used within the new SMLR School wide Management and Work designation (624), and do not reflect past LSER course or original Graduate School/Newark in objectives, content, or assignments.

Development for School of Management and Labor Relations 2006 – present
<u>SMLR Management and Work</u>
Revision: Course content, assignments, and assessments; address new CCD learning goal - 2020

<u>LSER Undergraduate Program</u>
Revision: Creation and revision of videos, 2020 - 2022
Revision: Creation and revision of videos, assignment, and content change, 2018
Creation of an abbreviated summer session course, 2016
Major Revision: Application of updated summer session content to regular semester format; migration to Canvas/reworking of multiple assignments, 2016
Revision: minor updating December 2012, 2013; summer 2015
Course title changes: from Diversity in the Workplace – to – Diversity at Work
Revision: July 2011; Course is accepted as a SAS Contemporary Challenges course.
Revisions: minor revision July 2008; midrange revision January 2010
Course title changes: Managing Diversity – to – Diversity in the Workplace
Original Course Development to meet LSER learning objectives: 2006

Development for Graduate School/Newark 2001 - 2002
<u>Original Research and Development: 2001</u>
Accepted for use: Graduate School/Newark, Masters Public Administration, 2002
Abbreviated version of course – summer session - 12 weeks – 2002

Emotional Intelligence in the Workplace

Delivered online through Pearson LMS 2002 – 2016; Canvas LMS – 2017 - present
Original course design: 2002

Two versions of EI in the Workplace exist using the same course name.
Courses differ in content, depth of investigation into EI theory and assignments.
Both versions have been revised and redeveloped over a period of many years. Originally developed as a graduate level course in the Graduate School/Newark (2002), with an abbreviated version for summer session, (2002). Original undergraduate version was developed in 2007 for LSER students.

Emotional Intelligence in the Workplace: MLER Version

38:578:511 – 3 credit; 14 weeks

Course Revisions
Major Revisions: 2013; 2017
Midlevel revision December/January 2008 – 09; 2018 – 19; 2020 - 2021 (videos)
Content below associated with most current version of course.

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		
Course Project	310 points (31%)	#1: Emotional Intelligence: Understanding EI - 110 points 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
Discussions	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 * * S*tudent leader lead.*
Writing Assignment	270 points (27 %)	Special Interest Topic Writing Assignment Student chooses topic with input of professor Outline 50 points; paper 220 points
Knowledge and Skill Assessments	125 points (12.5%)	Three self-assessment type quizzes worth between 30 and 40 points. 1 requires answering short answer questions
Attending to Canvas Related Information	20 points (.20%)	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 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 component of assignments noted above; published for student reference, use in Canvas grading tool.

* Portions of video involve interview with Cary Cherniss

Emotional Intelligence in the Workplace - Undergraduate Version

35:575:367 – 3 credit; 14 weeks
Course Revisions
Major Revision: 2012; 2017
Midlevel revision December/January 2008 – 09; 2018 – 2019, 2021 (videos)
Major revision for undergraduate use 2007
Course Units and Assignments
Unit I: Basics of EI; Unit II: Developing EI; Unit III: Using EI

Assignments & Assessments – Emotional Intelligence in the Workplace –UNDERGRADUATE LEVEL (1,000 points total) Updated – January 2020		

Course Project 3 Parts	310 points (31 %)	**#1: Emotional Intelligence: Understanding EI** - 110 points 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
Quizzes	265 points (26.5%)	Course Orientation Quiz – 30 points 4 Content Quizzes – 235 points Short answer, t/f. multiple choice and multiple answer
Writing Assignments	255 points (25.5%)	**Writing Assignment 1** – 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) **Writing Assignment 2/3:** 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.
Discussions	150 points (15%) (3) 50 points	**Learning Community Reflection on Writing Assignment Contents** Discussions linking course content with content and opinions communicated in writing assignment 1, 2 and 3
Other Course Responsibilities	20 points (.20%)	**Attending to Canvas Account Information** 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.

* Portions of video involve interview with Cary Cherniss

Professional Development Strategies

37:575:368– 3 credit; 14 weeks
Delivered online through the Pearson LMS 2001 – 2016; Canvas LMS 2017 - present

Original Course Design: 2001**
Major Revisions
Summer 2022; Summer 2019; Summer 2017, 2015, 2013; January 2008
Research and development for LSER - 2006

** Course development and revisions:
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 above are those currently used within the LSER course, and do not reflect original Graduate School/Newark objectives, content or assignments.

   Original Research and Development: 2001
        Review process: Graduate School/Newark, Masters Public Administration, 2002
        Abbreviated version of course – summer session -12 weeks – 2002

Unit and Assignments
Unit I: 21st Century Employment; Unit II: Self Development for Employment Success; Unit III: 21st Century Employee Skills & Competencies

Assignments & Assessments –Professional Development Strategies (1,000 points total) **Updated** - October, 2020		
Team Based Assignments	380 points (38 %)	Involves a semester long collaborative assignment accomplished in virtual teams Team Development & Competency Assignments – 185 points 4 assignments associated with team activities & individual team member evaluation. Team Project - 200
Discussions	300 points (30%) 50 Points each; 6 discussions	Forums #3 and #7 are Mandatory 3. Organizing and Completing a Virtual Team Assignment 7. Critical Reflection on Essential Skills: Top Course Projects Forums 1,2,4,5,6 – 4 out of 5 required 1. Contemporary Work Issues 2. Skills, Learning and the Future of Work 4. Critical Reflection on Change and Life Transitions 5. Critical Reflection on Mindfulness 6. Critical Reflection on the Five Minds For The Future
Professional Development Journal	300 points (30%)	Part I: Employment Experience: Desires, Expectations, Impact of the Future of Work; Learning; Essential Skills Part II: Self-Awareness Key Concepts to Apply; Definition of Success; Reflections on Your Johari Window; Core Values Part III: Crafting Your Life (Harvard Business Review Simulation Reflection) Using Mindfulness Part IV: Personal Strengths; Professional Development Essay
Task Completion	20 points (2%)	Team Project Student Contract - 10 points Updating of Account Information in Canvas - 10 points

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

Self-Development for Professional Success

38:578:512 – 3 credit; 14 weeks
VITA: Marsden 12/08/22   12

Delivered online through the Pearson LMS
This course was taken out of rotation in 2014

Original Course Design: 2009

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.
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

<u>MLER Courses</u>

38:578:510 The Inclusive Workplace – sp. '10 – '15; f.'16 – '22

38:578:614 Emotional Intelligence in the Workplace – sp. '06; fall '07; sp '09; fall '12, '14; sp. '16 – '22

38:578:512 Self Development for Professional Success – fall '09, '11, '13

38:578:611 Professional Development Strategies – fall '06; sp. '08; fall '09;

38:578:614 Managing Diversity in the Workforce - fall '05; sp. '07; fall '08

Note - MLER Program: Self Development for Professional Success replaced Professional Development Strategies in 2009. Self-Development for Professional Success was taken out of rotation fall, 2014
The Inclusive Workplace replaced Managing Diversity in the Workplace in 2010.

<u>LSER Undergraduate Courses</u>
37:575:297 Religion and Work – fall '11; sp. and fall '12 – '19
37:575:345 – or - 624:345 Organizational Behavior and Work – spring '19 – '20 fall and spring -
'21 – '22

37:624: 364 Diversity & Inclusion – fall '20; sp. and fall. '21, 22 (replaces Diversity at Work)
37:575:364 Diversity at Work – fall '08 and '15; sp. '07 and '10 – '15; fall '15 – '19

37:575:367 Emotional Intelligence in the Workplace - fall '07; sp. '09; fall '12, '15; sp. '16 – '22
37:575:368 Professional Development Strategies – fall '06; sp. '08; fall '09, '11, '13, '15, '20, 22

Presentations

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 6th Annual Conference, Newark and New Brunswick, NJ.

Marsden, A.M. (2015). Encouraging Student Engagement: Beyond Post Once, Comment Twice. Rutgers Online & Hybrid Learning 6th 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.

<u>Within SMLR</u>
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
<u>Undergraduate</u>
Carol Pisapia, Independent Study (Fall, 2014)
<u>Graduate</u>
Marvelyn Tiziani, Independent Study (Fall, 2014)
Maria Ganz, Educational Internship (Spring, 2013)

Service *2006 - present*

LERA
Teaching Interest Section Committee Member - 2021 - 2022

OTEAR
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
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.

> <u>Organizational Behavior and Work</u> 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
>
> <u>Organizational Behavior and Work</u> 38:578:614
>
>   Eugene Son – fall 2018
>
>   Amir Maleki – spring, summer 2018

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
>
>   Pamela **Temple** (Diversity at Work 37:575:364, Summer Session & Regular Semester)

fall 2016   - fall 2018; summer 2019; 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

Pamela **Temple** (Professional Development Strategies 37:575:368) spring 2013; fall 2017; 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 **Rapparlie** (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

SMLR Online Learning Webpage
Development of online learning webpage for use by students enrolling in SMLR online courses.
Sections: What to Expect, Should I Enroll in an Online Course? Computer Skills Needed for
Online Course, Course Platform and Student Support, SMLR Online Courses, Getting Ready to
Start the Semester.
Webpage completed - November 2008