

Anne-Michelle Marsden

Curriculum Vita

ACADEMIC POSITION

Rutgers University

January 1985 – present

Instructor

September 1, 2014 – present

Appointment: School of Management and Labor Relations, LSER Department

Responsibilities:

Teaching: 7 courses per year (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: 6 courses per year (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: Instructional design; online course development; 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: adult lifespan development, soft skill management, community wellness and capacity building. Classroom and online education.

Accomplishments related to this position available on request.

DEGREES

Master of Science, 1984

Thesis: Programming Needs of Rural and Urban

University of Florida Extension Clientele

Bachelor of Science, 1982

Florida State University, College of Human Sciences

Tallahassee, Florida, USA

CERTIFICATION

Certified to 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.

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*

Religion and Work

37:575:297 – 1 credit; 6 weeks

Delivered online through Pearson LMS

Original Course Design: 2011

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 and global 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; Religious Fundamentalists and Gay Rights (workplace and society); Religion, Race and Ethnicity; Post 9/11 Discrimination; Organizations, Society and Labor Today; Communicating with Diverse Others at Work

Meets LSER Department learning objectives

Goal 6: Analyze the degree to which forms of human difference shape a person's experience of work.

Meets SMLR learning objective

Goal V: Evaluate the context of workplace issues, public policies, and management decisions

Instructor Learning Goals

recognize the connection between religious diversity and basic concepts in workplace diversity and inclusion; key trends in religious demographic diversity in the US; globally; in the workplace; involvement of religious leaders with worker social justice issues; religious beliefs/ worker accommodation needs of 5 major religions.

identify common myths associated with the 1st Amendment to the US Constitution and be able to state complexities and connection to current events.

Be able to state key employee rights, discrimination and legal remedies associated with Title VII of the 1964 Civil Rights Act.

research and develop a writing assignment in a special interest topic relating to religious adherents (and non-religious adherents) the 21st century workplace.

Investigate current events associated with religious adherents and the workplace.

Topics and Assignments

Week 1: Workforce Diversity Foundation Topics

Week 2: National & Global Perspectives

Week 3: Legal Aspects of Religion in the Workplace

Week 4: Employee Beliefs and Associated Needs

Week 5: Contemporary Workplace Issues

Assignments

Writing Assignments

Religion, Society & Employment

Special Interest Topic Paper

Student Discussion

Review and comment on both learning community member writing assignments.

Grading Rubrics

Grading rubrics developed for each assignment noted above; published for student reference

Exam and Quiz

Development of question pools for quiz and exam.

Test-Yourself exam prep quiz; Involves multiple choice questions

Final Exam; involves: multiple answer, multiple choice, and short answer.

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

Original course design: 2010

Major Revision: 2016

Content below associated with current version of course.

Meets SMLR learning objectives:

Goal V: Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions.

Goal VI: Application– Demonstrate an understanding of how to apply knowledge necessary for effective work performance

Instructor learning goals:

Synthesize course material and communicate knowledge, ideas and experiences associated with:

1. the concepts of human diversity and inclusion.
2. contemporary challenges within a diverse society and workplace.
3. arguments for creating inclusive workplaces.
4. best practices for inclusion on a personal and organizational level.

Collaboratively create an in-depth presentation on one nondominate culture workforce cohort (example: lesbian and gay employees) that focuses on workplace equity/exclusion issues and

potential opportunities to address cohort needs through inclusion strategies. Present and discuss project contents with learning community.

Develop and commit to a plan to increase personal diversity leadership behaviors in the workplace.

Units and Assignments

Unit I: Foundation Concepts

Unit II: Identity & Exclusion Issues

III: Organizational & Interpersonal Inclusion

Assignments

Portfolio Assignments

- 1: Identity Markers and Initial Reflections
- 2: Diversity Story
- 3: Implicit Association Test Reflection
- 4: Organizational Audit
- 5: Diversity & Inclusion Leadership Plan

Team Course Project – Nondominate Identity Group in Workplace (One of 5 choices offered) (instructor and peer evaluated)

Video Introduction and Project Overview;

Briefings (#1 Overview of Equity & Inclusion Issues; #2 Existence & Limitations of Legal Remedies; #3 Government & Advocate Support; #4 Existence & Limitations of Contemporary Organizational Initiatives)

Special Interest Topics (In-depth examination of two equity and/or inclusion issue associated with chosen nondominate identity group)

Recommendations on Application of Best Practices in Social Justice & Inclusion

(Addressing Systemic Inequities; Organizational Leadership, Policies and Programs; Interpersonal Bias)

Asynchronous Threaded Discussions – 6

- 1: Realities, Perspectives and Theories: Diversity and Inclusion
 - 2: Identity and Difference Issues
 - 3: Conscious and Unconscious Bias Case Studies
 - 4: Discrimination (Discussion includes select contemporary news articles related to employment discrimination and exclusion.)
 - 5 & 6 Equity & Inclusion in the Workplace
- Discussion of course project content: age, physical and mental abilities; religion; gender and sexual orientation.

Grading Rubrics

Grading rubrics developed for each assignment noted above; published for student reference

Quizzes – 3

Development of question pools for each quiz/exam.

Quizzes involve: multiple answer, multiple choice, and short answer.

Video Presentations/PowerPoint Mix Presentations developed:

Content Overview; Assignment Overview

Unit I

A Social Justice Perspective of Diversity & Inclusion

Professional Leadership Development throughout the Semester

Diversity & Inclusion Overview

Workforce Diversity and Employment Discrimination Protection

Diversity & Inclusion Perspectives (Historical, Global, Generational)

Unit II

Identity & Difference Concepts

Reactions to Difference (Types of bias and discrimination – interpersonal and institutional)

Unit III
Organizational Strategies & Critical Considerations
Inclusion: Opportunities and Challenges

Older media work:
(2012) Revised Course Overview; (2010) Course Content Overview; Diversity and Inclusion: Hope, Change, and Paradox; Who Limits Inclusion: Individuals, Societies and Organizations

Diversity in the Workplace

37:575:364 developed 3 credit, 14 week and 3 credit, 12 week (summer session) versions
Delivered online through Pearson LMS 2001 – 2016; Canvas LMS 2016

Original course design: 2001 **

Latest Major Revision: 2016 **

Content below associated with 2016 full semester version of course.

This course offers students the opportunity for deep learning regarding:

1. the impact of membership in dominant and non-dominant cultures on an employee's work experiences.
2. how and why stereotyping, prejudice, bias and discrimination continue to be pervasive in the workplace.
3. institutional and individual actions that can be applied to promote social justice and inclusion in the workplace.

Meets LSER Department learning objectives

Goal 6: Analyze the degree to which forms of human difference shape a person's experience of work.

Goal 8: Analyze issues of social justice related to work across local and global contexts.

Meets SMLR learning objectives

Goal V: Evaluate the context of workplace issues, public policies, and management decisions.

Meets Core curriculum learning objectives (21st Century Challenges)

Goal a: Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.

Goal d: Analyze issues of social justice across local and global contexts.

Instructor learning goals:

Apply critical thinking skills to complex workforce issues associated with human diversity and exclusion/inclusion.

Communicate new perspectives on social justice, valuing human diversity and developing inclusive workplaces.

Utilize skills and best practices gained to assist in creating a more inclusive workplace environment.

Units and Assignments

Unit I: Diversity & Inclusion Issues

Unit II: Dimensions of Diversity

Unit III: Diversity Leadership

Assignments

Introduction Writing Assignment

Diversity and Inclusion Leadership Portfolio A

1 – Leadership Development Opportunities: Foundation Stories

2 – What Organizations Are Communicating about Workforce Diversity & Inclusion

3 – Identity Covering

4 – Leadership Development Opportunities: Cross Cultural Competency

5 – Implicit Bias

Diversity and Inclusion Leadership Portfolio B

6 - Reflections on Leadership Journey Material

7 - Your Diversity Story

8 - Diversity & Inclusion Leadership Plan

Asynchronous Threaded Discussions – 4

1: Perspectives on Diversity and Inclusion (involves reviewing learning community writing assignment contents)

2 & 3: Workforce Diversity, Human Difference, Social Justice and Inclusion Issues: Course Project Discussion

4: Creating a Just and Inclusive Workplace: Theory and Reality

Course Project – Collaborative Team assignment

Introduction

Section I: Social Justice Issues

Section II: Legal Protections

Section III: In Today's Workplace

Section IV: Interesting Issues about this Dimension

Recommended Discussion Questions

Quizzes (3) and Comprehensive Final (1)

Development of question pools for unit quizzes/comprehensive final exam.

Assessments involve: multiple answer, multiple choice, short answer. Final exam also involves an essay question.

Video Presentations/PowerPoint Mix Presentations developed:

These videos and PowerPoint Mix presentations have been developed for use in both the full semester and summer semester version of the course.

Content Overview; Assignment Overview

Unit I

Major concept overview videos/PowerPoint Mix presentations are made for each week of Unit I.

Unit II

PowerPoint slide sets (50 – 72 slides per set) are published for most dimensions of diversity addressed in the course. Diversity of: Gender, LBGT, Religion, Physical and Mental Abilities, Age
Topic areas: overview; demographics; global concerns; contemporary employment issues and workforce concerns; employment protections; sample discrimination situations

Slide sets are updated each summer.

Older video presentation development:

(2015) New videos for content introduction; (2013) A Review of Current Events in Relation to Course Content; (2010) Identity, Culture, Values, Difference

**** Course Development and Revisions:**

This course has been revised and redeveloped over a period of 15 years. Originally a graduate level course, it was redesigned to serve as a 21st Century Challenge 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.

Development for School of Management and Labor Relations 2006 – 2016

LSER Undergraduate Program

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

Revision: July 2011; Course is accepted as a 21st Century Challenge 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

Original Research and Development: 2001

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 2010 – 2015

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 14 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.

MLER Version

38:578:511 – 3 credit; 14 weeks

Delivered online through Pearson LMS 2001 – 2016

Course Revisions

Major Revision: 2013

Midlevel revision December/January 2008 – 09

Content below associated with current version of course.

Course content and assignments provide opportunities to:

1. Recognize EI theories that are regularly applied in workplace initiatives.
2. Understand: basic definitions, concerns and misunderstandings associated with emotional intelligence (EI) emotional-social intelligence (ESI); how emotions work to influence thought and behavior; and how EI and ESI is learned and developed
3. Identify: research based benefits of developing and leveraging EI/ESI in the workplace for the employee and the organization; training initiatives used to support development and use of employee EI/ESI.
4. Learn about and engage in assessments that are regularly applied as an organizational tool to identify the EI abilities and ES competencies of employees and leaders. (MSCEIT and ESCI)
5. Learn best practices in developing/leveraging EI abilities: awareness of self and others, using and understanding emotions, and emotional management.
6. Gain ESI skills to strengthen leadership capacity in worksite communication and relationship building.

Meets SMLR Learn Objectives

Goal V: Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

Goal VI: Application– Demonstrate an understanding of how to apply knowledge necessary for effective work performance

Instructor learning goals

Identify key theoretical aspects and practical applications of EI abilities and ESI competencies as they relate to the workplace.

Recognize and leverage one's own EI abilities and ESI competencies in the workplace for professional success and as a potential organizational leader.

Create an actionable plan to address self and/or assessment identified abilities and competencies that could be improved.

Course Units and Assignments

Unit I: EI Theory & Practice

Unit II: Developing & Using EI Abilities and Competencies

Unit III: EI Leadership at Work

Assignments

Writing Assignments

- 1 EI Theory and Assessments
- 2 EI Research Briefing
- 3 Awareness and Management of Emotions Exercises
- 4 Readiness for Change and EI Plan

Voice Thread (VT) Forums - 7

Each VT forum has multiple areas where students discuss course topics. Areas 1 – 4 contain two areas; areas 5 – 7 contain three areas.

Video Presentations Developed:

(2012) Learning a Managing Emotions Skill; EI Teams and Leadership

In 2013, the introduction of VoiceThread was the impetus for the development of the following instructor videos. Students reflect on content of videos and course content before making comments.

VT #1

Area 1: EI/ESI Self-Assessment

Area 2: Case Study Reflection

VT #2

Area 1: Perspectives on the Science and History of EI/ESI

Area 2: The Business of Emotional Intelligence

VT #3

Area 1: How Emotions Work

Area 2: Developing EI Abilities and Competencies

VT #4

Area 1: Workforce Diversity and EI in the Workplace

Area 2: Increasing Employee Skills & Competencies

VT #5

Area 1: Workplace Leadership: Using and Understanding Emotions

Area 2: Developing Empathy

Area 3: Moods

VT #6

Area 1: Managing Other People's Emotions

Area 2: Relationship Building at Work

Area 3: Interpersonal Expertise Concepts

VT #7

Area 1: EI/ESI and Communication at Work

Area 2: EI/ESI and Teams

Area 3: The Future of EI/ESI in the Workplace

Undergraduate Version

35:575:367 – 3 credit; 14 weeks

Course Revisions

Major Revision: 2012

Midlevel revision December/January 2008 - 09

Major revision for undergraduate use 2007

Course content and assignments offer students the opportunity to:

1. Investigate emotional intelligence theory and practice as a means for professional success.
2. Engage in assessments to recognize areas for professional growth.
3. Learn best practices in feeling, thinking, and behaving in an emotionally intelligent manner.
4. Gain skills to apply emotional intelligence strategies to specific workplace challenges.

Meets LSER Department learning objectives

Goal 1: Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations.

Goal 2: Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work.

Meets SMLR learning objectives

Goal IV: Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

Goal VI: Demonstrate an understanding of how to apply knowledge necessary for effective work performance.

Instructor learning goals:

Identify key theoretical aspects of emotional intelligence. (list of theoretical aspects provided in course)

Assess one's own EI competencies, recognize and use best practices in applying EI skills and competencies; address skill and competency areas that are most challenging and know how to leverage EI skills and competencies that are already strengths.

Course Units and Assignments

Unit I: Basis of EI

Unit II: Developing EI

Unit III: Using EI

Assignments:

Writing Assignments - 2

1 The Science Behind EI/ESI; Critical Thinking about Emotional and Social Intelligence.

2 Research on EI/ESI Topic of Interest (Overview of chosen topic; link to workplace or employee success; reflections on topic what was learned)

Papers are shared with and discussed by learning community members.

Course Project (submitted in components)

1 – Understanding EI

2 - Developing EI Skills and Competencies (Self Awareness; Managing Emotions. Both assignments involve record keeping and experiential learning)

3 - EI Theory to Practice (Reflection on MSCEIT results; development of plan for developing strengthening abilities and competencies; reflection on readiness for change)

Grading Rubrics

Grading rubrics developed for each component of assignments noted above; published for student reference.

Exams – 3

Development of question pools for each exam.

Exams involve: multiple choice, true/false and short answer

Video Presentations developed:

(2014) Understanding Empathy

(2012) Introduction: The Basis for and the Basics of EI Part I and II; EI at Work; Learning A Managing Emotions Skill

(2010) What We Often Do Not Understand about Emotional Intelligence

(2009) What IS EI? Popularity; What IS EI? Apples, Oranges, Our Approach, and Why You Should Care; MSCEIT Assessment Scores: Part I Overview; Part II: Overall Score and Ability Scores

Professional Development Strategies

37:575:368– 3 credit; 14 weeks

Delivered online through the Pearson LMS

Original Course Design: 2001**

Major Revisions

Research and development for LSER - 2006

January 2008

Summer 2013 (New reading assignments; revision of journal assignment)

Summer 2015

Students work both collaboratively and individually when learning and making meaning of course material. Professional development assessments (4) are completed throughout the semester. Test results provide students with feedback on aptitude in key development areas.

Specific areas of inquiry:

1. mandate for particular employee skills given contemporary organizational needs and workplace environments.
2. personal development skills: critical and creative thinking; synthesizing information, adaptability and flexibility; collaboration and teamwork.
3. competencies that support long term professional success: developing one's professional life while considering personal values and priorities; strengthening capacity to make choices involving wellness and work/life balance.
4. decision-making, goal setting, problem solving, and time management skills to address personal/professional development issues.

Meets LSER Department learning objectives

Goal 2: Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work.

Goal 13: Work productively in teams, in social networks, and on an individual basis

Meets SMLR learning objectives

Goal VI: Demonstrate an understanding of how to apply knowledge necessary for effective work performance.

Goal VII: Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations.

Instructor learning goals:

apply critical and creative thinking skills, including ability to synthesize information from various sources.

apply competencies to address long term professional development needs: values clarification, goal setting, problem solving, and decision making.

establish a plan to utilize knowledge and skills gained through course content and professional development assessment results.

Unit and Assignments

Unit I: 21st Century Employment

Unit II: Self Development for Employment Success

Unit III: 21st Century Employee Skills & Competencies

Assignments

Writing Assignments

1 Contemporary Employment Issues (Uses instructor developed "news and views" news resources)

2 Special Interest Topic (research a subtopic associated with a major topic week 2 -12)

Professional Development Journal

Part I: Reflection on Success Strategies

Section 1 –Self-Awareness & Career Motivation

Section 2 –My Definition of and Reflection on Success

Section 3 - My Core Values

Section 4 - My Goals, Goal Setting Abilities and Behavior

Section 5 - My Reflections on Wellness and Balance

Part II: Reflection on Specific Skills & Professional Development Plan
Section 6 – My Recognition of What It Will Take to Maintain Employment Over Time
Section 7 – Understanding My Abilities and Aptitudes
Section 8 - My Plan for Professional Development

Peer Review of Writing Assignments; Peer-to-Peer Discussions on Writing Assignment Contents

Grading Rubrics

Grading rubrics developed for each assignment noted above; published for student reference.

Comprehensive Final Exam

Development of question pools for exam.

Exams involves: multiple choice, true/false and short answer

Video Content Presentations developed:

(2015) New videos for content introduction; adjunct introduction; Proctortrack use

Unit I: 21st Century Employment Topics; 21st Century Learning

Unit II: Self-Development Work

(2013) Unit II: Wellness & Balance; Identifying Core Values

Unit III: Skills & Competencies – Five Minds for the Future; Collaborative Work

(2009) Course Overview; The 21st Century Workplace; Teamwork and Collaboration; Critical Thinking; Unit III Content Orientation: Personal Competencies

**** Course development and revisions:**

This course has been revised and redeveloped over a period of 14 years. Originally a graduate level course, it was redesigned to serve as a 21st century 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

Self-Development for Professional Success

38:578:512 – 3 credit; 14 weeks

Delivered online through the Pearson Platform

This course was taken out of rotation in 2014

Original Course Design: 2009

How employees can advance their careers given the changing nature of work and organizations; skill assessment/development, career progression, and work/life balance; inter-generational, gender, and racial/ethnic issues.

Meets SMLR learning objectives

Goal VI: Demonstrate an understanding of how to apply knowledge necessary for effective work performance.

Goal VII: Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations.

Instructor learning goals:

recognize the changing nature of work, organizations, and employee competencies.

engage in activities that support career development.

strengthen capacity to use competencies that foster long term professional success: working collaboratively, engaging in creative and critical thinking, applying work-life balancing strategies, identifying core values and setting and achieving goals.

identify the need for workplace inclusionary practices, as well as the benefit of these practices.
investigate emerging workplace topics that can impact professional success and satisfaction.

Unit and Assignments

Unit I: Introduction: Self-Development for Professional Success

Unit II: Work in the 21st Century

Unit III: Foundations for Success

Assignments

Writing Assignments

1: Personal Bio and Introduction

2: Contemporary Workplace and Career Issues

Portfolio (instructor and peer evaluated)

Comprehensive presentation of knowledge and skills learned throughout the semester;

Reflection on topics as associated with desired personal/professional development.

Sections developed throughout the semester.

Collaborative Briefing Project

Team developed project on topic/skill for career development

Team assessment of collaborative skills (team member reports)

Asynchronous Forums - 3

1: Contemporary Issues & the Future of Employment/Careers

2: Special Interest Career Topics (Stress Management, Work Communication, Adapting to Change, Emotional Intelligence)

3: The Self-Development Experience

Video Content Presentations developed

(2009) Course Overview; Collaborative Work; Creative Thinking, Critical Thinking and Self Awareness; Inclusion; Core Values (edited to also use in 37:575:368 course)

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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 and Presentations

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.

Presentations

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.

Teaching

Online Instruction

MLER Courses

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

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

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

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

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.

LSE Undergraduate Courses

37:575:297 Religion and Work – fall '11; sp. and fall '12 –'16

37:575:368 Professional Development Strategies – fall '06; sp '08; fall '09, '11, '13, '15

37:575:364 Diversity in the Workplace – fall '08 and '15; sp. '07 and '10 – '15; fall '15 – '16

37:575:367 Emotional Intelligence in the Workplace - fall '07; sp '09; fall '12, '15; sp '16.

Student Internships and Independent Study

Undergraduate

Carol Pisapia, Independent Study (Fall, 2014)

Graduate

Marvelyn Tiziani, Independent Study (Fall, 2014)

Maria Ganz, Educational Internship (Spring, 2013)

Service

2006 - present

SMLR/Department of Labor Studies and Employee Relations

Significant work with faculty and adjuncts:

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

Yana Rodgers (Women and Work 38:578:541) – 2016

Ruth Ruttenberg (Economics of the Employment Relationship 37:575:325) – 2015

Sandy Becker (Leadership in the Workplace 37:575:491) 2014 – 16

Lisa Schur (Employment Law 37:575:315) – 2014 -15
Carla Katz (American Labor Law 38:578:550) – 2013; 2015
Pamela Temple (Professional Development Strategies 37:575:368) – 2013 – 2016
Rose Cipparulo (Employment Law 37:575:315) – 2012
James Cooney (Employment in the Workplace 37:575:315) – 2011
Paula Voos (Perspectives in Labor Studies 37:575:395) – 2008, 2012
Vanessa Casanova (Latino Workers in the United States 37:575:307) – 2010 – 2011
Barbara Lee (Employment Law 38:578:566) – 2008 – 2009
Sahra Rykief (Social Movements, Social Change and Work 37:575:357) 2009
Kay Lynch (Professional Writing in Employment Relations 37:578:611) 2009
Ashley Conway (Occupational Safety and Health 37:575:338) – 2007-2008
Norah Kerr-McCurry (Senior Seminar 37:575:450 and Social Media in the Workplace 37:575:392) 2007– 2008; 2011
Mary Gross (Emotional Intelligence in the Workplace 37:575:367) – 2007; 2009
Dawn Johnson (Diversity in the Workplace 37:575:364) – 2006 - 07

eSMLR 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

Presentation:

SMLR Ph.D. Candidates (faculty invited) – October 7, 2008
2 hour interactive presentation on online teaching/learning and best practices
Lecture, PowerPoint Presentation, handouts

Division of Continuing Studies

eCollege Legacy Course Shell Platform – Online Learning Tool Video Set – 2007
eCollege .NEXT Course Shell Platform – Online Learning Tool Video Set - 2009