

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 in increasing number and quality of SMLR online course offerings;

Online pedagogy training of faculty and adjuncts

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

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.

TRAINING

Comprehensive Training on Canvas LMS, Trained by: Canvas Corporate Trainer, 3 day intensive, June 2016.

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 online

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

Delivered online through Canvas LMS – spring 18 - present

Original Course Design: 2017

Several assignments revised after 1st offering – summer 2018

Meets LSER Department learning objectives

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

Meets SMLR learning objective

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

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

VITA: Marsden 04/4/19 rev.

Units and Assignments

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)

Leadership and Influence (motivating behavior, transformational and charismatic leadership, gender and leadership, cross-cultural leadership, ethical leadership, virtual leadership, power, influence and politics)

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

| 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 |

Organizational Behavior & Work

37:575:345 3 credit; 14 weeks

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

Delivered online through Canvas LMS – spring 18 - present

Original Course Design: 2017

Several assignments revised after 1st offering – summer 2018

Learning Objectives

Meets LSER Department learning objectives

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

Meets SMLR learning objective

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

VITA: Marsden 04/4/19 rev.

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

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 (traditional and modern leadership approaches)

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

| Assignments & Assessments – OB Undergraduate Level | | |
|---|--|---|
| Quizzes | 320 points (32%) | 10 Weekly “Test Yourself” Quizzes at 15 points each -150 points Week 1–6 quiz - 85 points Week 7–9; 11-14 quiz - 85points |
| Portfolio | 270 points (27%) 3 Parts; 90 points | Reflections on self-assessments associated with textbook chapters. Topics Part I: Ethics & Social Responsibility, Organizational Structure; Locus of Control; Learning Style Part II: Affectivity, Emotions, Teamwork, Decision Making Part III: Assertiveness in Communication, Listening, Conflict Management, Power and Influence |
| Writing Assignments | 200 points (20%) | Writing Assignment #1 – 100 points Contemporary Organizational Environment (Students choose topics to develop writing assignment: Cultural Competence, Artificial Intelligence, Corporate Social Responsibility, Forced Arbitration Agreements) Writing Assignment #2 – 100 points Decision Making, Problem Solving and Creativity Skills: Essential for Future Employment and Workplace Responsibilities |
| Discussions | 200 points (20%) 4 of 5 50 points | 1. Managerial Skills & Organizational Behaviors that Support Employee Effectiveness 2. The Contemporary Organization and Organizational Culture 3. Perception of Fairness, Justice and Trust in the Workplace 4. Theory and Real-World Teams 5. Employee Negotiation |
| 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 |
| | | |

Religion and Work

37:575:297 – 1 credit; 6 weeks

Delivered online through Pearson LMS 2011 – 16; Canvas LMS 2017 - present

Original Course Design: 2011

Current Event Listing (for writing assignment #1) updated each semester

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

VITA: Marsden 04/4/19 rev.

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.

| Instructional Videos – Religion and Work – 17 Videos | | | | |
|---|---|--------|---|---|
| Videos involve a mix of taped clips (recording studio); Internet based clips; voice over text | | | | |
| Name | Week | Length | Last Revised * | |
| Course Content and Assignments Orientation | 1 | 13:11 | Full revision, f '18 | |
| Diversity and Inclusion Foundation Concepts Part I | 1 | 12:07 | Full revision, f '18 | |
| Diversity and Inclusion Foundation Concepts Part II | 1 | 18:00 | Full revision, f '18 | |
| Week 1 Review Using Class Poll Data | 2 | 6:30 | Full revision, f '18 <i>Includes class poll data *</i> | |
| American Myths: Founded as A Christian Nation? | 2 | 17:30 | Full revision, f '18 <i>Includes class poll data *</i> | |
| The American Worker: Dominate and Non-Dominate Identities | 2 | 8:50 | Full revision, f '18 <i>Includes class poll data *</i> | |
| Religion and Worker Justice | 2 | 6:45 | Full revision, f '18 | |
| Legal Issues Part I | Title VII & Employer Burden to Accommodate | 3 | 12:11 | Full revision, f '18 |
| Legal Issues Part II | Supreme Court Decisions | 3 | 19:40 | Full revision, f '18 |
| Legal Issues Part III | The First Amendment & the Need for Workplace Accommodations | 3 | 6:30 | Full revision, f '18 <i>Includes class poll data *</i> |

| Instructional Videos – Religion and Work – continued | | | | |
|---|--|-------------|---------------|---|
| Videos involve a mix of taped clips (recording studio); Internet based clips; voice over text | | | | |
| Name | | Week | Length | Last Revised * |
| Legal Issues Part IV | Examples of Religious Based Discrimination | 3 | 7:10 | Full revision, f '18 |
| Increasing Awareness: Employee Beliefs and Associated Needs | | 4 | 6:40 | Full revision, f '18 <i>Includes class poll data *</i> |
| Religious Rights and Civil Rights of LBGT Employees | | 5 | 22:00 | Full revision, f '18 |
| Religion, Race and Ethnicity | | 5 | 8:24 | Full revision, f '18 |
| Religious Employers I | Businesses Run Using Religious Beliefs | 6 | 7:50 | Full revision, f '18 <i>Includes class poll data *</i> |
| Religious Employers II | Case Study #1: Hobby Lobby (Religious Tenets & Employee Birth Control) | 6 | 7:45 | Full revision, f '18 |
| Religious Employers III | Case Study #2: United Health Programs of America (Religion of Owners & Employee Harassment/Firing) | 6 | 8:15 | Full revision, f '18 |

* Videos that contain class poll data are revised **each semester** the course is taught to integrate the current semester's student poll data.

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

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

Course 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 a presentation on one non-dominant culture workforce cohort (example: employees with physical and mental disabilities) focusing on workplace equity/exclusion issues and 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; Unit III: Organizational & Interpersonal Inclusion

| Assignments & Assessments – The Inclusive Workplace (1,000 points total) | | |
|--|--|--|
| Course Project * | 300 points (30%) | <p>Video Overview Interesting and Important Topics/Issues/Facts; Framing Our Community's Discussion</p> <p>Briefings Overview of Equity & Inclusion Issues; Existence & Limitations of Legal Remedies; Government & Advocate Support; Existence & Limitations of Contemporary Organizational Initiatives</p> <p>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</p> <p>Recommendations on Application of Best Practices in Social Justice & Inclusion Addressing Systemic Inequities; Organizational Leadership, Policies and Programs; Interpersonal Bias</p> |
| Discussions | 300 points (30%) 50 points each; 4 of 6 forums | <p>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</p> <p><i>* All but discussion 4 is student leader lead.</i></p> |
| Portfolio | 5 Parts 250 Points (25%) | <p>#1: Identity Markers and Initial Reflections - 40 points #2: Diversity Story - 60 points #3: Implicit Association Test Reflection - 50 points #4: Organizational Audit - 50 points #5: Diversity & Inclusion Leadership Plan - 50 points</p> |
| Quizzes | 150 points (15%) | <p>Course Orientation – 15 points Unit I quiz - 60 points Unit II quiz - 70 points</p> |

* Course Projects -All projects are evaluated by both the professor (210 points – 70% of grade) and learning community members (75 points – 25% of grade.) Five percent (5% -15 points) of a student's grade is associated with team member evaluation.

* 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.

| Instructional Videos –Inclusive Workplace – 15 Videos | | | | |
|---|---|-------------|---------------|---------------------------|
| Videos involve a mix of taped clips; Internet based clips; voice over text | | | | |
| Name | | Week | Length | Last Revised * |
| Course Content and Assignments Orientation | | 1 | 19:20 | Full revision, f '18 |
| A Social Justice Perspective of Diversity & Inclusion | | 1 | 20:20 | Partial revision, f '18 * |
| Social Justice Issues & the Workplace | | 1 | 24:18 | Partial revision, f '18 |
| Diversity & Inclusion Overview | | 2 | 31:50 | Partial revision, f '18 |
| Workforce Diversity and Employment Discrimination Protection | | 2 | 8:50 | Partial revision, f '18 |
| How Government Impacts Employment Discrimination Protection | | 2 | 22:48 | Partial revision, f '18 |
| Diversity & Inclusion Perspectives (historical, business, generational) | | 3 | 23:00 | Partial revision, f '18 |
| Week 4 Activities: Course Project Resources and Processes | | 3 | 12:22 | Partial revision, f '18 |
| Part I | identify and Difference (Identity) ** | 5 | 21:40 | Partial revision, f '18 |
| Part II | Identity and Difference (Difference) ** | 5 | 14:50 | Partial revision, f '18 |
| Reaction to Difference Part I ** | Stereotyping, Prejudice, Bias | 6 | 13:15 | Full revision, f '18 |
| Reaction to Difference Part II ** | Implicit Bias | 6 | 16:05 | Full revision, f '18 |
| Reaction to Difference Part III ** | Discrimination | 7 | 30:27 | Partial revision, f '18 |
| Organizations: Valuing Diversity & Promoting Inclusion | | 9 | 38:28 | Partial revision, f '18 |
| Critical Considerations: Organizations and Diversity and Inclusions | | 10 | 27:36 | Partial revision, f '18 |

* Includes taped interview with Patrick McKay

** Also used in the Diversity at Work course.

Diversity in the Workplace

37:575:364 developed 3 credit, 14 week

3 credit, 12 week (summer session)

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

Original course design: 2001

Latest Major Revision: 2018

Content below associated with 2018 full semester version of course.

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 (Contemporary 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.

Course 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 & Assessments – Diversity at Work (1,000 points total) | | |
|--|---|--|
| Writing Assignments | 280 points (28%) | <p>Introduction Writing Assignment - 60 points Pt I Self-Identities; Pt II Perspectives on Diversity & Inclusion; Pt III Meritocracy, Melting Pot, Colorblind Ideal</p> <p>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</p> <p>Diversity & Inclusion Leadership Portfolio Two parts worth a total of 180 points Part I: Leadership Development Opportunities: Foundation Stories; What Organizations Are Communicating About Workforce Diversity & Inclusion; Covering; Leadership Development Opportunities: Cross Cultural Competency; Implicit Bias Part II: Reflections on Leadership Journey Material; Your Diversity and Inclusion Story</p> |
| Course Project (Team based assignment) | 300 points (30%) | <p>Introduction - What We Didn't Know; What Shouldn't Be Missed</p> <p>Section I: Social Justice Issues Societal Stereotypes; Exclusion, Discrimination and Inequities; Intersectionality</p> <p>Section II: Legal Protections - Laws & Accepted Policies</p> <p>Section III: In Today's Workplace - What Do Employees Desire and Need; Institutional and/or Interpersonal Opportunities for Equity and Inclusion</p> <p>Section IV: Interesting Issue about this Dimension (Team chooses 1 major issue to investigate in-depth) Overview; Thoughts in Relation to the Topic</p> <p>Bibliography - Resources Used to Develop the Presentation</p> <p>Recommended Discussion Points - Questions for Our Learning Community</p> |
| Discussions | 300 points (30%) 50 points each; 6 of 8 forums | <p>1: Perspectives on Diversity and Inclusion (Involves reviewing learning community member's Introduction assignment)</p> <p>2: Discrimination, Employment Protection and JFK Airport Case Study (involves reviewing peer writing assignment #2)</p> <p>3: Creating a Just and Inclusive Workplace: Your Contribution</p> <p>4: Diversity of Sexual Orientation & Gender Identity *</p> <p>5: Religious Diversity *; 6: Diversity of Mental & Physical Ability *</p> <p>7: Diversity of Age * ; 8: Diversity of Appearance *</p> <p>* Discussion of course project contents forums 4 - 8</p> |
| Quizzes Social Justice Essay | 140 points (14%) | <p>Unit I quiz - 50 points; Unit II quiz - 50 points</p> <p>Social Justice Essay – 40 points</p> |

Grading Rubrics

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

| Instructional Videos –Diversity at Work – 7 Videos | | | | |
|--|--|-------------|---------------|-------------------------|
| Videos involve a mix of taped clips; Internet based clips; voice over text | | | | |
| Videos have been developed for use in both the full semester and summer semester version of the course. | | | | |
| Name | | Week | Length | Last Revised |
| Course Orientation: Content | | 1 | 9:40 | Full revision, f '18 |
| Course Orientation: Assignments | | 1 | 5:11 | Full revision, f '18 |
| Diversity and Inclusion Part I | | 1 | 21:55 | Partial revision, f '18 |
| Diversity and Inclusion Part II | | 1 | 35:14 | Partial revision, f '18 |
| Diversity & Inclusion Perspectives | | 2 | 18:41 | Partial revision, f '18 |
| Part III | Identity and Difference American Myths (Melting Pot; Meritocracy; Colorblind ideal) | 3 | 20:17 | Partial revision, f '18 |
| Reaction to Difference Part IV | Equal Opportunity Laws | 6 | 20:20 | Partial revision, f '18 |

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.

**** Course Development and Revisions:**

This course has been revised and redeveloped over a period of 18 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 LSER course, and do not reflect original Graduate School/Newark objectives, content or assignments.

Development for School of Management and Labor Relations 2006 – present

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

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

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 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

Content below associated with most current version of course.

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

Course 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 & Assessments – Emotional Intelligence in the Workplace – GRADUALTE LEVEL (1,000 points total) | | |
|---|--|--|
| | | |
| Writing Assignments | 550 points (55 %) | #1: EI Theory and Assessments - 135 points #2: EI Research Briefing - 150 points #3: Awareness and Management of Emotions Exercises - 115 points #4: Readiness for Change and EI Plan - 150 Points |
| Discussions | 300 points (30%) 50 points each; 6 of 8 forums | 1: EI Abilities, Competencies and the Workplace (Involves sharing writing assignment #1 in discussion 1 for learning community review and reflection) 2: Perspectives on the Science and History of EI/ESI * 3: Developing EI Abilities & Competencies * 4: Workforce Diversity and EI in the Workplace * 5: Workplace Leadership: Using Emotions; Empathy * 6: Equity & Inclusion in the Workplace 7: Relationship Building at Work; Interpersonal Expertise * 8: EI/ESI and Communication at Work; The Future of EI/ESI in the Workplace * <i>Student leader lead.</i> |

| Assignments & Assessments – Emotional Intelligence in the Workplace – GRADUALTE LEVEL - continued | | |
|--|---------------------|--|
| Quizzes | 150 points (15%) | Four self-assessment type quizzes worth between 30 and 40 points; a quiz opens every 3 weeks in the course. 1 requires answering short answer questions, |
| 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 |
| | | |

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.

Undergraduate Version

35:575:367 – 3 credit; 14 weeks

Course Revisions

Major Revision: 2012; 2017

Midlevel revision December/January 2008 - 09

Major revision for undergraduate use 2007

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.

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

| Assignments & Assessments – Emotional Intelligence in the Workplace –UNDERGRADUATE LEVEL (1,000 points total) | | |
|--|--|--|
| 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 | 300 points (30%) | Course Orientation Quiz – 30 points Unit I: 90 points; Unit II: 100 points; Unit III: 80 Short answer, t/f. multiple choice and multiple answer |
| Writing Assignments | 255 points (25%) | 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 | 135 points (14%) 45 points each | Learning Community Reflection on Writing Assignment Contents Discussions linking course content with content and opinions communicated in writing assignment 1, 2 and 3 |

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.

| Instructional Videos –Emotional Intelligence in the Workplace – 28 Videos | | | | |
|---|--|--------------|---------------|--------------------------|
| Videos involve a mix of taped clips; Internet based clips; voice over text | | | | |
| Name | | Week | Length | Last Revised |
| Specifically Developed for Graduate Version | | | | |
| Course Orientation: Graduate | | 1 | 20:19 | Partial revision, sp '19 |
| Forum 2 Video: Science and History of EI/ESI | | 2 | 1:37 | Partial revision, sp '19 |
| How Emotions Work | | 3 | 9:17 | Partial revision, sp '19 |
| Forum 3 Video: Developing Abilities and Competencies | | 3 | 2:03 | Partial revision, sp '19 |
| Part I | Assessments: Mixed Models and Trait Models Additional Assessment Models | 4 | 16:22 | Partial revision, sp '19 |
| Part II | Assessments: Faking Up is Hard to Do | 4 | 8:49 | Partial revision, sp '19 |
| Part III | Assessments: Results and Feedback | 4 | 7:46 | Partial revision, sp '19 |
| Forum 4 Video: Diversity, Inclusion and ES/ESI | | 5 | 9:10 | Partial revision, sp '19 |
| Training Initiatives * | | 6 | 4:07 | Original Video, 2010 |
| Training Initiatives: What Do They Look Like? * | | 6 | 7:31 | Original Video, 2010 |
| Extra Credit Forum Video: Coaching and Mentoring | | 6 | 4:07 | Partial revision, sp '19 |
| Forum 5 Video: Leadership and Using/Understanding Emotions | | 9 | 4:40 | Partial revision, sp '19 |
| Overview: Leadership and EI (Unit III Intro) | | 11 | 14:00 | Partial revision, sp '19 |
| Regulating the Emotions of Others * | | 12 | 5:48 | Original Video, 2010 |
| Competencies Necessary to Regulate the Emotions of Others * | | 12 | 3:00 | Original Video, 2010 |
| EI, Teams and Leadership Theory | | 13 | 4:18 | Partial revision, sp '19 |
| EI & 21 st Century Communication * | | 14 | 7:14 | Original Video, 2010 |
| Developed for Undergraduate Version | | | | |
| Course Orientation: Undergraduate | | 1 | 19:18 | Partial revision, sp '19 |
| Emotional Intelligence at Work | | 3 | 11:18 | Partial revision, sp '19 |
| For Both Versions of EIW | | | | |
| Part I | Basis for & Basics of EI: Cognitive Intelligence – To - Emotional and Social Intelligence 1930s - 1995 | 2 | 28:36 | Partial revision, sp '19 |
| Part II | Basis for & Basics of EI: Scientific Inquiry and Advancement; A Cultural Embrace; Controversy and Industry 1995 - 2010 | 2 | 48:03 | Partial revision, sp '19 |
| Part III | Basis for & Basics of EI: Current Developments 2010 to the Present | 2 | 33:08 | Partial revision, sp '19 |
| Part IV | Basis for & Basics of EI: Items of Importance in Our Course | 2 | 9:11 | Partial revision, sp '19 |
| Emotional vs Intellectual Learning * | | 3 (g); 4(UG) | 4:37 | Original Video, 2010 |
| Emotional Awareness | | 8(g); 6 (UG) | 21:03 | Partial revision, sp '19 |
| EI Topics We Don't Understand | | 9 (g);7 (UG) | 8:33 | Partial revision, sp '19 |
| Understanding Empathy | | 9 (g);7 (UG) | 8:12 | Partial revision, sp '19 |
| Learning A Managing Emotions Skill | | 10 | 21:07 | Partial revision, sp '19 |

* 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 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 18 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

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.

Course 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: teamwork (particularly virtual teamwork,) 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 & Assessments –Professional Development Strategies (1,000 points total) | | |
|---|---------------------|--|
| Discussions | 340 points (34%) | Required Forums: #2,4, 7, 8 – 60 points 2. Employment Issues: Now and in the Future 4. Organizing and Completing a Virtual Team Assignment 7 & 8 Employment Skills and Team Projects (Discussion of projects) Students choose 2 of 4 forums: #1, 3, 5, 6 – 50 points 1. Current & Future Employment Desires 3. Professional Development and Learning in the 21st Century 5. Critical Reflection on Change and Life Transitions 6. Critical Reflection on the Five Minds and Soft Skills |

| Assignments & Assessments –Professional Development Strategies - continued | | |
|--|-----------------------|---|
| Team Based Assignments | 300 points (30 %) | Involves a semester long virtual team assignment. Team Development & Competency Assignments – 150 points 4 assignments associated with team activities & individual team member evaluation. Team Project - 150 Collaborative assignment accomplished in virtual team |
| Professional Development Journal | 245 points (24.5%) | 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 |
| Knowledge &Skill Assessments Task Completion | 115 points (11.5%) | Skills Quiz – 60 points Completion of Personal Assessments for Journal Assignment – 30 points Course Orientation Quiz – 20 points Updating of Account Information in Canvas – 5 points |
| | | |

Grading Rubrics

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

| Instructional Videos –Professional Development Strategies – 11 Videos Videos involve a mix of taped clips; Internet based clips; voice over text. | | | |
|---|------|--------|---------------------------|
| Name | Week | Length | Last Revised |
| Course Overview | 1 | 17:40 | Full revision, sum '18 |
| Trends and Issues Shaping Employment | 1 | 14:09 | Partial revision, sum '18 |
| The Future Workplace and Workforce | 2 | 37:11 | Partial revision, sum '18 |
| 21 st Century Learning | 3 | 28:48 | Partial revision, sum '18 |
| Goals for Undergraduate Learning (Includes interview with Richard Arum (NYU)) | 3 | 5:08 | Original Video 2011 |
| Virtual Teams | 4 | 21:47 | Partial revision, sum '18 |
| Virtual Team Assignments Weeks 4 - 7 | 4 | 25:16 | Partial revision, sum '18 |
| Self-Development | 6 | 11:29 | Original Video 2013 |
| Wellness & Balance | 9 | 13:36 | Original Video 2013 |
| Five Minds for the Future | 10 | 17:20 | Original Video 2014 |
| Extra Credit Assignment: Networking | 11 | 14:22 | Partial revision, sum '18 |

Self-Development for Professional Success

38:578:512 – 3 credit; 14 weeks

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 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 – '18

38:578:614 Emotional Intelligence in the Workplace – sp. '06; fall '07; sp '09; fall '12, '14; sp. '16 – '19

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.

LSER Undergraduate Courses

37:575:297 Religion and Work – fall '11; sp. and fall '12 – '19

37:575:364 Diversity at Work – fall '08 and '15; sp. '07 and '10 – '15; fall '15 – '18

37:575:367 Emotional Intelligence in the Workplace - fall '07; sp '09; fall '12, '15; sp '16 – '19

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

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 full time and adjunct faculty:

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

2019

Darcel Lowery (Diversity at Work 47:575:364) – fall 2018 – spring 2019

2018

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

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

Katherine Sciacchitano (Writing in Labor Studies & Employment Relations 38:578:502) - 2018

Andrea Estepa (Women and Work 38:578:541) - 2018

Amir Maleki (Topics in LER: Organizational Behavior 38:578:610) - 2018

Maureen Sheridan (Organizational Behavior and Work 37:575:345) – Spring and Fall 2018

Jennifer Zachary (Organizational Behavior & Work 37:575:345) – Spring and Fall 2018

Faiza Abbas (Organizational Behavior & Work 37:575:345) – Spring, Summer and Fall 2018

Ruth Ruttenberg (Economics of the Employment Relationship 37:575:325) – 2015; 2017 - 2018

Omar Montoya (Writing in Employment Relations 37:575:300) – 2017 -18
 Leslie Rappalie (Writing in Employment Relations 37:575:300) – 2017 - 18
 Michael Slott (History of Labor & Work 1880-1945 37:575:202) - 2017 - 18
2017
 Sheila Lawrence (Finance for Personal and Professional Success 37:575:250) - 2017
 Dan Sidorick (New Jersey Labor History 37:575:207) - 2017
 Amy Tracy Wells (Working Women in American Society 37:575:309) - 2017
 Carmen Rogers (Youth and Work 37:575:215) - 2017
 Carmen Rogers (Black Workers in American Society 37:575:303) – 2017
 Crystal Lupo (Working Women in American Society 37:575:309) – 2017
 Crystal Lupo (Latino Workers in the US 37:575:307) – 2017
 Alex Sperling (Labor Relations in Professional Sports 37:575:310) - 2017
 John Castella (Introduction to Labor Studies and Employment Relations 37:575:100) - 2017
 William Brucher (Labor and Employment History 38:578:612) – 2016 - 17
 Shawn Taylor (US Labor and Work 37:575:201) – 2016 – 17
 Rose Cipparulo (Employment Law 37:575:315) – 2012; 2016 - 17
 Carla Katz (American Labor Law 38:578:550) – 2013; 2015; 2017
 Julie Peters (Short Topics: Information Literacy 37:575:191) – 2017
 Pamela Temple (Diversity at Work 37:575:364, Summer Session & Regular Semester) – 2016 - 17
 Pamela Temple (Professional Development Strategies 37:575:368) – 2013; 2017
2016
 Yana Rodgers (Women and Work 38:578:541) – 2016
 Sandy Becker (Leadership in the Workplace 37:575:491) 2014 – 16
2015 – 2007
 Lisa Schur (Employment Law 37:575:315) – 2014 -15
 Paula Voos (Perspectives in Labor Studies 37:575:395) – 2008, 2012
 James Cooney (Employment in the Workplace 37:575:315) – 2011
 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

Updating course content and course shell preparation for online courses taught by Pamela Temple - adjunct faculty (My courses are taught when I am teaching other courses.)

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

Professional Development Strategies 37:575:368 – Fall 2017

Presentations

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. Candidates (faculty invited) – October 7, 2008

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

Lecture, PowerPoint Presentation, handouts

[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

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