

Leslie A. Cordie, PhD, MBA, BSN
Edited Curriculum Vita – March 2023
Department of Educational Foundations, Leadership, and Technology
College of Education, Auburn University
ePortfolio <https://aub.ie/LeslieCordie>

Education/Professional Summary

Education

Institution	Date	Degree	Major
Colorado State University	2006	Ph.D.	Education and Human Resource Studies
The University of Texas at Austin	1991	M.BA	Management
University of Wisconsin – Milwaukee	1986	B.S.	Nursing

Professional Experience (*Edited – focus on faculty/academic positions*)

Date	Department/Institution	Rank/Title
Aug 2020 – Present	Educational Foundations, Leadership, and Technology Auburn University	Associate Professor
Aug 2015 – July 2020	Educational Foundations, Leadership, and Technology Auburn University	Assistant Professor
Aug 2014 – July 2015	Educational Foundations, Leadership, and Technology Auburn University	Clinical Assistant Professor
Aug 2010 – July 2014	Educational Foundations, Leadership, and Technology Auburn University	Affiliate/Adjunct Graduate Professor
Feb 2012 – July 2014	College of Agriculture Auburn University	Distance Learning Coordinator
July 2010 – Feb 2012	Air University United States Air Force Maxwell Air Force Base	Curriculum Policy Coordinator

July 2008 – July 2010	University Outreach Auburn University	Distance Learning Specialist
Jan 2007 – July 2008	Technical Comm and Media Production Metropolitan State College of Denver Denver, CO	Adjunct Faculty
Aug 2004 – Jan 2007	Mesa State College Grand Junction, CO	Distance Learning Consultant
Aug 2005 – July 2006	Technical Comm and Media Production Academic Faculty Center Metropolitan State College of Denver Denver, CO	Dual Position - Faculty & Online Faculty Liaison
Aug 2003 – Dec 2003	School of Education Colorado State University	Instructor
Aug 2002 – July 2005	Applied Communications University of Denver Denver, CO	Adjunct Faculty
Jan 1993 – Dec 1999	Business and Management University of Maryland Asian Division University College	Faculty/Lecturer

Percentage Breakdown of Allocation of Time

	Teaching	Research	Outreach	Service
Aug 2020 – Present Associate Professor	48	37	5	10
Aug 2015 – July 2020 Assistant Professor	60	25	5	10
Aug 2014 – July 2015 Assistant Clinical Professor	80	10	5	5

Honors and Awards

- Fulbright in the Classroom Grant – September, 2022
- Adult Education Academy (University of Wurzburg, Germany) – November, 2022 – February, 2023
- ASEM (Asia-Europe Meeting)/Lifelong Learning Hub
 - Research Network Professionalization of Adult Educators; Invited Lead USA Collaborator – February, 2022
 - Keynote Speaker on Blended Learning – September, 2022
 - Appointed as Visiting Adjunct Professor with University College Cork, Adult and Continuing Education (ACE) – December, 2022
- Fulbright Core Scholarship/ Flex Award (2021 – 2022)
 - Segment 1 - February 15, 2021 to May 15 2021 (3 months)
 - Segment 2 - February 2022 (1 month)

Teaching Awards

- ePortfolio Auburn University Faculty Award - May, 2018
- The Adult Education Program received the *Curriculum Innovation Award*, Commission of Professors in Adult Education (CPAE) – November, 2013

Professional Awards

- Scholarship for the Adult Education Academy (November, 2022 – February, 2023)
- Sabbatical (Profession Development Leave), AU Provost – January to May, 2021
- President's Appreciation Award – American Association for Adult and Continuing Education (AAACE), October, 2019
- Director's Appreciation Award - Commission of Distance Learning and Technology (CDLT) - American Association for Adult and Continuing Education (AAACE) - November, 2017
- ePortfolio Auburn University Faculty Cohort Award - Finalist – May, 2017
- Elected as Director-at-Large 2017 – 2019, American Association for Adult and Continuing Education (AAACE)
- President's Appreciation Award – American Association for Adult and Continuing Education (AAACE), November, 2016

Honors – Award Nominations, Invited /Elected /Appointed Positions

- Nominated/Elected to Board of PIMA Network (February, 2023)
- 2019 Proposal to HIPs in the States Conference was among the highest scored over the three-year conference series. Shared with conference attendees – February, 2020
- Nominated by the Educational Foundations, Leadership and Technology (EFLT) Department for the College of Education's Graduate Teaching Award – December, 2019
- Selected as a Course 20 Mentor – National Training Institute (NTI) – Advanced Studies Program – July, 2019
- Nominated for the Outstanding Service Medallion for the American Association of Adult and Continuing Education (AAACE) – June, 2019
- Selected as AAC&U (American Association of Colleges & Universities) Webinar Participant based on contributions to the field on ePortfolio – May, 2019
- Nominated by the Educational Foundations, Leadership and Technology (EFLT) Department for the College of Education's Graduate Teaching Award – April, 2019
- Invited as Affiliate Faculty – Office of University Writing, Auburn University– 2018
- Nominated for Commission of Professors of Adult Education (CPAE) – Early Career Award – 2018 (Assistant Professor)
- Nominated by the Educational Foundations, Leadership and Technology (EFLT) Department for the College of Education's Early Career Award – April, 2018
- Highlighted as Notable Alumni – School of Education, Colorado State University - 2016
- Appointed as Director of the Commission of Affiliated Organizations, American Association for Adult and Continuing Education (AAACE) on the BOD, 2016
- Nominated for Commission of Professors of Adult Education (CPAE) – Early Career Award – 2014 (Clinical Assistant Professor)
- Nominated for Outstanding Online Program – Graduate Certificate in Extension Educators; OLC – Online Learning Consortium (2015)
- National Training Institute (NTI) – Invited Professional Educator – 2015, 2016, 2017, 2018, 2019, 2020
- National Training Institute (NTI) – Visiting Scholar - 2014

Scholarly Contributions

1. Teaching

a. Courses Taught as Faculty

List of Courses Taught at Auburn University (24 courses + Dissertation Research)

ADED 4010	Learning Resources in Areas of Specialization (both F2F and Distance)
ADED 7010	Learning Resources in Areas of Specialization (Blended/Hybrid)
ADED 7050	Methods of Teaching in Adult Education (Distance)
ADED 7600	Nature of Adult Education (both F2F and Distance)
ADED 7640	Workforce Education (both F2F and Distance)
ADED 7650	Teaching the Disadvantaged Adult (both F2F and Distance)
ADED 7680	Experiential Education (Blended) (was Learning Styles)
ADED 7910	Practicum in Adult Education (both F2F and Distance)
ADED 7920	Internship in Adult Education (both F2F and Distance)
ADED 7950	Doctoral Seminar (both F2F and Distance)
ADED 7970	Special Topics in Adult Education – Diverse Learners’ Needs (Now ADED 7690 - Meeting the Needs of the Adult Learner)
ADED 7970	Special Topics in Adult Education – Experiential Adult Education (Hybrid) – New Course 2020; Revised 2021
ADED 8950	Doctoral Seminar
ADED 8970	Special Topics in Adult Education – Dissertation
ADED 8910	Advanced Practicum
ADED 8980	Field Project in Adult Education
ADED 8990	Dissertation Research

****Consistently receive above 5.0 (out of 6) or HIGHER on Student Course Evaluations**

**** High enrollments in graduate courses**

****Taught on 3/2 load first year of Associate Professor**

****Taught on a 3/2 load as an Assistant Professor, untenured**

b. Graduate Students Whose Work Has Been Completed (297 Committees)

- **PhD Committees – Chair – 5 Graduates;** Member of 65 Committees (Total 70)
- **EDS – Chair of 6 Committees;** Member of 53 Committees (Total 59)
- **MED/MS – Chair of 31 committees;** Member of 127 committees (158 Total Committees)
- **Outside Reader – 5 PhD Graduates** (Curriculum & Teaching, Computer Science, Forestry & Wildlife)

c. Graduate Students on Whose Committee Presently Serving

(NOT including EDS and Masters Committees for other ADED Advisors)

****Current Workload – Dissertation Chair and Advising (65)**

- **PhD Chair (10)**
- **PhD Advisor (5)**
- PhD Committees (11)
- EDS Chair (1)
- EDS Committee Member (7)
- Masters Chair (7)
- Masters Committee Member (20)
- Graduate Certificate Chair (4)

c. Courses and Curricula Developed

**= Cross-listed in multiple areas within the following section*

1. Distance Education

- Developed and created new hybrid course** curriculum for ADED graduate program; course titled Experiential Education in Learning (2020)*; revised Learning Styles course to update and offered via hybrid learning format in SP 2022*
- Created new graduate orientation (2018) for students in the ADED program (team development)
 - Cordie** created module on Canvas orientation and instructions
 - Cordie** developed instructional materials for Zoom Videoconferencing
 - Team creation of SharePoint site for resources for all ADED students; redesigned to Canvas course (2020)
- Developed proposal for online PhD program in ADED (team development); on hold (2015)
- Originally led ADED team development and approval of ADED Minor in Adult Education (2015 - present)*
 - Cordie** guided syllabi development and curriculum approval process in CIM and through University committees for all 5 courses in the Minor to be converted to distance format
 - Cordie** developed fully online course – ADED 4013 Learning Resources

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- for SP 2019; course enrollment capped at 20; highest level of enrollment in the ADED minor since inception in 2015
- iii. **Cordie** co-created syllabus and course outline for online course – ADED 4643 – Workforce Education
- iv. **Cordie** led re-design of core course ADED 4603 Nature of Adult Education; worked with Graduate Student on course content and development (SP/SUM 2020)*
- e. **Designed** online student orientation specifically for ADED Distance Students to review Canvas LMS (2015)
 - i. utilized Captivate® software for online tutorial for click and learn; see <http://www.auburn.edu/academic/education/eflt/aded/canvas/>;
 - ii. mentored English PhD student in process of development and creation of site*
- f. **Initiated** and co-developed additional courses at the graduate level for the ADED program (3 graduate level courses)
 - i. ADED 7970/6 Adult Education in Extension
 - ii. ADED 7980/6 Learning Styles in Adult Education
 - iii. ADED 7690/6 Meeting the Needs of the Adult Learner*
- g. **Developed and created new course** curriculum for ADED graduate program; course titled ADED 7990/6 Meeting the Needs of Learners in Adult Education Settings; mentored visually-impaired doctoral student (2014 - 2015)*
- h. **Provided live Videoconferencing (Zoom)** and recorded video of F2F sessions with guest speaker/experts in the field; remote/distance students invited to participate synchronously; session recordings made available for review asynchronously and as supplemental material for multiple, online courses (ADED 7600/6; ADED 7640/6; ADED 7650/6)*; continuously provided this during COVID for the ADED 7640 Workforce Education
- i. **Established the use of mobile devices** and applications to allow remote students to participate in courses – including lectures, discussions, and class activities; activities were revised in order to develop break-out rooms and/or application from a remote environment to incorporate **active learning for students at a distance**
- j. **Produced distance learning version of ADED 7050** (ADED 7056) Teaching Methods in Adult Education to incorporate practical application of asynchronous learning and presentations; created online student instructions and tutorials*
- k. Designed fully online courses for ADED 4010/3, ADED 7640/6 and ADED 7650/6, which included complete LMS course site utilizing interactive tools, such as chat, discussion boards, and peer review, along with **UDL – Universal Design for Learning concepts** (accessibility features such as closed captioning and transcripts)*

2. Syllabi, Course Content Design and Revision

- a. Led curriculum and name revision of the Adult Educator Certificate program to meet the flexibility needs of industry – Fall 2021- Fall 2022
- b. **Developed and created new course** curriculum for ADED graduate program; course titled Experiential Learning in Adult Education (2020)*

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- c. Team development and implementation of ADED Minor in Adult Education (2014 - present)*
 - i. **Cordie** led re-design of core course ADED 4603 Nature of Adult Education; worked with Graduate Student on course content and development (SP/SUM 2020)*
 - ii. Development and revision of curriculum for ADED 4010/3 Learning Resources course to focus on 21st century learning skills and technologies for the workforce*
- d. Led collaboration and co-creation Masters of Agricultural Leadership collaborative program with ADED program, College of Agriculture and the Career & Technical Education Program; approved by UCC and ACHE (2014); program closed in 2020
- e. Designed curriculum for ADED 7010 Learning Resources (2016); created a new hybrid course (full enrollment first offering); incorporation of multi-disciplinary field experiences, including virtual reality, mobile learning, and wearable technologies; developed fully online course (2018)*
- f. Led revision of the Adult Educator Certificate program to include alternate new course – ADED 7670/6 Adult Education in Extension (2015)*; completely revised certificate program to meet the flexibility needs of industry – Fall 2021
- g. Creation of Advisory Board for the ADED programs with Program Coordinator and ADED Team (2017)*; inactive

3. Integrate Technology as an Instructional Tool

- a. **Cordie** - Incorporated Flipgrid, ELI Peer Review, Wix, and other technologies into courses (2019 – Present)
- b. **Cordie** - Integration of ePortfolio into the ADED curriculum (3 Graduate Courses; one undergraduate course) (2014 – Present)*
- c. Development and revision of curriculum for ADED 4010/3 Learning Resources course to focus on 21st century learning skills and technologies (2016 – Present)*
 - i. Designed curriculum for ADED 7010 Learning Resources; created a new hybrid course (full enrollment first offering);
 - ii. Incorporation of multi-disciplinary field experiences*
- d. Established assignments for online presentations in distance education courses; developed student tutorials and instructions to allow for remote and distance students to create assignments as if they were in a F2F setting*
- e. Held virtual office hours utilizing Zoom; recorded sessions for distance students to provide learning flexibility, engagement and access for all learners
- f. Created fully interactive and mobile ready Canvas courses for all materials for any course, whether F2F or distance*
- g. Originated field experience for ADED 7640/6 Workforce Education to KIA Motors on workforce development and manufacturing technologies (2014 – 2018)
- h. Established field experiences for ADED 7010 Learning Resources to VCOM (medical college) for simulation learning and School of KINE for wearable technologies (2016 – 2018)

d. Grants Received Related to Teaching

TOTAL = \$33,215 in internal grants related to teaching.

\$ = Cross referenced B. Research/Creative Work, Grants and Contracts – Funded Internal

*\$*Adult Education Academy Scholarship (2022, October). University of Wurzburg (Germany).
Registration and Enrollment Fees. (\$215).

*\$*Fulbright in the Classroom (2022, July). **PI.** *School Assembly (all 9th grades) in Valley and Cussetta, AL with University Outreach; AU Extension DHR Phenix City, AL . Stipend (\$750).*

*\$*Affiliate Faculty Research Stipend (**\$6000**). **PI.** Sponsorship by the Office of University Writing. August, 2018.

*\$*Online Learning Consortium (OLC) – Mastery Series. (**\$750**). Professional Development Certification. Stipend Sponsorship by Auburn Online. January – March, 2018.

*\$*Development of On-Demand Instructional Modules and Toolkits to Increase Professional ePortfolio Engagement in the Harrison School of Pharmacy. (**\$13,000**). **CO-PI.** Auburn University – Office of University Writing. Submitted January 29, 2016/Accepted February 2016.

*\$*ePortfolios to Support Experiential Learning and Assessment in Internship Courses (**\$11,000**). **PI.** Auburn University – Office of University Writing. Submitted April 3, 2014/Accepted May 6, 2014.

*\$*Blended Learning Meta-Analysis Research. National Advisory Council Grant (NAC). (**\$2,000**). **PI.** Auburn University College of Education. Submitted March 31, 2014/Accepted May, 5, 2015

e. Publications Pertaining to Teaching

TOTAL = 25 Publications related to Teaching

\$ = Cross referenced under **Research/Creative Work**

* = Former or Current Student

Refereed Articles

\$**Cordie, L.**, *Sondermeyer, B., & *Adelino, L. (2020). Modified Faculty Learning Communities as reflective scholarship - A progress report. *Learning Communities Journal*, 13(1), 57-79. <http://celt.muohio.edu/lcj/>. [**Cordie 55%**]

\$**Cordie, L.**, & *Adelino, L. (2020). Authentic professional learning: Creating faculty development experiences through an assessment institute. *Journal of Transformative Learning*, 7(2). <https://jotl.uco.edu/index.php/jotl/article/view/283> [**Cordie 60%**]

\$**Cordie, L.**, Wooten, M., & Rowtham, M. (2020). Transforming to blended learning using experiential, online faculty development. *Euclen eJournal of University of Lifelong Learning* 4(1). <https://euclenstudies.euclen.eu/ejournal/seminar-across-atlantic2020/> [**Cordie 45%**]

\$**Cordie, L.**, Cagney Graham, A., & *Adelino, L. (2020). International faculty collaborations: Social learning in professional communities. *Learning Communities Journal*, 12, 5-22. <http://celt.muohio.edu/lcj/>. [**Cordie 40%**] (lead article)

\$**Cordie, L.**, *Lin, X., *Brecke, T., and Wooten, M. (2020). Co-Teaching in Higher Education: Mentoring as Faculty Development. *International Journal of Teaching and Learning in Higher Education (IJTLHE)*, 32(1) <http://www.isetl.org/ijtlhe/pdf/IJTLHE3700.pdf> [**Cordie 30%**]

\$**Cordie, L.**, *Lin, X., *Fowler, D., and Wooten, M. (2019, May). Blended learning research: Components critical to student learning from a meta-analysis. *eLearn Magazine*. <https://elearnmag.acm.org/special-issue-2019.cfm> [**Cordie 30%**]

\$**Cordie, L.**, Sailors, J., Barlow, B., & Kush, J. (2019). Constructing a professional identity: Connecting college and career through ePortfolios. *International Journal of ePortfolio*, 9(1), 17-27. <http://theijep.com/pdf/IJEP319.pdf> [**Cordie 40%**]

\$*Lin, X., *Huang, M., & **Cordie, L.** (2018). An exploratory study: Using Danmaku in online video-based lectures. *Educational Media International*, 55(3), 273-286. <https://doi.org/10.1080/09523987.2018.1512447> [**Cordie 33%**]

\$*Lin, X., **Cordie, L. A.**, Witte, M. (2018). Mentoring a learning community: A student research empowerment program for Adult Education graduate students. *International Forum of Teaching and Studies*, 14(1), 26-32.

http://scholarspress.us/journals/IFST/journal_IFST.php [Cordie 33%]

\$Cordie, L., & *Lin, X. (2018). The E-Revolution in higher education: E-Learning and E-Leaders. *Journal of Leadership Studies*, 12(3), 76-78. <https://doi.org/10.1002/jls.21602> [Cordie 50%]

\$*Chrabascz, J., Cordie, L., & Wooten, M. (2018). Academic performance indicators for student athletes. *Journal of Global Education and Research (JGER)*, 2(1), 68-83. <https://doi.org/10.5038/2375-9615.1.2.1013> [Cordie 33%] (downloaded over 2400 times – Open Access Journal)

\$Yohon, T., Zimmerman, D., & Keeler, L. (CORDIE) (2004). An exploratory study of adoption of course management software and accompanying instructional changes by faculty in the liberal arts and sciences. *Electronic Journal of e-Learning (EJEL)*, 2 (2), 2, 313-320. [Cordie 33%]

Refereed Book Chapters

Note - Within the Profession of Adult Education, book chapters that are peer-reviewed go through similar processes for acceptance, revision, and publication as refereed journal articles.

\$Cordie, L., Witte, M., & Witte, J. (2018). (Reprint in new publication). Using blended learning and emerging technologies to transform the adult learning experience. In M. Khosrow-Pour (Ed.), *Online course management: Concepts, methodologies, tools, and applications* (p. 2140-2165). IGI Global. [Cordie 34%]

\$Cordie, L., *Lin, X., & Whitton, N. (2017). Utilizing online educational games to enhance adult learning. In V. Wang (Ed.), *Handbook of Research on Program Development and Assessment Methodologies in K-20 Education*. IGI Global: Hershey, PA. [Cordie 40%]

\$Cordie, L., *Lin, X., & Witte, J. E. (2016). The transformation of higher education: Successfully leading adaptation through the e-Learning landscape. In V. Wang (Ed.), *Theory and Practice of Adult and Higher Education*. IAP - Information Age Publishing: Charlotte, NC. [Cordie 40%]

\$Cordie, L., Witte, M., & Witte, J. (2016). Using blended learning and emerging technologies to transform the adult learning experience. In V. Wang (Ed.), *Handbook of Research on Learning Outcomes and Learning Opportunities in the Digital Age*. Hershey, PA: IGI Global. [Cordie 34%]

Refereed Proceedings

- \$Basgier, C, & **Cordie, L.** (2023). Assessing faculty members' threshold concepts for the teaching of writing: The Challenges of Survey Validity and the Promise of Narrative Methods. *Proceedings for the International Writing Across the Curriculum Conference 2020/2021* <https://iwac.colostate.edu/proceedings/> (*in Press*)
- \$Graham Cagney, A., O'Mahony, A., **Cordie, L.**, Cagney, K., Buckley, M., O'Neill, C., Yelverton-Halpin, C., & Clarke, R. (2021). *Black Tiles and Silence: Going Digital. Voices from an FAVE Interdisciplinary Community of Practice*. ECER Conference 2021: Education and Society: Expectations, prescriptions, reconciliations'. University of Geneva [online]. 2-6 September 2021. Network 02 Vocational Education and Training (VETNET).
- \$Cagney, A. G., **Cordie, L.**, Buckley, M., Yelverton-Halpin, C., & O'Mahony. (2020). *Developing an Educational Digital Mindset: Voices from an Inter-disciplinary Community of Practice*. VETNET/ European Conference on Educational Research (ECER) of the European Educational Research Association (EERA). Glasgow, Scotland <https://eera-ecer.de/ecer-2020-glasgow/> (Conference canceled)
- \$**Cordie, L.** & Wooten, M. (2018). Next generation learning - Chuoagogy and technologies to transform lifelong learning. In T. Bastiaens, J. Van Braak, M. Brown, L. Cantoni, M. Castro, R. Christensen,...O. Zawacki-Richter (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology* (pp. 1378-1381). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/184354/>.
- \$**Cordie, L.**, & Wooten, M. (2017). Effective peer reviews: Using ePortfolios to promote peer assessment, develop critical thinking, and foster collaborative learning in the sciences. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 176). http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf
- \$*Lin, X., *Huang, M., & **Cordie, L.** (2017). An exploratory study: Using Danmaku in online video based lectures. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 175). Retrieved from http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf
- \$Teel, J., & **Cordie, L.** (2017). Digital technologies in the synchronous classroom: Utilizing video conferencing to create effective blended learning. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 189). http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf

\$Cordie, L. (2016). Facilitating interaction: Best practices for utilizing videoconferencing in a blended learning environment. In *Proceedings of Global Learn 2016* (pp. 38-45). Association for the Advancement of Computing in Education (AACE).
<https://www.editlib.org/p/172708>

\$Cordie, L. (2013). Engaging faculty in course design: Strategies for developing online courses. In J. Herrington, A. Couros & V. Irvine (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2013* (p. 873). Association for the Advancement of Computing in Education (AACE).
<https://www.learntechlib.org/p/112063>

f. Other Contributions to Teaching

- Attended HBCU/ENGR Student Services Event– Feb 2023
- Attended Harold Franklin Event – Black Graduate and Professional Student Association – Feb 2023
- Outreach Blackbelt Bus Tour August 2022
- Appointed as Affiliate Faculty with the Office of University Writing (March, 2018 – Present)
- Ongoing research and faculty development related to ePortfolio and high impact practices
- Presented workshop on ePortfolio for AU GRISE (April, 2022)
- Invited webinar presenter on ePortfolio for AU GRISE (February, 2022)
- Invited webinar presenter on ePortfolio for Valdosta State University PhD course (October, 2021)
- Zoom collaboration with Clarence Fitzroy Bryant College and University Writing on developing tutoring center (March, 2021)
- Invited webinar presenter on ePortfolio for Valdosta State University PhD course (October, 2020)
- Invited webinar presenter on ePortfolio with the American Associations of Colleges & Universities (AACU) (May, 2019)
- Invited webinar presenter on ePortfolio for the Commission of Graduate Students with AAACE (April, 2019)
- Invited guest speaker on ePortfolio for the Commission of Graduate Students with AAACE (October, 2019)
- Development of PhD Cohort for all Cordie PhD Advisees
- Established Canvas course with materials, resources, and peer collaborations
- Created regular cohort meetings and collaborative discussions for graduate student and professional development
- Established PhD guidelines for mentoring and advising of graduate students – version 7.0
- Designed ePortfolio to model for students in ADED program; <https://aub.ie/LeslieCordie>
- Invited Consultant to the Department of Biological Sciences, Auburn University (2015 – Present)
- Provided expertise for development of online courses using CANVAS LMS
 - BIOL3003 Genetics
 - BIOL4103 Cell Biology

- Shared expertise for incorporation and assessment of ePortfolio
 - BIOL3000 Genetics (Honors)
 - BIOL5760/6760 Mammalogy
 - BIOL5160 Field Biology and Ecology
- Served as Visiting Resource Faculty in Study Abroad course (2016)
 - BIOL5160 Field Biology and Ecology – South Africa
- Invited Consultant to School of Forestry and Wildlife – Natural Resources (2017 - 2018)
- Provided expertise in online / adult learning and development of certificate programs
- Created collaborative initiatives related to workforce development
- Selected - VALUE Institute – Intercultural Knowledge and Competence - <https://www.aacu.org/VALUEInstitute> (2020) - Certified Rater
- Attended AU Gender Identity Workshop (March 2020)
- Selected - Google Digital Skills Cohort (2019-2020)
- Attended Online Learning Consortium (OLC) – Mastery Series (2018)
- UPCEA SOLA+R 2021 Conference (2021)
- Invited Consultant to the Adult and Career Education Faculty at Valdosta State University (2017 – 2020)
- Provided expertise on online videoconferencing and lecture capture for field assignments (2017)
- Share Cohort PhD Model experiences and professional development (2019)
- ePortfolio Consultation and guest webinar (2020)
- Podcasting
- Podcast to be published on open access site – Adult Learning Exchange (ALE) Virtual Community (March 2023)
- Consulting and mentoring on podcasting with EFLT faculty member to incorporate into teaching (2021, 2022)
- Developed podcasting seminars with faculty from across the world – Conversations from the Front Porch (2021, 2020) - see <https://podcastsconnect.apple.com/my-podcasts/show/conversations-from-the-front-porch/51ee28c0-7007-4892-b46c-2b31112bb2b4>
- Podcast to be published on open access site – Adult Learning Exchange (ALE) Virtual Community (March 2023)
- Consulting and mentoring on podcasting with EFLT faculty member to incorporate into teaching (2021, 2022)

g. Statement of Candidate's Teaching Philosophy

Learning involves an interdisciplinary approach. Post-secondary education is transforming rapidly, and technology is creating a paradigm shift in education. Educators are faced with the challenge of responding to rapid changes in technologies and the responsibility of growing the skills of students. A new set of leadership and development skills are required to address the changes in education and to meet the needs of the adult learner.

Based on a humanistic philosophy, I see the mission of the educator as transforming both the individual and society. Individual growth and development take place within the sphere of learning. Education supports all industry and life as we know it. Society and the workplace are constantly evolving and, thus, demands for different competencies and skills are also every changing. Education provides the tools needed to cope with these changes, with the teacher as a facilitator of learning.

I have enormous respect for adult learners. Most of them are working long hours and making the best with limited resources. Therefore, I always work to maximize their exposure to current knowledge through online and flexible learning experiences such as guest lectures, cases studies, and the use of technologies. I learned the value of this approach during my earliest instructional experience as part of the initial implementation of the University of Maryland Asian Division (UMAD) Distance Education Program. At UMAD, we initiated curriculum in undergraduate business courses to mainly military students in remote overseas locations, where college courses were not available. When I joined Auburn University, I was excited to see that this humanistic vision of access was a core component within the Adult Education Program here at AU, where I have been given the opportunity to continue developing online and videoconferencing learning environments for the military and other remote, adult learners.

I bring numerous educational experiences to the teaching and development profession. One of my favorite roles, though, has been working in faculty development. I love to work with other faculty and share the vital tips and tricks for enhancing learning in their courses, thereby bringing increased value to the learner and building my relationships with other faculty and enhancing personal growth.

I did not start my career in academia, but I have enjoyed and thrived being involved in some form of education or instruction throughout my career. I look forward to my continued role in higher education and increasing access to a diverse population of learners.

Scholarly Contributions

2. Research / Creative Work

\$ = Cross referenced under ***Publications Pertaining to Teaching***

* = Former or Current Student

a. Books and Book Series

b. Article-Length Publications

Referred Book Chapters (6)

*****Note - Within the Profession of Adult Education, book chapters that are peer-reviewed go through similar processes for acceptance, revision, and publication as refereed journal articles.*****

\$Cordie, L., Witte, M., & Witte, J. (2018). (Reprint in new publication). Using blended learning and emerging technologies to transform the adult learning experience. In M. Khosrow-Pour (Ed.), *Online course management: Concepts, methodologies, tools, and applications* (p. 2140-2165). IGI Global. [**Cordie 34%**]

Cordie, L. (2017). Professional associations. In A. Knox, S. Conceicao, & L. Martin (Eds.), *Mapping the Field of Adult and Continuing Education: An International Compendium*. Stylus Publishing: Herndon, VA. <http://catalog.lib.auburn.edu/vufind/Record/4855803> [**Cordie 100%**]

Witte, M., Teel, J., **Cordie, L.** & Witte, J. (2017). Building capacity through student leadership development and practices. In V. Wang (Ed.), *Encyclopedia of Strategic Leadership and Management*. IGI Global Publishing: Hershey, PA. [**Cordie 25%**]

\$Cordie, L., *Lin, X., & Whitton, N. (2017). Utilizing online educational games to enhance adult learning. In V. Wang (Ed.), *Handbook of Research on Program Development and Assessment Methodologies in K-20 Education*. IGI Global Publishing: Hershey, PA. [**Cordie 40%**]

Cordie, L., *Lin, X., & Witte, J. E. (2016). The transformation of higher education: Successfully leading adaptation through the e-Learning landscape. In V. Wang (Ed.), *Theory and Practice of Adult and Higher Education*. IAP - Information Age Publishing: Charlotte, NC. [**Cordie 40%**]

\$Cordie, L., Witte, M., & Witte, J. (2016). Using blended learning and emerging technologies to transform the adult learning experience. In V. Wang (Ed.), *Handbook of Research on Learning Outcomes and Learning Opportunities in the Digital Age*. Hershey, PA: IGI Global. [**Cordie 34%**]

Refereed Articles (16)

*Golden, W., & **Cordie, L.** (2022). Financial digital literacy. *Adult Literacy Education Journal* <https://www.proliteracy.org/ALE-Journal>

\$**Cordie, L.**, *Sondermeyer, B., & *Adelino, L. (2021). Modified Faculty Learning Communities as reflective scholarship - A progress report. *Learning Communities Journal*, 13(1), 57-79. <http://celt.muohio.edu/lcj/>. [**Cordie 55%**]

Cordie, L., Rhodes, R., & Wooten, M. (2021). Professional development and lifelong learning: Analyzing problem solving skills in the US workforce using PIAAC. *COABE Journal* <https://coabe.org/category/coabe-journal/> [**Cordie 33%**]

\$**Cordie, L.**, & *Adelino, L. (2020). Authentic professional learning: Creating faculty development experiences through an assessment institute. *Journal of Transformative Learning* <https://jotl.uco.edu/index.php/jotl/article/view/283> [**Cordie 60%**]

\$**Cordie, L.**, Wooten, M., & Rowtham, M. (2020). Transforming to blended learning using experiential, online faculty development. *Eucent eJournal of University of Lifelong Learning* 4(1). <https://eucenstudies.eucen.eu/ejournal/seminar-across-atlantic2020/> [**Cordie 45%**]

\$**Cordie, L.**, Cagney Graham, A., & *Adelino, L. (2020). International faculty collaborations: Social learning in professional communities. *Learning Communities Journal* <http://celt.muohio.edu/lcj/>. [**Cordie 40%**]

\$**Cordie, L.**, *Lin, X., *Brecke, T., and Wooten, M. (2020). Co-Teaching in Higher Education: Mentoring as Faculty Development. *International Journal of Teaching and Learning in Higher Education (IJTLHE)*, 32(1) <http://www.isetl.org/ijtlhe/pdf/IJTLHE3700.pdf> [**Cordie 30%**]

\$**Cordie, L.**, *Lin, X., *Fowler, D., and Wooten, M. (2019, May). Blended learning research: Components critical to student learning from a meta-analysis. *eLearn Magazine*. <https://elearnmag.acm.org/special-issue-2019.cfm> [**Cordie 30%**]

Cordie, L. (2019). The public land grant institution: The engaged university. *Adult Learning*, 30(3), 99-100. <https://doi.org/10.1177/1045159519853805> [**Cordie 100%**] (INVITED)

\$**Cordie, L.**, Sailors, J., Barlow, B., & Kush, J. (2019). Constructing a professional identity: Connecting college and career through ePortfolios. *International Journal of ePortfolio*, 9(1), 17-27. <http://theijep.com/pdf/IJEP319.pdf> [**Cordie 40%**]

Rhodes, C. M., **Cordie, L.**, & Wooten, M. (2019). An Examination of the social capital of adults in the United States: Results from PIAAC. *International Journal of Learning, Teaching, and Educational Research*, 18(2), 1-12. <https://doi.org/10.26803/ijlter.18.2.1>

[Cordie 33%]

\$*Lin, X., *Huang, M., & **Cordie, L.** (2018). An exploratory study: Using Danmaku in online video-based lectures. *Educational Media International*, 55(3), 273-286. <https://doi.org/10.1080/09523987.2018.1512447> [Cordie 33%]

\$*Lin, X., **Cordie, L.**, & Witte, M. (2018). Mentoring a learning community: A student research empowerment program for Adult Education graduate students. *International Forum of Teaching and Studies*, 14(1), 26-32. http://scholarspress.us/journals/IFST/journal_IFST.php [Cordie 33%]

\$**Cordie, L.**, & *Lin, X. (2018). The E-Revolution in higher education: E-Learning and E-Leaders. *Journal of Leadership Studies*, 12(3), 76-78. <https://doi.org/10.1002/jls.21602> [Cordie 50%]

\$*Chrabascz, J., **Cordie, L.**, & Wooten, M. (2018). Academic performance indicators for student athletes. *Journal of Global Education and Research (JGER)*, 1(2), 68-83. <https://scholarcommons.usf.edu/jger/vol2/iss1/1/> [Cordie 33%]
(Downloaded over 2400 times according to PlumX)

\$Yohon, T., Zimmerman, D., & **Keeler, L. (CORDIE)** (2004). An exploratory study of adoption of course management software and accompanying instructional changes by faculty in the liberal arts and sciences. *Electronic Journal of e-Learning (EJEL)*, 2 (2), 2, 313-320. [Cordie 33%]

Refereed Articles/Proceedings in Press

Basgier, C, & **Cordie, L.** (2023). Assessing faculty members' threshold concepts for the teaching of writing: The Challenges of Survey Validity and the Promise of Narrative Methods. *Proceedings for the International Writing Across the Curriculum Conference 2020/2021* <https://iwac.colostate.edu/proceedings/> [Cordie 40%]

*Conely, L. H., & **Cordie, L.** (2023). Learning Cities and Democracy. *Adult Learning Journal*. <https://journals.sagepub.com/home/alx> [Cordie 50%]

Refereed Under Review (2)

*Buckley-Burnell, A, & **Cordie, L.** Examining the relationships between mandatory career courses, High-Impact Practices, and First Destination Outcomes. *Experiential Learning and Teaching in Higher Education*, <https://journals.calstate.edu/elthe>

Book Proposal **Cordie, L.** *Chuagogy: Developing Malcolm Knowles' theory in today's higher education environment*. Routledge. (Revision submitted March 2023)

Refereed Proceedings (12)

Cordie, L., Hebert, K., & Burt, R. (2021). Reframing a Civil Rights historical project ad human rights education through a Community of Practice. Commission of International Adult Education (CIAE); AAACE; <https://www.aaace.org/page/CIAE>

\$Graham Cagney, A., O'Mahony, A., **Cordie, L.,** Cagney, K., Buckley, M., O'Neill, C., Yelverton-Halpin, C., & Clarke, R. (2021). *Black Tiles and Silence: Going Digital. Voices from an FAVE Interdisciplinary Community of Practice*. ECER Conference 2021: Education and Society: Expectations, prescriptions, reconciliations'. University of Geneva [online]. 2-6 September 2021. Network 02 Vocational Education and Training (VETNET).

Bond, S., & **Cordie, L.** (2021). Using Peer Review and Technology for Writing, Revision, and Learning in Online Environments. GLOCER 21: Global Conference on Education and Research (online). June 8-10, 2021.
<https://digitalcommons.usf.edu/m3publishing/vol4/iss2021/1/>

\$Cagney, A. G., **Cordie, L.,** Buckley, M., Yelverton-Halpin, C., & O'Mahony. (2020). *Developing an Educational Digital Mindset: Voices from an Inter-disciplinary Community of Practice*. VETNET/ European Conference on Educational Research (ECER) of the European Educational Research Association (EERA). Glasgow, Scotland
<https://eera-ecer.de/ecer-2020-glasgow/> (Conference canceled)

\$**Cordie, L.,** Rhodes, R., & Wooten, M. (2018). An analysis of professional development and its relationship to workforce traits: Utilizing the PIAAC to understand the importance of lifelong learning. US 2018 PIAAC Conference Research Papers.
<http://piaacgateway.com/us-piaac-conference-2018/>

Rhodes, R., **Cordie, L.,** & Wooten, M. (2018). An examination of social capital among US adults: Patterns that facilitate social well-being as measured by PIAAC. US 2018 PIAAC Conference Research Papers. <http://piaacgateway.com/us-piaac-conference-2018/>

\$**Cordie, L.** & Wooten, M. (2018). Next generation learning - Chuoagogy and technologies to transform lifelong learning. In T. Bastiaens, J. Van Braak, M. Brown, L. Cantoni, M. Castro, R. Christensen,... Zawacki-Richter (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology* (pp. 1378-1381). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/primary/p/184354/>.

\$**Cordie, L.,** & Wooten, M. (2017). Effective peer reviews: Using ePortfolios to promote peer assessment, develop critical thinking, and foster collaborative learning in the sciences. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 176). http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf

- \$*Lin, X., *Huang, M., & **Cordie, L.** (2017). An exploratory study: Using Danmaku in online video based lectures. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 175). Retrieved from http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf
- \$Teel, J., & **Cordie, L.** (2017). Digital technologies in the synchronous classroom: Utilizing video conferencing to create effective blended learning. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 189). http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf
- \$**Cordie, L.** (2016). Facilitating interaction: Best practices for utilizing videoconferencing in a blended learning environment. In *Proceedings of Global Learn 2016* (pp. 38-45). Association for the Advancement of Computing in Education (AACE). <https://www.editlib.org/p/172708>
- \$**Cordie, L.** (2013). Engaging faculty in course design: Strategies for developing online courses. In J. Herrington, A. Couros & V. Irvine (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2013* (p. 873). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/112063>

Non-Refereed Publications (18+)

PIMA Bulletin – April 2023 - <https://www.pimanetwork.com/special-issue-chrisduke>
(fully created and edited website and pdf)

PIMA Bulletin – January 2023 - <https://www.pimanetwork.com/bulletinjanuary2023>
(fully created and edited website and pdf)

*Hardman, C., & **Cordie, L.** (2022). Self-directed Learning: A Fundamental Competence in School Safety. *The Journal of School Safety, Fall*, 36-37.
<https://www.nasro.org/membersonly/journal-of-school-safety/>(invited)

Cordie, L. (February 2022). *Podcasting*. CDLT Pre-Conference Sessions Webinar. AAACE. <https://youtu.be/VBFECIsL7Es>

Cordie, L. (2021). *Conversations from the Front Porch (Podcasts)*.
<https://podcasts.apple.com/us/podcast/conversations-from-the-front-porch/id1512833619>

Cordie, L. (2020, December). *My Why. Lifelong Learning*. The EFLT Monthly. Department Newsletter. <https://mailchi.mp/ef92b8b77114/eflt-monthly-october-1-5098542?e=d0e0ee8f74>

Cordie, L. (2020). *COE Professor Leslie Cordie wins Fulbright Scholarship*
<http://www.education.auburn.edu/homepage/keystone-magazine/keystone-2020/coe-professor-leslie-cordie-wins-fulbright-scholarship/>

Cordie, L. (2020). *Conversations from the Front Porch (Podcasts)*.
<https://podcasts.apple.com/us/podcast/conversations-from-the-front-porch/id1512833619>

*Shi, Y., & **Cordie, L.** (2019, Fall). AAACE Partnerships and Collaborations. AAACE Newsletter <https://mailchi.mp/aaace.org/aaace-newsletter-november2019#partners>

Britland, J., **Cordie, L.**, Peecksen, S., & Pitts, W. (2019, May). AAC&U Webinar - *ePortfolio Research and Practice: New Findings from the International Journal of ePortfolio*. <https://www.aacu.org/webinar/eportfolio19>

Cordie, L. (2019, April). AAACE Webinar - *Career Development: What's in your ePortfolio*. <https://youtu.be/NjK8qLSUORo>

Knox, A. B., & **Cordie, L.** (2018). Mapping the Field of Adult & Continuing Education: An Update on the International Compendium. AAACE Newsletter
<https://mailchi.mp/07c6ee876d70/aaace-newsletter-december-2018>

Cordie, L. (2018, Fall). AAACE Partnerships. CPAE Newsletter
<https://cdn.ymaws.com/www.aaace.org/resource/resmgr/cpaeuse/cpae-fall2018.pdf>

Cordie, L. (2018, July). Course 71: Advanced Seminar Course -. *National Training Institute* (NTI), Ann Arbor, MI. (Cordie 100% - full course development)

Cordie, L. (2017, July). Course 65: Advanced Seminar Course - Contemporary Adult Learning Principles Module. *National Training Institute* (NTI), Ann Arbor, MI.

*Fielder, L., *Popoola, S., *Freeman-Horn, L., & **Cordie, L.** (2017, December). Reflections on voices in history. AAACE Newsletter <https://aaace.site-ym.com/news/news.asp?id=379117>

Cordie, L. (2016, December). Meet our members. AAACE Newsletter <https://aaace.site-ym.com/news/323027/Meet-Our-Members---Leslie-A.-Cordie-BSN-MBA.-PhD.htmhttp://>

Cordie, L. (2016, December). Partnerships – Commission of Affiliate Organizations. AAACE Newsletter <https://aaace.site-ym.com/news/322431/PartnershipsCommission-of-Affiliate-Organizations.htmhttp://>

Publications in Development (8)

Adams, M., & **Cordie, L.** High-Impact Practices and First Destination Outcomes in Liberal Arts Graduates. *Teaching in Higher Education* <https://www.tandfonline.com/journals/cthe20>

Bond, S., & **Cordie, L.** The life of an adjunct. (Chapter Proposal). In D. Conrad & W. Archer (Eds.), *Portraits of Academic Life within Higher Education: From Hiring to Retiring, and Beyond*.

Breitschwerdt, L., Guimarães, P., *Rotschnig, S-M., *Klimkina, E., *Yoo, J., & **Cordie, L.** Professionalization of Adult Educators: A Comparative Study on Austria, Hungary, and Canada. *Andragogical Studies*. <https://scindeks.ceon.rs/Portrait.aspx?issn=0354-5415&lang=en>

Cordie, L. *Developing a degree completion program as a Fulbright Scholar* (Journal of Faculty Development).

Graham Cagney, A., & **Cordie, L.** Developing an online doctoral community of practice. *Academy of Management*. <https://aom.org/research/journals/journal>

*Guffey, H., & Cordie, L. When Traditional Fails. ACHE Conference Proposal (submitted March, 2023).

*McCarty, F., & Cordie, L. Investing the development of curriculum through concept mapping.

*Rowe, C., & **Cordie, L.** Regional Sociopolitical Values and Postsecondary Opportunities for Undocumented Students. *Research in Higher Education*, <https://www.springer.com/journal/11162>

c. Papers or Lectures

Refereed Papers and Presentations at Professional Meetings

International (9)

Graham Cagney, A., Carr, L., **Cordie, L.** (2022). WIRED in Ireland: US-Ireland Research and Learning for Life Heritage Project. <https://fulbright.org/2022-conference-presenters-2/>

Cordie, L., Hebert, K., & Burt, R. (2021). Reframing a Civil Rights historical project ad human rights education through a Community of Practice. Commission on International Adult Education (CIAE); American Association for Adult and Continuing Education (AAACE) Conference 2021 – Sandestin, FL – October, 2021; <https://www.aaace.org/page/2021conference>

\$Graham Cagney, A., O'Mahony, A., **Cordie, L.**, Cagney, K., Buckley, M., O'Neill, C., Yelverton-Halpin, C., & Clarke, R. (2021). *Black Tiles and Silence: Going Digital. Voices from an FAVE Interdisciplinary Community of Practice*. ECER Conference 2021: Education and Society: Expectations, prescriptions, reconciliations'. University of Geneva [online]. 2-6 September 2021. Network 02 Vocational Education and Training (VETNET).

Bond, S., & **Cordie, L.** (2021). Using Peer Review and Technology for Writing, Revision, and Learning in Online Environments. GLOCER 21: Global Conference on Education and Research (online). June 8-10, 2021. <https://digitalcommons.usf.edu/m3publishing/vol4/iss2021/1/>

Wooten, M., & **Cordie, L.** (2021). (Resubmission). *Professional Development and Its Relationship to Workforce Traits: A Multi-National Study*. Adult Education in Global Times (AEGT), Vancouver, BC; June, 2021 – Virtual. <https://edst.educ.ubc.ca/aegt2021/>

Cordie, L., & *Adelino, L. (2021). (Resubmission). *Faculty Development through Professional Learning*. Adult Education in Global Times (AEGT), Vancouver, BC; June, 2021 – Virtual. <https://edst.educ.ubc.ca/aegt2021/>

*Sondermeyer, B., & **Cordie, L.** (2021). Faculty Engagement in Professional Learning: Collaboration and Self-Direction in Higher Education. International Society for Self-Directed Learning. February, 2021 – Virtual

Wooten, M., & **Cordie, L.** (2020). *Professional Development and Its Relationship to Workforce Traits: A Multi-National Study*. Adult Education in Global Times (AEGT), Vancouver, BC; June 4-7, 2020. <https://edst.educ.ubc.ca/AEGT2020> (Conference canceled).

Cordie, L., & *Adelino, L. (2020). *Faculty Development through Professional Learning*. Adult Education in Global Times (AEGT), Vancouver, BC; June 4-7, 2020.

<https://edst.educ.ubc.ca/AEGT2020> (Conference canceled).

Murphy, H., Mark, R., & **Cordie, L.** (2020). *Perspectives and challenges for adult education in the global context: Perspectives from North America and Europe*. Adult Education in Global Times (AEGT), Vancouver, BC; June 4-7, 2020.

<https://edst.educ.ubc.ca/AEGT2020> (Conference canceled).

Cordie, L., Sailors, J., Barlow, B., & Kush, J. (2018). *Constructing a professional identity: Connecting college and career through ePortfolios*. International Writing Across the Curriculum Conference (IWAC), Auburn, AL - June, 2018;

<https://wac.colostate.edu/resources/wac/proceedings/iwac2018/>

Cordie, L., & Cagney Graham, A. (2017). *Developing Talented Faculty through Fulbright Programmes: Creating Engagement and Commitment to International Scholarly Partnerships and Research Collaborations*. European Educational Research Association (ECER 2017) - August, 2017; <http://www.eera-ecer.de/ecer-programmes/conference/22/contribution/41314/>

*Lin, X., *Huang, M., & **Cordie, L.** (2017). *An Exploratory Study: Using Danmaku in Online Video-based Lectures*. Global Conference on Education and Research (GLOCER 2017) – May, 2017; http://glocer.anahei.org/wp-content/uploads/Final-program_5_8_-1.pdf

Cordie, L., *Duffy, A., Sailor, J. & Sanderson, B. (2016). *A Catalyst for Faculty Learning: Strategies and Challenges in Using a Common Rubric for Implementing and Assessing ePortfolios*. International Writing Across the Curriculum Conference (IWAC). Ann Arbor, MI – June, 2016; http://lsa.umich.edu/content/dam/sweetland-assets/iwac2016/A10_Cordie_CatalystForFacultyLearning.pdf

Cordie, L. (2016). *Creating Global Partnerships: Strategies for Non-profit Organizations' Systematic and Sustainable Initiatives for Adult and Continuing Education Associations*. 48th European University Continuing Education Network (eucen) Conference, Dublin, Ireland – June, 2016; https://dublin2016doteucendoteu.files.wordpress.com/2016/06/cordie_partners-presentation.pdf

Cordie, L. & *Brecke, T. (2016). *Co-teaching as a Mentoring: Encouraging Collaboration and Faculty Development for Diverse Populations*. International Mentoring Conference (IMA) – Auburn University, AL - April, 2016.

Cordie, L. (2016). *Facilitating Interaction: Best Practices for Utilizing Videoconferencing in a Blended Learning Environment*. Global Learn 2016 (Association for the Advancement of Computing in Education - AACE) – Limerick, Ireland - April, 2016; <https://www.editlib.org/p/172708>

- Teel, J., & **Cordie, L.** (2022). *Reflection*. American Association for Adult and Continuing Education (AAACE) Conference 2022 – Milwaukee, WI, October, 2022;
<https://www.aaace.org/page/2022conference>
- Teel, J., & **Cordie, L.** (2021). Maximize the Impact of Concurrent Teaching with Students In-Person and Online. American Association for Adult and Continuing Education (AAACE) Conference 2021 – Sandestin, FL – October, 2021;
<https://www.aaace.org/page/2021conference>
- *Yoo, J., & **Cordie, L.** (2021). The Impact of Amotivation on School Satisfaction: A Study of Graduate Students. American Association for Adult and Continuing Education (AAACE) Conference 2021 – Sandestin, FL – October, 2021; (Selected – cancelled)
<https://www.aaace.org/page/2021conference>
- Cagney, A. G., **Cordie, L.**, & Buckley, M. (2020). *Concurrent VI.D: Leading Learning In An Era Of Accelerating Change: Opportunities and (Wicked) Problems*. ACHE Virtual Conference. <https://www.acheinc.org/ACHE2020/> (International Colleagues)
- *Adelino, L., & **Cordie, L.** (2020). *Transformative Faculty Development: Professional learning through an ePortfolio Assessment Institute*. 13th Annual Transformative Learning Conference, OKC; April, 2020 <https://tlconference.uco.edu/> (Conference canceled).
- Basgier, C., Cicchino, A., & **Cordie, L.** (2020). *High Impact Faculty Development in the Academy for Writing*. 2020 HIPs in the States Conference, Texas A&M, College Station, TX, February 18-21, 2020
https://assessmentinstitute.iupui.edu/program/HIPs_in_the_States.html
- Barlow, B., Kush, J., & **Cordie, L.** (2019). *Coupling Ecosystem Restoration and Natural Resource Enterprises: Inspiring Family Forest Landowners to Nurture Healthy, Wealthy Forest Systems*. 2019 ESA/USSEE Joint Meeting in Louisville, KY. August 14, 2019
<https://esa.org/louisville/>
- Basgier, C., **Cordie, L.**, Marshall, M., and Wright, A. (2019). *High Impact Faculty Development in the Academy for Writing*. 2019 HIPs in the States Conference, Bowling Green, KY, February 20-22, 2019 <https://www.wku.edu/hips/>
- Cordie, L.** (2018). *Engaging Students in Peer Review: Feedback as a Best Practice in Adult Learning*. American Association for Adult and Continuing Education (AAACE) Conference 2018 – Myrtle Beach, SC – October, 2018;
https://cdn.ymaws.com/www.aaace.org/resource/resmgr/2018_conference/aaace_program_10_2_18.pdf

Cordie, L. (2018). *Developing an Online Community of Practice: Deepening Knowledge through Social Learning*. American Association for Adult and Continuing Education (AAACE) Conference 2018 – Myrtle Beach, SC – October, 2018; https://cdn.ymaws.com/www.aaace.org/resource/resmgr/2018_conference/aaace_program_10_2_18.pdf

Wooten, M., & **Cordie, L** (2017). *Digital Literacy: Understanding Universal Design in Creating Lifelong Learning Experiences*. American Association for Adult and Continuing Education (AAACE) Conference 2017 – Memphis, TN – October, 2017; <https://proposalspace.com/p/12704/s>

Cordie, L., & *Lin, X. (2017). *The Student Research Empowerment Program (SREP): A Mentoring Learning Community for Graduate Students*. American Association for Adult and Continuing Education (AAACE) Conference 2017 – Memphis, TN – October, 2017; <https://proposalspace.com/p/12862/s>

*Presley, R., Witte, J., & **Cordie, L.** (2017, June). *Leveraging Your LMS, Collaboration, and Capture Technologies*. National Extension Technology Community (NETC) Conference, Savannah, GA.

Cordie, L. & Wooten, M. (2016). *Chuoagogy: Time to Stand Up and Be Recognized?* American Association for Adult and Continuing Education (AAACE) Conference 2016 – Albuquerque, NM – November, 2016; <https://proposalspace.com/p/10133/s>

*Lin, Xi, Witte, J., & **Cordie, L.** (2016). *Successfully Leading through the e-Learning Landscapes*. American Association for Adult and Continuing Education (AAACE) Conference 2016 – Albuquerque, NM – November, 2016; <https://proposalspace.com/p/10054/s>

Witte, M., Witte, J., **Cordie, L.,** & Teel, J. (2016). *Developing Student Leadership Capacity*. American Association for Adult and Continuing Education (AAACE) Conference 2016 – Albuquerque, NM – November, 2016; <https://proposalspace.com/p/10109/s>

*Fowler, D. & **Cordie, L.** (2015). *Blended Learning Teaching Technologies: Analysis of the Literature using Meta-Analysis and Narrative Synthesis*. American Association for Adult and Continuing Education (AAACE) Conference 2015 – Oklahoma City, OK – November, 2015; http://c.ymcdn.com/sites/www.aaace.org/resource/resmgr/Learn/Conference/History/2015_aaace_final_onsite_prog.pdf

Cordie, L., Witte, M. & Witte, J. (2015). *Using Advisory Committees to Support Adult Education Programs*. American Association for Adult and Continuing Education (AAACE) Conference 2015 – Oklahoma City, OK – November, 2015; http://c.ymcdn.com/sites/www.aaace.org/resource/resmgr/Learn/Conference/History/2015_aaace_final_onsite_prog.pdf

Cordie, L., Witte, M. & Witte, J. (2014). *Blended Learning ~ Using Emerging Technologies to Enhance the Adult Learning Experience*. American Association for Adult and Continuing Education (AAACE) Conference 2014 - Charleston, SC - November, 2014;
http://c.ymcdn.com/sites/www.aaace.org/resource/resmgr/Learn/Conference/History/2014_Conference_Program_-_Op.pdf

Presentations – Invited

International (15)

Cordie, L. (September 2022). *Online Professionalization for Adult Educators*. ASEM Lifelong Learning. <https://asemlllhub.org/research-networks/professionalisation-of-adult-teachers-and-educators-in-asem-countries/>

Cordie, L. (November 2021). (Zoom). *Fulbright Scholarship Award and Project Proposal*. Presentation to the Academic Committee, Board of Governors, Clarence Fitzroy Bryant College, St. Kitts. <https://cfbc.edu.kn/>

Cordie, L. (October 2021). (Zoom). *Fulbright Scholarship Award and Project Proposal*. Presentation to the Academic Council, Clarence Fitzroy Bryant College, St. Kitts. <https://cfbc.edu.kn/>

Cordie, L. (May 2021). Online Curriculum Review with CFBC Nursing Faculty. <https://www.facebook.com/CFBCSKN/photos/4086570901381260>

Cordie, L. (May 2021). *Blended Learning Workshop for the Ministry of Education – Saint Kitts/Nevis*. <https://www.facebook.com/media/set/?set=a.3923803347673633&type=3>

Cordie, L. (April 2021). CFBC Administrative Professional Day Speaker <https://www.facebook.com/CFBCSKN/photos/4027657013939316>

Cordie, L. (March 2021). *CFBC Third Annual Evening of Poetry Speaker*. <https://www.facebook.com/media/set/?set=a.3800112816709354&type=3>

Cordie, L. (30 June, 2020). (Zoom). *Fulbright Scholarship Award and Project Proposal*. Presentation to the Academic Council, Clarence Fitzroy Bryant College, St. Kitts. <https://cfbc.edu.kn/>

Cordie, L. (August, 2020). (Zoom). *Minding the Gap: Simple Strategies for Remote Teaching Success*. ACE Community of Practice Week. University College Cork, Ireland.
Workshop Leader and Expert Panel Speaker. <http://www.ucc.ie/ace>

Cordie, L. (13, May, 2020). (Zoom). *Designing Relevant Learning Experiences in the Online Learning Environment*. Presentation to Dean AIT-LIT Consortium. Selected as Faculty Expert Panel. <https://aitlitconsortium.ie/>

Cordie, L. (11 December, 2019). *Lifelong Learning: Preparing for Our future World*. Waterford Institute of Technology, Waterford, Ireland. **Invited Panel Speaker**
<https://youtu.be/WPFF004bOig>. HELLIN Conference information <https://hellin.ie/2019-annual-conference/>

Graham Cagney, A., Conway, P., **Cordie, L.**, & Potter, J. (22 February, 2019). *Exploring Dimensions of Educational Leadership in Times of Change*. Higher Education Seminar Series. Waterford Institute of Technology, Waterford, Ireland. **Invited Keynote Speaker**.
<https://www.eventbrite.com/e/exploring-dimensions-of-educational-leadership-in-times-of-continuous-change-tickets-54749356800#>

Roumell, E., & **Cordie, L.** (28 March, 2019). *Imagine NUI Galway –Evolve Our Offering*. Online Discussion Forum on Employability and Workforce Issues in the Global Arena. National University of Ireland, Galway. **Invited Guest Blogger**.
<http://www.nuigalway.ie/imagine/?bblinkid=147542602&bbemailid=12658001&bbejrid=982311076>

Cordie, L. (2017, October). Interviewed for the Adult Education Interview Series Archives available at <https://www.ahea.org/adult-education-interview-series/>

Ryan, A., **Cordie, L.**, Waters, M., von Mitschke-Collande, P., & Murphy, E. (2016, June). *Plenary Session II: The Social Dimension in Higher Education*; International Panel Invitation -48th European University Continuing Education Network (eucen) Conference, Dublin, Ireland. <https://dublin2016.eucen.eu/programme/>

National (10)

Cordie, L. (2022, February). Conversations from the Front Porch – Lifelong Learning Lessons in Podcasting - **Webinar**. Commission for Distance Learning & Technology (CDLT); AAACE <https://www.aaace.org/events/EventDetails.aspx?id=1588294&group=>

Cordie, L. (2021, October). *Developing a Lifelong Learning ePortfolio*. **Webinar**. Invited Guest Speaker by Department of Adult & Career Education, Valdosta State University. PhD Cohort. <https://www.valdosta.edu/academics/graduate-school/our-programs/adult-and-career-education.php>

Cordie, L. (2020, August). *Developing a Lifelong Learning ePortfolio*. **Webinar**. Invited Guest Speaker by Department of Adult & Career Education, Valdosta State University. PhD Cohort. <https://www.valdosta.edu/academics/graduate-school/our-programs/adult-and-career-education.php>

- Cordie, L.** (2020, 3 April). *Simple Strategies for Blended Teaching Success*. **Webinar**. Invited Guest Speaker for Lee High School Teacher Professional Development during COVID Crisis. Math and Science Teachers' Zoom Videoconferencing.
<https://leehs.fcps.edu/about>
- Cordie, L.** (2019, October). *Creating a Lifelong Learning ePortfolio*. Invited Guest Speaker by the Commission for Graduate Students, AAACE – American Association of Adult and Continuing Education. St. Louis, MO: October 10, 2019.
<https://www.aaace.org/page/2019SOE>
- Cordie, L. (2019).** *AAACE Partnership Collaboration*. AAACE – American Association of Adult and Continuing Education. October 9, 2019. <https://www.aaace.org/page/2019SOE>
- Britland, J., **Cordie, L.**, Peecksen, S, & Pitts, W. (2019, May). *ePortfolio Research and Practice: New Findings from the International Journal of ePortfolio*. **Webinar**. Sponsored by AAC&U <https://www.aacu.org/webinar/eportfolio19>
- Cordie, L.** (2019, April). *Developing a Professional Identity in the Field of Adult Learning*. **Webinar**. Sponsored by Commission for Graduate Students, AAACE – American Association of Adult and Continuing Education.
<https://www.aaace.org/events/EventDetails.aspx?id=1010299&group=>
- Cordie, L. (2018).** *AAACE Partnership Collaboration*. AAACE – American Association of Adult and Continuing Education. Myrtle Beach, SC: October 5, 2018.
https://cdn.ymaws.com/www.aaace.org/resource/resmgr/2018_conference/aaace_program_10_2_18.pdf
- Cordie, L.** & *Freeman-Horn, L. (2017, October). CDLT Pre-Conference Symposium on Social Media. Facilitator – *Digital Andragogy: Lifelong Learning with E-Portfolio and Other Social Media Tools*. AAACE 2017 <http://www.aaace.org/news/news.asp?id=353182>
- Local (19)*
- Cordie, L.** (December 2022). Technology Basics. Montgomery City of Refuge.
- Quansah, E., Bryant, J., Thomas, C. , Hewing, C., & **Cordie, L.** (November 2022). Fulbright in the Classroom, 9th Grade Assembly, Valley and Cussetta High Schools, AL.
- Cordie, L.** (November 2022). Fulbright in the Classroom. Presentation to AU Extension / 4H Club, Phenix City, AL, DHR.
- Cordie, L.** (May 2022). *ePortfolio*. Workshop with AU G-Rise Grant.
- Cordie, L.** (February 2022). *ePortfolio*. **Webinar**. Presentation to AU G-Rise Course.
- Hebert, K., Burt, R., Junshan, L., **Cordie, L.**, Gladdis, E., Wilkins, D., & White, R. (July 2021).

Bloody Sunday Conflict Site Documentation. Presentation to Selma City Executive Council Meeting.

Hebert, K., Burt, R., Junshan, L., **Cordie, L.**, Gladdis, E., & Wilkins, D. (June 2021). *Re-examining Bloody Sunday, Selma, Alabama, March 7, 1965: What we've discovered so far*. Presentation at the Nehemiah Center of the First Baptist Church of Montgomery in Celebration of Juneteenth.

Cordie, L. (2021, April). *Publishing. Webinar*. Presentation to the Student Research Group (ADED).

Cordie, L. (2020, April). *Preparing Research for Publication*. Guest Panelist ERMA 8210, Dr. Joni Larkin.

Cordie, L. (2019, April) *Professional Associations: Development of your Career*. Interviewed by the Student Research Empowerment Group (SREP) for AU Adult Education. See <https://aub.ie/SREP6>

Relihan, C., **Cordie, L.**, Deloughery, C., & Caro, J. (2018, March). *Women in Leadership*. Army ROTC 2nd Annual Panel Discussion. Auburn, AL.

Cordie, L. & Wooten, M. (2017, December). *Developing an Online Professional Presence with ePortfolio*. Webinar. Sponsored by CDLT – Commission for Distance Learning & Technology, AAACE – American Association of Adult and Continuing Education. <http://www.aaace.org/page/WebinarLibrary>

*Lin, X., Wang, C., & **Cordie, L.** (2017, April). *Achievement Goal Orientations and Self-Regulated Learning Strategies of Adult and Traditional Learners*. 2017 This is Research: Student Symposium. Auburn, AL.

Witte, J., Witte, M., and **Cordie, L.** (2017, April). *Train-the-Trainer Workshop* for State of Alabama Government Employees, sponsored by Center for Governmental Services. Auburn University, AL.

Cordie, L., & Wooten, M. (2017, January). *Conversations in the Celebration of Teaching – Poster Presentation*, Auburn University; *Experiences with Reflective Writing in a Study Abroad Course*. <http://wp.auburn.edu/cct/>

Witte, J., Witte, M., and **Cordie, L.** (2016, October). *Advanced Train-the-Trainer Workshop* for State of Alabama Government Employees, sponsored by Center for Governmental Services. Auburn University, AL.

Witte, J., Witte, M., and **Cordie, L.** (2016, April). *Train-the-Trainer Workshop* for State of Alabama Government Employees, sponsored by Center for Governmental Services. Auburn University, AL.

Cordie, L. (2016, January). Conversations in the Celebration of Teaching – Poster Presentation. Auburn University; *Graduate Student Professional Development: Advancing Andragogy using ePortfolio in Adult Education*. <http://wp.auburn.edu/cct/>

Cordie, L. (2015, October). Professional Development for AU Advisors – *Active Listening*; Sponsored by the Auburn University Advisors Caucus. <https://auburn.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=083284ab-28f8-4dd4-8b55-c2ccf58bca8d>

Witte, J., Witte, M., and **Cordie, L.** (2015, October). *Advanced Train-the-Trainer Workshop* for State of Alabama Government Employees, sponsored by Center for Governmental Services. Auburn University, AL.

d. Exhibitions: N/A

e. Performances: N/A

f. Patents and Inventions: N/A

g. Other Research/Creative Contributions

- **Cordie, L.** (2021). Conversations from the Front Porch (Podcasts). <https://podcasts.apple.com/us/podcast/conversations-from-the-front-porch/id1512833619>
- **Cordie, L.** (2020). Conversations from the Front Porch (Podcasts). <https://podcasts.apple.com/us/podcast/conversations-from-the-front-porch/id1512833619>
- AAACE Virtual Forums. (2019). Facilitated a series of five forums with experts in the field of adult learning; <https://www.aaace.org/general/custom.asp?page=CompediumVirtualForums>
- AAACE Virtual Forums. (2018). Facilitated a series of four forums with experts in the field of adult learning; <https://www.aaace.org/general/custom.asp?page=CompediumVirtualForums>
- **Cordie, L.** (2014 – 2019). Professional Educator. National Training Institute (NTI) as part of the National Joint Apprenticeship Training Committee. University of Michigan, Ann Arbor, Michigan. http://nti.njatc.org/?page_id=8

i. Grants and Contracts

Submitted Proposal under Review - NA

Funded Proposals – TOTAL = \$386,714

External (Total = \$301,964)

- \$ Adult Education Academy Scholarship (2022, October). University of Wurzburg. Registration and Enrollment Fees. (\$215).
- Fulbright in the Classroom (2022). **PI.** *Classroom Presentations in Valley and Cussetta. Stipend* (\$750).
- Bloody Sunday, Selma and the Long Civil Rights Movement. National Endowment for the Humanities. (2021-2022). **Co-PI.** \$189,837.
- Fulbright US Scholar Program. (2020-2022). **PI.** *Developing a Hybrid Undergraduate Online Degree Completion Program.* (\$43,000).
- Selected for Conference Research Presentation on PIAAC Databases for Interdisciplinary Research. Washington, DC. December 5-7, 2018. **Per Diem Sponsorship** (\$1,000).
- Selected for Workshop on Using US PIAAC Databases for Interdisciplinary Research. Georgia State University, Atlanta, GA. October 2-4, 2017. **Per Diem Sponsorship** (\$1,000).
- NAPA (National Asphalt Pavement Association) Education and Training Program and Module Development for Life-Cycle Cost Analysis and Asphalt Pavement Innovations (\$100,000). **Collaborator (\$10,000)** Adult Education Expert and Curriculum Developer. Submitted August 22, 2014/Accepted September 2014/Completion December 2016.
- USDA Rural Business Enterprise Grant. **PI.** A Feasibility Study on Using Virtual Technologies for Workforce Education and Rural Development in Alabama. October, 2012. \$31,162.
- IBSS Certified Biomass Procurement Specialist Program (\$3,000,000). **Collaborator** – Instruction Design/Production Director. June, 2012. Budget \$25,000.

Internal (Total = \$84,750)

^{\$}Cross referenced under Teaching), Grants and Contracts – Funded

University

- Professional Development Leave (\$38,000). AU Provost. Fulbright Research (Jan – May, 2020).

Cordie/32

- \$Affiliate Faculty Research Stipend (\$6000). **PI.** Sponsorship by the Office of University Writing. August, 2018.
- \$Online Learning Consortium (OLC) – Mastery Series. (\$750). **PI.** Professional Development Certification. Sponsorship by Auburn Online. January – March, 2018.
- \$Development of On-Demand Instructional Modules and Toolkits to Increase Professional ePortfolio Engagement in the Harrison School of Pharmacy. (\$13,000). **CO-PI.** Cordie, L., and Stamm, P. Auburn University – Office of University Writing. Submitted January 29, 2016/Accepted February 2016.
- \$ePortfolios to Support Experiential Learning and Assessment in Internship Courses (\$11,000). **PI.** Auburn University – Office of University Writing. Submitted April 3, 2014/Accepted May 6, 2014.

College of Education

- Blended Learning Meta-Analysis Research. National Advisory Council Grant (\$2,000). **PI.** Auburn University College of Education. Submitted March 31, 2014/Accepted May, 5, 2015.

EFLT Department

- **Cordie, L.** (4-7 June, 2020). *Adult Education in Global Times: An International Research Conference (AEGT 2020)*. Vancouver, British Columbia, Canada
<https://edst.educ.ubc.ca/aegt2020/> - (\$3,500).
- Graham Cagney, A., Conway, P., **Cordie, L.**, & Potter, J. (22 February, 2019). *Exploring Dimensions of Educational Leadership in Times of Change*. Waterford Institute of Technology, Waterford, Ireland. <https://www.eventbrite.com/e/exploring-dimensions-of-educational-leadership-in-times-of-continuous-change-tickets-54749356800#> - (\$2,500).
- **Cordie, L.**, & Cagney Graham, A. (2017). *Developing Talented Faculty through Fulbright Programmes: Creating Engagement and Commitment to International Scholarly Partnerships and Research Collaborations*. European Educational Research Association – ECER 2017; August, 2017; <http://www.eera-ecer.de/ecer-programmes/conference/22/contribution/41314/> - (\$5,000).
- **Cordie, L.** (2016). *Creating Global Partnerships: Strategies for Non-profit Organizations' Systematic and Sustainable Initiatives for Adult and Continuing Education Associations*. 48th European University Continuing Education Network (eucen) Conference, Dublin. (\$3,000).

Description of Research Program

My research interests can be divided into two broad but interrelated areas.

Research Focus 1: Understanding and better optimizing the learning environment of adult and non-traditional students

No matter the level of formal education obtained or the life situation, most people have both the need and desire to constantly acquire new information throughout their lives. This information may be required for innumerable reasons including employment, family, legal, health, and/or personal interests. In my research, I focus on acquiring the data needed to adapt teaching and learning strategies for the diverse adult learner utilizing educational technologies and lifelong learning theories.

Projects related to Research Focus 1:

- Association with a Fulbright Scholar in Ireland on faculty learning communities and collaborative research;
- Currently working as Affiliate Faculty with AU Office of University Writing, with a focus on research related to ePortfolio, high-impact teaching/ learning practices and faculty development.
- Fulbright Scholar Project for collaboration with Clarence Fitzroy Bryant College, Federation of St. Kitts/Nevis, research and curriculum development for degree completion program

Research Focus 2: Development of models and best practices for the integration of technology into the educational experience

Adoption of technology by educators and information providers is essential to adapt to a new generation of learners who are increasingly engaged by the internet, video games, and mobile applications and demand learning whenever and wherever they want. Numerous studies have demonstrated poor performance of students, a poorly educated workforce, and the overall weakened competitiveness of the USA. Thus, there is a great need to utilize technology to better educate and prepare students in both content and critical-thinking and problem-solving skills. This includes development of educators in how to create and assess technology-based activities that are built on established learning theories and promote critical thinking skills for the workforce.

Projects related to Research Focus 2:

- Appointed as Research Network Coordinator for the Professionalization of Adult Educators – ASEM LLL Hub; research on digital credentials
- Developing comparative article with international colleagues on professionalism
- Past collaboration with a colleague utilizing the PIAAC database; research related to the use of technology and its relation to problem-solving skills in adults

Scholarly Contributions

3. Outreach

Due to my background in Adult Education and course design, I am frequently involved in both informal and formal activities that provide assistance to the broader Auburn community and the world. These types of activities are best identified under the category of Outreach. Many of these interactions are one-off or limited consultations providing assistance with online course development, curriculum design, ePortfolio, learning technologies, professional training approaches, or similar projects. As examples of my Outreach efforts, I would like to highlight three projects: (1) My multi-year work as an instructional team member with the Electrical Training Alliance program; (2) My international Outreach effort involving Irish academic institutions; and (3) my continued collaboration based on my Fulbright international project with Clarence Fitzroy Bryan College

Electrical Training Alliance (Outreach Area 1)

a. Commentary

My main outreach agenda focused on my involvement with the Electrical Training Alliance and its educational component, the National Training Institute (NTI). This institute is the center for the International Brotherhood of Electrical Workers (IBEW) and the National Electrical Contractors Association (NECA) instructor training, both national organizations. Although this is a National training initiative, we work with a select group of colleagues in the adult education field during the year on curriculum and to develop connections from research to industry in the discipline. I have focused on teaching the Second Year Students, which has adult education courses with an emphasis on instructional design and the principles of blended learning, including the use of educational technologies. The coursework continues to develop both instructional and technical skills over the span of four years for the participants who work in the electrical field and train others in the industry. It is especially important for Auburn University to be represented as a land grant institution to these organizations at the federal and policy levels, and be held as an expert in workforce training and development.

In my first year (2014), I was an invited Visiting Scholar. I have been consistently asked to return as a full Scholar the past 8 years, although the COVID pandemic interrupted participation. In addition, I was also invited to be the Lead Developer and Instructor on a brand new course (Course 71 – Evidence Based Practices (EBP) in Training). I developed the EBP curriculum that provided a new course in the Advanced Training series, which focused on the blended learning environment, a critical area for my research and practice. In 2019, I was also chosen as a Lead Mentor in the Advanced Studies Program.

I have paused participation in this as I am now working on the National Endowment for the Humanities Grant in Selma (2023).

1. Description of Program

The NTI program is held face to face for a 10-day period each summer and participants follow a four-year progression to course completion. Past graduates may also return for additional technical upgrade training and advanced instructional courses throughout the year in an online format. This program produces approximately 100 graduates per year as adult learning instructors for the electrical industry.

Approximately 40 professional faculty members from the field of adult and continuing education are invited and selected to participate as Professional Educators for NTI. The faculty members represent select universities throughout the United States and Canada in the adult and continuing education field. I was one of the selected Professional Educators and a Lead Instructor for a new Advanced Studies Course. I also became a lead mentor for Course 20 in the Advanced Studies Program.

The Electrical Training Alliance is a nonprofit organization founded in 1941 by the National Electrical Contractors Association (NECA) and the International Brotherhood of Electrical Workers (IBEW). The organization is committed to developing and standardizing education in the electrical industry to properly and effectively train and certify members of NECA and the IBEW; thereby, providing the electrical construction industry with the most highly trained and skilled workforce possible. Since its inception, more than 350,000 apprentices have completed the NTI training programs. The outreach of this program vastly affects the quality and sustainability of the electrical field, along with providing an impact on the United States workforce and economy.

2. Mission

These programs are compatible with the mission of the university and departmental mission to provide assistance and expertise beyond the campus boundaries. This outreach focuses on improving the quality of life in terms of upskilling or reskilling the electrical workforce at local, regional and national levels. By improving the skills of these electrical workers, we hope to improve the electrical profession and to improve the economic stability of the workforce at the local, regional and national levels. Our presence as adult educator experts enhances the Adult Education program at Auburn University as a leader in the discipline.

3. Scholarship

After I had completed my second year with the NTI institute, I was asked by the program director to work with a select group of professors from across the country to develop a new graduate course for the program, Course 65. The participants' educational levels range from high school graduates to master's level students. My scholarship contribution has been evidenced through course enrollment and training in support of the overall goals and purpose of the institution, NTI. For instance, the new course doubled in demand in the first year; and as such I was asked to create another new advanced studies course on Evidenced-Based Practices, Course 71.

These new courses are an advanced program of study for graduates of the 4-year program. As such, the advanced program created 'graduate' work and certification as an Electrical Training Alliance Instructor Expert. The advanced course work continues to develop both instructional and technical skills capitalizing on the four years within the institution and an equal or greater amount of time involved in educational activities within their own training centers. My participation in this training is directly related to my teaching and long-term research interests. The students are adult learners and this program allows me to develop educational materials that reflect my expertise. The program serves as a testing ground for the models that I am researching related to blended learning. Information that I gather during the NTI courses are being using as the basis for several of my scholarly publications.

4. Impact

The new advanced course, Evidenced-Based Practices, Course 71, provides training for approximately 20 participants per training session face-to-face during a one week period and for several months online after the on-campus session. These individuals represent the core of unionized labor training directors and instructors within the IBEW union. More globally, the training provided in all of the NTI courses allows the students to themselves become more effective trainers, thus bringing increased knowledge, efficiency, and safety to international workplaces. It allows for professional development and continuing education, key to the outreach mission of a land grant and to the overall core of the Adult Education field.

b. Activities and Products

1. Instructional Activities

- Developed curriculum Course 71 in the Advanced Studies program (Course Lead); this curriculum took over 30 hours of development time and provides over 40 hours of course instruction
- Developed core module in Course 65 on Blended Learning; this section of the course took over 15 hours of development time and constitutes a timeframe of 8 hours of instruction the class
- Taught Course 20 in the program (5 times) – Instructional and Technology focus; this a full week of classes (approximately 40 hours of face-to-face instruction)
- Provide for follow-up review on curricula with Course Lead during the year
- Collaborate with other faculty on instruction during the week-long course
- Evaluate students during the course and prepare them for next level
- Lead Mentor for Advanced Studies Program – Course 20

2. Technical Assistance

As a full scholar, I am regularly scheduled to provide instruction and guidance to other instructors for Course 20, the second year of the training program. The syllabi include instructional design, learning theories, parts of instruction, developing instruction, lesson planning, and technology-enhanced instruction.

- Develop and update curriculum with an educational technology focus; as needed
- Creating online learning for advanced course (Course 71) that includes extended use of the LMS; ongoing
- Develop online learning community for NTI Instructor Experts; ongoing

3. Outreach Publications

- Course materials for NTI Course 20 – Instructional Design and Technology
- Course materials for NTI Course 65 – Contemporary Adult Learning Section
- Course materials for new advanced Course 71 – Evidenced Based Practices (Lead Instructor)

4. Electronic Products

- Developed curriculum in NTI LMS (Course 71) (full course)
- Developed curriculum in NTI LMS (online module for Course 65)

5. Other Outreach Products

- Created video for IBEW 2150 – Membership Recruitment

6. Copyrights, patents, and inventions – NA

7. Contracts, Grants, and Gifts

- Contract – Course 65 (2017) - \$1000
- Contract - New Advance Course Development (2018) - \$ 6000

International Collaborations - Country of Ireland (Outreach Area 2)

a. Commentary

My Outreach efforts with the country of Ireland are an outgrowth from my service activities as the Director at Large board position for the American Association of Adult and Continuing Education (AAACE) and my international scholarship and research. As the Partnership Director, I was responsible for the creation of collaborative of partnerships for the association across the globe. In networking and building connections across the field of adult learning, I have developed professional relationships with numerous institutions and key experts in the interdisciplinary field of adult learning, along with presenting research at international conferences.

Because of my contacts in Ireland, AU Global Outreach asked me to collaborate on their efforts to develop international opportunities for AU students. I participated in this effort and worked to

connect AU with institutions and companies in Ireland for both long and short-term opportunities, including internships and study abroad.

In addition, the University College Cork project was initiated in 2018 in collaboration with members of the division of Adult Continuing Education (ACE). The director, Dr Séamus Ó Tuama, contacted me with a request to assist in increasing development of their Distance Learning programs. ACE is interested in both providing the Irish adult learner community with a wider range of subject matters and in creation of Certificate-granting programs. Having experience assisting with the development of Certificate curricula here at AU, I will be providing input to ACE over the next several years, including development of a digital badging program. I have now been appointed as a visiting adjunct professor and researcher with ACE.

1. Description of Program

ASEM Lifelong Learning

Recently, I have been asked to help lead a research network on Professionalization of Educators for ASEM Lifelong Learning. My podcasting experience and international collaborations are being used to develop the connections across the globe. <https://asemlllhub.org/research-networks/professionalisation-of-adult-teachers-and-educators-in-asem-countries/>

National University Ireland (NUI) Galway – Centre for Adult Learning and Professional Development <http://www.nuigalway.ie/adult-learning/>

I am collaborating with this Centre that offers an extensive range of Professional, Part-time and Evening courses. The opportunities for the adult learner include upskilling for employment or for personal development. I have had several meetings with key experts at NUI, and am working closely with the Director of the Centre to connect Global Outreach.

University College Cork (UCC) – Adult Continuing Education (ACE) <https://www.ucc.ie/en/ace/>

The Adult Continuing Education's (ACE) purpose is to provide opportunities in lifelong learning for all adults irrespective of age and previous educational achievements. Part of the University of College Cork, this vibrant part of the college has served the community for over 70 years. I have collaborated with the Director on several publications and hope to work on future initiatives related to online learning programs and credentials.

AIT-LIT Consortium <https://aitlitconsortium.ie/>

I was invited as a Faculty Expert at AIT-LIT Consortium since May, 2020. AIT-LIT is looking to develop online courses and credentials with a global perspective. This effort was paused due to the pandemic.

Queen's University - Belfast <https://www.qub.ac.uk/>

Lastly, I am working with Queen's University in Belfast on a long-term project related to a Professional Skills Certificate in the School of Social Sciences, Education & Social Work. I have created one Open Learning module for the University on the historical significance of Alabama in terms of Civil Rights.

We are looking at developing a new course with another institution on the Bloody Sunday's, both in Ireland and the US. I have connected my colleagues at AU on this project.

2. Mission

These programs are compatible with the mission of the university and departmental mission to provide assistance and expertise beyond the campus boundaries. This outreach focuses on improving the quality of life in terms sharing knowledge across borders, especially those of historical significance. In addition, the upskilling or reskilling the global workforce in a variety of ways though online learning is also a priority. Our presence as adult educator experts enhance the Adult Education program at Auburn University as a leader in the discipline and interdisciplinary collaborations.

3. Scholarship

Based on my experiences, publications, and position with AAACE and AU, I have continued to develop my expertise in the field of adult education which can be evidenced by my international presentations (see Research and Scholarly Contributions section). For example, I have been invited as a visiting scholar at UCC, an invited speaker at the ASEM LLL conference this past September, and a keynote speaker at multiple higher education events in Ireland. I have multiple presentations and publications, along with digital materials from these international collaborations.

My participation in these events are directly related to my teaching and long-term research interests in the adult education and blended learning. Information from these opportunities are being using as the basis for several of my scholarly publications.

4. Impact

These global initiatives focus on professional development and continuing education of the adult learner, both personally and in the workforce, which are key to the outreach mission of a land grant. In addition, these foci are core to the Adult Education field. Lastly, I will continue to establish my international expertise and scholarship with these efforts.

b. Activities and Products

1. Instructional Activities

National University of Ireland (NUI) – Galway

- Developed contacts with Director of Outreach at NUI
- Traveled to NUI for face-to-face meetings with representatives from the Departments of Business, Community Outreach, and International Programs during February 2019.
- Reported to the AU Office of Global Outreach and provided any necessary assistance in establishing internship connections.
- Set up face-to-face meeting May, 2019, with Global Outreach and NUI
- Shared NUI programs with Alabama Education Association and other organizations
- Planned for Summer 2020 program in Ireland – TBD (cancelled due to pandemic); Re-initiated talks in September, 2023

University College Cork

- Developed research with doctoral student and practitioner – submitted/accepted for EERA, 2023
- Appointed as Visiting Adjunct Faculty with ACE – December, 2022
- Mentored Adult Educator @ ACE on online learning / podcasting – February, 2022
- Facilitated discussions with ACE faculty regarding intended outcomes, needs analysis and potential design strategies. Used ZOOM to conduct meetings.
- Traveled to ACE for face-to-face meetings (Invited) during February 2019; Developed presentation / recommendations based on initial discussion.
- Planned for 2 week on-site visit during 2020 to provide hands-on training and assistance with online curriculum (cancelled due to pandemic)
- Developed workshop on strategies for success in the online learning environment; delivered August, 2020 - *Minding the Gap: Simple Strategies for Remote Teaching Success*. ACE Community of Practice Week (via Zoom)

AIT-LIT Consortium

- Consultation on blending learning strategies
- Identify opportunities to enhance the learning process through blended learning
- Develop an understanding of the skills required to best embrace teaching and learning in a digital world
- *Designing Relevant Learning Experiences in the Online Learning Environment*. Presentation to Dean AIT-LIT Consortium.

Queen's University – Belfast, Ireland

- Connected AU Office of Global Outreach; established Webinar collaboration for OLLI (Osher Center for Lifelong Learning)
- Developing new online Open Learning Module on Bloody Sunday (2023)

Southeast Technological University (SETU), Waterford, Ireland

- Collaborating to develop a center in Wexford for older learners to collaborate (2022 – present)
- Developed COP with several colleagues at WIT and across Ireland

2. Technical Assistance

UCC/ACE

- Planned for 2 week on-site visit during 2020 to provide hands-on training and assistance with online curriculum (cancelled due to pandemic)
- Developed workshop on strategies for success in the online learning environment; delivered August, 2020 - *Minding the Gap: Simple Strategies for Remote Teaching Success*. ACE Community of Practice Week (via Zoom)
- Continue to provide technical assistance during the pandemic and on-going mentoring of ACE adult educators in relationship to developing curriculum and technology skills

3. Outreach Publications/Presentations

- **Cordie, L.** (September 2022). *Online Professionalization for Adult Educators*. ASEM Lifelong Learning. <https://asemlllhub.org/research-networks/professionalisation-of-adult-teachers-and-educators-in-asem-countries/>
- UCC/ACE - Developed research with doctoral student and practitioner – submitted for EERA, 2023
- Queen's University - Developed module on Civil Rights resources in the State of Alabama for Professional Skills Certificate in the School of Social Sciences, Education & Social Work; Product became an open learning module - see <https://youtu.be/VsVpB3lnmNI>
- **Cordie, L.** (13, May, 2020). (Zoom). *Designing Relevant Learning Experiences in the Online Learning Environment*. Presentation to Dean AIT-LIT Consortium. Selected as Faculty Expert Panel. <https://aitlitconsortium.ie/>
- **Cordie, L.** (August, 2020). (Zoom). *Minding the Gap: Simple Strategies for Remote Teaching Success*. ACE Community of Practice Week. University College Cork, Ireland. **Workshop Leader and Expert Panel Speaker.** <http://www.ucc.ie/ace>
- Waterford - Continue to publish and with colleague (edited selection; cross-listed multiple sections)
 - Cordie, L. Invited Fulbright Scholar to Irish Fulbright Scholar's Dinner, June 2023
 - Graham Cagney, A., & Cordie, L. Academy of Management Paper; ISEOR Conference, June 2023, Lyons, France
 - Graham Cagney, A., O'Mahony, A., **Cordie, L.**, Cagney, K., Buckley, M., O'Neill, C., Yelverton-Halpin, C., & Clarke, R. (2021). *Black Tiles and Silence:*

Going Digital. Voices from an FAVE Interdisciplinary Community of Practice. ECER Conference 2021: Education and Society: Expectations, prescriptions, reconciliations'. University of Geneva [online]. 2-6 September 2021. Network 02 Vocational Education and Training (VETNET).

- **Cordie, L.,** Cagney Graham, A, & *Adelino, L. (2020). International faculty collaborations: Social learning in professional communities. *Learning Communities Journal*, 12, 5-22. <http://celt.muohio.edu/lcj/>. [**Cordie 40%**] (**lead article**)
- Cagney, A. G., **Cordie, L.,** Buckley, M., Yelverton-Halpin, C., & O'Mahony. (2020). *Developing an Educational Digital Mindset: Voices from an Interdisciplinary Community of Practice.* VETNET/ European Conference on Educational Research (ECER) of the European Educational Research Association (EERA). Glasgow, Scotland <https://eera-ecer.de/ecer-2020-glasgow/> (Conference canceled)
- Cagney, A. G., Cordie, L., & Buckley, M. (2020). *Concurrent VI.D: Leading Learning In An Era Of Accelerating Change: Opportunities and (Wicked) Problems.* ACHE Virtual Conference. <https://www.acheinc.org/ACHE2020/>
- **Cordie, L.** (11 December, 2019). Lifelong Learning: Preparing for Our future World. Waterford Institute of Technology, Waterford, Ireland. Invited Panel Speaker <https://youtu.be/WPFF004bOig>. HELLIN Conference information @ <https://hellin.ie/2019-annual-conference/>
- Graham Cagney, A., Conway, P., **Cordie, L.,** & Potter, J. (22 February, 2019). Exploring Dimensions of Educational Leadership in Times of Change. Higher Education Seminar Series. Waterford Institute of Technology, Waterford, Ireland. Invited Keynote Speaker. <https://www.eventbrite.com/e/exploring-dimensions-of-educational-leadership-in-times-of-continuous-change-tickets-54749356800#>

4. Electronic Products

- Conversations from the Front Porch (Podcast with NUI). <https://podcasts.apple.com/us/podcast/conversations-from-the-front-porch/id1512833619>
- Roumell, E., & Cordie, L. (28 March, 2019). Imagine NUI Galway –Evolve Our Offering. Online Discussion Forum on Employability and Workforce Issues in the Global Arena. National University of Ireland, Galway. Invited Guest Blogger. <http://www.nuigalway.ie/imagine/?bbblinkid=147542602&bbemailid=12658001&bbejrid=982311076>
- Conversations from the Front Porch (Podcast with ACE). <https://podcasts.apple.com/us/podcast/conversations-from-the-front-porch/id1512833619>

5. Other Products – NA

6. Copyright, Patents, etc. -NA

7. Contracts, Gifts, Grants

➤ UCC/ACE

- Appointed as Visting Adjunct Faculty – December 2022 – December 2025
- Appointed a Lead Network Coordinator – ASEM LLL - December 2022 – December 2025

➤ AIT-LIT Consortium - Appointed an adjunct faculty member (September 2019)

The Federation of Saint Kitts/Nevis /Clarence Fitzroy Bryant College (Outreach Area 3)

a. Commentary

My Outreach efforts with the country of Saint Kitts and Nevis, West Indies, are an important development from my Fulbright Core Scholar that was awarded in 2020. I began working with the college before my actual Fulbright to help them develop blended learning strategies for their faculty during the pandemic onset. As a Fulbright Scholar during the global pandemic (one of few allowed on-island for an extended period of time), I fully integrated into the staff for Clarence Fitzroy Bryant College (CFBC) in February 2021 till May 2021. I continued to collaborate with CFBC upon my return to the US, and followed up with a visit in February 2022, as part of the Fulbright program. I continue to work with both CFBC and the Ministry on development of programs.

1. Description of the Program

The main Fulbright project with CFBC was development of a hybrid degree completion. In addition, I collaborated with the Ministry of Education on workforce development issues for its citizens.

2. Mission

These programs are compatible with the mission of the university and departmental mission to provide assistance and expertise beyond the campus boundaries. This outreach focuses on improving the quality of life in terms sharing knowledge across borders, especially those of historical significance. In addition, the upskilling or reskilling the global workforce in a variety of ways though online learning is also a priority. Our presence as adult educator experts enhance the Adult Education program at Auburn University as a leader in the discipline and interdisciplinary collaborations.

3. Scholarship

Based on my experiences, I have continued to develop my expertise in the field of adult education which can be evidenced by my international presentations (see Research and Scholarly Contributions section). I have multiple presentations and publications, along with digital materials from these international collaborations.

My participation in these events are directly related to my teaching and long-term research interests in the adult education and blended learning. Information from these opportunities are being using as the basis for several of my scholarly publications.

4. Impact

These global initiatives focus on professional development and continuing education of the adult learner, both personally and in the workforce, which are key to the outreach mission of a land grant. In addition, these foci are core to the Adult Education field. Lastly, I will continue to establish my international expertise and scholarship with these efforts.

b. Activities and Products

1. Instructional Activities

- **Cordie, L.** (May 2021). Online Curriculum Review with CFBC Nursing Faculty. <https://www.facebook.com/CFBCSKN/photos/4086570901381260>
- Zoom collaboration with Clarence Fitzroy Bryant College and University Writing on developing tutoring center (March, 2021)
- **Cordie, L.** (May 2021). *Blended Learning Workshop for the Ministry of Education – Saint Kitts/Nevis*. <https://www.facebook.com/media/set/?set=a.3923803347673633&type=3>
- **Cordie, L.** (30 June, 2020). (Zoom). *Fulbright Scholarship Award and Project Proposal*. Presentation to the Academic Council, Clarence Fitzroy Bryant College, St. Kitts. <https://cfbc.edu.kn/>

2. Technical Assistance

- **Cordie, L.** (November 2021). (Zoom). *Fulbright Scholarship Award and Project Proposal*. Presentation to the Academic Committee, Board of Governors, Clarence Fitzroy Bryant College, St. Kitts. <https://cfbc.edu.kn/>
- **Cordie, L.** (October 2021). (Zoom). *Fulbright Scholarship Award and Project Proposal*. Presentation to the Academic Council, Clarence Fitzroy Bryant College, St. Kitts. <https://cfbc.edu.kn/>

3. Outreach Publications

- **Cordie, L.,** Wooten, M., & Rowtham, M. (2020). Transforming to blended learning using experiential, online faculty development. *Eucen eJournal of*

University of Lifelong Learning 4(1).

<https://eucenstudies.eucen.eu/ejournal/seminar-across-atlantic2020/> [Cordie 45%]

- **Cordie, L.** (April 2021). CFBC Administrative Professional Day Speaker
<https://www.facebook.com/CFBCSKN/photos/4027657013939316>

- **Cordie, L.** (March 2021). *CFBC Third Annual Evening of Poetry Speaker.*
<https://www.facebook.com/media/set/?set=a.3800112816709354&type=3>

4. **Electronic Products**

- Designed full proposal and entire curriculum (all syllabi) for 60 credit hour degree completion program in Business Administration.
- **Cordie, L.** (2020). *COE Professor Leslie Cordie wins Fulbright Scholarship*
<http://www.education.auburn.edu/homepage/keystone-magazine/keystone-2020/coe-professor-leslie-cordie-wins-fulbright-scholarship/>
- **Cordie, L.** (2020). *Conversations from the Front Porch (Podcasts).*
<https://podcasts.apple.com/us/podcast/conversations-from-the-front-porch/id1512833619>

5. **Other Products – NA**

6. **Copyrights, Patents, etc. – NA**

7. **Contracts, Grants, Gifts**

- Fulbright in the Classroom (2022, July). **PI.** *School Assembly (all 9th grades) in Valley and Cussetta, AL with University Outreach; AU Extension DHR Phenix City, AL . Stipend (\$750).*
- Fulbright US Scholar Program. (2020-2022). **PI.** *Developing a Hybrid Undergraduate Online Degree Completion Program. (\$43,000).*

Scholarly Contributions

4. Service

a. University/School/Department Service

University Service

- ePortfolio Awards Committee – SP 2023
- Fulbright Interviews – Honors College (Fall 2022)
- Senate Retention Committee (Fall 2019 – Present); Chair 2020 – Present
- Air University Convergence Conference – Fall 2022
- Online Mentoring for ENGR new Professor of Practice – Summer 2022
- Defense Acquisition University MOU – EFLT / ENGR (Fall 2021 – Present)
- Affiliate Faculty - Office of University Writing (2018 - Present)
- Outreach Community of Practice
- COVID19 Transition Resource Faculty – Biggio Center (2020)
- Member – AU Outreach Community of Practice (2019 – Present)
- Member - ePortfolio Steering Committee (Fall 2015 – 2020);
 - Chair – ePortfolio Faculty Award Committee (SP 2020)
 - Chair -- ePortfolio Technology Sub-Committee (Fall 2017)
 - IWAC Conference Planning Committee (2016-2017)
 - Director-at-Large (2015-2020)
 - Lead Researcher – Academy of HIPS (2019-2021)
- Member - University Scholarship Committee (Fall 2018 – 2021)
- Consultant - School of Forestry and Wildlife – Faculty Development for Online Certificate Program (2017-2018)
- Consultant COSAM Biological Sciences – Faculty Development for ePortfolio / Online Peer Review (2015 – 2021)
- Member - ePortfolio Assessment and Faculty Development Study (2016)
- Conducted Professional Development for AU Advisors (October, 2015)
- Internship Mentor – English (Tech Communication) Doctoral Student (SP 2015)

School Service - College of Education

- EFLT Internal Department Head Search Committee – June 2022
- DEI Listening Session – October, 2021
- MOUs (Defense Acquisition University and Air University) (Fall 2021 – Present)
- Member – Technology Committee – (2015 – 2021)
- Member – ADED ePortfolio Cohort (2014 – 2019)

Department of Educational Foundations, Leadership and Technology (EFLT)

- EFLT Graduate Orientation - 2022 Committee
- EFLT Graduate Orientation – Writing Strategies Session - 2022
- Fulbright and Fulbright Specialist Mentoring (2021-Present)
- Podcasting consulting and mentoring on podcasting with EFLT faculty member to

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- incorporate into teaching (November, 2021)
- Respond to ADED MED Interest Emails (2021 – Present)
- Create ADED 3-year schedule for strategic (2020 - Present)
- Organize USMC CDET MOU (2022 – Present)
- DAU MKT (2022 – Present)
- PhD Cohort Leader (2018 – Present)
- Program Viability Internal Committee (Fall 2021)
- ADED Curriculum Revisions (Fall 2021 – Present)
- ADED Assessment Report (2020, 2021, 2022)
- ADED Program Funding Initiatives (Fall 2021)
- Peer Reviewer – ADED 7010 Course (2021)
- Podcasting consulting and mentoring on podcasting with EFLT faculty member to incorporate into teaching (November, 2021)
- AL Virtual Workforce Conference – Created ADED Exhibit Booth (September, 2020)
- Guest Panelist ERMA 8210, Dr. Joni Larkin (2020, April).
- Peer Reviewer – ERMA 8200 Survey Research Course (2020)
- Member – ADED Applied Learning Center Search Committee (2019 - 2020)
- Peer Reviewer – ADED 7050 Course (2019)
- Member – ADED Faculty Search Committee (2018 – 2019)
- Member – Clinical Promotion Guidelines Committee (2015- 2019)
- Member - Diversity and Inclusion Sub-Committee Student Retention (2017 - 2020)
- HIED Faculty Search Committee (2017 – 2018)
- Peer Reviewer for HIED Course – Associate Professor (2017)
- Advisor - SREP Student Research Empowerment Group (2017 – 2019)
- Member - ADED Advisory Board (2017 – 2020)
- Mentored ADED Adjunct Faculty, including visually impaired instructor (2014)

b. Professional Service

Offices Held

- i. PIMA Board (March 2023 – Present)
- ii. Alabama Chapter – Fulbright Association (Interim Vice President) (April 2023 – Present)
- iii. American Association for Adult and Continuing Education (AAACE)
 - Director-at-Large – 2017 – 2019 (elected)
<http://www.aaace.org/?page=LeslieCordieBio>
 - Director, Commission of Affiliated Organizations (2016) (appointed)
 - Conference Proposal Chair, 2015 and 2016
 - International Partner Liaison (2015 – 2019)
 - Virtual Forums Webinar Series Facilitator (2018 – 2019)

As a member of the AAACE Board, I coordinated over fifteen (15) official Memorandums of Agreement (MOU) for the organization. These MOUs have developed the credibility and stability of the organization not only in the United States but also across the globe. See <https://www.aaace.org/page/Partners>

- iv. Adult Learning Journal – Editorial Board (2020 – present)
- v. Journal of College Teaching Excellence – Peer Reviewer (2021 – present)
- vi. GLOCER – Global Conference on Education and Research
 - Adult Education Track Chair – Invited Leader for Conference Proposal Reviews (2017)
 - International Scientific Committee Member for Conference (2017 – Present)
- iii. Consulting Editor – Journal of Educational Management (JEM); University of Cape Coast, Ghana, Africa (2019-2020)

Professional Committees

- Bulletin Management Committee – PIMA (September, 2022 – Present)
- Proposal Review – 2021 Global Conference on Education and Research (GLOCER)
- Member – Ingram State Technical College – Strategic Planning Advisory Board (2020)
- Member – Conference Planning Committee, American Association for Adult and Continuing Education (AAACE) (2014 – 2017)
 - Sub-Committee Chair – Connections Central – 2014
- Member – AAACE Governance Task Force – 2018 - 2019
- Proposal Reviewer, American Association for Adult and Continuing Education (AAACE) (2014 – 2019)
- Member – AEGT 2020 Conference Planning Committee (2018 – 2020)
- Member – Commission of Professors of Adult Education (CPAE)

- Member – Commission of Distance Learning and Technologies (CDLT)
- Member - European University Continuing Education Network (eucen)

Membership in Professional Associations and Societies

- PIMA Network – *Promoting, Interrogating, Mobilising - Adult Education Learning and Education* (PIMA)
- American Association for Adult and Continuing Education (AAACE)
- Commission of Professors of Adult Education (CPAE)
- Canadian Association for the Study of Adult Education (CASAE)
- University Professional Continuing Education Association (UPCEA)

Editorial Work

- AAACE Conference Proposal Chair – 2015, 2016
- AAACE Newsletter – Partner Editor (2016 – 2019)
- AAACE Web Site Development (2016 – 2020)
- Conference Proposal Reviewer
 - AAACE 2014 - 2019
 - IWAC (International Writing Across the Curriculum) 2015
 - GLOCER 2017, 2018
 - EdMedia 2016
 - AEGT 2020
- Editorial Review Boards
 - PIMA Bulletin – Online Technical Editor – 2022 - Present
 - Book Chapter Editor – Fall 2022 – Dr. Roy Chan
 - Adult Learning Journal (2020 – Present)
 - Journal of Global Learning and Research (JGER) (2017 – Present)
 - Journal of Interdisciplinary Studies in Education (2019 –2020)
 - Journal of Educational Management (2019 – 2020)
- Refereed Journal Reviewer
 - Book Chapter Review - ASEM
 - Ad hoc – Adult Learning Journal - 2016, 2018, 2019, 2020
 - Ad hoc – Teaching & Learning Inquiry Journal – 2018, 2019, 2020
 - Ad hoc – IEEE Access – 2019, 2020
 - Ad hoc - Journal of Excellence in College Teaching (2021 – Present)
- Book Chapter Reviews (multiple)
 - Reviewer for Editor: Victor C. X. Wang. IGI Publishing. (2015-2018)

Additional Information Regarding Editorial Service

I feel it is important to point out that my Professional service at an International level as AAACE Conference Proposal Chair involved editor level duties. As Conference Proposal Chair, I oversaw the submission, review, and final decisions of **over 800 abstracts** (during 2015 and 2016). In addition to my own reviewing of 50+ submissions, I supervised 25 reviewers and handled all communications between the authors and the conference.

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In addition, I developed a new podcast series focused on adapting to the new normal with lessons learned on teaching and learning. More information at <https://aub.ie/LeslieCordie>