

**Leslie A. Cordie, PhD, MBA, BSN**  
**May 2025 Summary Highlights**

<b>Teaching</b>	<b>Courses:</b> <i>28 courses</i> developed and taught for the ADED MEd /MS, PhD and undergraduate minor; Examples include Workforce Education, Experiential Learning, Learning Resources, Teaching Methods, Cooperative Extension, and Doctoral Seminar
	<b>Graduates: Post-Tenure TOTAL: 162 Committees; Chaired 10 PhD Graduates;</b> Completed 18 PhD Graduates as Committee Member; Chaired 1 EDS Graduate and completed 35 as Committee Member; Chaired 1 MS Graduate and 1 MS as Committee Member outside discipline; Chaired 15 MEd and 81 MEd as Committee Member <b>Career TOTAL: Served on over 300+Committees;</b> 80 PhD Students; 54 EDS Students; 7 MS Students; 155 MEd Students; 6 Certificate Students as Chair
	<b>Current Students: Currently serving over 40+ TOTAL Committees; 8 PhD Students as Chair; 17 PhD Students as Committee Member; 3 EDS Students as Chair; 12 MED/MS Students as Chair;</b> Multiple EDS Students as Committee Member; Multiple MED/MS Students as Committee Member
	<b>Grants Related to Teaching:</b> Examples include the <b>Fulbright Core Scholarship (2021-22), National Endowment for the Humanities Grant (2022)</b> grants - <b>\$232,000 Total</b>
	<b>Student Evaluations:</b> Consistently receive excellent student evaluations (above 5.0/6) <b>Honor:</b> Appointed as adjunct faculty for University College Cork/ACE; Fulbright in the Classroom Honorarium (2022); Affiliate Faculty Member for University Writing (2018 – Present); ePortfolio Faculty Award (2018)
<b>Research</b>	<b>Publications: Editor of an international book – 2025 publication; 24 Peer refereed articles (15 articles post-tenure;</b> 1 single author, 7 first author, 7 include students); <b>8 Book chapters</b> (2 single author, 9 first author, 14 include students); <b>14 Refereed proceedings</b> (2 single author, 4 first author, 3 include students); <b>1 edited international book proposal under development</b> (contract signed; tentative publication early 2026)
	<b>Presentations: 43 refereed conference papers/presentations</b> (24 post-tenure) (20 International; 23 National); <b>27 Invited presentations</b> (17 International, 10 National)
	<b>Grants: Funded Total = \$ 394,014 = \$309,264 (External) and \$84,750 (Internal); Pending (1): NEH (~\$220,000). CO-PI</b>
	<b>Honor:</b> International Recognition by the Irish Government for ASEM Advisory Council 2024; Co-Coordinator for International Research Network (ASEM LLL Hub)
<b>Outreach</b>	My expertise in Adult Education and online course design allows me to contribute to the Auburn community and beyond through consultations on online course development, curriculum design, ePortfolios, learning technologies, and professional training. Representing Auburn's land-grant mission, I engage with federal and local policy organizations as a recognized expert in workforce training and development. My outreach efforts include: (1) <b>International Collaborations / Ireland:</b> Stemming from my role as Director at Large for the American Association of Adult and Continuing Education (AAACE), where I established 15 global partnerships, I now serve as adjunct faculty for UCC/ACE. (2) <b>Fulbright Association:</b> As the current VP for the Alabama Chapter, I support individuals and institutions and serve as the AU Campus Coordinator
<b>Service</b>	<b>Professional:</b> ASEM LLL Hub: <b>Research Network Co-Coordinator;</b> PIMA: <b>Board Member and Bulletin Editor;</b> American Association for Adult and Continuing Education (AAACE): Elected Board Member (2017-2019); <b>Editorial Review Boards (2)</b> AU Fulbright Alumni Association Campus Coordinator; <b>Affiliate Faculty University Writing; Senate Retention Committee – 2022 - 2025 (Chair 2022-24)</b>
	<b>Current Leadership Roles:</b> Fulbright Association, PIMA, and ASEM LLL Hub; <b>Editorial Roles:</b> Adult Learning Journal and Journal of Global Education Research; <b>Current AU Committees:</b> 2 University, 1 College, 1 Department

**Leslie A. Cordie, PhD, MBA, BSN**

**Edited Curriculum Vita – May 2025**

Department of Educational Foundations, Leadership, and Technology

College of Education, Auburn University

Affiliate Faculty, University Writing, Auburn University

ePortfolio <https://aub.ie/LeslieCordie>

Google Scholar <https://scholar.google.com/citations?user=6ydgncYAAAAJ&hl=en>

## **Education/Professional Summary**

### Education

<b>Institution</b>	<b>Date</b>	<b>Degree</b>	<b>Major</b>
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 @ AU*

<b><u>Date</u></b>	<b><u>Department/Institution</u></b>	<b><u>Rank/Title</u></b>
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

## 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

### International Recognition

- ASEM Lifelong Learning – Research Network Professionalization of Adult Educators
  - Advisory Board Recognition – Medal from the Ireland Government - May 2024
  - Invited Keynote Panel Facilitator – May 2024
  - Invited Lead USA Collaborator and Research Network Co-Coordinator – February 2022 – Present
  - Event Keynote Speaker on Blended Learning – September 2022
  - Appointed as Visiting Adjunct Professor with University College Cork, Adult and Continuing Education (ACE) – December 2022 - Present
- Invited Fulbright Representative for the Presidential Inauguration Ceremony for Clarence Fitzroy Bryant (CFBC) College in Saint Kitts/Nevis, West Indies - October 2023
- Adult Education Academy (University of Würzburg) – November 2022 – February 2023
- Fulbright in the Classroom Grant – September 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 – Enrollment Application Fee (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 - Recognized 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**

- College of Education Excellence in Service Award (Spring 2025)
- Invited to apply for Visiting Professorship - DAAD, University of Würzburg (Fall 2025)
- Appointed as PIMA Bulletin Editor (February 2025 - Present)
- Selected as AU Fulbright Association Campus Coordinator (December 2024)
- Commencement Speaker at Lurleen B. Wallace Community College, Andalusia, AL (May 2024)
- Nominated/Elected to the Board of PIMA Network (February 2023)
- Appointed Alabama Chapter of Fulbright Association - Vice President (May 2022)
- Appointed Chair of the AU Faculty Senate Retention Committee (2021 - 2023)
- Appreciation Award - JEQ Foundation (2019 - 2021)
- 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
- 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)
- 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 Board - 2016
- Nominated for Commission of Professors of Adult Education (CPAE) – Early Career Award – 2014 (Clinical Assistant Professor)
- Nomination for Outstanding Online Program – Graduate Certificate in Extension Educators; OLC – Online Learning Consortium (2015)
- National Training Institute (NTI) – Invited Professional Educator – 2015 - 2020
- National Training Institute (NTI) – Selected as Visiting Scholar - 2014

## Scholarly Contributions

The Scholarly Contributions section of the CV showcases the multifaceted intellectual endeavors of my work that demonstrate engagement in the creation, dissemination, and application of knowledge, which fundamentally underpins my **research** activities through publications, presentations, creative works, and grants. A comprehensive view of scholarly contributions reveals the impact and significance of my work across the core areas of academic responsibility: **teaching, research, outreach, and service.**

### 1. Teaching (Courses, Graduates, Current Students)

#### a. List of Courses Taught at Auburn University (28 courses + Dissertation Research)

Being a faculty member and content expert requires a diverse array of responsibilities encompassing the teaching of numerous courses, the process of course development, and the strategic integration of online tools and various delivery formats to cater to evolving student needs and best practices. I have successfully managed this multifaceted workload through adaptability, innovation, and a commitment to providing high-quality learning experiences across different modalities to meet the needs of the adult learners. The dissemination of scholarly work through presentations and publications directly informs and enriches my teaching, which brings current knowledge and research findings into the classroom and work with students. . My courses consistently receive high evaluations, averaging above 5.0 on a 6.0 scale, with my teaching been rated frequently as *Exemplary* in annual reviews.

ADED 4010 001	Learning Resources in Areas of Specialization (F2F)
ADED 4010 D01	Learning Resources in Areas of Specialization (Distance)
ADED 4600 001	Nature of Adult Education (F2F)
ADED 4600 D01	Nature of Adult Education (Distance)
ADED 7010 001/D01	Learning Resources in Areas of Specialization (Hybrid)
ADED 7010 D01	Learning Resources in Areas of Specialization (Distance)
ADED 7050 D01	Methods of Teaching in Adult Education (Distance)
ADED 7600 001	Nature of Adult Education (F2F)
ADED 7600 D01	Nature of Adult Education (Distance)
ADED 7640 001	Workforce Education (F2F)
ADED 7640 D01	Workforce Education (Distance)
ADED 7650 001	Teaching the Disadvantaged Adult (F2F)
ADED 7650 D01	Teaching the Disadvantaged Adult (Distance)
ADED 7670 001/D01	Extension Educator (Hybrid)
ADED 7670 D01	Extension Educator (Distance)
ADED 7680 001/D01	Experiential Education (Blended)(was Learning Styles)
ADED 7680 D01	Experiential Education (Distance) (was Learning Styles)
ADED 7910 001/D01	Practicum in Adult Education (F2F and Distance)
ADED 7920 001/D01	Internship in Adult Education (F2F and Distance)
ADED 7950 001/D01	Doctoral Seminar (Hybrid)
ADED 7970 001/D01	Special Topics in Adult Education – Diverse Learners’ Needs (Hybrid) (now ADED 7690 - Needs of the Adult Learner)
ADED 7970 001/D01	Special Topics in Adult Education – Experiential Adult Education (Hybrid) – New Course 2020; Revised 2021

ADED 7970 D01	Special Topics - Literature Review – New Course 2022 (Distance)
ADED 8950 001/D01	Doctoral Seminar (Hybrid)
ADED 8970 D01	Special Topics in Adult Education – Dissertation
ADED 8910 001/D01	Advanced Practicum (F2F and Distance)
ADED 8920 001/D01	Advanced Internship (F2F and Distance)
ADED 8980 001/D01	Field Project in Adult Education (F2F and Distance)
ADED 8990 001/D01	Dissertation Research (F2F and Distance)

**b. Graduate Students Whose Work Has Been Completed (300+ Committees)**

Throughout my career as an Adult Education faculty member, I have consistently maintained a significant workload and found great satisfaction in actively participating in numerous graduate student committees. A substantial portion of my scholarship and publications includes student co-authorship. Since achieving tenure, I have successfully guided 10 PhD students through the completion of their doctoral programs. This dual commitment to institutional service and the mentorship of future scholars has been a deeply rewarding aspect of my professional journey.

- PhD Committees – Chair – 10 Graduates; Member of 70 Committees (Total 80)
- EDS – Chair of 7 Committees; Member of 47 Committees (Total 54)
- MED/MS – Chair of 1 MS; Chair of 33 MEd Committees; Member of 6 MS Committees; Member of 155 MEd committees (Total 195)
- Outside Reader – 5 PhD Graduates (Curriculum & Teaching, Computer Science, Forestry & Wildlife, Building Science)
- ADED Certificates – Chair of 6 Students

**c. Graduate Students on Whose Committee Presently Serving (40+)**

Mentoring and advising graduate students involve a comprehensive range of activities designed to foster their academic, research, and professional growth. I am committed to their holistic development, nurturing them not only as researchers and practitioners but also as future colleagues and professionals in their respective fields. As previously mentioned, I consistently involve students in my scholarship and publications. This crucial aspect of my work demands considerable time, effort, expertise, and a sincere dedication to student success that workload allocations do not fully reflect.

- PhD Chair (8); PhD Committees (17); EDS Chair (3); MS Chair (1); MEd Chair (11)
- These totals do NOT include EDS and Masters Committees for other ADED Advisors/Committees or Committee membership outside discipline

## Scholarly Contributions

### 2. Research / Creative Work (Publications, Presentations, Grants) (45 Refereed Total; 22 Post-Tenure)

#### a. Books and Book Series

**Cordie, L.** (Ed.) (in press). *Transition from Pedagogy to Andragogy: An international perspective*. Emerald Publishing. (May 2025 Publication Date)

#### b. Article-Length Publications

##### Refereed Book Chapters (8 total; 2 post-tenure)

**\*\*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.**

**\* = Former or Current Student** – Many of publications have been in collaboration with numerous colleagues, including graduate students/researchers from other institutions and countries.

**\*He, Y., & Cordie, L.** (2024). The influence of ChatGPT on student learning outcomes in higher education: A meta-analysis of the initial empirical literature. <sup>in</sup> X. Lin, S. Sharma, & K. Bista (Eds.), *ChatGPT and global higher education* (pp. 47 – 62). Star Scholar Press. <https://doi.org/10.32674/117gp998> [**Cordie 45%**]

**Cordie, L., \*Zhang, Y., \*He, Y., & \*Haren Conely, L. M.** (2024). Artificial intelligence and workforce development: Navigating the future. In K. Pushpanadham, N. Nordin, & H. Norman (Eds.), *Generative artificial intelligence in higher education: A handbook for educational leaders* (pp. 24 – 40). ASEM. [https://www.researchgate.net/publication/387335205\\_Research\\_and\\_Innovation\\_in\\_Higher\\_Education\\_Promises\\_of\\_Generative\\_Artificial\\_Intelligence\\_for\\_Sustainable\\_Development](https://www.researchgate.net/publication/387335205_Research_and_Innovation_in_Higher_Education_Promises_of_Generative_Artificial_Intelligence_for_Sustainable_Development) [**Cordie 60%**]

**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%**]

### Refereed Book Chapters continued

- 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 (24 Total; 15 post-tenure)

- Cordie, L.** (2025). Fulbright and the Scholarship of Teaching and Learning: A reflection on cultural and professional experiences. *Transformative Dialogues* <https://journals.psu.edu/td/article/view/1854/1342>, 18(10), 305-313. [Cordie 100%]
- Gaddis, E., Hebert, K., & **Cordie, L.** (2025). Interdisciplinary alchemy: Transforming the Scholarship of Teaching and Learning through oral histories, place-based learning, and Communities of Practice. *Transformative Dialogues*, 18(10), 84-93, <https://journals.psu.edu/td/article/view/1848/1346>, [Cordie 33%]
- \*Shi, Y., & **Cordie, L.** (2025). Metacognitive awareness and learning approaches among graduate students. *Journal of Graduate Research*, 6(1), 10-22. <https://scholarworks.harding.edu/jger/vol6/iss1/4> [Cordie 45%]
- \*McCarthy, F., & **Cordie, L.** (2024). Concept-mapping the curriculum design processes of adult educators in higher education: Lessons from practice at ACE. *European Journal of University Lifelong Learning*. <https://doi.org/10.53807/0802xY1z> [Cordie 45%]
- Cagney Graham, A., & **Cordie, L.** (2023). The online doctoral community of practice. In B. Mooney (Ed.), *Ireland's education yearbook* (pp. 337 – 342). <https://irelandseducationyearbook.ie/irelands-education-yearbook-2023/> [Cordie 45%]
- \*Klimkina, E., \*Rotschnig, S., \*Yoo, J., Breitschwerdt, L., **Cordie, L.**, & Guimarães, P. (2023) Academic professionalisation and hybrid professionalism in adult education. *Andragoške studije (Andragogical Studies Journal)*, 2023(2), 9 – 37. <https://doi.org/10.5937/andstud2302009k> [Cordie 25%]
- \*Haren Conely, L. M., & **Cordie, L. A.** (2023). The Learning Democracy: The relationship between adult informal learning, lifelong learning mindset, and civic engagement. *Adult Learning*, 34(3), 142-156. <https://doi.org/10.1177/10451595231161345> [Cordie 45%]



### Refereed Articles (continued)

- \*Buckley-Burnell, A. B., & Cordie, L. A. (2023). Experiential learning practices and career courses: Predictors of First Destination Outcomes. *Higher Education Studies*, 13(4), 1-40. <https://ccsnet.org/journal/index.php/hes/article/view/0/49260> [Cordie 50%]
- \*Golden, W., & Cordie, L. (2022). Financial digital literacy. *Adult Literacy Education Journal*, 4(3), 20-26. <https://www.proliteracy.org/wp-content/uploads/2023/07/4.3.2-Field-Report-Golden-and-Cordie.pdf> [Cordie 60%]
- 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. *Eucen 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%] 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), 149-158. <http://www.isetl.org/ijtlhe/pdf/IJTLHE3700.pdf> [Cordie 30%] (67 citations)
- 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 (Special issue)*, <https://elearnmag.acm.org/archive.cfm?aid=3331168> [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%]

### Refereed Articles (continued)

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](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. <http://dx.doi.org/10.5038/2577-509x.2.1.1013> [Cordie 33%]  
(NOTE - over 5600 downloads and 1300 abstract views according to PlumX Metrics)

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), 313-320. <https://eric.ed.gov/?id=EJ1099382> [Cordie 33%]

### Refereed Under Development (edited book/contracted)

Chen, Z., **Cordie, L.**, Schroeter, H., & Zeng, X. (Eds.). *Navigating the AI frontier: A global survey of adult educators' practices and perspectives*. Routledge (contract signed March 2025; tentative publication date early 2026).

**Refereed Proceedings (14 Total; 8 post-tenure)**

- 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. In M. J. Kelly, H. M. Falconer, C. L. Gonzalez, & J. Dahlman (Eds.), *Adapting to the past to reimagine possible futures: Celebrating and critiquing WAC at 50* (pp. 45-58). <https://doi.org/10.37514/PER-B.2023.1947.2.03>
- Cordie, L.**, Hebert, K., & Burt, R. (2021, October 4-5). Reframing a Civil Rights historical project and human rights education through a Community of Practice. In W. Griswold & V. Colon (Eds.), *Proceedings of the 2021 International Pre-conference* (pp. 67-76). Commission for International Adult Education (CIAE) of the American Association for Adult and Continuing Education (AAACE). <https://files.eric.ed.gov/fulltext/ED625421.pdf>
- Graham Cagney, A., \*O'Mahony, A., **Cordie, L.**, Cagney, K., Buckley, M., O'Neill, C., Yelverton-Halpin, C., & Clarke, R. (2021, September 2-6). *Black tiles and silence: Going digital. Voices from a FAVE interdisciplinary Community of Practice* [Paper presentation]. European Educational Research Association (ECER) Conference 2021. Network 02 Vocational Education and Training (VETNET). University of Geneva, Switzerland. <https://eera-ecer.de/ecer-programmes/conference/26/contribution/51300>
- Wooten, M., & **Cordie, L.** (2021, June 3-6). *Professional development and its relationship to workforce traits: A multi-national study* [Poster session]. In J. Walker, G. Maestrini, & S. Smythe (Eds.), *Proceedings of the Adult Education in Global Times Conference (virtual)* (p. 662). University of British Columbia. <https://edst.educ.ubc.ca/aegt2021/proceedings/>
- Cordie, L.**, & \*Adelino, L. (2021, June 3-6). *Faculty development through professional learning* [Poster session]. In J. Walker, G. Maestrini, & S. Smythe (Eds.), *Proceedings of the Adult Education in Global Times Conference (virtual)* (p. 654). University of British Columbia. <https://edst.educ.ubc.ca/aegt2021/proceedings/>
- \*Sondermeyer, B., & **Cordie, L.** (2021, June 3-6). Faculty learning communities: Peer collaboration as professional development [Roundtable Paper Presentation]. In J. Walker, G. Maestrini, & S. Smythe (Eds.), *Proceedings of the Adult Education in Global Times Conference (virtual)* (pp. 642-644). University of British Columbia. <https://edst.educ.ubc.ca/aegt2021/proceedings/>
- Bond, S., & **Cordie, L.** (2021, June 8-10). Peer review of writing assignments in online learning environments. In W. B. James, C. Cobanoglu, & M. Cavusoglu (Eds.), *Proceedings of the global conference on education and research: Vol. 4* (pp. 51-53). USF M3 Publishing. <https://www.doi.org/10.5038/2572-6374-v4>

**Refereed Proceedings (continued)**

- Cagney, A. G., \*O'Mahony, A., **Cordie, L.**, Buckley, M., O'Neill, C., Cagney, K., O'Toole, M., Yelverton-Halpin, C., & Hearne, R. (2020). Developing an educational digital mindset: Voices from an inter-disciplinary community of practice. In C. Nägele, B. E. Stalder, & N. Kersh (Eds.), *Trends in vocational education and training research, Vol. III*. Proceedings of the European Conference on Educational Research (ECER), Vocational Education and Training Network (VETNET) (pp. 62–78).  
<https://doi.org/10.5281/10.5281/zenodo.4008068>
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## Scholarly Contributions

### 2. Research / Creative Work

#### c. Papers or Lectures (44 Total; 21 International, 23 National)

##### Refereed Papers and Presentations at Professional Meetings

*International (21 total; 14 post-tenure listed below)*

*National (23 total; 10 post-tenure listed below)*

**Summary** - I have had consistent conference participation since becoming a faculty member at Auburn University (2014 – present). The refereed papers and presentations have been at major conferences in the field of adult education and other disciplines, both internationally and nationally, such as AAACE (American Association for Adult and Continuing Education) and ECER (European Educational Research Association). *These presentations have been developed from my scholarship which is grounded in adult education theory, and focus on three intersecting domains: technology integration, learning transitions and Communities of Practice. The sessions and papers have been in collaboration with numerous colleagues, including faculty, students, and researchers from other institutions.* This summary list does not include the regional or local presentations.

Summary of the refereed research papers and presentations key areas:

- **Totals:** 21 international and 23 national sessions at conferences;
- **Adult Education and Lifelong Learning:** This theme encompasses topics like lifelong learning design, adult educator curriculum development, and professional development for educators.
- **Higher Education:** Research exploring faculty development, student success, graduate student support, and the use of technology in education.
- **Community of Practice:** Concepts and theories of Communities of Practice (CoPs) and learning communities, along with exploring their role in supporting doctoral students, faculty development, and interdisciplinary collaboration.
- **Technology in Education:** Focus includes AI, e-learning, online learning environments, blended learning, and the use of technology for student engagement and collaboration.
- **International Collaboration:** The research highlights the importance of international collaboration and partnerships, particularly through programs like Fulbright.
- Full list provided by request.

##### **Presentations – Invited (17 International; 10 National; Multiple Regional/Local)**

I regularly share my research and scholarship through invited lectures and keynote presentations at international, national, and local events, emphasizing the practical application and societal relevance of my contributions to the field. This engagement directly supports my outreach efforts and the university's land-grant mission. These presentations cover a range of topics within adult education and interdisciplinary areas, including:

- Lifelong Learning and Professional Development: A strong focus on the integration of technology such as AI, e-portfolios, blended learning, and digital literacy.
- Emerging Trends: Including the exploration of communities of practice, professional identity development, and the impact of technology on teaching and learning.
- Societal Impact: Addressing topics such as civil rights, social justice, and community engagement.
- Pedagogical Approaches: Emphasizing reflective writing, active listening, and effective publishing practices.

### **Recorded Examples** (*post-tenure*)

**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.** (2023, November). Digital Literacy and Citizenship. Auburn University AI@AU Forum. <https://eng.auburn.edu/ai-au/forum>; [Digital Literacy and Citizenship AI Practices for the 21st Century Workforce - Leslie Cordie.mp4](#)

### **Non-Refereed Publications** (*Podcasts, Webinars, Online Bulletins, Newsletters, etc.*)

My publications achieve broad impact and engagement by reaching a large audience outside of academia. **Through these works, I communicate my expertise and share research, emphasizing the practical application and societal relevance of my contributions to the field and support my Outreach and the land-grant mission.** See below for a *selection* of post-tenure examples.

**Cordie, L.** (2024-2025). *Transitions*. (Podcasts -13) - <https://ale-virtualcommunity-transitions.blogspot.com/>

**PIMA (The PASCAL International Member Association).** (2023 – Present). (7 Edited Bulletins and website development) <https://www.pimanetwork.com/bulletins>

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

**Cordie, L.** (2021). *Conversations from the Front Porch*. (Podcasts -15).  
<https://podcasts.apple.com/us/podcast/conversations-from-the-front-porch/id1512833619>

## Scholarly Contributions

### d. Grants and Contracts

I have secured significant funding through a consistent record of successful grant acquisition, including both competitive external awards and strategic internal grants, to support research, teaching innovation, and program development.

**Funded Proposals – TOTAL = \$390,014**

***External (Total = \$305,964)***

- ASEM LLL Conference 2024. **Travel Grant.** (\$900).
- Fulbright Association. Young Alumni Grant **Chapter Award.** Alabama Chapter. (\$2400).
- 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)**

**University**

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

- 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.
- **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 Sustainable Initiatives for Adult and Continuing Education Associations*. 48<sup>th</sup> European University Continuing Education Network (eucen) Conference, Dublin. (\$3,000).



## **Scholarly Contributions**

### **3. Outreach**

My commitment to lifelong learning extends beyond the classroom and into the broader, global community. I actively engage in multiple international, national and local partnerships and outreach initiatives that contribute to the field of adult education and enhance the land-grant mission of Auburn University.

#### **Commentary**

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 beyond. 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 two main projects: (1) international Outreach efforts involving Irish academic institutions, and (2) Fulbright Association, including continued work as a Fulbright Scholar in the West Indies.

#### **Areas of Focus:**

- Ireland: My collaborations with Irish institutions stem from my leadership roles in the American Association for Adult and Continuing Education (AAACE) and my research interests.
  - University College Cork (UCC) - Adult Continuing Education (ACE): I collaborate with Dr. Séamus Ó Tuama, Director of ACE, on developing their online learning programs and certificate curricula. This partnership resulted in my appointment as a visiting adjunct professor and researcher with ACE.
  - Queen's University Belfast - School of Social Sciences, Education & Social Work: I co-created an Open Learning module on the historical significance of Alabama in terms of Civil Rights and am exploring further collaborations on a course related to Bloody Sunday events in both Ireland and the US.
- Saint Kitts and Nevis - Clarence Fitzroy Bryant College (CFBC): My Fulbright Core Scholarship (2021-22) led to a collaboration with CFBC on developing a hybrid degree completion program. I also partnered with the Ministry of Education on workforce development initiatives. These collaborations continue to this day.
- Fulbright Association - My active involvement in the Fulbright Association further extends my commitment to international collaboration and lifelong learning opportunities. I serve as the AU Fulbright Association Campus Coordinator and on the Board of the Alabama Chapter of the Fulbright Association.

**Impact and Scholarship:**

These international partnerships address several key areas:

- Professional Development and Lifelong Learning: My work focuses on upskilling and reskilling the global workforce through online and blended learning methodologies.
- Sharing Knowledge Across Borders: I facilitate the exchange of knowledge and expertise relevant to adult education and historical understanding.
- Enhancing AU's Adult Education Program: My international collaborations strengthen the program's reputation and provide opportunities for interdisciplinary collaboration.

**Evidence of Scholarship:**

My involvement in these initiatives directly informs my research and teaching endeavors. **The insights derived from these collaborations have formed the foundation for several scholarly publications and presentations, as detailed in the "Research and Scholarly Contributions" section.** These outputs directly support the University's land-grant mission and Outreach efforts and impacts.

## Scholarly Contributions

### 4. Service

#### a. University/School/Department Service

I have actively engaged in service at the university, college, and department levels. At the university level, I served on the Senate Retention Committee (as Chair), the University Scholarship Committee, and the AU Outreach Community of Practice. Within the College of Education, I have contributed to faculty and departmental search committees, served on the Technology Committee, and provided program assessment reports for the Adult Education department. At the department level, I have developed and participated in student orientations, created the departmental Graduate Handbook, and served as a peer reviewer for faculty colleagues.

#### *Key service areas include:*

- **Faculty Development:** Mentoring, workshops, and consultations.
- **Curriculum Development:** Committee work, reviews, program and course development, and revisions.
- **Student Support:** Mentorship, advising, support resources, and orientation.
- **University Governance:** Committee membership and leadership roles.
- **Community Engagement:** Outreach and collaboration with external organizations.

#### b. Professional Service

##### **Leadership Roles and Editorial Work**

I am actively engaged in the field of adult education and continuing education through a variety of associations and positions. I have a strong record of leadership and service in professional organizations and extensive experience in editorial work, including proposal review, editing, and peer review.

#### *Edited summary of key roles and responsibilities:*

##### **Leadership Roles:**

- Vice President, Alabama Chapter - Fulbright Association (April 2023 – Present)
- Co-Coordinator, ASEM LLL Research Network #3 (2022 – Present)
- Director-at-Large, American Association for Adult and Continuing Education (AAACE) (2017-2019)
- Conference Proposal Chair, AAACE (2015 & 2016)

##### **Advisory Boards:**

- ASEM LLL Advisory Council (2022 – Present)
- PIMA (PASCAL International Member Association Board) (March 2023 – May 2025)
- Ingram State Technical College (Alabama) - Strategic Advisory Board (2020)
- AU Fulbright Campus Coordinator (2024 – Present)

**Editorial Boards:**

- Adult Learning Journal (2020 – Present)
- Journal of College Teaching Excellence – Peer Reviewer (2021 – Present)
- Journal of Global Education and Research (2017 – Present)
- Editorial Work
  - Appointed as PIMA Bulletin Editor (2025)
  - Extensive experience in proposal review and editorial tasks for conferences and journals.
  - Managed the review process for over 800 conference proposals as AAACE Conference Proposal Chair (2015 & 2016).
  - Served as a reviewer for numerous academic journals and publications.
  - Edited and contributed to newsletters and websites for multiple professional organizations (e.g. PIMA, Fulbright, and NEH)
  - Developed podcasts during COVID and for the new international book on Transitions

**Membership in Professional Associations and Societies**

- American Association for Adult and Continuing Education (AAACE)
- Commission of Professors of Adult Education (CPAE)
- Commission for International Adult Education (CIAE)
- Canadian Association for the Study of Adult Education (CASAE)
- PIMA (PASCAL International Member Association)
- European University Continuing Education Network (eucen)
- American Association of University Professors (AAUP)
- Fulbright Alumni Association
- Alabama Chapter of the Fulbright Association