



(Updated Fall 2008)

Curriculum Vitae of Jeff M. Allen, Ph.D.

University of North Texas
Department of Learning Technologies
P.O. Box 310530-0530
Denton, Texas 76203-0530
Jeff.Allen@unt.edu

RESEARCH FOCUS

- ❖ Learning and Performance Innovation

EDUCATION

<i>Year</i>	<i>Degree</i>	<i>Major</i>	<i>Institution</i>
1994	Ph.D.	Vocational Industrial Education	Penn State University
1990	M.S.	Industrial Technology	University of North Texas
1989	B.A.A.S.	Occupational & Vocational Education	University of North Texas

RELATED PROFESSIONAL EXPERIENCE

Interim Chair

Department of Learning Technologies University of North Texas

June 2007 – present The Department of Learning Technologies is a new department founded in August 2007. This diverse department utilizes three constructs to guide strategic initiatives and research: learning technology, performance technology, and computing technology. This 12 member faculty team delivered 9,998 semester credit hours in 2007-2008 and generated over \$2.5 million in external funding. Functions of the chair include the leadership of all aspects of department's administrative function and development of the foundational vision of a new department in support of a student-centered research faculty. Assisted in the formation of the new College of Information, Library Science and Technologies in 2008.

Assistant Chair

Department of Technology and Cognition University of North Texas

June 2006 – June 2007 Responsibilities included the audit of department budgets, evaluation of CIP codes, and reorganization of programs of Applied Technology, Training and Development and Computer Education and Cognitive Systems. The reorganization resulted in the development of the Department of Learning Technologies.

Program Coordinator

Program of Applied Technology, Training and Development University of North Texas

June 2000 – May 2006 Program Coordinator of undergraduate, masters and doctoral degrees in Applied Technology and Performance Improvement. During the 2004-2005 school year, this program served 1,845 undergraduate

and graduate students (5,533 SCH). During this tenure as Program Coordinator, the ATTD program increased SCH enrollment in all degree programs by twenty-one percent.

**Associate
Professor**

**Department of Technology and Cognition
University of North Texas**

June 2000 - present Graduate faculty member in the program of Applied Technology, Training and Development. Activities include: a) teaching undergraduate and graduate courses in training and development theory, research techniques, program evaluation, and performance technology; (b) service to the university, college and department through committee membership (e.g., faculty senate executive committee, faculty affairs committee, graduate affairs committee, and department executive committee); and (c) dissemination of research through national and international presentations and publications. Extensively involved in the regional and national growth and development of this metropolitan research program and development.

**Assistant
Professor**

**Department of Technology and Cognition
University of North Texas**

August 1994 – May 2000 (See Associate Professor above)

**Regional
Director**

**Information Technology Education for the Commonwealth
(ITEC) Center**

July 1993 – August 1994 Responsibilities included technology-related professional development of elementary and secondary teachers in central Pennsylvania. This training center, with eight employees, coordinated with the *Center of Professional Vocational Teacher Development at Penn State* to provide professional training and development programs for teachers in a 30 county area of Pennsylvania. As director of this regional center, professional development programs were delivered to teachers and administrators in 20 diverse areas of educational technology.

**Graduate
Assistant**

**Department of Vocational Industrial Education
Pennsylvania State University**

August 1992 – June 1993 Member of a professional development team whose goal was to implement teacher and administrator development programs that included: tech-prep, curriculum integration, outcome-based education, problem solving, strategic planning, and team-building.

August 1991 to July 1992 Managed and reorganized the *Career Studies Computer Center* for the Department of Vocational Industrial Education. Directed a task force to review and recommend changes to the academic training and development program at Penn State. Additionally, assisted in the development, implementation and management of a world-wide web-

based information exchange list (TRDEV-L) for the training and development field. This list served approximately 5,000 subscribers from 60 different countries around the world during the early history of electronic mail.

***Adjunct
Faculty***

**Department of Engineering Technology
Tarrant County Junior College**

January 1991 – August 1991 Retrained displaced workers under the Job Training Partnership Act. Instructed Computer-Aided Drafting (C.A.D.) classes and published Computer-Aided Drafting instructional manuals for the *Extension Instruction and Materials Center at the University of Texas at Austin*.

***Educational
Consultant***

ProSystems Computers

September 1990 – January 1991 Consultant to industrial and educational organizations in the effective and practical use of technology (computers and related hardware/software) through seminars, presentations, and direct consultation.

***Engineer
Assistant***

Traffic Engineers, Inc.

November 1989 – August 1990 Conducted engineering studies that included collecting and analyzing traffic data, topographical maps, and design drafting. Traffic engineering projects included a mixture of board and computer-aided drafting.

***Civil
Drafter***

Norman West and Associates

May 1988 – January 1989 Drafting and design of subdivision and individual plans using board and computer-aided drafting. This civil drafting assignment included the survey and design of subdivision plans, field assessment of drafting and survey construction, and contractual agreement with homebuilders.

***Staff
Architect***

CHS, Inc.

October 1985 – January 1987 This architectural drafting assignment included interior design, development, and drafting of commercial and residential projects; and proofing of architectural plans.

RESEARCH SCHOLARSHIP

Note: Each publication may be downloaded at: www.sageperformance.com/drjeffallen/publications.htm

Books Published

Gregson, J., & **Allen, J.** (Eds.). (2005). *Leadership in career and technical education: Beginning the 21st century*. Columbus, OH: University Council for Workforce and Human Resource Development.

Refereed Articles (In Press)

Nimon, K., Philibert, N., & **Allen, J.** (in press). *Performance improvement through corporate chaplains: Comparing chaplaincy programs to EAPs*. *Journal of Management, Spirituality, & Religion*.

This study is in response to a recent increase in the use of chaplains across corporate America and fills a void in the research literature. It explored the activities of corporate chaplains, identifying the precise functions they perform. Similarities were found between the problems that employees discussed with corporate chaplains and the issues traditionally addressed by employee assistance providers. Differences across industry type, firm size, and contract tenure were also analyzed and are reported. Findings indicate that the majority of problems discussed with corporate chaplains were psychological issues and relationship matters. Implications for practice and research are discussed.

Philibert, N., **Allen, J.**, & Elleven, R. (in press). Nontraditional students in community colleges and the model of college outcomes for adults. *Community College Journal of Research & Practice*.

This study examined three components of Donaldson and Graham's (1999) model of college outcomes for adults: (a) Prior Experience & Personal Biographies, (b) the Connecting Classroom, and (c) Life-World Environment, and to assess their application to traditional and nontraditional students in community colleges in both technical and nontechnical courses. The study sample was comprised of 311 community college students enrolled in technical and nontechnical courses during Fall 2005. The researchers developed a survey instrument based on the three model components through a review of the literature.

Refereed Publications (International/National)

Allen, J., & Nimon, K. (2007). Retrospective pretest: A practical technique for professional development evaluation. *Journal of Industrial Teacher Education*, 44(3), 27-42.

The purpose of this study was to field test an instrument incorporating a retrospective pretest to determine whether it could reliably be used as an evaluation tool for a professional development conference. Based on prominent evaluation taxonomy, the instrument provides a practical, low-cost approach to evaluating the quality of professional development interventions across a wide variety of disciplines. The instrument includes not only the questions typically associated with measuring participants' reactions but also a set of questions to gauge whether and how much learning occurred. Results indicate that the data produced from the instrument were reliable.

Nimon, K., & **Allen, J.** (2007). A review of the retrospective pretest: Implications for performance improvement evaluation and research. *Workforce Education Forum*, 34(1), 36-56.

Professional development programs at the national, state, regional, and local levels are as diverse as the teachers attending the programs. These professional development activities may necessitate a weeklong statewide conference or as short as a 45-minute after school program. The purpose of this study was to test an instrument incorporating a retrospective pretest to determine if it could be

reliably used as an evaluation tool. Results indicated that the data produced from the instrument designed for this study were reliable

Dodds, P., **Allen, J.**, Philibert, N., Elleven, R., & Lewis, M. (2006). Efficacy of learning communities at four North Texas community colleges. *Workforce Education Forum*, 33(1), 1 – 20.

This observational study involving intact groups and convenient sampling examined learning communities at four North Texas Community Colleges. The purpose of this study was to determine if there was a significant difference in catbectic learning climate, inimical ambiance, academic rigor, affiliation and structure among students in learning communities and freestanding classes. Learning communities are gaining nationwide popularity as instruments of reform in Higher Education. Recent studies have discussed the benefits of learning communities to students, faculty and institutions. The independent variable was learning community compared to freestanding classes. Follow-up independent t tests were also conducted to evaluate the differences in the means between the two groups and to explore which dependent variables contributed to the multivariate difference, which resulted in significant differences in inimical ambiance, affiliation and structure. The researchers conclude that learning communities make a difference for some learners, but not necessarily all and that more research needs to be conducted to find the answers to the questions concerning the efficacy and sustainability of learning communities in higher education.

Bradley, T., **Allen, J.**, Hammilton, S., & Filgo, S. (2006). Leadership perceptions: Analysis of 360 degree feedback. *Performance Improvement Quarterly*, 19(1), 7 – 24.

Multi-rater feedback, often called 360-degree feedback, is a popular development and assessment tool, especially for organizational leaders. Raters from different organizational levels, including subordinates, boss, peers, and self, rate the leader's performance. However, the ratings seldom agree across rater groups. This study used the data from a commercially available 360-degree leader development feedback instrument and a second-order confirmatory factor analysis model to try to explain the differences in ratings between the groups. Rather than an explanation of the differences, what was found were two second-order factors that may be the underlying elements that all raters consider when observing leader performance.

Andrews, C., & **Allen, J.** (2004). Analysis of management and employee job satisfaction. *The International Journal of Applied Management and Technology*, 2(2), 97 – 115.

The purpose of this study was to investigate the perceptions of job satisfaction as defined by both nonmanagement and management employees. This study suggests that little difference exists in the perceptions of job satisfaction importance between management and nonmanagement employees.

Elleven, R., & **Allen, J.** (2004). Applying technology to online counseling: Suggestions for beginning e-therapist. *Journal of Instructional Psychology*, 31(3), 223 – 227.

This article briefly outlines online counseling for readers who may be interested in delivering therapy via the internet. This article should very much be understood to be a beginner's primer based upon research literature and the personal recommendations of the authors. Readers will also benefit from several online resources for counselors mentioned throughout the article.

Elleven, R., Greenhaw, K., & **Allen, J.** (2004). Campus chaplains: Cult training and perceptions. *College Student Journal*, 38(2), 314 - 320.

This article examines the perception of 43 college chaplains across the United States with regard to cult training and perceptions of college and university cult activity. Campus chaplains are in the unique and challenging position on college campuses to assist students and confront cult issues. The results of the survey indicate that most campus chaplains have had surprisingly little formal training with regard to cultic groups and often perceive faculty, staff, and students as requiring additional education regarding cult issues on college campuses.

Andrews, C., & Allen, J. (2002). Utilization of technology - Enhanced Delphi techniques. *Workforce Education Forum*, 29(1), 1-15.

The study provides researchers interested in using the Delphi Technique in conjunction with technology with a process that is easily duplicated. Nine university professors/instructors agreed to address one question: "What information should the student be aware of when working on a team project?" The question is unimportant. However, the results of the Delphi consensus regarding this single question are provided, along with a framework for conducting the future of Delphi, using computer technology. Cost savings and time reduction are important advantages to be considered when conducting a Technology-Enhanced Delphi study using computer technology.

Elleven, R., Allen, J., & Wircenski, M. (2001). The training of resident assistants: A comparison of public and private differences in the United States. *College Student Journal*, 35(4), 609-615.

There is little consensus among higher education administrators as to the training needs of resident assistants (RAs) (Upcraft & Pilato, 1982), yet these paraprofessionals are arguably one of the most important links to the satisfaction level concerning the college experience for first-year students (Upcraft & Gardner, 1989). By all accounts, it is of the utmost importance that resident assistants receive current and effective training. Many attempts have been made to outline the training needed for resident assistants (Upcraft & Pilato, 1982; Upcraft, Pilato, & Peterman, 1982; Blimling, 1995) and the best modalities by which to train RAs (Wesolowski, Bowman, & Adams, 1996). Each of these efforts has provided great insight into the training of resident assistants. However, college students' needs continue to change (Coles, 1995). The training of resident assistants, then, must continue to evolve and progress in order to better serve students who live in a residential college environment.

Sherron, T., & Allen, J. (2000). Fixed effects vs. random effects: Two models commonly used with panel data analyses. *Multiple Linear Regression Viewpoints*, 26(1), 1-10.

Statistical models that combine cross section and time series data offer analysis and interpretation advantages over separate cross section or time series data analyses. Data that embodies time series and cross section units have not been a commonplace in the research community until the last 25 years. In this study, two commonly used statistical models for panel data analyses are presented: fixed effects and random effects. The statistical models will include both cross section and time series data from the NELS:88 database to illustrate the different perspectives in analysis and interpretation.

Wircenski, M., Walker, M., Allen, J., & West, L. (1999). Age as a diversity issue in grades K-12 and in higher education. *Educational Gerontology*, 25(6), 491-500.

Are the issues of aging education important? The United Nations General Assembly has officially recognized 1999 as the "International Year of Older Person". An aging population will be one of the world's most important social issues of the next half-century. United States Department of Health and Human Services Secretary, Donna Sbalala (1998) states, "In the United States alone, by the year 2000, older people will outnumber children for the first time in our history."

Allen, J., Walker, M., & Moorhead, M. (1999). Technology in the Vocational-Technical Curriculum: Issues for the New Millennium. *Workforce Education Forum*, 26(1), 1-13.

Today, school districts continually struggle with the following questions pertaining to career and technical education programs: How does career and technical education fit the secondary curriculum? What is the magic mixture of knowledge, skills, and attitudes needed to ensure that American students have the competitive edge in the workplace? How should school districts train teachers of career and technical education to teach in the information age? How will the efficacy of technology implementation in career and technical education be measured? What trends should drive changes in career and technical education? As we move deeper into the information age, we must seek to resolve these issues. This article addresses each of these concerns by exploring the use of technology in the secondary career and technical education classroom.

Rademacher, J., & Allen, J. (1998). Enhancing assignment completion in academically diverse vocational classrooms. *The Journal for Vocational Special Needs Education*, 21(1), 21-26.

In this article we describe methods and procedures for (a) planning assignments in vocational settings that will meet the special learning needs of all students in the class, and (b) teaching students a self-checking process to evaluate their own work for quality before turning it in to the teacher. In cooperation with Individual Education Plans, the planning component of The Quality Assignment Routine provides vocational special needs educators an additional tool to better facilitate learning in diverse vocational classrooms.

Allen, J., & Hart, M. (1998). Training older workers: Implications for HRD/HPT professionals. *Performance Improvement Quarterly*, 11(4), 91-102.

In corporations across America, a race is on to find new ways to maximize human capital. An emphasis on lifelong learning will be vital for the success of our future workforce. As demographic shifts occur, the "older worker" will emerge as a primary target for this human development effort. This article explores the implications of this demographic shift for the HRD/HPT professional and recommends strategies for meeting this business need. First, we discuss the realities of this demographic shift and compare our current workforce demographics to those of the future. Next, we examine the common myths about the "older worker," as well as what current research reports about this special population. Finally, we examine the impact of this trend on our profession. We discuss strategies for modifying the workplace environment, reassessing workforce motivational strategies, and altering training practices in order to serve this older worker population. In conclusion, we look at the implications for the future in HRD/HPT research.

Allen, J., & Schumacker, R. (1998). Team assessment utilizing a many-facet Rasch model. *Journal of Outcomes Measurement*, 2(2), 140-157.

As organizations begin to implement work teams, their assessment will ultimately reflect compensation strategies that move away from individual assessment. This will involve not only using multiple raters, but also the use of multiple criteria. Team assessment using multiple raters and multiple criteria is therefore necessitated; however, this can produce differences in ratings due to the leniency or severity of the individual team raters. This study analyzed the ratings of individual members of 31 different teams across 12 different criteria of team performance. Utilizing the many-facet Rasch model, statistical differences between the teams and 12 criteria were calculated.

Wircenski, J., & Allen, J. (1998). Investigating the screwdriver: Vocational education and 25 years of technology [25th Anniversary Special Issue]. *Workforce Education Forum*, 25(1), 36-42.

Technology can be defined as the utilization of theory, processes, information, and materials to improve the knowledge, skills, and attitudes of a society. Since 1973 there have been many technological changes in the field of vocational education. This article offers a broad look at some of the technology changes in the last 25 years, as well as strategies for implementation and planning in the new millennium.

Chinoda, M., & Allen, J. (1998). Educators', administrators' and students' perceptions of technology programs in Pennsylvania. *Workforce Education Forum*, 25(2), 69-86.

This study assesses the Principles of Technology Applied Science high school courses taught in Pennsylvania. Specifically, this study determines: 1) the number of Level I and II Principal of Technology courses taught; 2) teachers', administrators' and students' perceptions toward the Principle of Technology high school curriculum; 3) Principle of Technology teachers' perceptions of student achievement on state outcomes in science and technology; and 4) how Principle of Technology courses are being infused into the existing curriculum. Findings from this study indicate that administrators, teachers, and students each react favorably to the Principles of Technology Applied Science high school courses.

Ennis-Cole, D., & Allen, J. (1998). Challenges of training and retraining older individuals with special needs. *The Journal for Vocational Special Needs Education*, 20(3), 35-42.

By 2005, older workers are projected to comprise 20% of the workforce (Barber, Crouch, & Merker, 1992). AT&T, General Electric, McDonalds, Traveler's Insurance, and Days Inn are just a few of the many companies that have already implemented older worker training programs to better utilize this growing older workforce (Hale, 1990; McNaught, 1994). Moloney and Paul (1992) suggest that updating the skills of older workers cost less than hiring new graduates. Intergenerational secondary classroom and other retraining facilities must begin to prepare for the expected workforce of the future. In addition, vocational special needs educators must be aware of the special needs of the older learner associated with the aging process. This article explores the aging process from physical, cognitive, social and psychological perspectives, accommodations for age related changes, retraining mature learners, adaptations of the classroom environment, training technology issues, and successful corporate retraining programs to better prepare vocational educators for the workforce of the new millennium.

Allen, J. (1997). Strategic planning of technology for education: A beginning framework. *Occupation Education Forum*, 23(2), 13-21.

This article is based on a presentation made at the American Vocational Association Conference, Denver, CO, December 1995. The strategic planning of technology framework introduced in this paper is broken into five distinctive parts: student technology, teacher technology, teacher training, technology planning cycle, and technology cost. This framework is designed to assist technology planners, teachers (academic and vocational), and administrators as they begin planning for future technology implementation in their school district.

Allen, J., & Walker, M. (1996). Training employees with disabilities: Strategies from corporate training. *The Journal for Vocational Special Needs Education*, 18(3), 105-108.

This article focuses on the strategies used by corporate trainers to effectively teach disabled populations in their corporate workplace. Specifically, training strategies, both methods and training aids, for physically disabled and mentally disabled are investigated. Both educators and trainers strive to effectively teach all learners (disabled and nondisabled). Corporate trainers have challenges that are similar to the challenges seen by educators. This article offers a different perspective for career and technology educators who are looking for new strategies to increase the impact teaching method in their classroom.

Refereed Publications (Regional/State)

Allen, J. M., Clem, K. E., Elleven, R. K., Andrews, C. G., & Cagle, L. S. (2004). Copyright and fair use: An issue of ethics in a changing learning environment. *The Texas Journal of Distance Learning* [Online serial], 1(2), 1-8.

Copyright infringement is one of the most talked about, yet most misunderstood topics in the curriculum and instructional development areas. The field of copyright protection is fraught with gray areas that undermine an individual's honest ability to discern what might be lawful uses of copyrighted materials. This article begins with a brief history of copyright law in the U.S. and provides examples, references, and discussion of "fair use." Additionally, issues related to the Internet are addressed, including: Web Linking, Framing, Plagiarism, Web-based referencing. Finally considerations and suggestions for teaching and using ethical practices in the industrial and educational classroom are discussed. Fair use and copyright in educational institutions is largely an ethical issue. Ethics are not dependent on individual's actions. All parties involved must contribute to the ethical nature of an event and must accept both the responsibility for their actions or their non-actions.

Journal Editorship

Allen, J., Wircenski, M., & West, L. (Eds.). (1998) Aging: Our one common experience in special needs [Special issue]. *Journal for Vocational Special Needs Education*, 20(3), 35-42.

Monographs

- Allen, J.,** & Allen, D. (in press). Developing degree programs. Arlington, VA: Accreditation Commission of Career Schools and Colleges of Technology.
- Allen, J.,** & Allen, D. (in press). Program advisory committees. Arlington, VA: Accreditation Commission of Career Schools and Colleges of Technology.
- Allen, J.,** & Allen, D. (in press). Learning resource systems. Arlington, VA: Accreditation Commission of Career Schools and Colleges of Technology.
- Allen, J.,** & Allen, D. (2008). Faculty improvement planning/implementation. Arlington, VA: Accreditation Commission of Career Schools and Colleges of Technology.
- Allen, J.,** & Allen, D. (2007). Institutional assessment and improvement planning. Arlington, VA: Accreditation Commission of Career Schools and Colleges of Technology.
- Allen, J.,** & Allen, D. (2007). Self-evaluation process and practices. Arlington, VA: Accreditation Commission of Career Schools and Colleges of Technology.

Other Published Items

- Nimon, K., & **Allen, J.** (2006, May). Energizing organizational change. *International Society for Performance Improvement Dallas Fort Worth Chapter Newsletter, 14.*
- Nimon, K., & **Allen, J.** (2006, April). Workplace spirituality. *International Society for Performance Improvement Dallas Fort Worth Chapter Newsletter, 13.*
- Allen, J.,** & Wircenski, M. (1999). AgeShare: Training older learners: Issues for the New Millennium. *National Academy for Teaching and Learning about Aging* [on-line]. Available: http://www.unt.edu/natla/age_share_training_older_learners.htm.
- Allen, J.,** Allen, H., & Brasfield, F. (1994). *Applications of Computer Aided Drafting*. Denton, Texas: RonJon Publications.
- Allen, J.,** Allen, H., & Brasfield, F. (1994). *Computer Aided Civil Drafting*. Denton, Texas: RonJon Publications.
- Allen, J.,** Allen, H., & Brasfield, F. (1994). *Computer Aided Drafting-College for Kids*. Denton, Texas: RonJon Publications.
- Allen, J.,** Allen, H., & Brasfield, F. (1994). *Customizing AutoCAD*. Denton, Texas: RonJon Publications.

Refereed Articles (Submitted for Publication)

- Nimon, K., Philibert, N., & **Allen, J.** (2008). Corporate chaplaincy programs: An exploratory study relating corporate chaplain activities to employee assistance. Manuscript submitted for publication.

- Li, J., Nimon, K. & **Allen, J.** (In progress). Undergraduate HRD Programs in the US. Manuscript submitted for publication.
- Allen, J.**, & Nimon, K. (2007). An integrative review of retrospective pretest: Identifying a research agenda for performance improvement. Manuscript submitted for publication.
- Pool, P., Philibert, N., & **Allen, J.** (2007). Testing the hope theory in the sales environment: High hope for top performers. Manuscript submitted for publication.

Abstract and Proceedings

- Li, J., **Allen, J.** (2008) HRD practices in Chinese State-Owned Enterprises: An examination of change. Academy of Human Resource Development International Research Conference Proceedings, Bangkok, Thailand.
- Li, J., Nimon, K., & **Allen, J.** (2008). Undergraduate HRD programs in the US. In T. J. Chermack, J. Starberg-Walker & C. M. Graham (Eds.), *Proceedings of the Academy of Human Resource Development International Research Conference*, (pp. 546-553). Panama City, FL.
- Philibert, N., **Allen, J.**, Long, S., & Nimon, K. (2008, May). Leadership competencies in team-based and traditional organizations: A comparative study. *Proceedings of the Academy of Human Resource Development International Research Conference*, Lille, France.
- Elleven, R., & **Allen, J.** (2006). Spirituality in the workplace: An issue for Business Education. *Proceedings of the Academy of Human Resource Development International Research Conference*, Honolulu, HI.
- Nimon, K., **Allen, J.**, & Philibert, N. (2007). Effect size reporting in international HRD research: An analysis of research papers presented at the 5th Asian conference of the Academy of HRD. 6th International Conference of the Academy of HRD Asian Conference Proceedings, Beijing, China.
- Murphy, M., Nimon, K., & **Allen, J.** (2007) Attracting, developing and managing talent through organizational culture. 6th International Conference of the Academy of HRD Asian Conference Proceedings, Beijing, China.
- Nimon, K., Murphy, M., & **Allen, J.** (2007). Creating organizational alignment by discovering work as a calling. *Proceedings of the 45th Annual ISPI International Performance Improvement Conference*, San Francisco, CA.
- Allen, J.**, Nimon, K., & Frear, S. (2007). *Modeling the cyclical nature of HRD practices through economic data modeling*. In F. M. Nafukho, T. J. Chermack, & C. M. Graham (Eds.), *Proceedings of the Academy of Human Resource Development 2007 International Conference* (pp. 1134-1137). Bowling Green, OH: AHRD.
- Nimon, K., & **Allen, J.** (2006). A synthesis of the literature relative to the retrospective pretest: Identifying a research agenda for the 21st century. In M. Ismail, A. M. Osman-Gani, S. Ahmad, A. L. Abdullah, I. A. Ismail, & J. Othman (Eds.), *Human Resource Development in Asia: Thriving on Dynamism and Change* (pp. 633-641). Malaysia: Universiti Putra, Malaysia.
- Allen, J.**, Nimon, K., & Elleven, R. (2006). Retrospective evaluation techniques for performance improvement consulting: Theory-to-practice. *Proceedings of the 44th Annual ISPI International Performance Improvement Conference*, Dallas, TX: ISPI.

- Nimon, K., **Allen, J.**, & Philibert, N. (2006). Partnering with workplace chaplain providers: A radical form of employee assistance. *Proceedings of the 44th Annual ISPI International Performance Improvement Conference*, Dallas, TX.
- Allen, J.**, & Holecek, C. (2005). The top 10 list: Tips for first year teacher. *Proceedings of the 2005 Texas Business and Marketing Education Professional Development Conference Proceedings*, Corpus Christi, TX.
- Allen, J.**, & Holecek, C. (2005). Meet your mentor. *Proceedings of the 2005 Texas Business and Marketing Education Professional Development Conference Proceedings*, Corpus Christi, TX.
- Allen, J.** (2005) Teaching in four easy steps: Work the circle. *Proceedings of the 2005 Texas Business and Marketing Education Professional Development Conference Proceedings*, Corpus Christi, TX.
- Allen, J.** (2005). Retrospective analysis in the CTE classroom. *Proceedings of the 2005 Texas Business and Marketing Education Professional Development Conference Proceedings*, Corpus Christi, TX.
- Allen, J.** (1995). A created team assessment instrument. In E. Holton III (Ed.), *Proceedings of the Academy of Human Resource Development Conference* (section 10-2). Austin, TX: Academy of Human Resource Development.

PRESENTATIONS

Over 60 refereed presentations at international, national, or regional conferences. In addition, a prolific number of regional and local workshops, seminars, and lectures in the area of performance improvement

Presentations (Refereed) International/National

- Li, J., Nimon, K. & **Allen, J.** (2008, February). *Undergraduate HRD programs in the US*. Academy of Human Resource Development International Research Conference, Panama City, FL.
- Elleven, R., & **Allen, J.** (2006, January). *Spirituality in the workplace: An issue for Business Education*. International Conference on Education, Honolulu, HI.
- Nimon, K., **Allen, J.**, & Philibert, N. (2007, November). *Effect size reporting in international HRD research: An analysis of research papers presented at the 5th Asian Conference of the Academy of HRD*. 7th International Conference of the Academy of HRD Asian Conference, Beijing, China.
- Murphy, M., Nimon, K., & **Allen, J.** (2006, November). *Attracting, developing and managing talent through organizational culture*. 6th International Conference of the Academy of HRD Asian Conference, Kuala Lumpur, Malaysia.
- Nimon, K., Murphy, M., & **Allen, J.** (2007, May). *Creating organizational alignment by discovering work as a calling*. Paper presented at the 45th Annual ISPI International Performance Improvement Conference, San Francisco, CA.
- Nimon, K., & **Allen, J.** (2007, April). *Retrospective analysis: A practical approach to evaluating learning at professional development conferences*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Allen, J.**, Nimon, K., & Frear, S. (2007, February). *Modeling the cyclical nature of HRD practices through economic data modeling*. Session presented at the Academy of Human Resource Development International Research Conference, Indianapolis, IN.
- Nimon, K., & **Allen, J.** (2007, January). *Evaluating professional development: Measurement outcomes from a multilevel performance improvement survey*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Nimon, K., Murphy, M., & **Allen, J.** (2007, April). *Creating organizational alignment and performance improvement by discovering work as a calling*. Paper presented at the International Society for Performance Improvement, San Francisco, CA.
- Nimon, K., Williams, C., & **Allen, J.** (2007, January). *Repeated measures: A primer for educators considering univariate and multivariate designs*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Nimon, K., & **Allen, J.** (2006, December). *An integrative literature relative to the retrospective pretest: Identifying a research agenda performance improvement evaluation*. Paper presented at the Academy of Human Resource Development, Putajaya, Malaysia.
- Allen, J.**, Nimon, K., & Elleven, R. (2006, April). *Retrospective evaluation techniques for performance improvement consulting: Theory-to-practice*. Paper presented at the 44th Annual International Performance Improvement Conference, Dallas, TX.
- Nimon, K., **Allen, J.**, & Philibert, N. (2006, April). *Partnering with workplace chaplain providers: A radical form of employee assistance*. Paper presented at the 44th Annual International Performance Improvement Conference, Dallas, TX.
- Allen, J.**, & Burkes, K. (2006, May). *Applying cognitive load theory to performance improvement*. Paper presented at the 2006 ASTD International Conference and Exposition, Dallas, TX.
- Allen, J.**, & Nimon, K. (2006, May). *Retrospective evaluation techniques for performance improvement: Theory-to-practice*. Paper presented at the 2006 ASTD International Conference and Exposition, Dallas, TX.
- Allen, J.**, & Cagle, L. (2005, December). *T&I curriculum: Creating standards-based materials for electronic delivery*. Paper presented at the American Career and Technical Education Association Conference, Kansas City, MO.
- Elleven, R., & **Allen, J.** (2005, January). *Evaluating resident assistant training – Increase your level*. Paper presented at the International Conference on Education, Honolulu, HI
- Allen, J.** (2004, December) *100% online: Bachelor's degree in Applied Technology and Performance Improvement*. Paper presented at the Association of Career and Technical Education Conference, Las Vegas, NV.

- Elleven, R., & **Allen, J.** (2004, January). *Freedom of religion and cults: A training curriculum for resident assistants*. Paper presented at the International Conference on Education, Honolulu, HI.
- Wircenski, J.L., & **Allen, J.** (2003, June) *Health Science Technology Education: A CD-ROM based electronic field trip*. Paper presented at the Reform with Results Conference, Beaver Creek, CO.
- Wircenski, J., & **Allen, J.** (2003, January). *A distance education model for career and technical education certification and professional development*. Paper presented at the International Conference on Education, Honolulu, HI.
- Wircenski, J.L., Wircenski, M.D., & **Allen, J.** (2002, June). *Approaches to curriculum integration for health science technology education: A professional development CD-ROM*. Paper presented at the Connecting Classrooms, Communities, and Careers Conference, Beaver Creek, CO.
- Tyler-Wood, T., Christensen, R., Arrowood, D., **Allen, J.**, & Maldonado, M. (2001, April). *Implementing technology into preservice teacher courses: PT3 first year*. Paper presented at the SITE conference, Orlando, CA.
- Wircenski, M., **Allen, J.**, Wircenski, J., & West, L. (2000, December). *Training industrial mentors to work with students from special populations*. Paper presented at the Association for Career and Technical Education, San Diego, CA.
- Sherron, T., Schumacker, R., & **Allen, J.** (2000, April). *A fixed effects panel data model: Mathematics achievement in the U.S.* Paper presented at American Educational Research Conference, New Orleans, LA.
- Allen, J.**, Wircenski, J., & Wircenski, M. (1999, December). *Classroom research techniques for career and technical educators*. Paper presented at the Association for Career and Technical Education, Orlando, FL.
- Allen, J.** (1998, December). *Staying current with classroom technology*. Paper presented at the American Vocational Association, New Orleans, LA.
- Allen, J.** (1998, March). *Training older workers: Implications for HRD professionals*. Paper presented at the Academy of Human Resource Development International Conference, Chicago, IL.
- Allen, J.**, Wircenski, M., & Ennis-Cole, D. (1997, December). *Technology and older teachers: Implications for pre-service and in-service education*. Paper presented at the American Vocational Association, Las Vegas, NV.
- Wircenski, M. & **Allen, J.** (1997, December). *Blending youth and experience: Preparing for intergenerational classrooms*. Paper presented at the American Vocational Association, Las Vegas, NV.

Allen, J. (1995, December). *Strategic planning of technology: A framework for educators*. Paper presented at the American Vocational Association Conference, Denver, CO.

Allen, J. (1995, March). *A created team assessment instrument*. Paper presented at the Academy of Human Resource Development International Conference, Atlanta, GA.

Allen, J. (1994, July). *Practical technology and interdisciplinary teams: A winning combination*. Paper presented at the Association for Applied Interactive Multimedia (AAIM) Third Annual Conference on Multimedia in Education and Industry, Charleston, SC.

Presentations (Refereed) Regional/State/Local

Wike, C., Nimon, K., Frear, S., & **Allen, J.** (2007, February). *Implications of generalizing convenience samples to the population in the field of training and development*. Paper presented at the Southwest Educational Research Association Conference, Austin, TX.

Nimon, K., & **Allen, J.** (2006, February). *Retrospective analysis: Its use and function in self-perception measurement*. Paper presented at the Southwest Educational Research Association Conference, Austin, TX.

Allen, J. (2005, July) *Teaching in four easy steps: Work the circle*. Paper presented at the 2005 Texas Business and Marketing Education Professional Development Conference, Corpus Christi, TX.

Allen, J. (2005, July). *Retrospective analysis in the CTE classroom*. Paper presented at the 2005 Texas Business and Marketing Education Professional Development Conference, Corpus Christi, TX.

Allen, J., & Holecek, C. (2005, July). *The top 10 list: Tips for first year teacher*. Paper presented at the 2005 Texas Business and Marketing Education Professional Development Conference, Corpus Christi, TX.

Allen, J., & Holecek, C. (2005, July). *Meet your mentor*. Paper presented at the 2005 Texas Business and Marketing Education Professional Development Conference, Corpus Christi, TX.

Holecek, C., & **Allen, J.** (2005, July). *Policies and procedures: OH MY!* Paper presented at the 2005 Texas Business and Marketing Education Professional Development Conference, Corpus Christi, TX.

Holecek, C., & **Allen, J.** (2005, July). *Students with special needs: What do I do now?* Paper presented at the 2005 Texas Business and Marketing Education Professional Development Conference, Corpus Christi, TX.

Allen, J. (2005, October). *Teaching in four easy steps: Work the circle*. Paper presented at the Texas Trade & Industrial Education New Teacher Conference, Austin, TX.

- Allen, J.** (2005, April). *The death of training*. Paper presented at the American Society for Training and Development Fort Worth Chapter, Hurst, TX.
- Allen, J.** (2005, April). *Online certification for career and technical education*. Texas Career Education Conference, Austin, TX.
- Allen, J., & Elleven, R.** (2005, March). *Surviving YOUR doctoral program*. Paper presented at the UNT Educational Research Conference, Denton, Texas.
- Mooneyham, C., Tyler-Wood, T., & **Allen, J.** (2004, November). *Enriching the legacy: "CATEway" to differentiation*. Paper presented at the 27th Annual Texas Association for the Gifted and Talented Conference, Dallas, TX.
- Allen, J.** (2004, September). *Top 10 technology survival skills*. Paper presented at the Texas Trade & Industrial Education New Teacher Conference, Austin, TX.
- Allen, J.** (2004, March). *100% online: An articulated Bachelor's Degree Program at the University of North Texas*. Paper presented at the Seamless Transition State Conference, Austin, TX.
- Allen, J.** (2004, February). *Surviving the Doctoral Program*. Paper presented at the UNT Educational Research Conference, Denton, TX.
- Allen, J.** (2003, October). *BAAS articulation with North Texas community colleges*. Paper presented at the College of Education Community College Conference, Denton, TX.
- Allen, J.** (2002, October). *Teacher certification in the State of Texas: Challenges for the future*. Paper presented at the Texas Industrial Vocational Association New Teacher Boot Camp, Austin, TX.
- Allen, J.** (2003, March). *Promotion from Assistant to Associate Professor*. Paper presented at the College of Education Faculty Promotion and Tenure Workshop. Denton, TX.
- Allen, J.** (2002, October). *BAAS articulation*. Paper presented at the College of Education Community College Conference, Denton, TX.
- Allen, J.** (2001, October). *Technology infusion: Strategies and challenges in faculty development*. Paper presented at the 2001 Technology Leadership Fall Institute, Austin, TX.
- Allen, J.** (2001, June). *Technology planning for career and technology education programs*. Paper presented at the 2001 Business and Marketing Education Professional Development Conference, Austin, TX.
- Allen, J.** (2001, June). *Program evaluation: From benchmarking to planning*. Paper presented at the 2001 Business and Marketing Education Professional Development Conference, Austin, TX.

- Allen, J.** (2001, June). *Developing online: How do I start? How does it work?* Paper presented at the 2001 Business and Marketing Education Professional Development Conference, Austin, TX.
- Allen, J.** (2001, June). *Copyright: An issue of ethics in a digital age.* Paper presented at the 2001 Business and Marketing Education Professional Development Conference, Austin, TX.
- Allen, J.** (2001, March). *Promotion from Assistant to Associate Professor.* Paper presented at the College of Education Faculty Promotion and Tenure Workshop, Denton, TX.
- Allen, J.,** Knezek, G., & Wood, T. (2001, March). *Great tips on getting grants: Advice from successful writers.* Paper presented at the UNT Educational Research Conference, Denton, TX.
- Allen, J.** (1998, September). *Evaluation of training programs: Theory-to-practice.* Paper presented at the American Society of Training and Development – Heart of Texas Chapter, Waco, TX.
- Allen, J.** (1998, July). *Technology planning in career technology education: A beginning framework.* Paper presented at the Marketing Education Professional Development Conference, Austin, TX.
- Allen, J.** (1998, June). *Classroom Technology in the New Millennium.* Mountain-Plains Region of the National Business Education Association [Keynote], Dallas, TX.
- Allen, J.** (1998, November). *Practical and appropriate technology in the training environment: A hands-on experience.* Paper presented at the American Society of Training and Development – Fort Worth Mid-Cities Chapter, Fort Worth, TX.
- Allen, J.** (1998, October). *Trends and issues in Human Resource Development.* Paper presented at the Professional Association of Teachers and Trainers, Denton, TX.
- Allen, J.** (1998, April). *Business Education in Texas: The next 10 years.* Paper presented at the District 10 Chapter of the Texas Business Education Association, Plano, TX.
- Allen, J.** (1997, March). *Inverted degree plans (2+2+2): A fifteen year success program.* Paper presented at the Fourth Annual Texas School-to-Work Conference, Austin, TX.
- Allen, J.** (1997, June). *Discovering the vision for school-to-work initiatives.* Sherman Independent School District, Sherman, TX.
- Allen, J.** (1997, June). *Strategic planning of technology for HPT and HRD professionals.* DFW Chapter of the International Society of Performance Improvement, Richardson, TX

- Allen, J., & Chinoda, M.** (1997, June). *Adapting curriculum for special needs students*. St. Mary's Area School District, St. Mary's, PA.
- Allen, J.** (1994, August). *Introduction to technology for adult educators*. Technology, Technology, Technology: A Summer Institute at Lockhaven University, Lockhaven, PA.
- Allen, J.** (1994, March). *Telecommunications in the modern educational classroom*. The Annual Home Economics Technological Update Conference, University Park, PA.
- Allen, J.** (1993, October). *Team assessment*. Northeast Educational Research Association, Ithaca, NY.
- Allen, J.** (1992, October). *High tech teaching-computer management of the classroom*. The Statewide Educational Conference for Allied Health/Health Occupations Professionals: Health Care 2000, University Park, PA.
- Allen, J., Cipicchio, D., & Chinoda, M.** (1992, September). *The use and abuse of surveys/questionnaires in training*. Poster session presented at the American Society for Training and Development Region III Conference, Akron, OH, September 16, 1992.
- Allen, J.** (1992, June). *Assessing professional development needs*. The Pennsylvania Vocational Education Conference, Seven Springs, PA.
- Allen, J.** (1992, June). *Practical approaches to technology in future vocational education classrooms*. The Pennsylvania Vocational Education Conference, Seven Springs, PA.
- Kisner, M., **Allen, J.**, Jackson, A., & Silvis, B. (1992, October). *An introduction to strategic planning*. Bedford-Everett School District Advisory Board, Bedford, PA.
- Allen, J.** (1992, June). *Youth leadership skills*. The State College Area YMCA, State College, PA.
- Allen, J.** (1990, November). *What about computer maintenance?* Sanger Independent School District, Sanger, TX.
- Allen, J.** (1990, October). *Strategic planning for technological change*. Denton Independent School District Strategic Planning Committee, Denton, TX.

Scholarly Reviews

1995 – 2008	<i>Journal Reviewer</i>	International Journal of Training and Development
2003	<i>External Promotion & Tenure Evaluator</i>	Associate Professor of Rehabilitation, Human Resources, and Communication Disorders at the University of Arkansas
1998 – 2003	<i>Board Member</i>	Workforce Education Forum
2000	<i>External Promotion & Tenure Evaluator</i>	Associate Professor of Adult, Counselor, and Technology Education, University of Idaho
2000	<i>Book Reviewer</i>	Using Computers in Educational and Psychological Research, McGraw-Hill
1999	<i>Ad-hoc Reviewer</i>	Multiple Linear Regression Viewpoints
1996 – 1998	<i>Board Member</i>	Occupational Education Forum
1995 – 1998	<i>Ad-hoc Reviewer</i>	Journal for Vocational Special Needs Education

GRANTS

Funded Grant Total
\$4,041,002

Funded External Grants and Contracts

<i>Dates & Investigators</i>	<i>Title, Authors</i>	<i>Agency</i>	<i>Amount</i>
2008 - 2009	Career & Technical Education Cluster Grant – Arch & Constr., STEM, Manufacturing *Allen	Carl Perkins Vocational and Technical Education Act Fund, U.S. Department of Education	\$300,000
2008 - 2009	Career & Technical Education Cluster Grant – Business, Mgmt & Admin., Marketing, Sales & Services *Allen	Carl Perkins Vocational and Technical Education Act Fund, U.S. Department of Education	\$300,000
2007 - 2008	Career & Technical Education Cluster Grant – Arch & Constr.,	Carl Perkins Vocational and Technical Education	\$300,000

	STEM, Manufacturing	Act Fund, U.S. Department of Education	
2007 - 2008	*Allen Career & Technical Education Cluster Grant – Business, Mgmt & Admin., Marketing, Sales & Services	Carl Perkins Vocational and Technical Education Act Fund, U.S. Department of Education	\$300,000
2006 – 2007	*Allen Professional Development for Business and Marketing Education:	Carl Perkins Vocational and Technical Education Act Fund, U.S. Department of Education	\$135,000
2006 – 2007	Educational Excellence in Trade & Industrial Education. *Wircenski, J. Allen, J., Wircenski, M.	Carl Perkins Vocational and Technical Education Act Fund, U.S. Department of Education	\$275,000
2005 - 2006	Educational Excellence in Trade & Industrial Education. *Wircenski, J. Allen, J., Wircenski, M.	Carl Perkins Vocational and Technical Education Act Fund, U.S. Department of Education	\$401,076
2005 - 2006	Professional Development for Business and Marketing Education: *Walker, Allen	Carl Perkins Vocational and Technical Education Act Fund, U.S. Department of Education	\$135,000
2004 – 2005 Role: <i>PI*</i>	Professional Development for Business and Marketing Education: . *Walker, Allen	Carl Perkins Vocational and Technical Education Act Fund, U.S. Department of Education	\$135,000
2004 – 2005 Role: <i>Co-PI*</i>	Educational Excellence for Trade and Industrial Education *Wircenski, J., Wircenski, M., *Allen	Carl Perkins Vocational and Technical Education Act Fund, U.S. Department of Education	\$325,000

2000 – 2003 Role: <i>Grant writer*</i>	North Texas Rural Network – Community Technology Centers. North Central Texas College. *Nutt,	U.S. Department of Education	\$532,477
2000 – 2003 Role: <i>Co-PI*</i>	<i>The Millennium II: Preparing Tomorrow's Teacher to Bridge the Digital Divide.</i> (Pt342a000123a). *Knezek, *Allen, *Rademacher, *Woods	U.S. Department of Education	\$780,000
1999 – 2000 Role: <i>Co-PI*</i>	The Millennium Project: Pathways for preparing tomorrow's teachers to infuse technology (Pt342a000123a). *Knezek, *Allen, *Tipps, *Rademacher, *Woods	U.S. Department of Education Grant	\$174,614
January 1999 - December 1999 Role: <i>PI*</i>	Relationship between age and learning styles of older workers: Implications for vocational education. *Allen, *Wircenski, M.	ARCO Grant	\$1,713

Funded Internal Grants

<i>Dates & Investigators</i>	<i>Title, Authors</i>	<i>Agency</i>	<i>Amount</i>
2004 Role: <i>PI*</i>	Teaching with Technology Grant: A Virtual Town Square for Applied Technology, Training and Development.	University of North Texas College of Education Development Grant	\$7,000
September 2003 – August 2004 Role: <i>PI*</i>	Distributed Bachelors Degree in Applied Technology and Performance Improvement	Teaching with Technology Grant, University of North Texas	\$15,000

September 2002 – August 2003	Distributed Bachelors Degree in Applied Technology and Performance Improvement.	Technology Infrastructure Fund, University of North Texas	\$38,000
Role: <i>Co-PI*</i>			
September 2002 – August 2003	The Distributed Career and Technical Education Teacher Certification Program.	Teaching with Technology Grant, University of North Texas	\$20,000
Role: <i>PI</i>			
September 2001 – August 2002	Development of an Internet-based International Corporate Training Certificate Program.	Charn Uswachoke International Development Fund	\$3,000
Role: <i>Co-PI</i>			
September 2000 – August 2001	Distributed Corporate Training Certificate Program in Applied Technology, Training, and Development.	Teaching with Technology Grant, University of North Texas	\$36,000
Role: <i>PI</i>			
September 2000 – August 2001	Development and distribution of web-based supplementary course material.	University of North Texas Teaching with Technology Grant	\$20,999
Role: <i>Co-PI</i>			
December 1996 - August 1998	Traditional leadership skills vs. team leadership skills: A comparative study.	Academy of Professional Development Grant	\$1,000
Role: <i>PI</i>			
January 1998 - August 1998	The changing face of industry: The training needs of older workers.	University of North Texas Small Grant	\$750
Role: <i>PI</i>			

August 1994 - July 1995	An evaluation of the impact of technology on training and development professionals in the DFW.	University of North Texas Research Initiation Grant	\$2,700
Role: <i>PI</i>			

Non-funded Grants

<i>Dates</i>	<i>Title</i>	<i>Agency</i>	<i>Amount</i>
2003 Role: <i>Co-PI</i>	Creating the Infrastructure for a Practical and Targeted Distance Learning Network for the Industrial Base of the North Texas Region.	National Science Foundation	\$600,000
2003 Role: <i>Co-PI</i>	Laying the Groundwork for the Institute for Learning and Innovation at the University of North Texas.	Texas Higher Education Coordinating Board, TATP	\$293,073
1998 Role: <i>PI</i>	Relationship between age and learning style of older workers: Implications for vocational education.	University of North Texas Research Opportunity Grant	\$1,713
1998 Role: <i>PI</i>	The changing face of Industry: The training needs of older workers.	University of North Texas Junior Faculty Summer Research Award	\$3,500
1996 Role: <i>PI</i>	Comparative study of individual leadership skills and team leadership skills.	University of North Texas Junior Faculty Summer Research Award	\$3,500
1994 Role: <i>PI</i>	An evaluation of technical support in the University of North Texas College of Education.	University of North Texas Small Grant	\$160
1994 Role: <i>PI</i>	Development of research initiated in the assessment of teams in education and industry.	UNT Junior Faculty Summer Research Award	\$3,500

TEACHING SCHOLARSHIP

10 year Average Teaching Mean (1 to 5) = 4.56

The University of North Texas has maintained a 3:3 teaching load.

Note: Since 1995, I have maintained a comprehensive website for doctoral students at:
<http://www.sageperformance.com/drjeffallen>

Created Certificate Programs

- ❖ Basic Corporate Training Certificate (web-based)
- ❖ Advanced Corporate Training Certificate

Courses Taught at the University of North Texas

Notes: ✦ = created course
 ✦ = web-enhanced course created by Dr. Allen
 ✦ = 100% online course created by Dr. Allen

Undergraduate

4070. Principles of Leadership, Empowerment and Team Building. The nature and scope of leadership and empowerment as it relates to applied technology and industrial training environments; the techniques for leadership, empowerment and team building are emphasized.

***.* 4100. Principles of Training and Development.** Investigates the design, delivery and evaluation of training and development programs. The relationship of modern technology and training theories are addressed.

***.* 4120. Instructional Strategies in Career and Technical Education.** Basic instructional techniques and media commonly utilized in applied technology, training and development; emphasis is placed on illustrated presentations and technical demonstrations.

4121. Technical Presentation Skills. Emphasis on technical presentation skills and electronic presentation media commonly utilized in training and development. Topics such as developing an audience profile, arranging facilities, topic introduction techniques, questioning and summary strategies are addressed.

***.* 4140. Work-Based Learning in Career and Technical Education.** Study of the basic standards and recent changes in work-based learning. Emphasis is placed on developing materials to effectively facilitate the work-based learning component of a workforce education program.

***.* 4200. Performance Improvement in Education and Training.** Introduction to the history, theory and practice of human performance technology in education and training. Explores the systemic process of analysis, intervention development, change implementation and process evaluation involved in performance improvement.

***,* 4300. Computer Applications in Education and Training.** Two broad areas of applications (occupational and educational) are discussed and demonstrated. Course focuses on an integration of software packages in a project-oriented, real-world environment. Course is primarily hands-on with students working extensively on the computer and related hardware.

***,+ 4340. Office Information Processes.** Course combines skills of hardware and software use with an introduction to teaching methods needed to teach those skills to students in the K-12 office education classroom.

***,* 4350. Advanced Computer Applications in Education and Training.** Course is designed as an advanced preparation for students preparing to enter organizations in education or training that utilize modern computer-based technologies that include: graphic applications, telecommunications, networking, programming and computer-based training.

***,* 4360. Desktop Publishing in Education and Training.** Course emphasizes the application of desktop publishing theory and practices in education and training. Course utilizes desktop publishing software to create technical brochures, advertisements, newsletters and other publications in the industrial training organization or educational environment.

4435. History and Principles of Applied Technology. A study of the historical development, founding principles and objectives of applied technology programs in the United States; focus on the types of programs, general organization and methods of delivery.

+ 4630. Organization and Administration of Applied Technology Programs. A study of the organization and administration of applied technology programs, including techniques for the structure, delivery and evaluation of the educational function, budgeting, operations and staffing.

*** 4740. Instructional Internship in Applied Technology and Training.** Supervised observation and instructional practice in an approved applied technology program or industrial training environment; discussion and evaluation seminars are scheduled.

Graduate Courses

*** 5010. Performance Assessment.** A focus on the preliminary assessment of human performance problems in organizations. The design, development, implementation and evaluation of training programs for supervisors and trainers is discussed.

***,* 5100. Principles of Applied Technology, Training and Development.** This overview course investigates the design, delivery and evaluation of training programs. The relationship of modern technology and training theories with organizational practices will also be addressed.

5120. Demonstrating Effective Presentation Skills. Such instructional strategies as lecture and demonstration are emphasized; includes introduction, questioning and summary techniques, as well as the use of basic media commonly utilized in technical presentations.

5121. Corporate Training Presentation Skills. Such training strategies as job coaching and small group instruction are emphasized; includes motivation techniques, one-on-one interaction skills, questioning and summary techniques and the use of electronic presentation media.

***,* 5160. Advanced Computer Applications in Education and Training.** Advanced preparation for students entering into education or training organizations that utilize modern computer-based technologies including graphic applications, telecommunications, networking, programming and instructional technology. Prerequisite(s): consent of department.

5430. Historical Foundations of Applied Technology. An examination of the historical and philosophical foundations of applied technology. Interrelationships of economic, sociological

and psychological foundations are considered. Includes the role and responsibility of the professional educator in applied technology programs.

***,* 5140. Developing Work-Based Experiences in Career and Technical Education.** This course is designed to address all aspects of work-based learning. Basic standards and the development of educational training opportunities are included.

***,+ 5480. Research Techniques in Applied Technology and Training.** A general orientation to basic methods of research in applied technology, training and development; including the scientific method as a basis for analysis, interpretation of results. This course should be taken in the last 15 semester hours of the program.

5500. Research Seminar in Applied Technology, Training and Development. The course focuses on research issues in applied technology, training and development. Problems related to the fields of applied technology, organizational culture, training and human resource development, research designs and statistical methods for conducting research in training and development will be studied.

***,+ 5630. Organization of Applied Technology Programs.** Prepares applied technology teachers to organize and administer programs. The emphasis of the course is on setting up programs, establishing student records, advising students, conducting public relations and student/program evaluation.

+ 5720. Evaluation Seminar. A seminar designed to assist master's candidates in conducting research in the field of applied technology, training and development, including the dissemination and discussion of findings. Scheduled during last resident registration.

Prerequisite(s): ATTD 5480.

***,+ 6100. Technological Innovations in Training and Development.** Study of current technological trends in the field of training and development. Emphasis on technologies used in the design, development and support of training programs.

6200. Leadership Development in Applied Technology and Training. The function of the applied technology administrator and training facilitator as a professional leader in developing, planning, organizing, controlling, coordinating and evaluating programs, services and activities.

6210. Trends and Issues in Applied Technology, Training and Development. A study of current national trends and issues in the fields of applied technology, training and development. Emphasis on topics related to leadership, organizational culture and total quality improvement.

***,+ 6460. Consulting Skills.** Overview of the role of the consultant in HRD. Skills of organizing a practice, marketing consulting services, performing consulting services and performing practice management procedures.

***,* 6470. Evaluation and Accountability in Applied Technology and Training.** Methods and procedures used in evaluating applied technology and industrial training programs; services, activities and current practices used in determining and improving accountability.

***,+ 6480. Research Seminar.** An orientation to basic methods of doctoral dissertation research in applied technology, training and development; including the scientific methods as a basis for analysis and interpretation of results. Students begin preparation of a dissertation proposal in the field of applied technology, training and development.

6950. Doctoral Dissertation.

Student Advisement
Doctoral Students Graduated (Major Professor)

Note: Each of these publications can be downloaded at www.coe.unt.edu/allen/dissertationexamples.htm

Year	Student Dissertation	Degree
2008	Credence Baker	Ph.D.
	<i>Instructor Immediacy and Presence in the Online Learning Environment: An Investigation of Relationships with Student Affective Learning, Cognition, and Motivation</i>	
2007	Kate Burkes	Ph.D.
	<i>Applying Cognitive Load Theory to the Design of Online Learning</i>	
	Kim Nimon	Ph.D.
	<i>Comparing Outcome Measures Derived from Four Research Designs Incorporating the Retrospective Pretest</i>	
	Johnelle Welch	Ed.D.
	<i>Identifying Factors that Predict Student Success in a Community College Online Distance Learning Course</i>	
2006	Gus Perez	Ph.D.
	<i>Comparing Outcome Measures Derived from Four Research Designs Incorporating Retrospective Pretest</i>	
	Greg Thatcher	Ph.D.
	<i>A Model of Pest Practice: Leadership Development Programs in the Nuclear Industry</i>	
2005	Reba Berryman	Ph.D.
	<i>Knowledge Management in Virtual Organizations: A Study of a Best Practices Knowledge Transfer Model</i>	
	Charlotte Mooneyham	Ed.D.

	<i>Relationship between Career and Technical Education, Texas Assessment of Academic Skills, and other Academic Excellence Indicators</i>	
	Nanette Philibert	Ph.D.
	<i>Nontraditional Students in Community Colleges and the Model of College Outcome for Adults</i>	
2004	Thomas Bradley	Ph.D.
	<i>Analysis of Leadership Perception Using Multi-rater Feedback</i>	
2003	Charles Andrews	Ph.D.
	<i>Comparative Analysis of Management and Employee Job Satisfaction and Policy Perceptions</i>	
	John Dawson	Ed.D.
	<i>The Impact of Technical Barriers on the Effectiveness of Professional Development as Related to a Distance Education System-based course: A Case Study in the Web World of Wonders Environmental Science Learning Community</i>	
	Jann Hebert	Ed.D.
	<i>Perceived Barrier to Faculty Participation in Distance Education at a 4-year University</i>	
	Jerry Hutyra	Ed.D.
	<i>Analysis of Perceptual Differences Among Department Chairs, Faculty, and Instructors toward the Barrier to using Multiple Teaching Strategies in Two-Year Technical and Community College Electronic Courses</i>	
	Randy McCamey	Ph.D.
	<i>The Relationship Between the Reasons for Participation in Continuing Professional Education and the Leader Effectiveness of First-line Supervisors</i>	
	Rich McVay	Ed.D.
	<i>An Examination of Computer Anxiety Related to Achievement on Paper-and-Pencil and Computer-based Aircraft Maintenance Knowledge Testing of United States Air Force Technical Training Students</i>	
	Roy Pineau	Ph.D.
	<i>Student Preferences in Screen Design Factor for Internet Delivered College Courses</i>	

2002	Trish Dodds	Ph.D.
	<i>Assessing the Efficacy of Learning Communities at Four North Texas Community Colleges</i>	
	Patty Pool	Ph.D.
	<i>Levels of Resourcefulness and Motivation as they Relate to Sales Force Success: An Examination of Correlates using the Hope Theory</i>	
2000	Todd Sherron	Ph.D.
	<i>Psychometric Development of the Adaptive Leadership Competency Profile</i>	
1999	Carl Landsford	Ed.D.
	<i>The Relationship between Time-on-Task in Computer-Aided Instruction and the Progress of Development Reading Students in the University of Texas and Texas Southmost College</i>	
	Steven Boyd	Ed.D.
	<i>Reactions and Learning Predictors of Job Performance in a United State Air Force Technical Training Program</i>	

Doctoral Committee Advisement

2008	Chair 11, Co-Chair, 2 Committee Member, 9	2007	Chair 12, Co-Chair, 1 Committee Member, 11
2006	Chair 16, Co-Chair, 1 Committee Member, 11	2005	Chair, 17 Co-Chair, 1 Committee Member, 13
2004	Chair, 15 Co-Chair, 1 Committee Member, 12	2003	Chair, 20 Co-Chair, 1 Committee Member, 14
2002	Chair, 19 Co-Chair, 2 Committee Member, 13	2001	Chair, 22 Co-Chair, 1 Committee Member, 14

2000	Chair, 19 Co-Chair, 2 Committee Member, 11	1999	Chair, 19 Co-Chair, 2 Committee Member, 11
1998	Chair, 14 Co-Chair, 3 Committee Member, 11	1997	Chair, 11 Co-Chair, 3 Committee Member, 5
1996	Chair, 9 Co-Chair, 3 Committee Member, 6	1995	Chair, 0 Co-Chair, 2 Committee Member, 3
1994	Chair, 0 Co-Chair, 0 Committee Member, 2		

Masters

1994 – 2001 *Advisor* - Consistently listed as the major professor for approximately 18 to 22 M.S. and M.Ed. students. This includes degree plan creation, individual student course schedules, and graduation checks.

Undergraduate

1994 – 2001 *Undergraduate Administrator* - included coordination of advising activities for approximately 150 undergraduate students and coordination degree plan activities with the COE student advisement office.

Undergraduate Advisor - consistently listed as the advisor for approximately 35 to 45 B.A.A.S students and 35 business/office education students. This includes degree plan creation, individual student course schedules, and graduation checks. As an advisor, I also participated during advising week each semester.

Career and Technical Education Certification

1994 – 2005 *Business Education Certification Administrator* – Included coordination all aspects of certification program for approximately 100 active teachers seeking certification.

SERVICE SCHOLARSHIP

Membership in Professional Organizations

International / National

- ❖ Academy of Human Resource Development
- ❖ Association for Career and Technical Education
- ❖ International Society for Performance Improvement
- ❖ University Council for Workforce and Human Resource Education

Regional / State / Local

- ❖ Dallas/ Fort Worth Chapter, International Society for Performance Improvement
- ❖ Fort Worth Chapter, American Society for Training and Development

Offices and Committee Assignments in Professional Organizations

International / National

2005 – 2009	University Council for Workforce and Human Resource Education	<i>Executive Board Member, Trustee</i>
2006 - 2007	International Society for Performance Improvement, Certified Performance Technologist and Academics Subcommittee	<i>Committee Member</i>
2004 – 2006	Hispanic Immigrant Training and Education Committee	<i>Advisory Board Member</i>
2005	Career College Association	<i>Advisory Board Member</i>
1995 – 2006	Accrediting Commission of Career Schools and Colleges of Technology	<i>Educational Specialist</i>

2001 – 2003	University Council for Workforce and Human Resource Education	<i>Executive Board Member, Secretary-Treasurer</i>
2001 – 2004	Association for Career and Technical Education, Trade and Industrial Policy Committee	<i>Committee member</i>
1999 – 2000	Association for Career and Technical Education, Trade and Industrial Education Research Committee	<i>Chair</i>
1999	Association for Career and Technical Education, Trade and Industrial Policy Committee	<i>Committee member</i>
1998 – 1999	Academy of Human Resource Development	<i>Conference Proposal Reviewer</i>
1997 – 1998	American Vocational Association, Trade & Industrial Education Research Committee	<i>Chair</i>
1997 – 1999	American Vocational Association Trade & Industrial Education Policy Committee	<i>Committee member</i>

Regional / State / Local

2005 - 2006	<i>Advisory Board Member</i>	Texas Education Agency, Business Education Teacher Certification Standards Committee
2005 – 2008	<i>Advisory Board Member</i>	Dallas County Community College Cedar Creek Campus Management and Marketing Division
2005	<i>Board Member</i>	Dallas/Forth Worth Chapter of the International Society for Performance and Instruction
2004 – 2006	<i>Advisory Board Member</i>	Denton Independent School District Career and Technology Education Division

2002 – 2004	<i>Committee Member</i>	State Board for Educator Certification - Business Education Teacher Certification Committee
2001	<i>Team Member</i>	Texas Education Agency Career and Technology Education Certification Project Writing Team
2002	<i>Ad Hoc Committee Member</i>	Texas Education Agency Trade and Industrial Education Standards Committee
2001	<i>Ad-Hoc Team Member</i>	Trade and Industrial Education Competency Writing Team
1996 – 1998	<i>Board Member</i>	Hutchin State Jail District Advisory Board

Selected Consulting

Corporate

	<u>Type of Industry</u>	<u>Type of Work</u>
AT&T	Telecommunication	Training Evaluation
Boeing	Transportation, Defense Contractor	Curriculum Development
Bowen-McLaughlin-York	Vehicle Manufacturing, Defense Contractor	Team Assessment & Development
City of Carrollton	Public Service	Instrument Development
City of Gainesville	Public Service	Strategic Planning
Epson America	Technology	Curriculum Development
	<u>Type of Industry</u>	<u>Type of Work</u>
International Association of Bridge, Structural, Ornamental and Reinforcing Ironworkers	Construction	Training Delivery

Jostens	Personal Product Manufacturing	Team Assessment & Development
Murata Erie	Electronics Manufacturing	Team Assessment & Development
Woolrich, Inc.	Apparel Manufacturing	Team Assessment & Development
Yum, Inc.	Restaurant	Evaluation

Education

	<u>Type of Work</u>
Bedford-Everett School District	Strategic Planning
Career College Institute	Accreditation Evaluation
Denton Independent School District	Strategic Planning (Technology)
Lewisville Independent School District	Curriculum Integration
Lockhaven University	Technology Adaptation
North Central Texas College	Curriculum Development
North Texas Tech-Prep Consortium	Curriculum Development
Sanger Independent School District	Technology Planning
Sherman Independent School District	Organizational Development
State College Area YMCA	Youth Leadership
State College Independent School District	Strategic Planning
University of Arkansas	Curriculum Planning
University of Nevada, Las Vegas	Distance Learning

Other Professional Activities

2004	<i>Advisory Board Member</i> , Texas Trade and Industrial Education Advisor Committee
2004	<i>External Reviewer</i> , Technology Education Program Reviewer for the Department of Rehabilitation, Human Resources, and Communication Disorders at the University of Arkansas

University Activities

2001-2004	Faculty Senate Executive Committee	Executive Member
2001-2003	Faculty Senate	Senator
1996 - 2000	University Undergraduate Curriculum Committee	Member
1996 - 2000	University Instructional Program Group	Member
1999 – 2000	University Faculty Load Committee	Chair
1995 – 1999	University Faculty Load Committee	Member
1995 – 1998	Budget Advisory Committee for Student Service Fees	Member

College

2005 – 2008	Faculty Affairs Committee	Member
2005 – 2008	International Committee	Recorder
1998 – 2005	Developing Scholars Task Force	Member
2005	Faculty Affairs Committee (Fall 2005)	Ad Hoc Member
2003 - 2006	Graduate Affairs Committee	Member
2004	Graduate Affairs Committee	Chair
2001 - 2006	ATTD Program Coordinator (see program service below)	
2001 - 2004	Faculty Affairs Committee	Member

2001	Task Force on Role of Faculty in the Delivery of Non-tradition	Member
2001	NCATE task force	Member
2001	Information Technology Resource Council – Strategic Planning sub-committee	Member
2001 - 2002	Information Technology Resource Council	Member
2001	UNT Systems Center Open House	Coordinator
1998 – 2001	Information Technology Resource Council	Chair
1999 – 2001	Graduate Curriculum Committee	Member
1999 – 2000	SBEC Test & Design Administration Committee	Member
1998 – 2000	Undergraduate Curriculum Committee	Member
2000 – 2001	Task Force on Graduate Education	Member
1998 – 1999	Information Resource Council	Member

Department

2008	Interim Department Chair	
2006 – 2007	Assistant Department Chair	
2006	Search Committee of Department Chair in Educational Psychology	Member
2001 – 2005	Executive Committee	Member
2002 – 2005	Promotion & Tenure Committee	Member
2002 – 2005	Personnel Affairs Committee	Member
2004 – 2005	Search Committee of Department Chair in Technology and Cognition	Member
2001 – 2006	ATTD Program Coordinator (see program service below)	Program Coordinator

2000	Steering Committee for Institute for the Integration of Technology into Teaching and Learning	Member
1999	Search Committee for Assistant Professor of Educational Research	Member
1994 – 2001	Technology and Cognition Curriculum and Resource Committee	Member

Program

2005	Implemented the ATTD Town Forum (Electronic community for students)	Creator
2005	ATTD Doctoral Evaluation	Lead Author
2005	Create ATTD Program Valued Journal List	
2001 – 2006	Coordination of a large and diverse program area. (see p. 1 for full description)	Program Coordinator
1999 – 2004	Web master for ATTD program	Coordinator
Fall 2000	University of North Texas System Center at Dallas College Fair	Participating Advisor
1999 – 2002	Corporate Training Certificate Coordinator	Coordinate and manage 15 hr. certificate program
1995 – 2000	Undergraduate Program Coordinator for ATTD	Coordinator
1994 – 2004	Recruitment and advising in the North Texas Community Colleges	Approximately 4 hours per week with community college recruitment activities: on-site student recruitment, degree plan web development, articulation plan updates

Student/Student Organization Service

2000 – 2008	Surviving your Doctoral Studies (Fall semesters)	Creator/Instructors
2000 – 2006	Surviving your Dissertation Seminar (Spring semesters)	Creator/Instructors
1996 – 1999	Delta Pi Epsilon, Alpha Epsilon Chapter	Faculty Advisor

HONORS AND AWARDS

2008	Journal of Industrial Teacher Education Research Award	Journal of Industrial Teacher Education
2002	Eagle Partner Award for Outstanding Student Recruitment Efforts in College of Education	University of North Texas
2001	Charn Uswachoke International Development Fund Award	University of North Texas
2001-2002	Golden Web Award	International Association of Web Masters and Designers
2000-2001	Golden Web Award	International Association of Web Masters and Designers
2000	J.H. Shelton Excellence in Teaching Award Nominee	University of North Texas
1999-2000	Developing Scholars Award	University of North Texas
1999	UNT Distributed Learning Pioneer	University of North Texas