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Conference Overview

**Thursday, November 7**

10:00 am - 12:00 pm  
Registration and Break Service 1  
*Lobby (Registration); Garden Room 3 (Break Service 1)*

12:15 pm - 12:45 pm  
Virtual Presentation 1  
*Garden Room 1*

1:00 pm - 2:30 pm  
Presentation Block 1  
*Garden Room 1*

2:30 pm - 3:00 pm  
Break Service 2  
*Garden Room 3*

3:00 pm - 4:30 pm  
Presentation Block 2  
*Garden Room 1*

4:45 pm - 5:45 pm  
Presentation by AIJ Copy/Production Editor, Dr. Kelly Moor  
*Garden Room 1*

**Friday, November 8**

8:00 am - 9:00 am  
Registration and Break Service 3  
*Lobby (Registration); Garden Room 3 (Break Service 1)*

9:00 am - 10:30 am  
Presentation Block 3  
*Garden Room 1*

10:45 am - 12:15 pm  
Presentation Block 4  
*Garden Room 1*

12:15 pm - 12:30 pm  
Break Service 4  
*Garden Room 3*

12:30 pm - 2:00 pm  
Presentation Block 5 (Includes Virtual Presentation 2)  
*Garden Room 1*

*Garden Room 2 will be used as a workspace for attendees throughout the conference*
AIJ Inaugural Academic Conference

Conference Theme

This year’s theme for our conference is Connecting Education, Practice, and Research, which purposely is also the new subtitle of the Administrative Issues Journal. We are approaching our fourth year of publication and felt as Editors that a rebranding was in order. This (proudly) is the third conference AIJ is hosting and our previous conferences revolved around a central idea of opportunity. In the past, opportunity was a fitting theme because we wanted to convey the excitement we felt on undertaking the creation of a new journal, especially one rooted in multidisciplinary engagement. Opportunities abound in academia, they always will, but as the journal continues to mature so does our own mandate as Educators, Editors’ and Publishers. There is in the literature of Higher Education a dynamic recognition of the importance of interdisciplinary discourse, and as our journal moves forward this emphasis on making those connections between education, practice and research is becoming more and more central to our vision. To move the frontiers of knowledge forward and create new opportunities for learning we need not only discovery within specific disciplines, but dialog across them. Welcome then to your conference, we look forward to the conversations that lie ahead.

Upcoming Journal Information

Annual Academic Conference
To Be Determined

Volume 4, Issue 2
October, 2014 Publication
Submission Deadline: April 25, 2014

Volume 5, Issue 1
April, 2015 Publication
Submission Deadline: October 31, 2014
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Environment Matters: Exploring the Role of Personality and Accountability on Performance
Dr. Jermaine Vesey

This paper examines the role of accountability in the workplace. Accountability is defined as the need to justify or defend one’s actions to an evaluator who has potential reward or sanction power (Frink & Klimoski, 1998). While accountability is a growing research conversation among scholars, more focus needs to be dedicated to understanding how the dispositional traits of employees interact with workplace accountability mechanisms. Specifically, this manuscript explores the interaction of personality and the accountability environment on employee performance. The findings from this empirical investigation indicate that there is a significant interaction between personality and accountability environment when it comes to predicting employee performance.

Cyberbullying: The Public School Response
Dr. Charles Waggoner

Cyber bullying is an issue that continues to be a serious risk to the school age population of the United States. Due to the increased development and improvement of technological communicative devices and to the dependence that most young people that have grown up with technology place upon it, cyber bullying has grown in the attention of the media and is a very real issue for state legislatures and school districts. It is imperative that school districts express an urgency of developing and implementing effective cyber bullying policies and effective prevention and intervention programs.

Presentation Block 1

1:00 pm - 2:30 pm

Session Chair: Dr. Randall Valentine

Cyberbullying: The Public School Response
Dr. Charles Waggoner
Change is a commonplace occurrence in today’s organizations. In order to survive in an extremely competitive marketplace, organizations and their employees undergo change frequently. The ability to manage change and to learn from this experience is now viewed as a key competency for sustainable competitiveness in most business markets. However, while change management processes are employed and followed, a high percentage of change efforts are judged to be unsuccessful by upper management. Moreover, a number of scholars suggest that communication strategies during organizational change are an important element to the success of a change initiative, yet such strategies are not given primacy in the research literature. This suggests the need to further investigate communication factors which aid in the successful implementation of change in the workplace. The purpose of this paper is to add to the discourse on communication and workplace change initiatives by reporting on a research project that explored communication actions which were employed and viewed as useful by those experiencing a change in the workplace. This paper will present the findings that emanated from the study and explore their meaning in relation to selected scholarly literature on communication and change. Suggested implications for practice and future research are also explored.

An Analysis of Online Cheating: An Empirical Examination of Online Proctors
Dr. Randall Valentine and Dr. Dawn Valentine

A study is conducted using data from online unproctored exams and exams using Proctor U, an online service that proctors via a computer webcam. Students in an undergraduate Business Finance class are given the same exam. One class section uses no proctor and the other section uses Proctor U. We find that students taking the unproctored exam score 14% higher on the exam. Further, using a T Test we find a significant difference between the 2 sections.
Organizational Training and Relationship Building for Increasing Public Participation in a Public School District
Dr. John Poynton

From the early twentieth century to the present, citizen participation in U.S. public institutions—particularly schools—has continually decreased. The trend has been linked to the bureaucratization of public schools and their increasing reliance on expert knowledge for solutions to school- and education-related problems. The purpose of this study was to evaluate the impact of a parent training program designed to increase a school district’s capacity for public participation by parents and other citizens. The program—known as Leadership St. Vrain—provided citizens knowledge about school district operations and management (know-how) and relationship-building opportunities with key decision makers (know-who). This article focuses on the experiences and participation of the citizens from a mixed-methods study that collected data using two original survey instruments, follow-up interviews, and archival documents. Of the five domains studied, this paper focuses on findings for the domains of knowledge, relationships, and action as well as the secondary ripple effect from participants to others who did not participate in the training.

United Way Bright Beginnings on Professional Development and Retention Among Administrators and Teachers
Dr. Nicole Andrews and Ms. Amanda Rutter

It is well known knowledge that retaining administrators and teachers in the field of education is a challenge faced each year within the United States and is costly to the education system. Attrition rates of teachers within their first few years in the profession are alarmingly high with many educators citing lack of support for leaving the profession before the age of retirement. Moreover, many educators feel they must “sink or swim” in the current educational environment. The fast rate of attrition of educators concerns administrators and policy makers alike. As such there is a need to prepare new and effective teachers as well as to support administrators to sufficiently staff their schools and create nurturing environments for students and teachers alike. This training extends to administrators providing quality professional development that is viewed as increasingly important in order to promote high-quality educational programs that serve every student. Participating centers in the United Way Bright Beginnings program were administered quarterly professional development courses to improve teaching and administrative skills. The participants included directors and teachers from seventeen centers. Results indicated that the self-efficacy of administrators and teachers alike were enhanced as well as retention rates of staff were higher than national averages.
During the third week of August 2013, President Barack Obama presented two policy speeches furthering his rationale for higher education reform. Stressing themes of institutional accountability, efficiency, and affordability, Obama sketched out a three point agenda aimed at making higher education a “better bargain” for America’s struggling middle class. In this brief essay, I examine the rhetorical processes President Obama used to justify his argument for higher education reform through a cluster analysis of his Henninger High School address. The paper seeks to explore the general implications of word choice/style and language arrangement in political advocacy through a critical reading of his argument.
Conference Schedule - Friday, November 8th

Registration and Break Service 3

8:00 am - 9:00 am
Room: Registration- Lobby
Break Service 1- Garden Room 3

Presentation Block 3

9:00 am - 10:30 am
Room: Garden 1

Session Chair: Ms. Hephzibah Samuel

A Case for Teaching Geography
Mr. Richard Huck

The knowledge of geography is clearly lacking in college students. “We cannot understand who we are unless we understand history, and there is no way we can understand history if we do not understand the geography behind it”! How can we understand the Civil War without understanding the importance of the Mississippi River? A great many students cannot locate the Mississippi River on a map!
This paper consists of original research based on my classroom experience and on a questionnaire given to my students at the beginning of each semester. About 150 students have been given this questionnaire over the 5 years I have taught Geography.

Developing a Graduate Program in Healthcare Management Using a Competency Based Curriculum Methodology
Dr. Kevin LaFrance

Within a sea change in the structure and process of providing health services, the field of health administration education has moved decisively and concretely from a teaching-centered model of education based on the assumption that knowledge equals competency to a learning-centered model. The learning-centered, or student-centered, model is based on the assumption that competency is related to the ability to demonstrate mission- and market-relevant knowledge, skills, values, and attitudes. This presentation provides a comprehensive, non-prescriptive approach to the development of a new competency-based graduate program in health administration within an urban-based, private university located in the Southwest United States. The presenters will describe the structure and process used to align the program’s competencies and curricula to the market needs by incorporating the healthcare community’s input. The first part of the presentation article addresses the components of the program development framework, including the determination of a program vision and philosophy and the establishment of a program development group and advisory board. The second part concludes with a discussion of the process used in the selection of a competency model and its application to the course curricula.
The Inquiry Based Learning (IBL) approach derives ultimately from the Problem Based Learning (PBL) model. This was originally developed in Canada at McMaster University, to be used in their medical school as a way of overcoming learner passivity and linking theory and practice. Nursing Education needed a more flexible curriculum which would help to develop lifelong learning skills and show the importance of competence in practical skills. To achieve these objectives, the use of student-centered learning methodologies such as IBL was encouraged.

Many students have difficulty in adapting to IBL. They feel very insecure and uncertain of the whole process. Students attending the program are from different cultures and their previous exposure to, and experiences of, the learning process are very different. This needs definite attention if the goal of the institution is to give the best learning experience to its students.

The results of the study will allow insight into the current experiences that the Nursing students undergo during the IBL process and what are some of their actual expectations of what IBL should be. These findings will help the IBL facilitators to make any changes that may be required to enhance their students’ learning. This will contribute to greater satisfaction on the part of both the students and the facilitators.

Over the past decade competency-based education has garnered attention as an alternative educational model in higher education. Increasingly, industry and higher education leaders are acknowledging that current traditional models and practices of education no longer adequately prepare college and university graduates for the cognitive and competency rigors of the 21st century workplace. To meet the evolving expectations of industry leaders, higher education must be responsive to calls for educational reforms associated with preparing graduates for contemporary careers or risk educational irrelevance. While these leaders discuss and debate educational reform, a number of colleges, universities and secondary schools are addressing workforce readiness through implementing competency-based education programming. This paper addresses current trends in competency-based education and explores three emerging perspective central to this educational approach; Journeymanship and Education, Faculty as Facilitator and Learner as Learning Steward.
Supervising a Student Managed Investment Portfolio
Ms. Teri Allen

This paper discusses how a student-managed investment fund is used in conjunction with a portfolio management course in an effort to offer students real-world experience while students at a regional university. The class and portfolio are supervised by a member of the finance faculty, and investments are processed through a local stock broker. Students are responsible for generating an objective statement for the fund, setting a benchmark for the portfolio, creating an investment strategy, evaluating current holdings, selecting stocks to purchase (or sell), as well as portfolio analysis and evaluation. General guidelines are given for each task, but students retain the majority of the decision making power for the management of the portfolio. Students are evaluated based upon their participation in weekly meetings and online discussions, as well as on outside research, written reports, and presentations to the university foundation.

The Wise Leader
Dr. Shirley Garick

This paper is an article review of the Wise Leader, written by Nonaka, I; Takeuchi, H (2011) in the Harvard Business Review. These authors offer salient advice on what a wise leader needs to understand, regardless of your administrative leadership role. It can quality and apply across all dimensions of leadership roles from executive to managerial to employees.

Break Service 4

12:15 pm - 12:30 pm
Room: Garden Room 3
Maintaining the Boundaries: Teacher Education Program Admission Criteria for Screening Quality Candidates
Dr. Diane Taylor

University-based teacher education programs are currently under attack by the general public for producing non-effective teachers. In order to combat the perception of the “disintegration of teacher preparation” (Baines 2010), Teacher Preparation Programs need to demonstrate to the public the rigor of their screening measures and admissions criteria as a beginning to demonstrating program rigor. This presentation will detail one university’s efforts to collect and analyze admission criteria to Teacher Education Programs in universities across the state of Texas.

The High Cost of Bullying
Ms. Marcy Tanner

Bullying in health care professions is epidemic, and is often considered a rite of passage. Bullying has many deleterious effects, including a physical and emotional toll on those who are victimized or observe others being victimized, as well as myriad financial and administrative effects on the organization itself. Bullying has been implicated in increased absenteeism, workplace errors, reduced productivity, attrition, and increased costs in terms of insurance claims and litigation. Both the victim and the organization can anticipate immediate and long-term consequences of bullying. However, the majority of organizations have not created or enforced policies to prohibit and address bullying. A literature review of several professions indicated that bullying has many antecedents, and uncovered best-practice measures for proactively addressing bullying. This information can guide the creation of administrative policies and procedures for addressing bullying in order to mitigate the costs both to the organization and to those who would otherwise be victimized.

Increasing Intercultural Effectiveness Through a Global Citizenship Approach
Dr. Kelly Fish

The authors conduct pre-treatment and post-treatment observations on students taking a first semester freshman course designed to enlighten them about their role in the world as global citizens. The authors use the Intercultural Effectiveness Scale to measure the students across the dimensions of Continuous Learning, Interpersonal Engagement and Hardiness. Results suggest that students undergoing such a course may increase their intercultural effectiveness, especially in the area of interpersonal engagement, as well as, global mindset.
Presenter Biographies

Ms. Teri G. Allen
Supervising a Student Managed Investment Portfolio

Teri Allen has taught accounting and finance at a regional university for the past seven years. She is currently ABD at North Central University, where she hopes to complete her PhD in Business Administration with a specialization in Financial Management within the next six months. Her background includes banking, serving as an analyst for an oilfield services company, as well as being a small business owner and manager.

Dr. Nicole Andrews
United Way Bright Beginnings on Professional Development and Retention Among Administrators and Teachers

Dr. Nicole Andrews is the Assistant Professor and Early Childhood Program Area Coordinator at the University of Houston.

Dr. Kelly Fish
Increasing Intercultural Effectiveness Through a Global Citizenship Approach

Dr. Kelly E. Fish is Professor of Computer & Information Technology and is Director of ASU’s International Business Resource Center. In this capacity he oversees all IBRC activities in curriculum development, faculty development and, business outreach. Professor Fish’s recent research involves the study of global leadership traits, export success factors, as well as, perceived export impediments for Arkansas manufacturing firms. His other research, which includes application of artificial intelligence computing to foreign market screening, has been published in a number of refereed journals and conference proceedings.

Dr. Shirley Garick
The Wise Leader

Dr. Shirley Garick has been interested in Leadership and Philosophy since acquiring her Ph.D. She is a Registered Nurse and has worked closely on many boards which are connected with Medicine and Nursing. She has also submitted a chapter Garick, S. (2007). Legal and Ethical Knowledge for Nurses, Chapter for Nursing Textbook on Nursing Leadership and Management: Theories, Processes, and Practice, F. A. Davis, Co.

Degrees include:
Bachelor of Science Degree in Nursing from Arizona State University
Master of Science Degree in Nursing; Clinical Specialty: Medical/Surgical from Texas Woman’s University
Ph.D. in Philosophy with a minor in Educational Administration from the University of Arizona

Other scholarly work includes:
2005: AACN Presentation, “Phenomenological Methodologies Evaluation of RN to BSN Students
Presenter Biographies

Mr. Richard Huck  
A Case for Teaching Geography

Let me start this Autobiography by stating that I taught Elementary School for two years after graduating from St. Louis U. with my M.A. in Geography in 1972. Following this the Laclede Gas Co. in St. Louis accepted my application for employment, where it was my privilege to work in Sales and Marketing for 32 years. Upon my retirement it was my good fortune to be accepted as an Adjunct Professor of Geography at Harris Stowe State University and later also at St. Charles Community College, both in the St. Louis Metro Area. It was very surprising to me to see how little of Geography the students at both schools knew. Approximately 98% of my students were from the St. Louis area, yet few knew why St. Louis was called the Gateway to the West, nor could they correctly label the oceans and continents on a blank map. They could not identify the Mississippi nor the Missouri Rivers on a map, though they lived in the area! These are questions asked on an Introduction Form I require my students to fill out at the beginning of each semester. Hence, the paper I am presenting was written. As a people we cannot understand who we are if we do not understand our history; and there is no way we can understand history without knowing the Geography behind it! How can anyone understand the Civil War without knowing the importance of the Mississippi River, or the importance of the naval blockade of Confederate ports? Hence it is my premise that more emphasis must be placed on teaching Geography at all levels of education --- elementary, secondary, and college levels. It is with gratitude that I thank St. Charles Community College for paying my Attendance Fee for this Conference.

Dr. Kevin LaFrance  
Developing a Graduate Program in Healthcare Management Using a Competency Based Curriculum Methodology

Kevin G. LaFrance, MBA, PhD, FACHE is an Associate Professor of Health Administration in the HEB School of Business and Administration at the University of the Incarnate Word. Dr LaFrance has more than 25 years of health management experience in a wide variety of health care settings including hospitals and primary care organizations. His background includes roles in logistics, health care operations, and financial management to include serving as Chief Financial Officer of a ten hospital health care system. In addition to his operational experience, he has over fourteen years of experience teaching and researching at the graduate level. He received his M.B.A. from Syracuse University and his Ph.D. in Health Services Administration from the University of Alabama - Birmingham. His current research interests include the application of strategic management in healthcare settings, health issues affecting the underserved population, competency development in healthcare education, and community based partnership research.

Dr. Richard Parsells  
Addressing Uncertainty during Workplace Change: Communication and Sense-Making

Rich Parsells is currently an Associate Professor of Organizational Studies and Director of the Master of Arts in College Student Development program at St. Edward’s University in Austin, Texas. He holds an MPA, MBA, and Ph.D. in Adult, Professional & Community Education. His research interests are in the areas of adult learning, change management, learning organizations, higher education program administration, and the culture of student engagement in higher education.
Presenter Biographies

Dr. John Poynton
Organizational Training and Relationship Building for Increasing Public Participation in a Public School District

John Poynton, Ph.D. is the Executive Director of Organizational Development and Communications at the St. Vrain Valley School District in Longmont, Colorado. John holds a B.A. in History from Loyola University of Chicago and a M.A. and Ph.D. in Education and Human Resource Studies from Colorado State University.

Ms. Amanda Rutter
United Way Bright Beginnings on Professional Development and Retention Among Administrators and Teachers

Amanda Rutter is a doctoral student at the University of Houston pursuing a degree in Curriculum and Instruction with an emphasis on Early Childhood Education She is also involved in professional development research.

Ms. Hephzibah Samuel
Students’ Experiences and Expectations of Inquiry Based Learning (IBL) in Nursing Education

Hephzibah Samuel, BSc (RN, RM), MA (Sociology), MSc (Child Health Nursing), RN, RCN (NMC recorded), PGD (NMC Teacher), PhD Candidate.

Hephzibah Samuel is a senior lecturer in the Faculty of Health and Social Care and Education at Anglia Ruskin University; UK since 2005. She is also a Paediatric Nurse at M.E.H.T; NHS, UK. She has 17 years of experience working in various roles such as staff nurse, Clinical Instructor, Nursing Tutor, and Lecturer both in Clinical practice and Nursing Education. Her key areas of interest are linking Nursing Education, Clinical Practice and Research. Hephzibah is a PhD candidate She is currently the Module Leader for 2 MSc programmes, supervisor for nursing students undertaking undergraduate major projects, Personal tutor for Pre and Post reg nursing students and the Course Leader for International Studies.

Ms. Marcy Tanner
The High Cost of Bullying

Marcy Tanner is currently the RN to BSN Program Coordinator at Southwestern Oklahoma State University. She has been a nursing instructor at SWOSU since 2007. Her primary nursing experience has been in the intensive care unit.

Dr. Diane Taylor
Maintaining the Boundaries: Teacher Education Program Admission Criteria for Screening Quality Candidates

Diane L. Taylor is an Assistant Vice President of Academic Affairs and an Associate Professor in the Department of Curriculum and Instruction at Tarleton State University. In addition to her administrative duties, Dr. Taylor teaches courses in students with exceptionalities, special education law, and assessment and evaluation of exceptional learners.

Dr. Randall Valentine
An Analysis of Online Cheating: An Empirical Examination of Online Proctors

Dr. Randall Valentine is an associate professor at Georgia Southwestern State University. He obtained his PhD from Mississippi State University and is currently involved in the Academy of Business Research.
Presenter Biographies

Dr. Jermaine Vesey
Environment Matters: Exploring the Role of Personality and Accountability on Performance

Jermaine Vesey is an Asst. Professor of Management at Prairie View University. In this role he teaches management, organizational behavior, and human resources classes. Prior to teaching at Prairie View University, Jermaine worked for Dell Corporation as a senior Marketing Research Manager, where he developed the Dell Direct Response customer research program. Prior to Dell, Jermaine worked as a Marketing Manager for IBM, where he managed a number of marketing programs and won numerous industry awards. Jermaine has published several research papers and presented at numerous conferences. At present his research interest lie in organizational behavior and business education topics.

Dr. Charles Waggoner
Cyberbullying: The Public School Response

Dr. Charles R. Waggoner (charles.waggoner@enmu.edu) is an Associate Professor of Educational Studies at Eastern New Mexico University. Dr. Waggoner retired as a school superintendent in Illinois in January 2005 and has been at ENMU ever since. He and his wife Diana live in Portales, NM.

Dr. Justin Walton
The Tale of Two College Experiences: A Cluster Analysis of Obama’s Argument for Higher Education Reform

Dr. Justin Walton is an Associate Professor of Communication at Cameron University. He completed his undergraduate education at Oklahoma State University and received his M.A. and Ph.D. from the University of Oklahoma. He frequently teaches coursework in public speaking, small group dynamics, research methods, cross-cultural communication, and communication theory. His scholarly interests include critical communication pedagogy, political communication, and multiculturalism. In addition to his teaching and research, Walton serves as the department’s basic course director for Fundamentals of Speech.

Dr. Michael Williams
Competency-Based Learning: Proof of Professionalism

Dr. Michael Williams is the Dean of the School of Business and Management at Thomas Edison State College. Prior to his appointment as dean, he was the Faculty Chair for graduate programs in human resource management, leadership, and organizational development in the Capella University Graduate School of Business and Technology in Minneapolis, Minnesota. Dr. Williams’s professional background blends 20 years of executive leadership in global business organizations and higher education. Dr. Williams earned a Ph.D. in Educational Leadership and an MS in Human Resource Management the Fordham University Graduate School of Education and an MS in Employee and Labor Relations from the Rutgers University School of Management and Labor Relations. In addition, he earned an MBA from the DeVry University Keller Graduate School of Management and MS in Mental Health Counseling from the Touro College Graduate School of Psychology. Lastly, he earned BM in Music Performance and Music Education and an MM in Music Performance from the New England Conservatory of Music. Dr. Williams’s research and publishing interests include adult learning, cognitive-behavioral therapy, distance learning, competency-based education, leadership, and change management.
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