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# April / May

IN THIS ISSUE

## From the Department Chair

by Duane Covrig, PhD

### Bullies and Fighting in Leadership

My parents told us to avoid fights. Mostly, we did! But sometimes they came our way!!

My twin brother and I went to a large elementary school in California. With over 650 students, it was a crowded school!

We were in kindergarten, a pretty safe place with nap times, building blocks and crayons. But for me—an anxious kid—there was too much conflict even there. Most of it came from the other side of our protected playground area, where through a chain linked-fence we could see big boys and girls fighting.

I started to fear that their fights would spill over into our area.

One warm California day they did. I looked up from hopscotch and saw a bully hitting my twin brother. I was shocked. We were supposed to be in the safe zone!

I rushed forward to help—but stayed frozen in place. Not because of my natural avoidance of conflict (which I still wrestle with), nor because of our parents' "don't fight" directive.

No, instead an "adult" playground supervisor had grabbed my shirt. "Let your brother fight his own fights," he snorted.

It was obvious to him that the boy on the bottom was my identical twin brother.



**Congratulations to our Department's  
Dissertation and Portfolio Defense  
Participants**

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**Congratulations to all of our  
Department's Graduates**

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Thankfully, my twin—later the captain of our public high school track team—easily squirmed away from the bully and used the power of space and distance to dispel conflict. He followed our parent’s advice. The damage was contained.

The “adult” let go of my shirt.

The bell rang.

We all went in for naps.

At least the kids did. (I still believe the “adult” needed one too, or better yet, a time out!)

I doubt [if everything I needed to learn I learned in kindergarten, as Fulghum has argued](#), but I did learn a lot that day:

1. Bad stuff spills over everywhere.
2. Bullies hurt people.
3. Adults are not always helpful nor mature.
4. Brothers can’t always come to your aid even when they want to.
5. Timid people need to scramble for strategies to survive.
6. Places with fighting cultures drive fear in and peace out, and ultimately hurt kids.

The emotions and lessons of that day came flooding back recently.

I was reading about the U.S. Presidential campaign—more about mudslinging and personality disagreement than about systematic principles and policies.

At the same time, I was reading more about the “bullying” culture among teens, especially with body and sex bullying among girls. I also read about increased violence against Muslims and mosques in the U.S. and the increase of handgun purchases and gun violence.

It brought back some of the raw emotions I felt on that one day in kindergarten: where would the violence spill next?

But more disturbing than this flashback of emotions was another, more disturbing experience—a full adrenalin rush to fight back. Maybe I needed to outgrow my parents’ advice to avoid fights? Maybe it was time to hit back and hard. Maybe I needed to become an even more aggressive fighter? Maybe even start initiating my own fights—a sort of preemptive strike? It seems to work well for some of the presidential candidates; maybe it would work well in my own teaching, my marriage, and my leadership?

While this is not a venue to explore my own “psychological challenges” in leadership, nor a place to engage in political posturing, the whole concept of bullying and fighting in leadership is an essential discussion all must have, even if it is only with themselves.

Some questions:

1. How should I deal with conflicts that escalate into fights in my home, workplace, community, or world?
2. What strategies can I use to keep violence in one area from spilling over into other areas, for example, into domestic violence, into my views of God, or into my desire to have more powerful or effectual leadership?
3. What do I do when violence overwhelms my own life and my moral rage makes me fighting mad and I want to be the aggressor, the avenger...the bully?

Paul’s admonition continues to arrest my adrenalin urges: “For we wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wickedness in high places” (Ephesians 6:12).

The pursuit of principles, careful attention to worldviews, and awareness that wickedness operates in high places (like deep in my own subconscious, as our Leadership Conference will explore) is where the fight of leadership often is greatest.

And for that type of fight, learning is a crucial weapon. This newsletter and our whole department seeks to give you support in that fight. Here are a few highlights of upcoming opportunities:

- May 27-30, LEAD 648 Workshop: Leadership for Health and Wholeness. School of Education Emeriti professors John and Millie Youngberg provide this upcoming Seminar on Health and Wholeness for 1 credit. This on-campus intensive targets spiritual, physical, and social wellness and may be useful for leaders wanting more growth in that area. Wes Youngberg, MD, faculty at Loma Linda University, is the main presenter.
- June 1-14—Drs. Baumgartner, Siebold and Gregorutti will be in Europe, launching our new MA in Leadership at Newbold College.
- June 20-24—2016 Orientation back at Andrews University.
- June 27—Leadership Conference with Brian Nosek on Implicit Bias, at the Howard Performing Arts Center. Thanks to our Whirlpool and Lakeland Conference supporters.
- June 27-29—Roundtable: with a new look that Erich announces in his article below.
- June 29-July 1—LEAD 648 Workshop: Creativity and Innovation, with Drs. Tilstra, Siebold and Brand (see ad below). You can register for the 1 credit course and experience our new creativity event.
- July 1-15—Drs. Gregorutti and Baumgartner in Brazil for MA in Leadership.
- July 11-14—Northeastern Conference Special Orientation for the PhD on-campus at Andrews University.
- July 24 –Aug 9—Drs. Marinho and Ledesma’s Study Tour to South America.
- July 31—August Graduation and End of Summer (grades due by August 3).
- August 11-12—Faculty Institute (doctoral students are allowed to attend). The Institute gives advanced training for higher education.
- August 22—Start of Fall Semester.

Please see our offerings for summer sessions below. We are here to help you win that type of fight!

# Department News

## Summer Courses

Following is a list of courses that are available this summer. Some of them are offered outside the department; this may require special advanced planning.

- EDAL 565 Leadership for Seventh-Day Adventist Education:  
June 6-July 29
- EDAL 670 Technology for Leaders:  
June 27-July 29
- EDRM 611 Research Methods and Statistics:  
June 6-July 1
- LEAD 600 Annual Conference (Roundtable):  
June 26-29
- LEAD 630 Introduction to Leadership (Orientation):  
June 20-24
- LEAD 648 Workshop: Creativity & Innovation:  
June 29-July 1



A promotional graphic for a workshop. The background is a dark purple gradient with a circular diagram of three interlocking gears. The top gear is labeled 'Creativity', the middle gear 'Innovation', and the bottom gear 'MA Leadership: Creativity &amp; Innovation'. The text 'creativity &amp; innovation' is written in large white letters at the top, with 'COMING THIS SUMMER' and 'JUNE 29-JULY 1' below it. Further down, it says 'LEAD 648, 1 CREDIT' and lists the instructors: 'KAREN TILSTRA, JAY BRAND, &amp; RANDY J. SIEBOLD'. At the bottom, there are three small portrait photos of the instructors. The website 'www.andrews.edu/sed/leadership\_dept/leader@andrews.edu' is listed at the very bottom.



# Roundtable



Through years of watching dozens of participants finish well, I have learned something. The final year is a surprise! The surprise happens like this:

- “I have just finished my first final draft – when can I graduate?”
- “Thanks for the feedback. Here is my latest final draft – is it good enough for defense?”
- “I just rewrote my conclusions in Chapter 5 based on the committee’s feedback– do you think it will hold up in a pre-defense?”
- “I finally figured out how to frame my recommendations for practice more authoritatively – would you mind taking a look at them and let me know if I am on the right track?”

Do you see it? The closer they get to the finished product, the clearer the details come into focus that need development and changes. The first final draft is just that—a step into the last year. This is the first time that the whole committee has seen all the parts in one document. But it takes most participants a while to realize how raw that first draft is and how many details still need refinement.

The same is true for the portfolio. If they have worked on their competencies faithfully each year and they are getting signed off, they have likely experienced the deep sense of power that creating a portfolio brings, as well as the work it takes. But what if their competencies are still in, say, banana boxes or folders or only in their mind. When the rush comes and they produce their first draft, they think it is ready. Then the feedback helps them deepen the reflection: to see connections between the models that guide their actions as a leader and their changed practice and why. As with the dissertation, the final draft is a key step, in the last year of learning from and through the feedback, changes, and growth.

The final year is also the time when the publication requirement becomes very real, when the final chapter or something similar is polished and submitted for a peer-reviewed publication. All of this, in the final year!

Can you see why the final year is an exciting year? Can you also see why the final year is a critical year? Can you see why the final year takes . . . well . . . a year? When you finish the final year, you have accomplished much. More than you ever thought you could do. The PhD is truly yours!

And that brings me to this year’s Roundtable. The program team looked at the journey of our participants and saw phases, and the support needed during each phase. The “last year” is one of four phases we identified:

1. New and 1<sup>st</sup> year participants working on their LLP and their first competency
2. Competency developers (knowledge base, courses, research concepts, etc.)
3. Dissertation writers
4. Final-year participants

The program team has organized the Roundtable around these four areas. We are currently organizing our web page to bring needed support to each of these four groups. So we are working on a prototype of a Program Dashboard that we hope to roll out at this year’s Roundtable. We are excited about this new way of framing our support to you. We look forward to seeing you in a few weeks!

# Leadership Conference



The poster features a green background with a white border. On the right side, there is a portrait of Brian Nosek, a man with short dark hair, smiling, wearing a grey button-down shirt. On the left side, the title 'Implicit Bias & Blind Spot' is written in large white font, with 'Blind Spot' in italics. Below the title, it says 'with Brian Nosek' and 'June 27, 2016 at the Howard Performing Arts Center'. A black circle is positioned to the left of the text. At the bottom left, the schedule is listed: '9 am - 12 pm Keynote Speaker' and '1:30 pm Breakout Sessions'.

# Implicit Bias & *Blind Spot*

with Brian Nosek

June 27, 2016 at the Howard Performing Arts Center

9 am - 12 pm Keynote Speaker  
1:30 pm Breakout Sessions

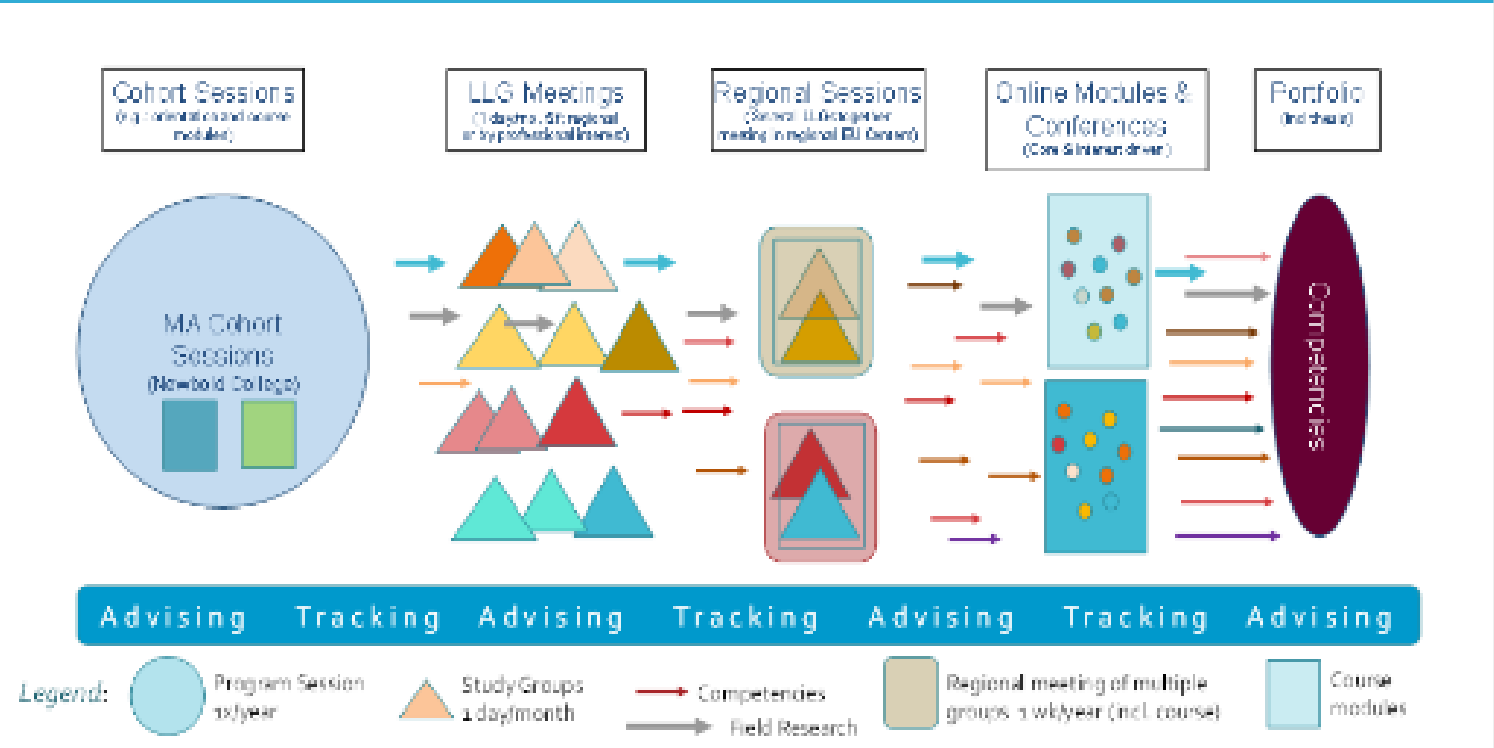
We are very excited about this year's leadership conference!! We hope that you have already registered! And we are very much looking forward to seeing you all there!

# New MA

A new MA Leadership program will start at Newbold College, Berkshire, UK, on May 31, 2016. This three-year program has been requested by the Trans-European Division of Seventh-day Adventists. It incorporates a new constellation of competencies which includes (1) Spiritual Leadership Development, (2) Leading Others, (3) Developing and Mentoring Emerging Leaders, (4) Managing Organizational Health, (5) Leading Organizational Change, (6) Leading in Culture and Context, (7) Research for Leaders, and three optional competencies which are offered in cooperation with experts from Europe and will allow the further tailoring of the program to professional and personal career goals.

The competency-based program will begin with an orientation from May 31 to June 14, encompass seven bi-annual sessions, and end with the presentation of the portfolios during the last session in 2019. For the duration of the program, participants will be part of a self-organizing learning group which will meet one day each month throughout the year. Every summer participants will meet in the two-week cohort session, and every fall or winter a cluster of the regional learning groups will organize a one-week regional meeting in different European cities from where participants come. This will expose participants to other cultures and contribute to cross-cultural fertilization and learning. The program also requires the writing and defending of an MA thesis. Those passing with distinction will be included in a potential publication. During the last session, anticipated in the summer of 2019, participants will present their competency portfolios, which will take the place of comprehensive examinations. To see a clip explaining the resulting program structure pictured below, [click here](#).

## MA Leadership Program Dynamics (Newbold College, UK)



## May Graduates

We want to congratulate our Department's May graduates! Big congratulations to:

- John Cosgrove, PhD
- Lynda Daniel-Underwood, PhD
- Linda Grimm, PhD
- Alice Henley, PhD
- Bonnie Velez, MA

We are so proud of our latest group of graduates! We pray that God will continue to watch over you and that His abundant blessings continue to overflow on all of you!

## Workshop

Coming up this week, we have the LEAD 648 Workshop: Leadership for Health and Wholeness. It's from May 27-30 and we encourage all of you to sign up and participate in the workshop! It will be led by John Youngberg, Millie Youngberg, and lead presenter Wes Youngberg of Loma Linda University.

**Credit and Certification will be available:** 1 Semester Hour of **Graduate Academic Credit** for those registering for LEAD 648. Sixty (60) clock hours required. 15 face-to-face hours with the remaining hours in textbook study, video/PowerPoint viewing, and field/application experiences. The student should read the three-part series of the textbooks listed as #1 below and report these hours as part of her/his reading, and complete two written assignments: a short book review of this material and a 5-6 page paper explaining their plans to apply these principles to their self or family leadership. Those completing requirements will also receive the **WIN! Wellness Leadership Certification**.



## News & Announcements

### Congratulations, John Cosgrove, PhD!



Dr. John Cosgrove successfully defended his dissertation Wednesday, March 23rd, on “The Impact of Values Clarification and Expression of Beliefs on Dysfunctional Leadership Among Lay Leaders.” His study was about reported leadership dysfunction in lay leaders in two congregations in Tennessee as it related to the process of value clarification, as measured by Modeling-the-Way LPI Self scores. His findings indicate “a statistically significant inverse relationship . . . between Modeling-the-Way LPI Self scores and the DSLP scores measuring each dysfunction.” His chair and advisor was Sylvia Gonzalez. Jay Brand was his methodologist. Duane Covrig was his content expert.

## Congratulations, Lynda Daniel-Underwood, PhD!



Dr. Lynda Daniel-Underwood successfully defended her dissertation on Tuesday, March 22nd, 2016. Lynda's dissertation title was "Using High-Fidelity Medical Simulation to Assess Critical Thinking in Medical Students." Her chair, Robson Marinho, Dean of the School of Education, guided this qualitative study related to medical education. Lynda's methodologist was Shirley Freed. Her medical expert was Steve Corbett. Her external examiner was Loretta Johns, former chair of the Department of Leadership, who now is in the Loma Linda area where Lynda works. Congrats not only to Lynda, but to the team that helped her succeed in her research!





In addition to her dissertation defense, Lynda also successfully presented her portfolio. Lynda's portfolio presentation took place April 13, 2016, with her advisor, Robson Marinho, second reader, Bordes Henry Saturné, and third reader, Jay Brand (she is pictured here with her sister and brother-in-law). Her presentation was lively and her portfolio was replete with artifacts demonstrating numerous leadership competencies from her work as associate dean at the Loma Linda University School of Medicine. Thanks to her additional credentials, she is ready for even greater professional challenges in the near future. Her journey is an inspiration for all working professionals aspiring to earn a PhD and a reminder of Jesus' promise that "all things are possible to him who believes" (Mark 9:23 NKJV).

## Congratulations, David Jeffrey, PhD!



Congratulations, Dr. David Jeffrey, on finishing your program! We celebrated David's leadership development with his portfolio presentation last month. During his time in the Leadership program, David held various positions at Burman University in Canada; he is now Chair of the School of Business. He found support in his wife, Mathy, and their two children, Brielle and Briley (both born during his doctoral work), and speaks fondly of the support from yearly Roundtable and his Learning and Leadership Group (LLG). He believed the program taught him new expertise, and he especially enjoyed the focus on change leadership. He wishes the best to those "still in the struggle!"



## Congratulations Betty Bayer!



Betty Bayer sat for her comprehensive oral examination on May 12, 2016. With an overall spiritual tone, she demonstrated her awareness of the complexity of major educational issues, her mastery of the literature, her profound understanding of the Adventist system, her compassionate approach of leadership and the humility of a mature educational leader. Very articulate, her strong convictions transpiring through every statement, she brilliantly passed (with honors!) her two-hour oral examination before a committee comprised of Dr. Janet Ledesma, Chair, Dr. Duane Covrig and Dr. Bordes Henry Saturné, members. Betty followed a very unusual pathway, transferring from the University of Calgary, where she was about to submit her formal proposal for her doctoral dissertation. Her intention to focus her research on the Seventh-day Adventist system where she is employed raised some concerns so she decided to return to her alma mater, Andrews University, where she was warmly welcomed a few months ago. We wish her the best as she now embarks on her journey to collect the data and write her dissertation on the topic, "Assessing the Factors Impacting Professional Learning for Teachers in Seventh-day Adventist Schools: A Comparison of Millennials and Non-Millennials."



## Congratulations, Jeremy Garlock, MA!



Congratulations to Jeremy Garlock for a successful portfolio presentation! Jeremy presented his portfolio on April 12, 2016. His committee members were Dr. Janet Ledesma, Chair, and Dr. Bordes Henry Saturné. Jeremy's portfolio was superbly done as it focused in great detail on the ten program standards of the Educational Leadership program. Jeremy is currently the Superintendent for Education in the New York Conference of Seventh-day Adventists and his portfolio brilliantly showed a direct correlation between his work life and his studies. We wish Jeremy all the best as he continues on in his professional journey!

## Congratulations, Jeffrey Lambert, MA!



Congratulations to Jeffrey Lambert on his successful portfolio presentation! Jeffrey presented his portfolio on April 12, 2016. His committee members were Dr. Janet Ledesma, Chair, and Dr. Bordes Henry Saturné. Jeffrey did a superb job with his portfolio, as he evidenced the ten program standards for the Educational Leadership program very well. He is the Principal of South Lancaster Academy and he combined his work experiences with his education experiences seamlessly. We wish Jeffrey all the best in his continued professional journey—and as you will see below—and in his new personal role!

## Alumni News



Zachary Mngo, 2011 PhD in Higher Education Administration and 2009 EdS in Educational Leadership, has taken a new position as Assistant Professor in the Department of Humanities and Social Sciences at Prince Mohammad Bin Fahd University in Saudi Arabia. “My main responsibility here is teaching,” he tells us, “and I currently teach three courses— Leadership and Teamwork, Research and Writing, and Learning Outcome Assessment.” He also does consultation on assessment, given his previous experience and position as a coordinator for assessment here at Andrews University. He recently conducted a seminar on Course Assessment and Classroom Assessment. Congratulations to Dr. Mngo on this new chapter in his life!

## Alumni Interviews

We decided to interview a few of our students who have completed their respective programs and to ask their advice for future students. Betty Bayer, Jeremy Garlock, and Jeffrey Lambert were all students in the Educational Leadership program. Betty is currently working on completing her PhD, while Jeremy and Jeffrey have both completed their MA. We asked Betty her questions based on taking and completing her comprehensive exam; we asked Jeremy and Jeffrey some general questions about their program.

Betty Bayer:

1. **What is your current role?** Associate Director of Education of the Seventh-day Adventist Church in Canada.
2. **What are the strengths of the EDAL program?** The supportive staff, the flexibility, and the greatest strength is the Adventist worldview.
3. **How did you prepare to take your Comprehensive Exam?** I reviewed my prior learning based on the list of questions provided. I drew on the resources from classes taken at the University of Calgary and Andrews University as well as my experience in Adventist education.
4. **What advice do you have for students who will be taking Comprehensive exams?** Save all the work you do from previous classes to use as resources.

Jeremy Garlock:

1. **What is your current role in the education field?** I am the Superintendent for Education in the New York Conference.
2. **What are the strengths of the EDAL program?** It is a very practical program that allows the student to directly apply the information learned to their position in education and enhance both their leadership potential and their school’s performance.
3. **How did the EDAL program help you to fulfill your goals as an educational leader?** This program helped me to understand how to help my schools stabilize enrollment, use responsible fiscal practices, and better reach our community.
4. **What advice do you have for future students?** I would advise future students to make sure they find ways to keep their lives balanced. This program is time consuming, and it can be very easy to lose sight of one’s physical, spiritual, emotional, and social health in an attempt to get this done. Remember, as important as this is, it does no one any good if you burn yourself out in the process.

Jeffrey Lambert:

1. **What is your current role in the education field?** I am currently serving as principal at South Lancaster Academy, located in Central Massachusetts.
2. **What are the strengths of the EDAL program?** I appreciated the flexibility the EDAL program offers me. I can manage my professional responsibilities and academic schedule without compromising either.
3. **How did the EDAL program help you to fulfill your goals as an educational leader?** The EDAL program helped prepare me to not only successfully manage an education but to mold a school into a program that encourages a 21<sup>st</sup>-century approach to learning.
4. **What advice do you have for future students?** Reflect often! Every assignment and reading throughout the program has a real-world application that will apply to a situation you will encounter on the job. Taking the time to really understand what is being presented academically will allow for you to make informed decisions later on as an educational leader.

Thank you so much, Betty, Jeremy, and Jeffrey, for taking the time to answer these questions and to offer invaluable advice to future students!

## Book News

We have two faculty members who have published chapters in books! We are always excited to celebrate the literary successes of our faculty! The following are the publishing details for both professors.

Brand, J. L. (in press). Health and productivity effects of hot desks, just-in-time workspaces, and other flexible workplace arrangements. In A. Hedge (Ed.), *Current issues & directions in organizational ergonomics*. London, UK: Taylor & Francis.

Gregorutti, G., Espinoza, O., & González, L. E. (2016). Trans-nationalization of Latin American higher education: Perspectives and challenges for the region. In E. J. Francois, M. B. M. Avoseh, & W. Griswold (Eds.), *Perspectives in transnational higher education* (pp. 163-179). Rotterdam, the Netherlands: Sense.

## Extra Support

Faculty, advisors and our department administrative assistants are your first level of support in your program. But at times, graduates have used editors and web designers to help them edit dissertations, reflection papers, or online portfolios. Below are individuals who have worked with some of our recent graduates. The department does not make these arrangements nor get involved in any contractual relations between you and these outside supports. However, they are names suggested by recent participants.

Editors:

1. John Simon: [john.simon.7x283@gmail.com](mailto:john.simon.7x283@gmail.com)
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We have several others on our list, so please contact Kezia if none of these individuals are available.



## Baby News

It is always very exciting for us to share in the joys of our current students and alumni. One of our favorites is when we receive the news of new a generation being born—babies! Here are some of the newest members of our departmental family!

Welcome to Palmer Robert Thorwood!  
He entered this world on April 17, 2016,  
and he came in weighing 7lbs, 11oz.  
Congratulations to his parents, Dan and  
Jenny. Dan is currently a PhD student in  
our Leadership program. We pray for  
God's continued blessings for sweet little  
Palmer and for his parents!  
Congratulations again, Thorwood family!







Welcome to David Phillip Lambert! He joined us on April 27, 2016, at 2:53 am, weighing in at 6lbs! Congratulations to his parents Jeffrey and Milka. Jeffrey just finished his Master's in Educational Leadership! We pray for God's continued blessings on the adorable David and his parents! Congratulations again, Lambert family!

Jeremy Garlock and his family welcomed a sweet and beautiful addition to their family through the loving sacrifice of her birth mother. Kai was born on July 3, 2014. Jeremy's wife, Joya, was the first person in this world to hold little Kai. And as a family, they were blessed to be able to take Kai home with them right away. We celebrate with the Garlock family as Kai's adoption was finalized this past September! Kai joins big sisters Rilla, Brook, Marissa, and Sandy the Diabetic Alert dog! Jeremy recently finished the Educational Leadership program with his Master's! We pray for God's continued blessings for the adorable Kai and her wonderful family!





Welcome to Carsyn Rei Douglas! She entered our world on September 27, 2015, at 7lbs, 9oz! Congratulations to her parents, Kimberly and Kory Douglas. Kimberly is currently a PhD student in the Educational Leadership program. Due to the birth of her “amazing little love bug,” Kimberly took a semester off from her program in order to focus on caring for her infant daughter. We are so proud of Kimberly for making that decision, and we are proud of her for coming back with a strong desire to complete her program! C. S. Lewis said it best—“Children are not a distraction from more important work. They are the most important work.” We pray for God’s continued blessings for the adorable Carsyn and her parents! Congratulations again to the Douglas family!



Welcome to Parker Jay Siebold! If that name seems familiar it should! One of our faculty, Dr. Rand Siebold, and his wife welcomed their first grandchild! Little Parker joined us on April 28, 2016 weighing in at 8lbs 8oz. Parker’s mom and dad are Jayson and Stephanie. The Siebold family was able to witness God’s miracles in multiple ways after Parker’s birth. There were some birth complications that meant Parker had to spend the first weeks of his life in the hospital. But praise the Lord as he is growing well and has come out of his challenges with a “best-case scenario!” We join the Siebold family in praising the Lord in His gracious and continued blessings. Congratulations Dr. Siebold on your first grandchild, and congratulations to Jayson and Stephanie on a beautiful little boy! We continue to pray for God’s grace and mercies for this wonderful family!





## Leaders are Readers



This year's 2016 Leadership Conference keynote speaker will be psychologist Brian Nosek from [ProjectImplicit](#). He is an expert on the Implicit Association Test, the leading measure of unconscious bias popularized in Mahzarin Banaji and Anthony Greenwald's recent book *BlindSpot—Hidden Biases of Good People*.

We asked Dr. Yvette Weir, a participant in our postdoc leadership program, to excerpt material from her recent reviews of this book and a related book from her field of health care, *Seeing Patients: Unconscious Bias in Healthcare*. **Thanks Yvette for getting us ready for this year's leadership conference!!!** Banaji and Greenwald's book will be available at the Leadership Conference.

Banaji and Greenwald have created a fascinating book. As their title implies, we all have biases we don't see. We carry these biases as naturally as the air we breathe. They lie hidden or operate on an unconscious level, outside our rational thinking. They act as "mind bugs," which are "ingrained habits of thought that lead to errors in how we perceive, remember, reason, and make decisions" (p. 4).

Their ingenious test, the IAT (Implicit Association Test), uses times in selecting association pairing to show these biases. This test has been used over 14 million times over the past several decades. They also review work that implies several biases are at work even from infancy. For example, babies and infants have preferences towards females over males (especially if women were their main caregivers); their own race than others; and their own language over another language.

These biases give first preference to how I relate to others just because my responses predate current experiences, exposures or people. They also filter through my interactions before I have conscious thought to regulate them. Thus, when I am at my dental office, which sees mostly Medicaid and a high minority population, and I have a more extensive case to present, I tend not to even mention implants. Bridgework? Rarely? Dentures? Almost exclusively. I lock my patients into my associational patterns. After reading this book, I worry more how my mind bugs may be getting in the way of optimal treatment and success for both patient and doctors?

Throughout the book, they show how their associational testing works, first with a benign test involved pairing insects and flowers with positive and negative words associations. Then they expand this model to associational tests in other areas. One more provocative test pairs Blacks and Weapons/violence with Whites and non-weapon words and associations. In the race IAT they claim that even Blacks themselves have a bias against themselves, albeit to a much lesser degree than other groups.

This was a very insightful and eye-opening book which was easy to read and did not bog the reader down with neuroscience per se. Obviously, our experiences from infancy to adulthood, coupled with our exposures, casually and intentionally go very far in creating our mindset and the mind bugs that impact our interactions.

I highly recommend *BlindSpot* to anyone interested in the role of bias, discrimination or racism and its role in society and ourselves personally. The Implicit Tests are available at:

<https://implicit.harvard.edu/implicit/takeatest.html>

I purchased the book *Seeing Patients: Unconscious Bias in Healthcare* by Augustus A. White to supplement *Blindspot* and apply these ideas to my own healthcare background.

The first eight chapters of the book describe the author's journey as a Black (albeit light-skinned) man to become a physician. White begins his training at a time when there was a serious quota on Black admissions and dearth of Black faculty in the sixties. One school asked him which year he intended to apply, for example, because blacks were only admitted every other year. White had several important benefactors and mentors who took him under their wings to help make sure his skills and outspokenness got directed to a track of success.

The last four chapters move away from his personal odyssey in surgery and relates directly to the subtopic—**Unconscious Bias in Healthcare**. It mirrors *Blindspot's* research and premise that biases are mostly subconscious and function at an automatic, reflexive level. White addresses, in separate chapters, healthcare disparities in race, women, elderly, Hispanics and gays. White writes about the disparity of treatment received by these minority groups, in particular Blacks and Hispanics, as compared to Whites:

“Lower rates of cardiac surgeries, fewer hip and knee replacements, and fewer kidney and liver transplants. Diabetic blacks were more often amputated than diabetic whites. . . . Blacks were more likely to receive open surgeries rather than the less dangerous laparoscopic procedures. Surgeons didn't operate on them as often for equally operable lung cancers. They received less pain medications for the same injuries and diseases. They were more likely to be castrated as a treatment for prostate cancer. Black infant mortality was almost two and a half times that of white babies. The overall black mortality rate was 60 percent higher than the white rate.” (White, 2011, p. 212)

The book culminates with some helpful tips on the doctor/patient visit from both perspectives which largely address the importance of communication, patient education and the caution to doctors to “individuate” patients rather than stereotyping them into one category.

Both books were excellent preparations for this summer's Leadership Conference.

#### LEAD Newsletter Editorial Team

**Editor:** Duane Corvig

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