Lessons in Leadership

by Marcia Hern, EdD, CNS, RN, Dean, School of Nursing

As a woman leader, I am humbled when asked to speak or write about leadership. Throughout my life and my professional nursing career, my path has allowed me to assume numerous leadership positions. I have only consciously accepted such positions when I felt the time was right, such as not becoming a dean until my three children, who are now adults, were finished with college or high school. While I began nursing at age 16 years as a candy striper and nurse’s aide, I then went to The Ohio State University (OSU) for my bachelor’s degree in nursing after high school. Pediatric nursing was my favorite nursing course, inspired as a young girl by my neighbor girlfriend who had a severe case of polio that confined her many days to an iron lung or a wheelchair.

Upon my OSU graduation, my pediatric nursing practice began formally as a registered nurse at Beverly Hospital in Beverly, Massachusetts. Immediately my supervisor put me into a charge nurse position where I observed and cared for many very sick infants and children during the night until they were transferred into Boston Children’s Hospital the next morning. I learned quickly to pick up subtle cues from non-verbal children and to listen closely to what the parents had to say.

Upon moving back to Ohio three years later, I then worked at Children’s Hospital in Columbus, OH, for my children’s pediatrician in his office and at Cincinnati Children’s Hospital as evening and night charge nurses. There I earned my master’s degree and doctoral degree from the University of Cincinnati (UC). Serving for 21 years as UC faculty, I can truly say I had a leadership epiphany in 1998 when I climbed Mt. Kilimanjaro in Tanzania, Africa, the same year I became department chair of Parent Child Nursing.

Having never climbed a mountain before, and hardly ever had camped outdoors in a tent, plus with a fear of heights and about to embark on a 6-day up and 2-day down 19,341 feet climb, I relied heavily on my guide whom I trusted completely and on friends with whom I traveled. How did this experience shape me as a leader and perhaps helped me to twice be-
Behind the Mask: More than a Dentist
by Robin Benningfield

Dr. Sherry Babbage was born in a coal mining camp in Harlan County, Kentucky. She attended segregated Rosenwald Elementary school until the 6th grade. Her mother and father moved to Louisville in 1962 when her father gained employment at International Harvester and settled in the Parkland neighborhood. Parkland Junior High School would be the first time Dr. Babbage attended integrated schools. She graduated with an advanced diploma in 1968 from Louisville Male High School. Dr. Babbage graduated from the University of Louisville with a Bachelors degree in Medical Technology in 1972. After college, she was employed at Jewish Hospital and the Children and Youth Clinic where her interest in dentistry blossomed.

Dr. Babbage received a DMD degree from the University of Louisville School of Dentistry in 1981. Since graduation, she practiced dentistry continuously at the West Louisville Dental Center on West Broadway for the last 32 years. She opened a second practice - Smiles on Meeting Street - in Norton Commons in 2010. Dr. Babbage is an advocate of affordable dentistry and uses her dental skills, in conjunction with other dentists, by participation in Remote Access Medical (RAM) mission endeavors in Pikeville, Kentucky, close to her Harlan County roots. This weekend clinic provides free dentistry to hundreds of underserved people in need. Dr. Babbage also spends time screening children on the Colgate Bright Smiles Van, Head Start Students, and participates in health fairs all around Louisville promoting good oral health practices for the underprivileged.

Dr. Babbage is currently a part-time faculty member at the School of Dentistry where she is the course director for Biology 396, Preview to Dentistry. She also is the Dental Coordinator for the summer pipeline programs in conjunction with the School of Medicine. Dr. Babbage is a member of the Dental Admissions Committee and is the immediate past chair of the committee. She also serves on the Diversity Committee and as faculty mentor for the Student National Dental Association (SNDA) Chapter and the University of Louisville Pre-Dental Club. In 2009 and 2010, she was named faculty mentor for student athletes.

Dr. Babbage also serves as a liaison for the Central High School Dental Magnet program. Dr. Babbage and her partner Dr. Kwane Watson, welcome many students interested in dentistry into their dental practice to provide a “hands-on” opportunity to shadow a licensed dentist. The office at 2500 West Broadway also serve as an Area Health Education Center (AHEC) rotation for senior dental and dental hygiene students from the University of Louisville and the University of Kentucky. Dr. Babbage enjoys sharing her love of dentistry with students from all cultures, particularly minorities.

Dr. Babbage is a faithful member of St. Stephen Baptist Church where she has served with the Greeter, Usher and Children’s Ministries. She also uses her vocal talents with the Women’s choir. She

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Dr. John Wallace, past chairman of the Department of Microbiology & Immunology at UofL, is recognized for his scientific contributions in the field of Cellular Immunology as well as his continuous efforts to promote the participation of minorities and non-traditional students in the sciences.

Born in Cincinnati, Ohio, on March 8, 1925, Dr. Wallace majored in zoology at Howard University, graduating with honors in 1947. He completed both MS and PhD degrees at Ohio State University. After postdoctoral training at the same institution, Dr. Wallace worked as a Research Associate and a Bacteriologist at Harvard Medical School followed by a distinguished professional career at various institutions, including Meharry Medical College, Tulane University, Ohio State University, and the University of Louisville, where he was chairman of the Department of Microbiology & Immunology from 1972-1990. During his career, he published over 130 manuscripts and abstracts and mentored more than thirty five graduate students and postdoctoral fellows. He had an extensive service record, serving on numerous scientific, academic, social and community organizations, boards and committees. Among his many distinguished accomplishments was his commitment to improve the education and participation of minority students in the sciences. He was also very active in promoting the interest of high school, middle school, and elementary students in scientific careers. After Dr. Wallace’s death to cancer in 1992, his efforts to inspire young students and to involve minorities in the sciences were honored by the US community of immunologists. The American Association of Immunologists (AAI) established the John Wallace Award, a program to train high school teachers to better teach immunology to their students, and the Autumn Immunology Conference (AIC), one of the premier regional Immunology meetings in the US, established the John Wallace Diversity Program to promote the participation of underrepresented students in Immunology.

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In 2001, she was named associate dean for student affairs and in 2003 named senior associate dean for students and academic affairs. During that time, Dr. Ganzel was instrumental in developing such initiatives as the Academic Advisory Dean and Advisory College Program, student leadership training and mentoring, implementation of career planning into the formal curriculum, engaging students in quality improvement, and development of a business of medicine thread in the curriculum.

In March of 2012, Dr. Ganzel was appointed Interim Dean. In April 2013, Dr. Ganzel assumed the permanent position as Dean of the School of Medicine. Under her leadership, the School of Medicine has undergone an accreditation site visit, embarked upon a new strategic planning process, moved towards a hybrid curriculum, strengthened the research infrastructure, centralized faculty practices into a single practice entity, and participated in a new joint venture for the management of University Hospital.

Dr. Ganzel is certified by the American Board of Otolaryngology and is a Fellow of the Executive Leadership in Academic Medicine (ELAM) Program as well as a Harvard Macy Scholar. She is credited with 63 publications and peer reviewed national presentations. She has held a number of leadership positions in academic and clinical medicine. She and her husband Brian, a cardiothoracic surgeon, have two daughters.
SON Website Links to Culturally Competent Health Information and Resources for Diverse Populations

by Vicki Hines-Martin, PhD, RN, FAAN

The Color of Health website seeks to provide much needed health care resources for the ethnically and culturally diverse Louisville, Kentucky community. The concept for the website was brought to reality when I noticed that there was no central location for African Americans, immigrant families, Lesbian/Gay/Bisexual/Transgendered (LGBT) Louisvillians to find health information that is specific to their needs. Information was scattered throughout many national and local websites, making access to health information, and subsequent health choices, very difficult.

The website was just recently redesigned to increase accessibility of information, and is further being used, tested, and improved upon with the input of many community web users. Individuals can access information on choosing a provider, translation services, prevention and wellness services, and resources pertaining to specific health conditions and diseases. Our goal is to create a portal of health information that is easy and fast to access, culturally sensitive, multilingual, and relevant to the specific needs of our visitors. Check out the Color of Health!

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Leadership

come a dean at Texas Woman’s University in 2004 and at University of Louisville in 2007? What were my lessons learned from such an out-of-my-comfort zone experience? These are some:

• Know thyself. If you have a fear or weakness, then either work with or hire others who can outshine you in those areas.

• Taking calculated risks is integral in leadership. Usually no one learns to walk without first falling down.

• Leaders must help an organization, faculty and/or colleagues to move beyond their comfort zone. If you keep doing what you have always done, then you will get exactly what you have always got. Nimbleness, flexibility and accepting of change are critical aspects of today’s leader. Transformation leadership is key to 21st century successes.

• Goals must be set and one must keep his or her eye on the target. For me, my summit goal stopped at 16,000 feet at Barafu Hut in the clouds, as compared to summiting at midnight with headlamps on, and trekking across icy and slippery scree in dropping temperatures below freezing. (However, I did miss the gorgeous sunrise, but saw photos!)

• Pay close attention to subtle changes in organizational dynamics and listen carefully, especially to what is said and what is not said. You will gain valuable insights.

• Celebrate successes, praise and appreciate others often.

• And, if you should fall down, (which you will), pick yourself up, learn from it and laugh!

• Being a leader means learning from others, especially all that are different from oneself.

When I arrived in Tanzania, I thought how poor the people were. When I left, I learned how very rich they were... in terms of kindness, contentment and generosity of self. They led me more than I have led.
Last spring, PhD students in the School of Public Health and Information Science (Department of Health Promotion and Behavioral Sciences) and Kent School of Social Work partnered with the Smoketown and Shelby Park neighborhoods to apply principles of community-based participatory research (CBPR). CBPR provides a framework focused on action and relationship that can guide a multitude of research methodologies aimed at promoting social justice. For researchers promoting public health, the use of CBPR principles addresses the inequities that create barriers to population wellbeing and advances community sustainability.

Smoketown and Shelby Park, two diverse urban neighborhoods just southeast of downtown Louisville, suffer from a perception of high crime and low market value. The neighborhoods are in the midst of major transition with the Hope VI redevelopment project of Sheppard Square. In 2012, Louisville Metro evacuated 326 public housing units in the heart of Smoketown, and began construction of 454 new mixed income units, including public housing, market rate rentals, and home ownership units, which are scheduled to open soon. During the summer of 2013, the community learned that a beloved community resource, the Presbyterian Community Center, closed due to a lack of funding. To put CBPR into practice, PhD students joined an existing group that included members of the community, the Shelby Park Neighborhood Association, local advocacy agencies, and students in UofL’s bachelor of social work and master of political science programs. The group had recently completed a needs assessment in which community members expressed that they wanted to pursue ways in which they could celebrate their community’s rich history and welcome new neighbors. True to the CBPR process, the students were present in the community throughout the semester as they worked to build relationships and bring community resources together. Members of the larger group continuously engaged members of the community, spending afternoons and weekends knocking on doors to extend invitations to planning meetings, seeking feedback about plans that had developed, and recruiting participation in events.

As a culminating event of the CBPR project, the Smoketown and Shelby Park Generations Picnic took place last August in Shelby Park, the 16-acre Olmstead Park that runs between the two neighborhoods. A true community effort, the picnic provided music, inflatables, and an endless flow of water from the Louisville Water Company bubbler. Ten local community organizations were present to provide outreach and extend opportunities to connect to local resources and a TARC trolley circulated through the neighborhoods to help bring out the crowd. Although the class project lasted only a few months, it demonstrated a meaningful way in which UofL students collaborated with the Louisville community to improve community well-being.
How becoming a Post-Baccalaureate Student Changed my Cultural Perspective

by David Katske, BA

During my junior and senior years as an undergraduate in Chicago, I had the unique opportunity to live in our school’s International House, a multi-cultural residential facility housing a mixture of students and faculty from around the world. During my stay there, I took a keen interest in observing the role that culture played in the diverse community I lived in. The social scene was divided into two major groups: (1) the international students, who came to I-House for a diverse array of personal reasons and (2) the undergraduate college upperclassmen who already “knew the ropes” of the university. As a member of the Residents’ Council, I was tasked with helping the former integrate into their new home and acclimate to their new environment. Though this was done in many ways—hosting mixers for new residents or putting on events celebrating a particular country’s culture—I found that the most satisfying part of my job was getting to know newcomers on a more personal level, listening to their unique stories that all inevitably ended with them winding up in the same place.

There was the recent college graduate from the Dominican Republic who was well versed in American history and Western culture. She had come to study English. There was the post-doc from Kazakhstan who had never before traveled outside of Eastern Europe and only once before traveled on an airplane. He had left home to further his studies in genetics. Hearing about the incredible journeys of each person I met, I quickly realized that, in this sea of stories from across the globe, there were striking similarities between people from even the most disparate cultural backgrounds. Many of the residents had made major sacrifices to afford their opportunity to move to the United States. They had left friends and family behind in their home country. Some had given up a fulfilling lifestyle or successful career to achieve a new goal or rekindle an old dream. Uncertainty was a common theme in conversation. Many people didn’t know how long they would be staying in the United States, or even if they’d be able to achieve their goal. I remember asking a new student from Pakistan how long she planned on being in I-House. Her answer: “As long as it takes to get into an American business school.” There was a palpable sense of curiosity and enthusiasm mixed with uncertainty and anxiousness in almost everyone I encountered. The conglomeration of these emotions served as the “glue” which eventually bound these residents together as a group, and created a unique subset of I-House culture.

On the other side of the spectrum were the undergraduate upperclassman that occupied International House. This group consisted mainly of undergrads who had completed a study abroad program (and wanted to return to the school’s housing system) or students who had specifically applied to I-House (usually in their junior or senior year). Most were very familiar with life in Chicago and the culture of the university. The majority had already established groups of friends. Life was more predictable and certain for these students; they had a known trajectory towards college graduation. As such, they contrasted starkly

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with much of their non-American counterparts.

Being an undergraduate upper-classman who spent most of his time with non-American students, I always wondered what life would be like if roles were reversed. If the shoe were on the other foot. How would I adjust outside of my cultural comfort zone? What would it be like to sacrifice the “known,” for the opportunity to achieve a goal or dream in a new environment? What was it like to have curiosity and enthusiasm mixed with uncertainty and anxiety? Little did I know, only a few months after leaving International House, I would have such an experience.

For many years, I had thought seriously about pursuing a career in medicine. During my senior year in college, I turned thought into action, and applied to University of Louisville’s Post-Baccalaureate Pre-Medical Program. Designed for college graduates and career changers without the necessary prerequisites for medical school, the program allows students to complete their required coursework while simultaneously introducing them to different aspects of medical school culture as well as physician life. The program accomplishes this by hosting information sessions with physicians, allowing students access to Grand Rounds, and scheduling visits to the Health Sciences Center, providing first-hand access to the nature of studying medicine (among other things). Fortunately, I was accepted and enrolled in the program.

Arriving in Louisville in the fall of 2012, I was excited and enthusiastic to take the first steps towards becoming a physician. My family members helped move me into my new apartment, and everything was on the up-and-up. It was only when they had left, and I took a seat in my first course, Biology: Unity of Life, that I started to become a little bit anxious. Surrounding me were bright-eyed 18 year olds, freshly graduated from high school. I was only 23, but felt like the oldest person in the room. It was only when the good-natured professor began talking about what he remembered life to be like his first time living away from home, that it hit me: in Louisville, I didn’t know my identity. I didn’t have a group to belong to. I was the outsider, the person who was going to have to assimilate. I was neither an undergraduate student nor medical student. Discussing my situation at the Registrar’s office later that day didn’t help my self-confidence. I had to explain that I had graduated college but wasn’t a graduate student; that I was definitely not a post-doc, and was in a program affiliated with the medical school, but at the same time not a medical school student. Eventually the woman at the counter just looked at me and said “undergrad.”

I felt out of place … feeling uncomfortable assimilating with either the undergraduates or the graduate students. Additionally, I knew no one in Louisville, or even the entire state of Kentucky for that matter. I had never even been to the “South”. Furthermore, the program I was in didn’t grant me a degree, but rather the prospect— that perhaps, one day, I would continue on to medical school and fulfill my goal of becoming a physician. Was I making a worthwhile sacrifice, putting myself further into debt far away from home, not knowing if, when the dust cleared, I’d be a doctor? I started to question whether or not I had made the right decision.

But then I remembered all of those international students I befriended. How they too felt anxious about their new environment. In a weird way, I felt comforted knowing that I finally knew firsthand what they were going through when they entered International House. Just like me, many had goals but not certainties. Many didn’t know the length of their stay or any of the people surrounding

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them. I remember thinking about the position they had put themselves in to reach their goals. If my international friends in Chicago were willing to give a whole new country a chance, I had to give Louisville a chance. And I did. I found myself using the same strategy that many of the international students used. I bonded with those in the same situation as me, in this case the other Post-Bacs. I was able to form a few strong bonds with likeminded people. The Post-Bac community became my community.

One and a half years after entering the program, I am nearly finished with all of my undergraduate prerequisites, and now look forward to applying to medical school in the upcoming cycle. I am so incredibly happy with my decision to study at the University of Louisville. Louisville has introduced me to a myriad of culture, diversity, and perspective that I would have never gotten had I decided to not step out of my comfort zone. I’m proud to say I live in Louisville (though, as my friends tell me, I can’t properly pronounce the name yet). Having experienced two opposing perspectives—the “veteran” of the group helping others to feel comfortable and the “newcomer” of the group, not knowing where I fit in or what to expect— I have learned to greatly appreciate the latter’s position. Being a “veteran” of a community engenders a feeling of being a part of a much larger whole, but being a “newcomer” allows one to have a “blank canvass” to fill with new culture, ideas, and thoughts. In this way, coming to Louisville has been an exceptionally elucidating experience.

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Babbage

does not hesitate to involve herself in Health Fairs at Day Clinics, not only at St. Stephen, but with other churches as well.

Dr. Babbage began volunteering with Black Achievers in 1992 as a cluster leader with the Health and Medical Cluster. She has served on the Board of Directors and participates in Dental Day at the School of Dentistry for the Health and Medical Cluster. Dr. Babbage gave up Saturday appointments in her dental practice to devote that time to YMCA Black Achievers.

Dr. Babbage has served on committees and boards in Louisville because she wants the citizens of West Louisville to have a voice and an ear in the community. Dr. Babbage has served on the Fire and EMS Board of Directors, Community Oriented Police Strategic Planning and Leadership committee, Northwest AHEC Board of Directors, Primary Care and Oral Health Workforce Committee, and is currently an appointed member of the Louisville Metro Board of Health and Wellness.

Dr. Babbage’s awards include 2000 YMCA Adult Achiever, 2008 Champion 4 Her, February 26, 2008 “Sherry Babbage Day” Spirit of Serving the Community Award, 2009 Kappa Alpha Psi Woman of Distinction. Dr. Babbage is a member of the National Dental Association and the American Dental Education Association. Dr. Babbage and her husband Loyiso Melisizwe, have 5 children 4 have been involved in Black Achievers, 6 grandchildren, two (2) of which they are raising and already have one (1) currently involved in the YMCA’s Youth Achievers Program.
Upcoming Events and Announcements

- **LGBT Health Sciences Center Training Series**  
  Topic: “LGBT Patient Mental Health and Suicide Risk and Prevention”  
  Date: Friday, March 28 from 12 - 1pm  
  Location: Instructional Building B, Room 202  
  Contact: Stacie Steinbock

- **Women in Leadership Panel Discussion**  
  Date: Friday, March 28 from 3 - 5pm  
  Location: Shumaker Research Building, Belknap  
  Contact: Amy Lueck

- **LGBT Health Sciences Center Training Series**  
  Topic: “HIV Epidemiology & LGBT Disparities”  
  Date: Monday, April 7 from 12 - 1pm  
  Location: Instructional Building B, Room 202  
  Contact: Stacie Steinbock

- **SPHIS National Public Health Week Events**  
  Date: April 7 - 12  
  Location: Various

- **2014 Health Equity Summit**  
  Date: Thursday, April 10 from 7:30am - noon  
  Location: Muhammad Ali Center

- **Ed Weisbart, MD to Speak on Single Payer**  
  Date: April 10 - 12  
  Location: Various

- **SOD Patient Centered Care Symposium**  
  Topic: “Humanistic Communication for Improved Health Outcomes”  
  Date: Friday, April 11 from noon - 4:30pm  
  Location: Jewish Heart and Lung, 10th Floor

- **Transformation Tea**  
  Date: Wednesday, April 16 from 3 - 5pm  
  Location: Shumaker Research Building, Belknap  
  Contact: Phyllis Webb

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**April HSC Campus Diversity Lunch and Learn:**  
“Understanding and Addressing Unconscious Bias in the Healthcare Environment”  
with Howard Ross

Date: Tuesday, April 29  
Time: 12:00-1:00pm  
Location: Kornhauser Auditorium  
RSVP: Ron Welch

All HSC faculty, staff, and students are encouraged to attend!

Howard Ross is one of the nation’s leading diversity training consultants and a nationally recognized expert on diversity, leadership, and organizational change, and is considered to be the thought leader in the practical application of academic research of the unconscious to organizational diversity efforts. His is founder and Chief Learning Officer of Cook Ross Inc. and an advisor to major global educational, corporate, philanthropic, and governmental organizations.

Sponsored by:  
The HSC Office of Diversity and Inclusion