

## Family Leaves: Options for Faculty and Staff

Questions of pregnancy and family leaves have entered the public debate as more women of childbearing age have entered the workplace. Federal legislation has been transformed from a pregnancy discrimination act to a family leave and job protection act, according to Julie Knost, Director of the Office of Affirmative Action.

In the past, working women had been protected under the Pregnancy Discrimination Act which stated that pregnancy could not be treated differently from other illnesses. However, the act did not go far enough, because employers had the right to determine whether sick days would be a part of their benefits package. If a woman worked for a company that did not offer sick days for people with the flu, then she would not receive sick days while pregnant. The act also did not cover infant care or other family obligations.

Recognizing the limits of this law, the Family Medical Leave Act (FMLA) was enacted in 1993. Monitored through the U.S. Department of Labor, the FMLA is a job protection act. At Indiana University, the FMLA applies to all persons who have worked at the university for 1,250 hours during a 12-month period. Under this leave, men and women can take up to 12 weeks of unpaid leave following the birth or adoption of a child, the illness of a family member, or your own personal illness. Employers maintain the right to offer benefits beyond FMLA's scope. At IU, these benefits vary depending on your employment status. Faculty members have a supplemental policy, the Partial Paid Family Leave Policy, which is available to all full-time academic appointees who have completed three years of service. (See the complete policy on page 3). Paid time off for professional and support service staff is not as explicit.

According to Acting Vice Chancellor for Academic Affairs and Acting Dean of the Faculties Moya Andrews, the Partial Paid Family Leave Policy gives academic appointees flexibility. "The leave helps to make difficult transition times as easy as possible," said Andrews. "It helps academic appointees to deal with some of life's challenges."

Andrews added that the effort to get the partial paid family leave had been led by several academic appointees over a long period of time. "All those who benefit from the leave today owe a debt to those who have labored to get it passed," she noted. "They had a commitment to families."



**CYNTHIA BANNON JORDAN (shown here with son William) is one of the 11 faculty members who have taken advantage of the new Partial Paid Family Leave Policy approved last May.**

In addition, the new policy helps IU to recruit quality academic appointees. "It shows that Indiana University is a particularly humane and good place to work," said Andrews.

The new plan allows the university to offer income replacement for adoption, paternal and family medical leaves. The leave can be taken by either spouse providing that he or she meets the policy's criteria. In the case of the birth or adoption of a child, the faculty member must apply for the leave within the year. Since the new policy was implemented, 11 academic appointees have taken advantage of the leave including four males.

Andrews noted that the leave does require three years of service. However, women who have not worked at the university for three years may qualify for the long-term illness benefit in the case of childbirth. This is six weeks of time off at full pay and an additional nine weeks at half pay if medically needed. It should be noted that if an academic appointee gives birth to a child during the semester, she could qualify for the six weeks of full pay then finish the semester with the partial paid family leave policy.

Other benefits of the leave include the potential for assistant professors to stop the tenure clock. Andrews cautioned that this decision is specific to the individual employee. If a faculty member is interested, the individual should discuss it with his or her department and with the Dean of Faculties. "I encourage people to talk with the chair of their department about their leave options," said Andrews.

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# Women in Science 1999-2000

## *Nobel Prize Women in Science, Part I*

Since 1901, there have been over 300 recipients of the Nobel Prize in the sciences, yet only ten of them have been women. This article is part 1 of 2 describing briefly the accomplishments of these 10 amazing Nobel Prize winners. (More information on these women, and five other crucial women contributors to Nobel Prize-winning projects, can be found in Sharon Bertsch McGrayne's book Nobel Prize Women in Science.)

**Marie Sklodowska Curie**, born in Warsaw, Poland in 1867, was the first woman professor in France and, for sixty-one years, was the only person who had won two Nobel Prizes for science. Marie earned the equivalent of a master's degree in physics and in mathematics at the University of Paris. Marie, who coined the term *radioactivity*, discovered that thorium was radioactive and that a new radioactive element existed within the ore, which she named polonium. In 1898, while separating out polonium, Marie also discovered a second element, which she named radium. In 1903, Marie, along with her husband, Pierre Curie, and Henri Becquerel, won the Nobel Prize in physics for their joint research on radioactivity. Marie Curie was awarded a second Nobel Prize in 1911 in chemistry for her discovery of radium.

**Gerty Radnitz Cori** became the first American woman to win a Nobel Prize in science. Born in Prague, Czechoslovakia in 1896, Gerty attended the medical school at the German branch of the university in Prague. Gerty and her husband Carl laid the foundation for our understanding of how cells use food and convert it to energy. They also were pioneers in the study of both enzymes and hormones, which has had major implications in the understanding of diabetes. Their lab produced eight Nobel Prize winners, including themselves. In 1947 Gerty and Carl won the Nobel Prize for discovering the enzymes that convert glycogen into sugar and back again to glycogen. Gerty served on the National Science Foundation board and was

elected to the National Academy of Sciences. She spent the last few years of her life studying children's glycogen storage diseases.

At the age of eighteen, **Irene Joliet-Curie**, daughter of Marie and Pierre Curie, was installing X-ray units in military hospitals and teaching World War I hospital staff to use the machines and geometry to locate shrapnel in the wounded. After the war, Irene became her mother's assistant at the Radium Institute where she met her future husband Frederic Joliet. Irene was nominated for the physics Nobel Prize in 1934 for artificial radioactivity with her husband. They were passed over that year, but they won the Chemistry Prize in 1935. The Joliet-Curies had induced the naturally stable element of aluminum to become artificially radioactive.

**Barbara McClintock** was born in Hartford, Connecticut in 1902. She gained prominence at Cornell University where she was studying maize chromosomes. Barbara, along with colleague Harriet Creighton, proved that genes for physical traits are carried on the chromosomes. In 1944, Barbara was elected the first woman president of the Genetics Society of America and was named to the National Academy of Sciences. Barbara was awarded the Nobel Prize for Medicine and Physiology in 1983 for her genetic transposition work, which showed that the controlling element of genes that expresses physical characteristics can jump around from one part of a chromosome to another. Genetic transposition helps explain the great diversity of organisms in nature.

**Maria Goeppert Mayer** was born in Germany in 1906. She entered the university at Gottingen, Germany in 1924 to study mathematics, but turned to physics instead. For her thesis, she calculated the probability that an electron orbiting an atom's nucleus would emit not one, but two, photons or quantum units of light as it jumps to an orbit closer to the nucleus. At Johns Hopkins University in Maryland, Maria began applying quantum mechanics to chemical problems. In 1956, Maria was elected to the National Academy of Sciences. In 1963, she won the Nobel Prize in physics with colleague Hans Jensen for their work on the nuclear shell model theory that is the central idea of nuclear structure.

*Mindy Criser*

*WISP Coordinator of Development and Communication*

### *The Majority Report*

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*The majority of students enrolled at IU Bloomington are women, who constitute 53.9% of the student body.*

### **Majority Index Sources**

(1-4), *American Demographics*, September 1999; (5 & 6), *The State of Women in the World Atlas*; (7-9), *USA Today* website; (10 & 11), *Scientific American*, October 1999; (12 & 13), *The Status of Women in the States from the Institute for Women's Policy Research*

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## Family Leave a Blessing for Faculty Parents

The Partial Paid Family Leave (PPFL) Policy is a blessing for faculty parents. Cynthia Jordan Bannon, an associate professor in Classical Studies, and Mary Favret, an associate professor in the English, are both taking advantage of the new policy this semester.

Bannon's son William was born on July 11. "I had been planning to take a sabbatical for the year," she noted. However, she learned of the PPFL from a friend who had served on the committee that designed the policy. Now, she is able to take the PPFL for the first semester and save her sabbatical for the second semester.

Favret, whose son Benedict was born on May 31, did not know about the new policy until she overheard other faculty women discussing it in the bathroom. The policy works especially well for her family; Favret's husband Andrew Miller will be taking advantage of the PPFL during the second semester to spend some time with their new son.

Both women are trying to get some work done during their time off. Bannon has gone over the proofs for an article and has been working on her service obligations. During her sabbatical this spring, she hopes to get some work done on her book. Bannon notes her department chair has been very supportive during her leave.

Favret has been reading dissertation chapters for graduate students, writing letters of recommendation, and staying in touch with students via e-mail. However, it has been virtually impossible to get any writing done. "It's a bit hard to meet the expectation of research," she said, but noted that her department was very sympathetic when it came to service obligations. Favret's department chair placed her on committees that generally meet in the spring



**MARY FAVRET AND SON, BENEDICT**

when she will be back in the classroom.

Favret's daughter Cassandra was born before the new PPFL was in place. Luckily, both she and Miller had received fellowship monies and were on a sabbatical from IU. At the time, Favret was doing research at the Bunting Institute at Radcliffe and they were very understanding. With Benedict, however, if the new policy had not been in place, she should have needed to take an unpaid leave or teach and place her son in daycare. "That would have been a problem though," she said. "There are very few options for infant care in the area."

Bannon noted that the faculty leave is nice, but that she wished that staff members had leave that was comparable to it. Her husband, Michael Lundell, is an assistant acquisitions editor at IU Press. As an IU staff member he is ineligible for a paid family medical leave but was able to use some of his vacation time when their son William was first born.

See "Spotlight," p. 6

### *Partial Paid Family Leave Policy*

In May 1998, the Board of Trustees approved the Partial Paid Family Leave Policy. The policy, which was recommended by the University Faculty Council, included the following provisions and procedures for the Bloomington Campus:

The leave is available to all full-time academic appointees who have completed three years of service. A full-time academic appointee is eligible for a partially paid leave with a frequency not to exceed once every three years of service:

For the birth or adoption of a child by the academic appointee or the academic appointee's spouse, which leave must be concluded within 12 months of the birth of the child or within 12 months of the date on which the child is placed for adoption with the academic appointee.

For the serious health condition of the academic appointee's spouse, child, or parent, when the academic appointee is the primary or co-primary caretaker.

The partial paid leave shall be for a period not to exceed 15 weeks or the end of the semester, whichever occurs first.

During the partially paid leave, the academic appointee shall be paid an amount not to exceed 50 percent of the appointee's salary. Contributions to the appointee's retirement plan during this period of leave shall be based on the reduced salary actually paid.

During the period of leave, the faculty member, other than a clinical faculty member, is relieved from teaching duties while continuing research, creative work and service activities, and upon return to regular duties, the faculty member shall not be required to assume a heavier teaching load than normal; the continuing duties of other academic appointees, e.g., Librarians, Clinical and Research ranks, during the period of leave shall be negotiated by the academic appointee and the dean of the academic appointee's school or designee of the dean, and said continuing duties shall approximate the proportion of salary received during the leave. Upon return from leave, the academic appointee shall not be required to assume more duties than usual.

The Dean of Faculties will be responsible for appointing a panel of faculty and administrators to approve leaves requested pursuant to the terms of this policy and to ensure that the leaves are in compliance with this policy. A leave application can be obtained by calling Faculty Records at 855-8168.

Funding to pay for replacements for those on leave will come from the units, not the campus.

A leave taken pursuant to this policy shall count as all or part of the federal Family and Medical Leave Act requirements.

This policy is effective until June 30, 2001. At that time, it will be reviewed and may be renewed by the affirmative action of the Board of Trustees upon the recommendation of the faculty and administrators of the University.

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## Affordability, Availability Still Issues for IU Child Care

Quality, availability and affordability are the three main issues when discussing child care at Indiana University. While IU receives high marks for quality, parents still have problems with affordability and availability.

“The university has excellent programs of high quality,” says Tim Dunnuck, Coordinator for Child Care Services on the Bloomington Campus. Both Campus Children’s Center and Campus View Child Care Center are accredited by the National Association for the Education of Young Children (NAEYC) and state licensed. In addition, Hoosier Courts Cooperative Nursery School and the Hoosier Courts Tulip Tree Program are state licensed.

### Affordability “Biggest Problem”

Affordability is one of the biggest problems on the IUB campus, noted Dunnuck. The university does not have a tradition of subsidized child care. In fact, out of the \$53.51 student activity fee assessed to each student, only 25 cents is designated for child care. Last year, the university subsidy for child care on the IUB campus totaled \$76,500, placing the university ninth among the Big 10 Universities. When looking at the subsidy from a per student standpoint, IU’s subsidy is \$906 below the Big 10 average.

The costs of running the programs are generally passed onto the parents. Prices range from \$154 a week for infants at Campus Children’s Center to \$85 a month at Sunflower Plant Day Care Cooperative. However, both the Sunflower program and the Knee High Day Care Cooperative require parents to work at least 10 hours a week.

The cost of child care has created something of a “class system” on campus, said Dunnuck. Faculty members can afford the higher fees for the accredited day care centers, but students and staff members may be more limited in their options.

A lack of subsidies leads to another dilemma: how to raise child care staff salaries without raising the cost to parents. Low salaries often lead to high turnover rates in the child care profession.

### Availability Issues and Infant Care

Availability of child care is also a problem. “We will never have enough slots, but we are doing okay,” stated Dunnuck. “One of the problems is that we don’t know what the need is. There is no hard data on the number of children that students, faculty and staff have.”

Dunnuck estimates the total number of faculty, staff, and student children ages 0-5 is somewhere between 2,000 to 3,000. This fall, IU had 192 FTE (full-time equivalent) spots, serving 225 children from 215 families.

One of the most pressing problems is the availability of infant and toddler care on campus. Currently, there are only eight FTE slots on campus for infants and the situation in the Bloomington community is not much better.

Laura Wager, a graduate student in the psychology department, is one student who has faced the problems of availability. She placed her son Alex on waiting lists for some child care centers up to six months before becoming pregnant. Wager noted that some of the waiting lists are so absurdly long that a student might graduate before his or her child makes it into one of the programs. “My son is still on a waiting list and it has been two and a half years,” she commented.

Wager looked at other options such as registered in-home child care, but many were not appropriate for a young child. In fact, during the semester following her son’s birth, Wager took Alex to all of her classes.

This fall, her previous day care kicked her son out two weeks before the semester for reasons that were unclear to

Wager. Her suspicion is that her comments about the safety of the children might be a reason. “A parent cannot complain about safety issues or adult-child ratios when no other child care is available in the city,” she noted. In fact, the day after Alex lost his spot, a representative from the Child Care Services/Referrals Agency of Bloomington specifically told Wager that to her knowledge, there was not a single full-time opening for a one year old in the entire city of Bloomington.

### A Women’s Issue?

According to Dunnuck,

See “Child Care,” p. 6

### Comparison of Big Ten Schools



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## Paulk New Director of African American Cultural Center



**GWEN PAULK**

managed the front desk as a receptionist and processed student loans.

“It was stressful, but I learned a lot,” Paulk noted.

Paulk made a lateral move to the Minority Achievers Program (MAP) in 1988 where she served as the program secretary for a year and a half. She continued to move up the ladder, serving as assistant director and finally associate director.

During her years working for MAP, Dr. Herman Hudson was her mentor. “I didn’t know anything when I started,” she noted, “but he had a vision and a way of encouraging people.”

“He didn’t give you anything. You had to work for it,” Paulk added. But under Hudson’s tutelage, she learned a lot about hard work and becoming politically savvy.

Both her husband, Kim, and Hudson encouraged Paulk to go back for a master’s degree. In 1994, she achieved that goal, earning her Master of Science in Higher Education in Student Affairs from IU’s School of Education.

On October 1, 1999, Paulk took another step up the ladder of success when she became the director of the African American Cultural Center (AACC). Paulk plans to work towards furthering the AACC’s mission of providing services to the African American community on campus through both effective support services and programming. A central goal of the AACC is to assist with the recruitment and retention of African American students, faculty and staff. The center’s programming is aimed at enhancing students’ intellectual, academic, social, cultural and personal development while also providing programs that promote diversity.

Paulk points out that the center has a great library with popular and academic publications, student areas, and a resource room. The center, which is temporarily located in Ashton-Coulter, is conducive to learning – the problem is a lot of people don’t know about it.

As director, Paulk plans on using the network that she built while working for MAP to advance the center. She also wants to encourage *real* diversity and to develop a center where everyone can feel comfortable.

Paulk notes that she would like to see the university become friendlier and build true diversity, not only of color

but in other areas as well. “The university does a pretty good job,” she said, “but it can do a better one.” One suggestion is to encourage the hiring of more faculty of color to send a strong message from the top.

Paulk has come a long way since her childhood. In high school, she managed to maintain B level grades while working a job outside of school. However, her parents and counselors did not encourage her to go to college. In fact, it was not until one of her best friends said that she was going to college that Paulk even considered it.

She worked as a full time recruiter for the Army National Guard following high school. Paulk met her husband in Las Vegas while he was stationed at the Air Force base there. Although Kim went back to Gary, Indiana, after he got out of the Air Force, a year later the couple was married. One of her husband’s friends encouraged him to attend IU and the couple ended up in Bloomington when their oldest daughter was 4 months old.

Both Gwen and Kim were first generation college students – and both have been successful since they received their degrees. Kim now works at Bloomington Hospital with the Positive Link Program. They have two children: Darci, 19, who attends Columbia College in Chicago, and Denise, 15, a sophomore at Bloomington North High School.

### “Thinking Materiality” Lecture Series

Spring Semester 2000

*Thinking Materiality: Epistemology, Language, & Embodiments* is an interdisciplinary lecture series designed to chart new connections between work being done theorizing materiality in a number of fields. The lecture series is being sponsored by the Departments of English, Cognitive Science, Gender Studies, the Office of Women’s Affairs, the School of Informatics, and with generous support from the Dean of Faculty’s Multi-disciplinary Ventures and Seminar Fund.

On Saturday, February 5, the lecture will be “Theories of the Mind: Evolutionary Psychology and Embodied Cognition.” The presenters will be Barbara Herrnstein-Smith, Director of Literature & Science Center and Professor of English, Duke University, and Esther Thelen, Professor of Psychology, Indiana University.

Other lectures will be offered on March 4, “Embodied Minds: Theorizing the Leap from Cartesianism to Embodied Knowledges,” and April 1, the lecture will be “Economics of Materiality: Theoretical Models & Their Discontents.”

Lectures will be from 10 a.m. -12:30 p.m. with roundtables from 2:30-5 p.m. All three lectures will be given in Indiana Memorial Union at the University Club.

For more information on these events, please contact Louise Economides ([leconomi@indiana.edu](mailto:leconomi@indiana.edu)) via e-mail.

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### ***Family Leave, from p. 1***

Maurice Smith, Director of Employee Relations in the Human Resources Department noted that trying to compare staff and faculty benefits is like trying to compare apples and oranges. "Some benefits are better for the faculty, while others are better for the staff," he stated. In addition, staff benefits are complicated by the functional classification of the employee as professional, clerical support staff, and service maintenance staff.

Generally, paid time off for family leaves is directly related to an individual's vacation and sick leave benefits. For clerical support and service maintenance staff, the employee earns vacation time each pay period. On an annual basis, vacation and honorary vacation totals two weeks for employees with 0-7 years at IU; three weeks for 7-14 years; four weeks for 15-30 years; and five weeks for over 30 years. In addition, the employee earns 12 days of sick time over the year. Sick days can accumulate without limit during the employee's time at Indiana. In addition, there is no limit on how many paid days you can take for an illness.

Professional staff members receive their vacation days and sick days under a different plan. This Paid Time Off (PTO) plan consolidates vacation, sick time, and floating holidays into 30 days each year for people with 0-5 years at IU, and 36 days each year for people with six or more years at IU. The PTO plan does have one complication: the employee can only carry over between 30-36 days each year. Smith noted that professional staff can create their own personal sick bank where the employee "banks" up to 12 days each year; this bank can build without limit.

What does this mean in terms of time off for pregnancy or the care of a sick family member? According to Smith,

clerical support staff, service maintenance staff, and professional staff can use their sick time to care for an ill family member, including a spouse who has given birth and may need care.

In order to take advantage of the FMLA the employee is required to use paid time off first before moving into unpaid leave. In addition, the employee's paid time off runs concurrently with the FMLA; therefore the employee can only receive 12 weeks total time off under FMLA. However, if the employee has banked more time off than 12 weeks, he or she can continue to take the paid time off if the medical need continues. "For income purposes, planning will enhance your time off," noted Smith. "Regardless, if you meet the work requirements outlined in the FMLA, you will be entitled to 12 weeks of unpaid leave."

Adoption does fall under the FMLA and a parent would have up to 12 weeks off under the provisions of the FMLA when a child is placed with him or her for adoption. When the 12 weeks are up, the employee would have to come back to work, request an extension which the department has the discretion to grant, or not return to work and separate from employment at the university. If the extension is granted, the employee would not use sick time, since that benefit is for use for illnesses.

In the event that a person uses all of their FMLA and paid time off, the university does have provisions for other discretionary leaves of absence. These leaves are granted at the discretion of the employee's department and are based on many factors including the purpose of the leave of absence, the length of the leave, and the employee's length of service, among others. A positive tone has been set by the university when it comes to using discretionary leave for pregnancy-related problems and postnatal care.

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### ***Spotlight, from p. 3***

"It will be financially hard for the year, but I am grateful for the time I am able to spend with my son," said Favret, noting that her husband is also happy that he will be able to spend time with Benedict.

### ***Child Care, from p. 4***

child care is still perceived as a "women's issue." Not only are mothers seen as the primary caregivers for children, but 98 percent of early childhood education providers are female.

This is a problem that goes beyond IU. "We know that 75 percent of intelligence is developed by age three, but the least amount of funding from state and national governments is directed at this level," Dunnuck said.

The child care climate at IU has gotten better over the past ten years, said Dunnuck. The university has renovated and expanded all five preschool programs since 1996 and more money was allotted to programs last year. To continue in a positive direction, more advocacy is needed to provide for more affordable child care and better salaries for child care staffs.

Associate Professor of English Helen Sword had her children before the new PPFL policy was implemented. At the time her second and third children were born, IU was offering six weeks of paid leave which did not fit well with the semester schedule of faculty members. In 1994, when she had her second child, Sword took one semester of unpaid leave and one semester of pre-tenure leave, so she received 50 percent of her salary for the entire year. Since her child was born in June, she did not qualify for the six weeks of teaching release at full pay.

When her third child was born in 1997, Sword was on leave while doing research under a grant from the National Endowment for the Humanities. That semester, her husband, Richard Sorrenson who is an assistant professor in the Department of History and the Philosophy of Science, took a course reduction and received half-pay. Taking a partial leave allowed him to stop the tenure clock for a full year, an important benefit for tenure-track faculty with newborns. If the policy had been in place when Sword had her children, the financial benefit would have added up to a year's salary for the family. "It's a big sacrifice (when you have children)," noted Sword, adding that if the policy had been in place, "things would have been a lot easier."

## New Women Faculty, Part Two



**Patricia McDougall** joins the Management Department within the Kelley School of Business as a professor of strategic management. She will also be a senior fellow in the Johnson Center for Entrepreneurship. Previously she was a professor at Georgia Tech and received her Ph.D. in strategic management from the University of South Carolina. She is a past Chair of the Entrepreneurship Division of the Academy of Management. Her main research interests are new venture strategies and international entrepreneurship. In a recent survey of entrepreneurship scholars, she was identified as the third most published author in the field.



**Patricia Foster** joins the Biology Department as a Full Professor. She received a S.B. with honors in Microbiology in 1968 from the University of Chicago, an M.A. in Biology from Harvard University in 1970 and her Ph.D. in Applied Biology from Cambridge University in 1979. Her postdoctoral research was conducted at MIT from 1979-1980 and at Harvard School of Public Health from 1980-1984. She was an Assistant Professor, Associate Professor and later became a Full Professor in Public Health and in Medicine at Boston University School of Medicine. Her research on mechanisms of mutagenesis and DNA repair is internationally renowned, and she brings with her major funding from the National Institutes of Health and the National Science Foundation.



**Deborah Olsen** has been appointed as a tenure-track Associate Professor in the Department of Educational Leadership and Policy Studies. In addition, she is Assistant Vice Chancellor and Director of Institutional Research in the Office for Academic Affairs and Dean of the Faculties. She received her B.A. at Swarthmore College, and her Ph.D. at Cornell University. Dr. Olsen did her postdoc at Yale University where she received a fellowship at the Bush Center for Child Development in Social Policy. She has published widely in the field of higher education, with important work on such matters as student expectations, student retention, faculty job satisfaction, and assessment. Her teaching in the program of Higher Education and Student Affairs will also focus on these areas.

**Web Pages  
You Should Know About!**  
IUB Campus Child Care Support Office  
[http://www.indiana.edu/~hrm/child\\_care/](http://www.indiana.edu/~hrm/child_care/)  
IUB University Human Resources  
<http://www.indiana.edu/~hrm/>



**Evelyn Jabri** received her Ph.D. in Biochemistry, Molecular and Cell Biology from Cornell University. Prior to joining Indiana University, Professor Jabri was a NIH Postdoctoral Fellow in the Department of Chemistry and Biochemistry at the University of Colorado, Boulder, under the mentorship of Professor Thomas Cech. As a post-doctoral fellow, she probed mechanistic enzymology of an RNA enzyme. As an assistant professor, Dr. Jabri's multidisciplinary approach to research will combine the tools of biophysics (x-ray crystallography) and biochemistry to understand the structure and folding of RNA and protein. Her structural studies, coupled with genetic and biochemical results will elucidate how helicases, one class of these RNA binding proteins that is involved in the modulation of RNA structures, help direct cellular processes. These studies might one day lead to exciting advances in the treatment of viral diseases and cancer.



**Claire E. Walczak** joins the Medical Sciences Program as an Assistant Professor of Biochemistry and Molecular Biology. She received her Ph.D. in Biochemistry from the University of Wisconsin-Madison in 1993. Walczak did post-doctoral research at the University of California-San Francisco from 1993-1998, during which time she was an NIH Postdoctoral Fellow. Her research interest is in the mechanisms of mitosis. She uses a combination of biochemistry, molecular biology, and cell biology to approach this problem. Her goals include understanding how a cell builds a mitotic spindle, how the cell segregates chromosomes on the spindle, and how these processes are regulated during mitosis.



**JoAnne Deeken** has joined the University Libraries as an Associate Librarian, head of the Acquisitions Division, Main Library. Prior to accepting this position, Deeken was Head of the Acquisitions Unit at the R.M. Cooper Library with Clemson University. She holds a B.A. in English, an M.L.S. and an M.A. in Sociology.



**Sheri L. Hamilton** joined the Department of Curriculum and Instruction as an assistant professor of special education. Hamilton taught in Baton Rouge for three years before completing a doctorate at Purdue in 1996. Prior to coming to IU, she was a member of the faculties at the University of Texas at El Paso and at Butler University. She spent two summers in Bloomington as a minority faculty fellow. Hamilton has been involved in the inclusion movement as well as service learning in special education and has researched how special education teachers interpret and use the results of research studies.

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