



# THE WHISTLE

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## Covid-19 Operations Updates

Since the beginning of the pandemic, Georgia Tech has put health and safety guidance and resources in place, and the Institute will continue to do so based upon community needs. As we prepare for the fall semester, we are shifting some of our practices, including asymptomatic testing, self-reporting positive cases, and contact tracing. All updated guidance can be found at [health.gatech.edu/coronavirus](https://health.gatech.edu/coronavirus).

Georgia Tech's asymptomatic surveillance testing program ended June 30. Stamps Health Services will continue to offer symptomatic testing to students with Covid-19 symptoms.

Individuals who test positive for Covid-19 will no longer need to self-report their positive test results. Stamps Health Services will cease contact tracing later this summer.

As a reminder, Stamps Health Services will continue to offer Covid-19 vaccine and booster clinics. To schedule an appointment, visit [mytest.gatech.edu](https://mytest.gatech.edu).



Photo courtesy of Georgia Tech Athletics

Much of the attention on Title IX focuses on opportunities for women to participate in athletics.

## Title IX Turns 50

VICTOR ROGERS  
INSTITUTE COMMUNICATIONS

Title IX — the federal law that prevents discrimination based on sex by any education program receiving federal funds — turned 50 on June 23. The clause, part of the education legislation passed in 1972, made a monumental impact on the quest for equality and continues to do so half a century later.

“When I was growing up, I didn’t have the opportunity to play organized sports. It was for the boys,” said Nell Fortner, Georgia Tech women’s basketball head coach. “Now, little girls start playing soccer at age 4 or 5. They get to play T-ball. They get to do everything just like the boys. That was not the world I grew up in, and it’s really cool to see.”

Although Title IX was implemented

too late to affect Fortner’s early years, it has played a big role in her adulthood.

“I hate to even think about having to spend my whole life without Title IX because it gave me my career,” she said. “It gave me tremendous opportunities, from coaching the 2000 Olympic team to traveling the world playing sports against the best women’s teams. Without Title IX, I would have had none of those opportunities.”

Much of the attention on Title IX focuses on opportunities for women to participate in athletics. But the law also prohibits sex discrimination, which has been defined to include sexual assault and sexual harassment, as well as sex-based discrimination in a school’s courses, programs, and activities. The law also prohibits discrimination based on pregnancy.

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**TITLE IX**, from page 1

“The federal government identified that women were dropping out or were being told to leave because they were pregnant,” said Alexis Martinez, Georgia Tech’s executive director of Equity and Compliance Programs. “Title IX put in protections in the education space that made it illegal to remove a woman from her job or from school because she was pregnant. In higher education we work with pregnant students to help them finish their studies.”

Title IX also increased conversations and actions involving parity for women who were earning degrees and applying for faculty positions.

“Women wanted placement in the same kinds of job opportunities as men,” Martinez said. “Instead of being offered lecture or adjunct positions, they wanted full professor positions, and they deserved them because they were doing the same work. And then with the same titles, you want the same pay. So, all of that is also covered under Title IX.”

There are also provisions for access to scholarships and financial aid, as well as housing, to ensure there is no discrimination based on sex.

“At Georgia Tech, there was a particular focus on STEM fields. The federal government recognized that women were not going into science, engineering, and math. So, they included a particular focus in the legislation to make sure that women were given access to those fields,” Martinez said.

Over the last 50 years, progress has been made toward equity, but there is still more to be done, according to Joeleen Akin, senior associate athletic director for student-athlete development and senior woman administrator for the Georgia Tech Athletic Association.

“It’s always going to be a work



Photo courtesy of the Georgia Tech Library Archives

Georgia Tech’s first women’s basketball team, pictured in the 1975 *Blueprint* yearbook.

in progress,” said Akin, who, as senior woman administrator, holds the highest female position on the Athletic Association staff. She oversees volleyball, women’s basketball, men’s and women’s swimming and diving, softball, and men’s golf, as well as other departments such as sports medicine, student-athlete development, and player development.

“Most of the time I’m in the room when decisions are made,” she said. “Todd Stansbury, director of Athletics, is inclusive, welcoming, and empowering. He really values the role of the senior woman administrator and makes sure that I’m involved in decision making, which is very important.”

When it comes to what’s next for Title IX, Akin is keeping an eye on the NCAA’s name, image, and likeness (NIL) policy, which will allow college athletes to monetize their success on the field through brand partnerships.

“There’s a lot of uncertainty regarding how NIL will affect Title IX. How will it affect women, and how are we going to continue to provide equitable opportunities to women as well? What is it going to look like two years from

now?” she asks.

Student-athletes are also top of mind for Aileen Morales, Georgia Tech head softball coach, who grew up with Title IX as the norm.

“Gender should never limit your opportunities,” she said. “Title IX is good for everyone because it provides similar opportunities regardless of gender. We’re very appreciative of the women who paved the way before us, pushing for legislation, and then continuing to fight for opportunities for women in sports and in education.”

Morales said a benefit of Title IX that is sometimes overlooked is how it helps student-athletes after graduation.

“Being part of a team teaches student-athletes how to work with others and how to deal with adversity. When they go out into the world, the experience will help them to lead people and navigate challenges.”

*The Library, the Athletic Association, and the Equity and Compliance Programs office are designing a graphic panel exhibit to celebrate the 50th anniversary of Title IX, which will open in early August and run through December.*



# Connecting Childhood Trauma to Work-Family Conflict in Adulthood

LAURIE SMITH  
COLLEGE OF SCIENCES

A recent study published by researchers at Georgia Tech and Northwestern University examines the relationship between childhood psychological maltreatment and adulthood work-family conflict. The study, available online in the *Journal of Occupational Health Psychology*, suggests that this childhood maltreatment is associated with work-family conflict due to reduced perceptions of control and social support in adulthood, such as reduced supervisor and spousal support.

“Childhood psychological maltreatment is one of the most prevalent, yet under-addressed, forms of childhood adverse events,” said Kimberly French, assistant professor in the School of Psychology at Georgia Tech. French, along with co-authors Lindsey Drummond of Northwestern University who is also a recent alumna of psychology at Georgia Tech, and Becca Storey, graduate student in psychology at Georgia Tech, explored long-term effects of psychological maltreatment on the ability to manage work and family throughout 20 years in middle adulthood.

## Childhood Connections

Their findings show that victims of psychological maltreatment as children have greater work-family conflict as adults compared to those who are not victims, and that increased work-family conflict among maltreatment victims is due to difficulty forming supportive relationships with supervisors at work, as well as perceiving that life barriers are insurmountable.

Psychological maltreatment occurs when children are either cognitively neglected and their needs are ignored by caregivers in their environment — or they are emotionally abused, and their needs are actively thwarted. This creates both a diminished sense of self, decreased self-esteem and self-efficacy — as well as a diminished sense of the



self in relation to others.

“The findings show psychological maltreatment is important not only for the mental health of victims, but also for developing stable work and family lives throughout adulthood,” said French. “Policy initiatives that prevent psychological maltreatment — such as paid leave and livable wages — and help adult victims cope with work and family demands are critical for helping psychological maltreatment victims adjust later in life. Our findings extend the known implications of psychological maltreatment to managing two central adulthood roles: work and family.”

## Foundations of Healthy Work and Family

French recently joined the Healthy Work podcast, hosted by Keaton Fletcher, assistant professor of industrial and organizational psychology at Georgia Tech, to share how and why the research came about, along with some ways managers and policies might help.

“The paper is basically looking at how psychological maltreatment in childhood predicts your work family conflict as an adult,” said French. “This really started with working with Lindsay Drummond, a clinical psychologist who just graduated with

her master’s from Northwestern. She was really interested in trauma in childhood and how that influences the way we think as adults. Both of us kind of thought, ‘Hey, you know, there’s this connection between trauma and something like perceptions of control.’ Surely this has implications for how we actually manage work and family.”

For example, French explained, some children are told that they are unwanted or unloved. They are psychologically maltreated and have difficulty developing secure attachments with their caregivers. “Because again, those psychological needs are thwarted,” said French. “That results in not trusting others or not being able to build trusting, solid relationships.”

That, in turn, can lead to perceiving barriers as adults in terms of sense of self — and then perceiving damaged relationships with their spouses and their supervisors.

“As a result, they will have less supervisory support and less spousal support as adults. And in turn, we know that support and a positive sense of self are really key for helping us to manage work and family,” French said.

*This story has been edited for length. Read the rest of the story at [c.gatech.edu/trauma](https://c.gatech.edu/trauma).*

# Howe Named VP for Development

SUSIE IVY  
INSTITUTE COMMUNICATIONS

Jennifer Howe, vice president of Advancement at the University of Dayton, has been named Georgia Tech's next vice president for Development, effective August 15.

Howe comes to Tech with more than 25 years of experience in university development, advancement, and alumni relations, including campaign planning, stewardship, major and principal gifts, corporate and foundation relations, athletics capital needs, and planned giving. She has served in her current role as the chief advancement officer at the University of Dayton since 2016, where she has led a team of 86 advancement professionals, served on the President's Cabinet, and worked with the university's board of trustees.

"We are excited to welcome Jennifer Howe as Tech's new vice president for Development," said Ángel Cabrera, president of Georgia Tech. "Jen brings extensive experience in all aspects of higher education fundraising and development and is a proven leader and collaborator. I very much look forward to working with her as we fully realize Transforming Tomorrow: The Campaign for Georgia Tech."

During her tenure at the University of Dayton, Howe guided significant investment in staffing, resources, and infrastructure. Under her leadership, the team realized notable gains in principal and major gifts as well as the launch of new fundraising and engagement initiatives in student philanthropy; parent support; peer-to-peer ambassadors; diversity, equity, and inclusion/affinity-based groups; and digital/virtual lifelong learning. Before joining the University of Dayton, Howe served at Vanderbilt University for 15 years, where she helped lead a \$1.93 billion fundraising campaign. She began her fundraising career serving as

a development director at Emory University. Howe is a Georgia native. She was born in Gwinnett County and spent much of her childhood and adolescence in the Atlanta area. She holds a bachelor's degree in English from James Madison University.

In the role of vice president for Development at

Georgia Tech, Howe will guide the Institute's Development enterprise, which includes more than 100 staff members, provide strategic oversight of Tech's newly

launched comprehensive campaign, Transforming Tomorrow: The Campaign for Georgia Tech, and serve as a member of President Cabrera's executive team, providing support to the president as well as senior leaders across the Institute in implementing fundraising initiatives in alignment with the Institute's strategic plan.

"Georgia Tech is one of America's great research universities, and I am thrilled to join at such an exciting time in Tech's history," said Howe. "Education is a driver of change and opportunity, and philanthropy can make life-changing outcomes possible. I am energized by imagining what Georgia Tech is poised to accomplish through its commitment to community and country; innovative learning; scholarship and research; diversity, equity, and inclusion; and leadership and service."

Howe assumes the role of vice president following the retirement of Barrett Carson, who served Georgia Tech for 25 years. Jim Hall, associate vice president for Development — Athletics, has served as interim vice president for Development since January.



Jennifer Howe



## Next Cohort Selected for Emerging Leaders

The seventh cohort of Georgia Tech's Emerging Leaders Program has been selected. Starting this fall and continuing through Spring 2023, participants will take part in several leadership development activities, including a fall weekend workshop, monthly workshops, small-group work, and a 360-degree assessment.

The Emerging Leaders Program started in 2016 and is designed for associate and full professors who have attained tenure.

All six of Georgia Tech's Colleges are represented in the seventh cohort.

- Tamara Bogdanović
- Jennifer Curtis
- Deven Desai
- Stanislav Emelianov
- Ada Gavrilovska
- Martha Grover
- Narin Hassan
- Marta Hatzell
- Basak Kalkanci
- Alexander Lerch
- Mark Losego
- Pardis Pishdad-Bozorgi
- Dana Randall
- Lauren Stewart
- Susan Thomas
- Ying Zhang