

naam, voornaam: Lang, Jonas W. B.

taalgroep: Nederlands, Duits

sector: Arbeids- en Organisationspsycholoog

bewijs van ervaring: zie bijlage voor CV en beschrijving van mijn ervaringen

Een korte voorstelling van mijzelf:

Ik ben een gepassioneerde academische professional en praktijkgerichte onderzoeker met meer dan twintig jaar ervaring in de arbeids- en organisatiepsychologie. Met meer dan 60 gepubliceerde artikelen in toonaangevende tijdschriften heb ik expertise opgebouwd in zowel geavanceerd kwantitatief onderzoek als kwalitatieve methodologieën. Daarnaast heb ik ruime ervaring opgedaan in consultancy binnen de corporate wereld en als redacteur bij gerenommeerde tijdschriften.

Mijn carrière is echter niet zonder uitdagingen geweest. Ik heb persoonlijk ervaren hoe prestatie-uitzonderingsregelingen (inclusive, diversiteit, enzovoort) kunnen leiden tot uitsluiting van individuen die niet binnen de criteria van deze regelingen vallen en onethisch gedrag bevorderen. Naast onterechte beschuldigingen en misleidende beweringen over mijn werk, heb ik ook diefstal van mijn intellectuele eigendom moeten doorstaan. Deze gebeurtenissen hebben mijn vastberadenheid versterkt om op te komen voor eerlijkheid en integriteit in zowel academische als professionele omgevingen.

Ik ben overtuigd dat organisaties alleen succesvol en rechtvaardig kunnen functioneren als zij uitgaan van consistent toegepaste normen en waarden, waarin prestatie de basis vormt voor beoordeling en waardering.

Mijn verhaal: <https://www.jonaslang.info/userdata/manuscript-v4-osf-rendered.pdf>

(Je suis un professionnel académique passionné et un chercheur pragmatique avec plus de vingt ans d'expérience en psychologie du travail et des organisations. Avec plus de 60 articles publiés dans des revues prestigieuses, j'ai acquis une expertise à la fois dans la recherche quantitative avancée et dans les méthodologies qualitatives. De plus, j'ai une vaste expérience en tant que consultant dans le monde de l'entreprise et en tant que rédacteur pour des revues renommées.

Cependant, ma carrière n'a pas été sans défis. J'ai personnellement vécu comment des régimes d'exception basés sur les performances peuvent conduire à l'exclusion d'individus qui ne répondent pas aux critères de ces régimes. En plus d'accusations infondées et de déclarations trompeuses concernant mon travail, j'ai également été confronté au vol de ma propriété intellectuelle. Ces expériences ont renforcé ma détermination à défendre l'équité et l'intégrité dans les environnements académiques et professionnels.

Je suis convaincu que les organisations ne peuvent réussir et être justes que si elles s'appuient sur des normes et des valeurs appliquées de manière cohérente, où la performance constitue la base de l'évaluation et de la reconnaissance.

Mon histoire: <https://www.jonaslang.info/userdata/manuscript-v4-osf-rendered.pdf>

Vita

Jonas W. B. Lang

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Education

Doctor of Philosophy in Psychology (Dr. phil.), RWTH (Rheinisch-Westfälische Technische Hochschule) Aachen University, Aachen, Germany, August 2007.

Dissertation committee: Lutz F. Hornke (thesis advisor), Paul D. Bliese (thesis advisor), Klaus Willmes-von Hinckeldey, Iring Koch

Dissertation: General Mental Ability and Two Types of Adaptation to Unforeseen Change

Diplom-Psychologe (German Master's degree in Psychology), University of Mannheim, Mannheim, Germany, March 2004.

Professional Experience

June 2019–present: *Visiting Professor (Part-time appointment)*, Department of Management, Business School, University of Exeter, Exeter, United Kingdom.

October 2013–September 2022: *Associate Professor (Hoofddocent)*, Faculty of Psychology and Educational Sciences, Ghent University, Belgium.

September 2008–September 2013: *Lecturer (Universitair Docent)*, Department of Work and Social Psychology, Maastricht University, Maastricht, the Netherlands.

January 2008–August 2008: *Lecturer (Akademischer Rat auf Zeit)*, Industrial and Organizational Psychology, Institute of Psychology, RWTH Aachen University, Aachen, Germany.

April 2004–December 2007: *Research and Teaching Assistant (Wissenschaftlicher Mitarbeiter)*, Industrial and Organizational Psychology, Institute of Psychology, RWTH Aachen University, Aachen, Germany.

April 2000–October 2003: *Student Research and Teaching Assistant (Studentische Hilfskraft)*, Educational Psychology, Department of Psychology, University of Mannheim, Mannheim, Germany.

October 1998–April 2004: *Web designer and web programmer*, graphodata AG, Aachen, Germany.

National Service

November 1997–April 2004: German Federal Agency for Technical Relief (Bundesanstalt Technisches Hilfswerk), Ortsverband Aachen, Aachen, Germany, & Ortsverband Mannheim, Mannheim, Germany. Helper, squad leader, platoon squad leader, and platoon leader (2nd technical platoon, Mannheim). Self-contained breathing apparatus (SCBA) instructor.

Working Papers

3. Lang, J. W. B. Serial Ethical Transgressors in Organizational Research Academia: A 14-Year Professional Life/Roller-Coaster-Ride as a Victim, Victim Advocate, and Hesitant Whistleblower
<http://www.jonaslang.info/userdata/manuscript-v4-osf-rendered.pdf>
Supporting Video: <https://www.jonaslang.info/index.php?y=1732746590>
2. Lang, J. W. B. Methodological Problems in Hülshager (2016): Implausible Assumptions and False Positives
<https://www.jonaslang.info/userdata/comment-hulsheger2016.pdf>
1. Lang, J. W. B., de Voogt, A., Hendricks, J. L., Goh, Z., Herr, S. D., & Bliese, P. D. Self-efficacy, Task Performance, and Adaptive Transfer.
<http://www.jonaslang.info/userdata/manuscript-helicopter.pdf>

Journal Publications (Top Journals in Bold)

68. **Lang, J. W. B. & Bliese, P. D. (in press). The plausibility of alternative data generating mechanisms: Comment on and attempt at replication of Dishop (2022). *Psychological Methods*. <https://doi.org/10.1037/met0000650> [2023 Impact factor: 7.6, category: PSYCHOLOGY, MULTIDISCIPLINARY, rank: 10/218]**
67. Runge, J. M., Lang, J. W. B., Zettler, I., & Lievens, F. (in press). Predicting counterproductive work behavior: Do implicit motives have incremental validity beyond explicit traits? *Journal of Research in Personality*. <https://doi.org/10.1016/j.jrp.2020.104019> [2023 Impact factor: 2.600, category: PSYCHOLOGY, SOCIAL, rank: 31/76]
66. Schild, C., Botzet, L., Planert, L., Zettler, I., Scigala, K. A., & Lang, J. W. B. (in press). Linking Personality Traits to Objective Foul Records in (Semi-)Professional Youth Basketball. *Journal of Research in Personality*. <https://doi.org/10.1016/j.jrp.2020.103987> [2023 Impact factor: 2.600, category: PSYCHOLOGY, SOCIAL, rank: 31/76]
65. Riddell, H., Crane, M., Lang, J. W. B., Chapman, M. T., Murdoch, E. M., & Gucciardi, D. F. (2023). Stressor reflections, sleep, and psychological well-being: A pre-registered experimental test of self-distanced versus self-immersed reflections. *Stress and Health*, 39(3), 488–498. <https://doi.org/10.1002/smi.3201> [2023 Impact factor: 3.000, category: PSYCHOLOGY, APPLIED, rank: 33/114]
64. Tackett, J. L., Reardon, K. W., Fast, N. J., Johnson, L., Kang, S. K., Lang, J. W. B., & Oswald, F. L. (2023). Understanding the leaders of tomorrow: The need to study leadership in adolescence. *Perspectives on Psychological Science*, 18(4), 829–842. <https://doi.org/10.1177/17456916221118536> [2023 Impact factor: 10.5, category: PSYCHOLOGY, MULTIDISCIPLINARY, rank: 10/218]
63. Van Ideeking, C. H., Arnold, J. D., Aguinis, H., Lang, J. W. B., & Lievens, F. (2023). Work effort: A conceptual and meta-analytic review. *Journal of Management*, 49(1), 125–157. <https://doi.org/10.1177/01492063221087641> [2023 Impact factor: 9.3, category: MANAGEMENT, rank: 15/401; 2021 Academic Journal Guide/ABS: 4*]
62. Lang, J. W. B., Van Hoeck, S., & Runge, J. M. (2022) Methodological and conceptual issues in studying effort-reward fit. *Journal of Managerial Psychology*, 37(5), 498–512. <https://doi.org/10.1108/JMP-11-2019-0659> [2022 Impact factor: 3.2, category: PSYCHOLOGY, APPLIED, rank: 41/115; 2021 Academic Journal Guide/ABS: 3]

61. Sparfeldt, J. R., Becker, N., Greiff, S., Kersting, M., König, C. J., Lang, J. W. B., & Beauducel, A. (2022). Intelligenz(tests) verstehen und missverstehen. *Psychologische Rundschau*, 73(3), 161–172. <https://doi.org/10.1026/0033-3042/a000597> [2021 Impact factor: 1.4, category: PSYCHOLOGY, MULTIDISCIPLINARY, rank: 118/147]
60. de Voogt, A., Santiago, B., Kalagher, H., & Lang, J. W. B. (2022). Go-around accidents and General Aviation safety. *Journal of Safety Research*, 82, 323–328. <https://doi.org/10.1016/j.jsr.2022.06.008> [2022 Impact factor: 4.100, category: PUBLIC, ENVIRONMENTAL & OCCUPATIONAL HEALTH, rank: 51/180; 2021 Academic Journal Guide/ABS: 2]
59. Greenwald, A. G., Brendl, M., Cai, H., Cvencek, D., Dovidio, J. F., Frieze, M., Hahn, A., Hehman, E., Hofmann, W., Hugues, S., Hussey, I., Jordan, C. H., Jost, J., Kirby, T. A., Lai, C. K., Lang, J. W. B., Lindgren, K. P., Maison, D., Ostafin, B., Rae, J. R., Ratliff, K., Smith, C., Spruyt, A., Wiers, R. (2022). The Implicit Association Test at age 20: What is known and what is not known about implicit bias. *Behavior Research Methods*, 54, 1161–1180. <https://doi.org/10.3758/s13428-021-01624-3> [2022 Impact factor: 5.400, category: PSYCHOLOGY, MATHEMATICAL, rank 1/13]
58. Inceoglu, I., Arnold, K. A., Leroy, H., Lang, J. W. B., & Stephan, U. (2022). Form microscopic to macroscopic perspectives and back: The study of leadership and health/ well-being [Guest editorial]. *Journal of Occupational Health Psychology*, 26(6), 459–468. <http://dx.doi.org/10.1037/ocp0000316>. [2022 Impact factor: 5.1, category: PSYCHOLOGY, APPLIED, rank: 18/83; 2021 Academic Journal Guide/ABS: 4]
57. Gucciardi, D. F., Lang, J. W. B., Lines, R. L. J., Chapman, M. T., Ducker, K. J., Peeling, P., Crane, M. F., Ntoumanis, N., Parker, S. K., Thøgersen- Ntoumani, C., Quested, E., & Temby, P. (2021). The emergence of resilience: Trajectories of sleep functioning after a major stressor. *Sport, Exercise, and Performance Psychology*, 10(4), 571–589. <https://doi.org/10.1037/spy0000268> [2021 Impact factor: 2.857, category: PSYCHOLOGY, APPLIED, rank: 45/83; 2021 Academic Journal Guide/ABS: 1]
56. Niessen, C., & Lang, J. W. B. (2021). **Cognitive control strategies and adaptive performance in a complex work task.** *Journal of Applied Psychology*, 106(10), 1586–1599. <https://doi.org/10.1037/apl0000830> [2021 Impact factor: 11.802, category: PSYCHOLOGY, APPLIED, rank: 4/83; 2021 Academic Journal Guide/ABS: 4*]
55. Lang, J. W. B., Runge, J. M., & De Fruyt, F. (2021). What are agile, flexible, or adaptable employees and students? A typology of dynamic individual differences in applied settings. *European Journal of Personality*, 35(4), 510–533. <https://doi.org/10.1177/08902070211012932>. [2021 Impact factor: 7.000, category: PSYCHOLOGY, SOCIAL, rank 5/65]
54. Reindl, G., Lang, J. W. B., & Runge, J. M. (2021). Work Event Experiences: Implications of an Expanded Taxonomy for Understanding Daily Well-Being. *Journal of Occupational Health Psychology*, 26(4), 304–325. <https://doi.org/10.1037/ocp0000276>. [2021 Impact factor: 7.707, category: PSYCHOLOGY, APPLIED, rank: 9/83; 2021 Academic Journal Guide/ABS: 4]
53. **Lang, J. W. B., Bliese, P. D. & Runge, J. M. (2021). Detecting consensus emergence in organizational multilevel data: Power simulations.** *Organizational Research Methods*, 24(2), 319–341. <https://doi.org/10.1177/1094428119873950> [2021 Impact factor: 8.247, category: MANAGEMENT, rank 38/226; 2021 Academic Journal Guide/ABS: 4]
52. Brückner, J., Bosak, J., & Lang, J. W. B. (2021). Connect vs. conquer? CEO gender and implicit motives. *Journal of Managerial Psychology*, 36(1), 13–30. <https://doi.org/10.1108/JMP-01-2019-0061> [2021 Impact factor: 4.043, category: PSYCHOLOGY, APPLIED, rank: 32/83; 2021 Academic Journal Guide/ABS: 3]

51. Lang, J. W. B., & Tay, L. (2021) The science and practice of item response theory in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 8(1), 311–338. <https://doi.org/10.1146/annurev-orgpsych-012420-061705> [2021 Impact factor: 12.553, category: PSYCHOLOGY, APPLIED, rank: 2/83; MANAGEMENT, rank 6/226]
50. Lang, J. W. B., & Kell, H. J. (2020). General mental ability and specific abilities: Their relative importance for extrinsic career success. *Journal of Applied Psychology*, 105(9), 1047–1061. <https://doi.org/10.1037/apl0000472> [2020 Impact factor: 7.429, category: PSYCHOLOGY, APPLIED, rank: 7/83; 2021 Academic Journal Guide/ABS: 4*]
49. Niessen, C., Göbel, K., Lang, J. W. B., & Schmid, U. (2020). Stop thinking: An experience sampling study on suppressing distractive thoughts at work. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01616>. [2020 Impact factor: 2.990, category: PSYCHOLOGY, MULTIDISCIPLINARY, rank: 42/140; 2021 Academic Journal Guide/ABS: 2]
48. Lang, J. W. B. (2020). Timely and to the Point: Expectations for Articles and Reviews at the Journal of Personnel Psychology. *Journal of Personnel Psychology*, 19(1), 1–3. <https://doi.org/10.1027/1866-5888/a000259> [2020 Impact factor: 1.375, category: PSYCHOLOGY, APPLIED, rank: 72/83; 2021 Academic Journal Guide/ABS: 2]
47. Eby, L. T., Shockley, K. M., Bauer, T. N., Edwards, B. D., Homan, A. C., Johnson, R. E., Lang, J. W. B., Morris, S. B., & Oswald, F. L. (2020). Methodological checklists for improving research quality and reporting consistency. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 6(1), 76–83. <https://doi.org/10.1017/iop.2020.14> [2020 Impact factor: 7.235, category: PSYCHOLOGY, APPLIED, rank: 9/83; 2021 Academic Journal Guide/ABS: 1]. .235
46. Lang, J. W. B., & Goh, Z. (2020). Building an Organizational Science of Behavioral Consistency: Comment on Katz-Navon, Kark, and Delegach (2020). *Academy of Management Discoveries*, 6(1), 149–152. <https://doi.org/10.5465/amd.2019.0180> [2021 Academic Journal Guide/ABS: 3].
45. den Hartog, S., Runge, J. M., Reindl, G., & Lang, J. W. B. (2020). Linking team personality variability and team innovation. *Small Group Research*, 52(2), 265–295. <https://doi.org/10.1177/1046496419865325> [2020 Impact factor: 2.660, category: PSYCHOLOGY, APPLIED, rank: 46/83; 2021 Academic Journal Guide/ABS: 2].
44. Tiffin, P. A., Paton, L. W., O'Mara, D., MacCann, C., Lang, J. W. B., & Lievens, F. (2020). Situational judgement tests for selection: Traditional vs construct-driven approaches. *Medical Education*, 54(2), 105–115. <https://doi.org/10.1111/medu.14011> [2020 Impact factor: 6.251, category: HEALTH CARE SCIENCES & SERVICES, rank: 7/108]
43. Lang, J. W. B., Bliese, P. D., & Adler, A. B. (2019). Opening the black box: A multilevel framework for studying group processes. *Advances in Methods and Practices in Psychological Science*, 2(3), 271–287. <https://doi.org/10.1177/2515245918823722>
42. Sijbom, R. B. L., Lang, J. W. B., & Anseel, F. (2019). Leaders' achievement goals predict employee burnout above and beyond employees' own achievement goals. *Journal of Personality*, 87(3), 702–714. <https://doi.org/10.1111/jopy.12427> [2019 Impact factor: 3.667, category: PSYCHOLOGY, SOCIAL, rank: 7/64]
41. Runge, J. M., Lang, J. W. B., Chasiotis, A. & Hofer, J. (2019). Improving the assessment of implicit motives using IRT: Cultural differences and differential item functioning. *Journal of Personality Assessment*, 101, 414–424. <https://doi.org/10.1080/00223891.2017.1418748> [2019 Impact factor: 2.185, category: PSYCHOLOGY, CLINICAL, rank: 54/131]

40. Runge, J. M., & Lang, J. W. B. (2019). Can people recognize their implicit thoughts? The motive self-categorization test. *Psychological Assessment*, 31(7), 939-951. <http://dx.doi.org/10.1037/pas0000720> [2019 Impact factor: 2.825, category: PSYCHOLOGY, CLINICAL, rank: 41/131]
39. Tackett, J. L., Lang, J. W. B., Markon, K., & Herzhoff, K. (2019). A correlated trait correlated methods model for thin-slice child personality assessment. *Psychological Assessment*, 31(4), 545-556. <https://doi.org/10.1037/pas0000635> [2019 Impact factor: 2.825, category: PSYCHOLOGY, CLINICAL, rank: 41/131]
38. Lang, J. W. B., Lievens, F., De Fruyt, F., Zettler, I., & Tackett, J. L. (2019). Assessing meaningful within-person variability in Likert-scale rated personality descriptions: An IRT tree approach. *Psychological Assessment*, 31(4), 474-487. <https://doi.org/10.1037/pas0000600> [2019 Impact factor: 2.825, category: PSYCHOLOGY, CLINICAL, rank: 41/131]
37. Beier, M. E., Kell, H. J., & Lang, J. W. B. (2019). Commenting on the "Great Debate": General abilities, specific abilities, and the tools of the trade. *Journal of Intelligence*, 7(1), 5. <https://doi.org/10.3390/jintelligence7010005>
36. Apers, C., Lang, J. W. B., & Derous, E. (2019). Who earns more? Explicit traits, implicit motives, and income growth trajectories. *Journal of Vocational Behavior*, 110, 214-228. <https://doi.org/10.1016/j.jvb.2018.12.004> [2019 Impact factor: 4.075, category: PSYCHOLOGY, APPLIED, rank: 10/84; 2021 Academic Journal Guide/ABS: 4]
35. Lang, J. W. B., Mussel, P., & Runge, J. M. (2018). TBS-TK Rezension: Inventar zur Erfassung von Arbeitsmotiven (IEA). *Zeitschrift für Arbeits- und Organisationspsychologie*, 62, 161-163. <https://doi.org/10.1026/0932-4089/a000274>. [2018 Impact factor: 0.250, category: PSYCHOLOGY, APPLIED, rank: 80/82]
34. Kell, H. J., & Lang, J. W. B. (2018). The great debate: General ability and specific abilities in the prediction of important outcomes. *Journal of Intelligence*, 6, 39. <https://doi.org/10.3390/jintelligence6030039>.
33. **Lang, J. W. B., Bliese, P. D. & de Voogt, A. (2018). Modeling consensus emergence using longitudinal multilevel models. *Personnel Psychology*, 71, 255-281. <https://doi.org/10.1111/peps.12260> [2017 Impact factor: 6.930, category: PSYCHOLOGY, APPLIED, rank: 3/82; 2021 Academic Journal Guide/ABS: 4]**
 - Winner of the 2019 Jeanneret Award for Excellence in the Study of Individual or Group Assessment
32. **Lievens, F., Lang, J. W. B., De Fruyt, F., Corstjens, J., Van de Vijver, M., & Bledow, R. (2018). The predictive power of people's intraindividual variability across situations: Implementing whole trait theory in assessment. *Journal of Applied Psychology*, 103, 753-771. <https://doi.org/10.1037/apl0000280> [2018 Impact factor: 5.067, category: PSYCHOLOGY, APPLIED, rank: 9/82; 2021 Academic Journal Guide/ABS: 4*]**
 - 2020 Recipient of the SIOP Joyce and Robert Hogan Award
31. Paul, A., Lang, J. W. B., & Baumgartner, R. J. (2017). A multilevel approach for assessing business strategies on climate change. *Journal of Cleaner Production*, 160, 50-70. <https://doi.org/10.1016/j.jclepro.2017.04.030> [2017 Impact factor: 5.651, category: ENGINEERING, ENVIRONMENTAL, rank: 7/50; 2021 Academic Journal Guide/ABS: 2]
30. de Voogt, A., & Lang, J. W. B. (2017). Employee work ethic in nine nonindustrialized contexts: Some

- surprising non-POSH findings. *Industrial and Organizational Psychology*, 10, 398–403. <https://doi.org/10.1017/iop.2017.35> [2017 Impact factor: 16.375, category: PSYCHOLOGY, APPLIED, rank: 1/82; 2021 Academic Journal Guide/ABS: 1]
29. Lang, J. W. B., Tackett, J. L., & Zettler, I. (2017). Utilizing advanced psychometric methods in research on trait expression across situations. *European Journal of Personality*, 31, 464–465. <https://doi.org/10.1002/per.2119> [2017 Impact factor: 3.7, category: PSYCHOLOGY, SOCIAL, rank: 5/62]
 28. Kell, H. J., & Lang, J. W. B. (2017). Specific abilities in the workplace: More important than g? *Journal of Intelligence*, 5, 13. <https://doi.org/10.3390/jintelligence5020013>
 27. **Bliese, P. D., & Lang, J. W. B. (2016). Understanding relative and absolute change in discontinuous growth models: Coding alternatives and implications for hypothesis testing. *Organizational Research Methods*, 19, 562–592. <https://doi.org/10.1177/1094428116633502> [2016 Impact factor: 4.783, category: PSYCHOLOGY, APPLIED, rank: 3/80; 2021 Academic Journal Guide/ABS: 4]**
 26. Runge, J. M., Lang, J. W. B., Engeser, S., Schüler, J., den Hartog, S. C., & Zettler, I. (2016). Modeling motive activation in the operant motive test: A psychometric analysis using dynamic Thurstonian item response theory. *Motivation Science*, 2, 268–286. <https://doi.org/10.1037/mot0000041>
 25. Zettler, I., Lang, J. W. B., Hülshager, U. R., & Hilbig, B. E. (2016). Dissociating indifferent, directional, and extreme responding in personality data: Applying the three-process model to self- and observer reports. *Journal of Personality*, 84, 461–472. <https://doi.org/10.1111/jopy.12172> [2016 Impact factor: 3.598, category: PSYCHOLOGY, SOCIAL, rank: 6/62]
 24. Schwager, I. T. L., Hülshager, U. R., & Lang, J. W. B. (2016). Be aware to be on the square: Mindfulness and counterproductive academic behavior. *Personality and Individual Differences*, 93, 74–79. <https://doi.org/10.1016/j.paid.2015.08.043> [2016 Impact factor: 2.005, category: PSYCHOLOGY, SOCIAL, rank: 20/62; 2021 Academic Journal Guide/ABS: 3]
 23. Lang, J. W. B., Kersting, M., & Beauducel, A. (2016). Hierarchies of factor solutions in the intelligence domain: Applying methodology from personality psychology to gain insights into the nature of intelligence. *Learning and Individual Differences*, 47, 37–50. <https://doi.org/10.1016/j.lindif.2015.12.003> [2016 Impact factor: 1.650, category: PSYCHOLOGY, EDUCATIONAL, rank: 22/58]
 22. Zettler, I., & Lang, J. W. B. (2015). Employees' political skill and job performance: An inverted U-shaped relation? *Applied Psychology: An International Review*, 64, 541–577. <https://doi.org/10.1111/apps.12018> [2015 Impact factor: 1.179, category: PSYCHOLOGY, APPLIED, rank: 44/79; 2021 Academic Journal Guide/ABS: 3]
 21. Schwager, I. T. L., Hülshager, U. R., Bridgeman, B., & Lang, J. W. B. (2015). Graduate student selection: Graduate record examination, socioeconomic status, and undergraduate grade point average as predictors of study success in a western European University. *International Journal of Selection and Assessment*, 23, 71–79. <https://doi.org/10.1111/ijsa.12096> [2015 Impact factor: 0.610, category: PSYCHOLOGY, APPLIED, rank: 62/79]
 20. **Hülshager, U. R., Lang, J. W. B., Schewe, A. F., & Zijlstra, F. R. H. (2015). When regulating emotions at work pays off: A diary and an intervention study on emotion regulation and customer tips in service jobs. *Journal of Applied Psychology*, 100, 263–277. <https://doi.org/10.1037/a0038229> [2015 Impact factor: 3.810, category: PSYCHOLOGY, APPLIED, rank: 5/79; 2021 Academic Journal Guide/ABS: 4*]**
 19. **Hülshager, U. R., Lang, J. W. B., Depenbrock, F., Fehrman, C., Zijlstra, F. R. H., & Alberts, H. J. E. M.**

- (2014). **The power of presence: The role of mindfulness at work for daily levels and change trajectories of psychological detachment and sleep quality.** *Journal of Applied Psychology*, 99, 1113–1128. <https://doi.org/10.1037/a0037702> [2014 Impact factor: 4.799, category: PSYCHOLOGY, APPLIED, rank: 2/76; 2021 Academic Journal Guide/ABS: 4*]
18. Schwager, I. T. L., Hülshager, U. R., Lang, J. W. B., Klieger, D. M., Bridgeman, B., & Wendler, C. (2014). Supervisor ratings of students' academic potential as predictors of citizenship and counterproductive behavior. *Learning and Individual Differences*, 35, 62–69. <https://doi.org/10.1016/j.lindif.2014.07.005> [2014 Impact factor: 1.621, category: PSYCHOLOGY, EDUCATIONAL, rank: 23/55]
 17. Anseel, F., Carette, B., Lang, J. W. B., & Lievens, F. (2014). The move to business schools: How is industrialorganizational psychology holding up in Europe? *Industrial and Organizational Psychology*, 7, 365–370. <https://doi.org/10.1111/iops.12164> [2014 Impact factor: 0.579, category: PSYCHOLOGY, APPLIED, rank: 58/76; 2021 Academic Journal Guide/ABS: 1] .579
 16. Lang, J. W. B. (2014). **A dynamic Thurstonian item response theory of motive expression in the Picture Story Exercise: Solving the internal consistency paradox of the PSE.** *Psychological Review*, 121, 481–500. <https://doi.org/10.1037/a0037011> [2014 Impact factor: 7.972, category: PSYCHOLOGY, MULTIDISCIPLINARY, rank: 5/129; 2021 Academic Journal Guide/ABS: 4]
 15. Hülshager, U. R., Alberts, H. J. E. M., Feinholdt, A., & Lang, J. W. B. (2013). **Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction.** *Journal of Applied Psychology*, 98, 310–325. <https://doi.org/10.1037/a0031313> [2013 Impact factor: 4.367, category: PSYCHOLOGY, APPLIED, rank: 3/75; 2021 Academic Journal Guide/ABS: 4*]
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 12. Lang, J. W. B. & Bliese, P. D. (2012). I–O psychology and progressive research programs on intelligence. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 5, 161–166. <https://doi.org/10.1111/j.1754-9434.2012.01423.x> [2011 Impact factor: 0.654, category: PSYCHOLOGY, APPLIED, rank: 59/73; 2021 Academic Journal Guide/ABS: 1]
 11. Lang, J. W. B., & Lang, J. (2011). Practical implications of test anxiety tools. *Science*, 332, 791–792. <https://doi.org/10.1126/science.332.6031.791-b> [2011 Impact factor: 31.201, category: MULTIDISCIPLINARY SCIENCES, rank: 2/56]
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 9. Lang, J. W. B., Kersting, M., Hülshager, U. R., & Lang, J. (2010). **General mental ability, narrower cognitive abilities, and job performance: The perspective of the nested-factors model of cognitive**

abilities. *Personnel Psychology*, 63, 595–640. <https://doi.org/10.1111/j.1744-6570.2010.01182.x> [2010 Impact factor: 3.367, category: PSYCHOLOGY, APPLIED, rank: 4/69; 2021 Academic Journal Guide/ABS: 4]

8. Lang, J. W. B., & Lang, J. (2010). Priming competence diminishes the link between cognitive test anxiety and test performance: Implications for the interpretation of test scores. *Psychological Science*, 21, 811–819. <https://doi.org/10.1177/0956797610369492> [2010 Impact factor: 4.699, category: PSYCHOLOGY, MULTIDISCIPLINARY, rank: 7/120; 2021 Academic Journal Guide/ABS: 4*]
7. Hülshager, U. R., Lang, J. W. B., & Maier, G. W. (2010). Emotional labor, strain, and performance: Testing reciprocal relationships in a longitudinal panel study. *Journal of Occupational Health Psychology*, 15, 505–521. <https://doi.org/10.1037/a0021003> [2010 Impact factor: 2.355, category: PUBLIC, ENVIRONMENTAL AND OCCUPATIONAL HEALTH, rank: 17/116; 2021 Academic Journal Guide/ABS: 4]
6. van Doorn, R. R. A., Lang, J. W. B., & Weijters, T. (2010). Self-reported cognitive failures: A core-self evaluation? *Personality and Individual Differences*, 49, 717–722. <https://doi.org/10.1016/j.paid.2010.06.013> [2010 Impact factor: 1.820, category: PSYCHOLOGY, SOCIAL, rank: 16/58; 2021 Academic Journal Guide/ABS: 3]
5. Lang, J. W. B., Kersting, M., & Hülshager, U. R. (2010). Range shrinkage of cognitive ability test scores in applicant pools for German governmental jobs: Implications for range restriction corrections. *International Journal of Selection and Assessment*, 18, 321–328. <https://doi.org/10.1111/j.1468-2389.2010.00515.x> [2010 Impact factor: 0.859, category: PSYCHOLOGY, APPLIED, rank: 50/69; 2021 Academic Journal Guide/ABS: 2]
4. van Doorn, R. R. A., & Lang, J. W. B. (2010). Performance differences explained by the neuroticism facets withdrawal and volatility, variations in task demand, and effort allocation. *Journal of Research in Personality*, 44, 446–452. <https://doi.org/10.1016/j.jrp.2010.05.004> [2010 Impact factor: 1.756, category: PSYCHOLOGY, SOCIAL, rank: 18/58]
3. Lang, J. W. B., & Bliese, P. D. (2009). General mental ability and two types of adaptation to unforeseen change: Applying discontinuous growth models to the task-change paradigm. *Journal of Applied Psychology*, 94, 411–428. <https://doi.org/10.1037/a0013803> [2009 Impact factor: 3.840, category: PSYCHOLOGY, APPLIED, rank: 4/63; 2021 Academic Journal Guide/ABS: 4*]
2. Lang, J. W. B., & Kersting, M. (2007). Regular feedback from student ratings of instruction: Do college teachers improve their ratings in the long run? *Instructional Science*, 35, 187–205. <https://doi.org/10.1007/s11251-006-9006-1> [2007 Impact factor: 0.795, category: EDUCATION AND EDUCATIONAL RESEARCH, rank: 30/105]
1. Lang, J. W. B., & Fries, S. (2006). A revised 10-item version of the Achievement Motives Scale: Psychometric properties in German-speaking samples. *European Journal of Psychological Assessment*, 22, 216–224. <https://doi.org/10.1027/1015-5759.22.3.216> [2006 Impact factor: 0.855, category: PSYCHOLOGY, APPLIED, rank: 35/54]

Book Chapters

8. Lang, J. W. B. (in preparation). Methods to model growth trajectories. In V. González-Romá, *Handbook of Research Methods in Work and Organisational Psychology*. Edward Elgar.
7. Lang, J. W. B., & Bliese, P. D. (in press). Multilevel research designs. In N. Bowling, M. K. Shoss, & Z.

Zhou, *How to Get Published in the Best Industrial-Organizational Psychology Journals*. Edward Elgar.

6. Lang, J. W. B., & Corstjens, J. (2022). Key episodes in the history of testing in Central Western Europe. In S. Laher (Ed.), *International histories of psychological assessment*. Cambridge University Press.
5. Bliese, P. D., Kautz, J., & Lang, J. W. B. (2020). Discontinuous growth models: Illustrations, recommendations, and an R function for generating the design matrix. In Y. Griep, S. D. Hansen, T. Vantilborgh, T., & J. Hofmans (Eds.), *Handbook of dynamic organizational behavior* (pp. 319-350). Edward Elgar.
4. Lang, J. W. B., & Bliese, P. D. (2018). A temporal perspective on emergence: Using three-level mixed-effects models to track consensus emergence in groups. In S. E. Humphrey & J. M. LeBreton (Eds.), *The handbook for multilevel theory, measurement, and analysis* (pp. 519-540). American Psychological Association.
3. Lang, J. W. B. (2011). Computer-adaptives Testen [Computer-adaptive testing]. In L. F. Hornke, M. Amelang & M. Kersting (Eds.), *Leistungs-, Intelligenz- und Verhaltensdiagnostik (Enzyklopädie der Psychologie. Themenbereich B, Serie II, Band 3)*. Hogrefe.
2. Lang, J. W. B., & Kersting, M. (2007). Langfristige Effekte von regelmäßigem Feedback aus studentischen Lehrveranstaltungsevaluationen [Long-term effects of regular feedback from student ratings of instruction]. In A. Kluge & K. Schöler (Eds.), *Qualitätssicherung und -entwicklung an Hochschulen: Methoden und Ergebnisse* (pp. 159–167). Pabst.
1. Lang, J. W. B., & Kersting, M. (2007). Statistische Modelle und Auswertungsverfahren [Statistical models and evaluation procedures]. In H. Schuler & Kh. Sonntag (Eds.), *Handbuch der Arbeits- und Organisationspsychologie* (pp. 98–108). Hogrefe.

Invited Presentations

19. Lang, J. W. B. (2021, September). Adaptive Performance after Task-Change: Motivational and Cognitive Antecedents in Organizations. Invited Colloquium (Prof. Giessner). Erasmus University Rotterdam, The Netherlands.
18. Lang, J. W. B. (2021, April). Adaptive Performance after Task-Change: Motivational and Cognitive Antecedents in Organizations. Invited Colloquium (Prof. Kleinmann). University of Zürich, Switzerland.
17. Lang, J. W. B. (2020, February). Measuring Implicit Motives at Work: A Review of Recent Progress and Future Research Agenda. Invited Colloquium (Prof. Bledow). Singapore Management University, Singapore.
16. Lang, J. W. B. (2019, July). Measuring Implicit Motives at Work: A Review of Recent Progress and Future Research Agenda. Invited Colloquium (Prof. Kehr). Technical University Munich, Munich, Germany.
15. Lang, J. W. B. (2019, June). Basic and intermediate multilevel modeling. Invited Pre-Conference Workshop for the Association for International Business (AIB) meeting in Copenhagen, Denmark.
14. Lang, J. W. B. (2019, June). Methodological issues in research on leadership and health/well-being. Invited panel discussion at the EAWOP Small Group Meeting on Leadership and health/well-being. University of Exeter, Exeter, UK.
13. Lang, J. W. B. (2019, May). Basic and intermediate multilevel modeling. Invited Colloquium (Prof. Goh). Monash University, Melbourne, Australia.

12. Lang, J. W. B. (2019, April). Using multilevel methods for studying group processes over time. Invited Colloquium (Prof. Tay & Prof. Sang). Purdue University, West Lafayette, United States.
11. Lang, J. W. B. (2018, November). Barriers and opportunities for the use of indirect measures in the workplace: What type of indirect measures would organizations actually use? FWO Expert Meeting 2018 (Prof. de Houwer, Prof. Bar-Anan, & Prof. Spruyt) on Improving the Utility of Indirect Measures, Ghent, Belgium.
10. Lang, J. W. B. (2018, April). Modeling consensus emergence in groups using longitudinal multilevel methods. Invited Colloquium (Prof. R. Baumgartner), Institute of System Sciences, Innovation and Sustainability Research, University of Graz, Austria.
9. Lang, J. W. B. (2016, November). Dealing with reviewer comments and decision letters: Some experiences as an author and as a reviewer. Early Career Workshop by Prof. J. Bosak for the Society for the Advancement of Management Studies (SAMS). Dublin City University, Dublin, Ireland.
8. Lang, J. W. B. (2016, September). *Alles eine Frage der Vorbereitung? Leistung und Verhalten in einer Online Testvorbereitungsumgebung als Prädiktor von Testleistung in einem Studienauswahltest.* [All a matter of preparation? Performance and behavior in an online test preparation environment as a predictor of test performance in a student selection test]. Invited Colloquium (Prof. M. Kersting), Department of Psychology, University of Giessen, Germany.
7. Lang, J. W. B. (2016, January). *Modeling Consensus Emergence, Leader Consensus Centrality, and Leader Consensus Emergence in Groups and Organizations: A Multilevel Approach.* Invited Colloquium (Prof. G. Thomas), Surrey Business School, University of Surrey, Guildford, UK.
6. Lang, J. W. B. (2013, November). *A dynamic Thurstonian Item-Response Theory of Motive Expression in the Picture Story Exercise: Solving the PSE Reliability Paradox.* Invited Colloquium for the Psychometrics of Implicit Motive Measures Network of the German Research Association, Jena, Germany.
5. Lang, J. W. B. (2013, February). *Using Implicit Motive Measures to Understand Performance at Work.* Invited Colloquium (Prof. H. Kehr), Department of Psychology, Technical University Munich, Germany.
4. Lang, J. W. B. (2011, September). *Ist der g-Faktor der Intelligenz immer der wichtigste Prädiktor von Leistung im Arbeitsleben? Theoretische und Empirische Grenzen eines "gut belegten" Zusammenhangs [Is the g-factor always the most important predictor of job performance? Theoretical and empirical boundaries of a "well-demonstrated" relationship.]* Invited opening lecture of the 7th meeting of the Work, Organizational and Business Psychology division of the Deutsche Gesellschaft für Psychologie (DGPs), Rostock, Germany.
3. Lang, J. W. B. (2011, July). *Multilevel modeling using the nlme, the lme4, and the multilevel package in R.* Invited Workshop (Prof. E. Bamberg & Prof. J. Dettmers), Work Group Work and Organizational Psychology, University of Hamburg, Hamburg, Germany.
2. Lang, J. W. B. (2011, May). *The Happy End of gmania and the Late Emergence of Hierarchical Conceptions of Intelligence in Applied Psychology?* Invited Colloquium (Prof. U. Trautwein), Center for Educational Science and Psychology, Eberhard Karl University, Tübingen, Germany.
1. Lang, J. W. B. (2007, December). *Der Zusammenhang zwischen genereller mentaler Fähigkeit und zwei Arten von Adaptionsfähigkeit an unvorhergesehene Veränderungen.* [The relationship between general mental ability and two types of adaptation to unforeseen change], Invited Colloquium (Prof. H. Holling). Wilhelms-University, Münster, Germany.

Research Funding

Mirjam Knockaert, Tom Vanacker, Sophie Manigart, Jonas W. B. Lang: The Role of Supporting Entrepreneurship Actors for Early Stage High Tech Firms, Special Research Fund, Flanders (€ 1197,240).

Jonas W. B. Lang: Consensus emergence in teams and work Groups: A longitudinal multilevel modeling approach funded by the Flemish research fund (FWO) (€ 189,400).

Jonas W. B. Lang: Thurstonian-based measurement of implicit personality characteristics in personnel selection and human resources management funded by the Special Research Fund (BOF) of Ghent University (€ 190,000).

Jonas W. B. Lang, Gjalt-Jorn Peters & Jan Corstjens: Using Competence Priming to Help Students with Cognitive Test Anxiety: Development and Evaluation of Interventions, Leading in Learning 2012 grant, Maastricht University (€ 14,920).

Editorial Service

Journal of Applied Psychology (FT50), Associate Editor, 2020–2024

Journal of Personnel Psychology, Editor-in-chief, 2020–2024

Organizational Research Methods, Associate Editor, 2017–2020

Journal of Personnel Psychology, Associate Editor, 2017–2019

Organizational Research Methods, Editorial Board Member, 2021–

Psychological Assessment, Editorial Board Member, 2015–

Human Performance, Editorial Board Member, 2015–

International Journal of Selection and Assessment, Editorial Board Member, 2018–

Zeitschrift für Arbeits- und Organisationspsychologie, Editorial Board Member, 2017–

Journal of Personnel Psychology, Editorial Board Member, 2016–2017

Journal of Applied Psychology (FT50), Editorial Board Member, 2014–2019

Journal of Applied Psychology (FT50), Principal Reviewer, 2012–2013

Ad-hoc reviewer: Organization Science, Personnel Psychology, British Journal of Social Psychology, Group and Organization Management, Journal of Management, Journal of Educational Psychology, Journal of Organizational Behavior, Journal of Occupational Health Psychology, Journal of Personality, Advances in Methods and Practices in Psychological Science, European Journal of Personality, European Journal of Psychological Assessment, European Journal of Work and Organizational Psychology, Psychological Medicine, Journal of Abnormal Psychology, Personality and Individual Differences, Journal of Managerial Psychology, Journal of Cross-Cultural Psychology, Applied Psychology: An International Review, British Journal of Educational Psychology, International Journal of Selection and Assessment, American Journal of Psychology, Gedrag en Organisatie, Motivation and Emotion, Assessment, International Journal of Psychology, German Science Foundation (DFG), Netherlands Organisation for Scientific Research (NWO), Swiss National Research Fund (SNF), Portuguese Science Foundation (Fundação para a Ciência e a Tecnologia)

Awards

Fellow of the Society of Industrial and Organizational Psychology (2023)

Winner of the 2019 Jeanneret Award for Excellence in the Study of Individual or Group Assessment from the Society of Industrial and Organizational Psychology (with P. D. Bliese & A. de Voogt; \$ 1500)

Received the 2009–2010 innovation award from the Work, Organizational, and Business Psychology section of the German Psychology Association (Deutsche Gesellschaft für Psychologie, DGPs; € 2000)

Received the Borchers Insignia for an outstanding dissertation from the Rector Magnificus of RWTH Aachen University (2007)

Supervision and Examination of PhD Students

Ongoing Supervision of PhD Students at University of Exeter:

Ky Minh Do (as co-supervisor, supervisor: I. Inceoglu), University of Exeter, 2021-

Dissertations supervised:

Gudrun Reindl, Ghent University, 2017-2022

Catherine Apers (main supervisor, co-supervisor: E. Derous), Ghent University, 2014-2020

Julie Brückner (as co-supervisor, main supervisor: J. Bosak), Dublin City University, 2015-2020

Malte Runge, Ghent University, 2015-2019

Member of the Examination Committee:

Jan Corstjens, Ghent University (2021)

Radityo Handrito, Ghent University (2021)

Christoph Herde, Ghent University (2019)

Fien Gistelinck, Ghent University (2019)

Sarah Boone, Ghent University (2019)

Saar Van Lysebetten, Ghent University (2019)

Maarten De Schryver, Ghent University (2018)

Jasmine Vergauwe, Ghent University (2017)

External examination of PhD students:

Shambhavi Tiwari, Midway Examiner, Copenhagen University, Denmark (2022)

Rebecka Persson, Opponent, Lund University, Sweden (2022)

Brian Harman, Examiner, Dublin City University, Ireland (2016)

Anna-Sophie Ulfert, Second Evaluator, University of Giessen, Germany (2016)

Teaching Experience

InStats

Short course *Multilevel Modeling in R* (2023)

Consortium for the Advancement of Research Methods and Analysis

Short course *Introduction to Structural Equation Modeling* (2021, 2022, 2023)

University of Exeter (2019-)

Short course *Multilevel models (basic, intermediate, and advanced)* (graduate education)

Short course *Introduction to Structural Equation Modeling* (graduate education)

Ghent University (2013-2022)

H002120 *Academic skills* (required undergraduate)

H002022 *Teams and Work Motivation* (required undergraduate)

H002025 *Leadership and Multilevel Research* (required graduate)

Maastricht University (2008-2013)

WO431	<i>Safety at Work</i> (required graduate)
PSY4021	<i>Work Psychology</i> (required graduate)
WO432	<i>Human Resources Management</i> (required graduate)
PSY4024	<i>Human Performance</i> (required graduate)
PSY3344	<i>Human Behavior in Organizations</i> (elective undergraduate)
PSY3339	<i>Group Dynamics</i> (elective undergraduate)
PSY2009	<i>Research Practical</i> (required undergraduate)
PSY2022	<i>Personality and Individual Differences</i> (required undergraduate)
3.6A	<i>Psychological Assessment</i> (required undergraduate)

RWTH Aachen University (2004-2008)

M-III-S1	<i>Organizational Assessment</i> (required graduate)
BM-IV-S2	<i>Personality and Interests</i> (required undergraduate)
M-II-S	<i>Fundamentals of Psychological Assessment</i> (required undergraduate)
6.2-I	<i>Cognitive Competencies (with M. Kersting)</i> (required graduate)

University Service

Team Member, Centre for Entrepreneurship Research, Ghent University, Belgium, 2017-2022

Commission Internationalization & Erasmus Coordinator Work & Organizational Psychology, Faculty of Psychology and Educational Sciences, Ghent University, Belgium, 2013-2020

Education Commission Psychology, Faculty of Psychology and Educational Sciences, Ghent University, Belgium, 2017-2019

Resonance group international staff, Internationalization Department, Central Administration, Ghent University, Belgium, 2014-2018

Resonance group international students, Internationalization Department, Central Administration, Ghent University, Belgium, 2014-2018

Commission Scientific Research, Faculty of Psychology and Educational Sciences, Ghent University, Belgium, 2014-2016

Program Group 2nd Year Bachelor Education, Faculty of Psychology and Neuroscience, Maastricht University, Maastricht, The Netherlands, 2010-2013

Professional Activities

Delegate in the Alliance for Organizational Psychology for the European Association of Work and Organizational Psychologists (EAWOP), 2020-2024

Electronic communications Committee of the Society for Industrial and Organizational Psychology (SIOP), 2019-2020.

Committee Member, Innovation Award of the Work, Organizational, and Business Psychology section of the German Psychology Association (DGPs), 2018

Member of the Commission for the Reform of German Master Education in Work and Organizational Psychology, Work and Organizational Psychology Division of the German Society for Psychology (DGPs), Göttingen

tingen, Germany, 2016.

Professional Affiliations

Society for Industrial and Organizational Psychology (SIOP), Member (2010–2023), Fellow (2023–)
European Association of Work and Organizational Psychology (EAWOP), Full Member, 2008–
German Society for Psychology (DGPs), Full Member, 2008–
Academy of Management (AOM), Member, 2018–
Dutch-Speaking Working Community of Work and Organizational Psychology (WAOP), 2008–2024
Belgian Association for Psychological Sciences (BAPS), 2015–2022

Serial Ethical Transgressors in Organizational Research Academia: A 14-Year Professional Life/Roller-Coaster-Ride as a Victim, Victim Advocate, and Hesitant Whistleblower

Jonas Lang

Abstract

The goal of this paper was to better understand why ethical misconduct is rarely sanctioned on the basis of narrative ethnographic accounts. Season 1 focuses on a SET who demanded full control over children, and then used this control to demand academic work for her career. Season 2 details the actions of two transgressors who repeatedly manipulated authorship credits and exploited their positions for career advancement at the expense of other researchers. Season 3 focuses on two transgressors who focused on systematic abuse of power and manipulation tactics to gain resources and control over other researchers. In all three seasons, merit exception policies (inclusion, equity, or diversity) allowed transgressors being a minority (immigrant/foreigner/female) or claiming to be an advocate for a minority to avoid scrutiny. The aftermath for the author and other victims is also described. The author faced high levels of stress and related health problems, resigned from his tenured position under pressure, faced failed job searches, whistleblowing retaliation, exclusion, legal threats, and limited professional opportunities, leaving him marginalized and struggling to rebuild his career. Implications for fairness, free speech, and trust in academic research outputs in management are discussed.

Keywords: Ethnographic research, whistleblowers, Deny-Attack-Reverse-Victim-Offender, Inclusion-Equity-Diversity-Policy-Abuse, fairness

Summary

This paper is an autoethnographic qualitative study on the basis of my experiences with serial ethical transgressors (SETs) in organizational research academia over a 14-year period. The account is structured into three key "seasons," each highlighting different cases of ethical misconduct and their impact on my personal and professional life. Season 1 focuses on my ex-wife, Professor Jessica Lang/Ippolito, RWTH Aachen University, who started a relationship with my father, my children's grandfather who is 29 years older than her and demanded custody of the kids which a German court granted her. She then went on to demand academic work from me for her in return for me being able to see my children. She used this work to become a professor. Although both children declared in court that they wanted to live with me, the court did not grant their wishes and instead demanded that they retract that declaration in a new court date with my father present. My daughter could not stomach this living arrangement and repeatedly tried to leave which my ex-wife and my father could not accept. After the family court finally reversed course and recommended that she can live with me, my ex-wife moved onto using the psychiatry clinic of her university to prevent my now older daughter from living with me. Season 2 details the actions of Maastricht University full professors and section heads Ute Hülshager and A, who manipulated authorship and supervisor credits and exploited their positions for career advancement, often at the expense of junior researchers. Season 3 focuses on full professor Eva Derous' and department head and full professor Johnny Fontaine's systematic abuse of power and use of manipulation tactics to gain organizational resources and control over colleagues and junior researchers at Ghent University. Links and collaborations between Professor Jessica Lang/Ippolito and Professor Hülshager including an edx.org course on health risks at work they teach together, and between Professor Hülshager and Professor Derous are also reported. In all three seasons, merit exception policies (inclusion, equity, or diversity) allowed transgressors being a minority (immigrant/foreigner/female) or claiming to be an advocate for a minority to avoid scrutiny using Deny-Attack-Reverse-Victim-and-Offender (DARVO)-tactics. Remarkably, these tactics succeeded again and again even though some of the victims included members of the same or other minority groups (but without power). The aftermath for me and other victims is also described. I faced high levels of stress, depression, and physical stress-related health problems due to being repeatedly wrongly accused for things I did not do. However, even when accusations were proven false, organizations and decision makers continued to act like they were still true. I ultimately resigned

from my tenured position at Ghent University under pressure, faced failed job searches, whistleblowing retaliation, exclusion, legal threats, and limited professional opportunities, leaving me marginalized and struggling to rebuild my career. The discussion focuses on the role of special treatments, exception policies, and misunderstandings about social justice movements in allowing transgressors to escape scrutiny. The discussion also identifies normatively-focused and ego-activating feedback, a dichotomous focus on either removing a transgressor (which rarely if ever happens) or doing nothing, and a tendency of decision makers to reframe ethical transgressions as bilateral conflict as phenomena that contribute to the problem in academia.

Serial Ethical Transgressors in Organizational Research Academia: A 14-Year Professional Life/Roller-Coaster-Ride as a Victim, Victim Advocate, and Hesitant Whistleblower

"But it's been 14 years of silence

It's been 14 years of pain

It's been 14 years that are gone forever and I'll never have again."

Guns N' Roses, 14 years (1991)

It's been about 20 years since I started my so-called career in academia by becoming a PhD student and researcher in organizational psychology and organizational behavior. One element that my younger self did not anticipate was the frequency and notoriety of ethical transgressions that I would come across. Over the course of these 20 years (2004-2024), my perspective on ethical transgressions has changed quite dramatically, and this change has mainly been driven through events and personal experiences over the last 14 of those 20 years (2010-2024). These experiences initially mainly included being a spectator of a series of data fraud transgressions within my own and adjacent research areas. These experiences were followed by a personal journey from becoming a victim of ethical transgressions, to becoming an advocate speaking up within an organization and defending other victims, and finally what can maybe best be described as being a victim activist. The ethical transgressions I encountered included stealing other my and people's work, exploitation of power positions to gain authorship credit, exploitation of power positions to gain financial resources and additional power positions, conflicts of interests between academia and private life, the use of the resources of the organization for personal objectives, untruthfulness about colleagues and coworkers, and a range of mobbing behaviors. I use the term ethical transgression for behavior that goes against established ethical and professional guidelines within a research field (Academy of Management, 2023; American Psychological Association, 2017). Of course, many of these ethical transgressions can also go against other norms and regulations (e.g., International Chamber of Commerce, 2017).

This paper is conceptualized as phenomenon-driven (Fisher et al., 2021; Rockmann & Pratt, 2015) and autoethnographic study (Anteby, 2013; Boje & Tyler, 2009; Newark, 2024; Poulos, 2021). The phenomenon that ultimately motivated the writing of the paper is the fact that serial ethical transgressors seemingly get away when they are able to invoke merit exception policy (inclusion, equity, or diversity) language. The paper is designed to better understand and describe this phenomenon through autoethnography.

Autoethnography (derived from Greek: autós = self, ethnos = people, graphia = writing) is a qualitative research method that makes the attempt to gain insights about the nature of a culture or phenomenon from a writer's personal experiences. The method thus emphasizes the value of field proximity of the qualitative researcher (Anteby, 2013), and accepts that this high level of field proximity comes with the limitation of less professional distance of the researcher (Langley & Klag, 2019; Rockmann & Vough, 2024). The method is related to other in-depth qualitative approaches like, for example, case reports and analyses in management and psychology (Flyvbjerg, 2011; Gephart, 2004) or classic ethnographic research approaches whereby researchers immerse themselves into a cultural environment (Fein & Yahalom, 2023). Although there are earlier qualitative studies, in which the researcher describes an active personal role (Gephart, 1978), the approach has particularly received attention in recent years (Anteby, 2013; Boje & Tyler, 2009; Newark, 2024).

In line with the conceptualization of the paper as an autoethnographic study, this article is organized as follows. In the first part of the paper, I focus on highlighting episodes in my personal journey as accurately and accessible as possible. Many autoethnographic studies present documents, quotes or even photos. I initially made an attempt to use a similar style to write this paper. However, in my case, the number of events is simply too large and the amount of material is

too big to put all of this into one article that can still be followed by readers and is not overly boring, long, and difficult to follow. Therefore, I have opted for a narrative style that adopts a season/episode format in an attempt to highlight key episodes, and is hopefully easier to follow for readers. Autoethnographic narratives also frequently face an ethical dilemma in the sense that these stories necessarily involve others, and researchers approaches to navigate this dilemma vary (Ellis, 2007; Lee, 2018, p. 201). However, the literature has build some consensus around the notion that it is not necessary to ask for consent from those who appear in autoethnographic research and have caused harm (Ellis, 2007; Lee, 2018; Medford, 2006). One typically cited reason for this perspective is that it would be inappropriate to place the well-being of the victim above the well-being of a bad actor . Some qualitative scholars also see the goal to give voice to marginalized and silenced by more powerful actors as one of the defining features of and strength of autoethnography that would otherwise be compromised (Bochner, 2017; Medford, 2006). Many autoethnographies about experienced suffering and harm thus do not seek consent from those who acted badly (Adams, 2011; Wallraff, 1976, 1988). Nonetheless, I took a couple of extra steps in navigated the dilemma of writing about events that did not only include me but also others. First, I restricted the reflective and introspective part of my story to my myself as the only reflective participant. I also deliberately left out statements describing intents or feelings made to me from the time that I remember out of the narrative. Second, I limited the description of others to objectively verifiable events as much as possible without interpreting these events from their personal perspective.

In the second part of the paper, my goal is to reflect on my journey from several different angles. I make an effort to identify overarching patterns that I observed and that surprised me and changed my perspective in light of what I experienced. I also reflect on how the events affected my personal well-being, my development as a researcher and academic, and my subjective perception of how others dealt with the events. Finally, I discuss the events also from the perspective of the existing literature on ethical transgressions in academia that has in recent years mainly focused on data fraud (Aguinis et al., 2020; Munafò et al., 2017; Nosek et al., 2022; Schwab & Starbuck, 2017). While I personally believe that data fraud is an extremely important topic, I also believe that it is important to take a broader perspective, and also include other ethical transgression phenomena in the conversation. These phenomena have been less discussed in the literature and in society so far (exceptions: Beal, 2024; Bössel et al., 2023; Lasser et al., 2021; Schwanitz, 1995) and thus have been unexpected to me when I encountered them. Without taking too much away from the story that I am planning to tell, I was constantly surprised by two things. First, it is still astonishing to me how difficult it is to get any reaction from academic organizations to ethical transgressions from their members. Even in cases where the transgressions were clearly documented on paper, the transgressions were not disputed, and there was a clear victim (including cases where this victim was a junior researcher), there was frequently no reaction. Second and perhaps related to the first observation, I was surprised that ethical transgressors frequently committed those transgressions in series. I therefore use the term “serial ethical transgressors” (SETs) to refer to a phenomenon whereby a researcher commits ethical transgressions - as defined by typical ethical guidelines for researchers - many times in a sort of chronic repetitive behavior. Of course, the term SETs should not be applied as a dichotomous label. The transition from an isolated episode to a serial or chronic behavior will in practice frequently be fluent. The propensity to engage in ethical transgressions likely follows a normal or similar probability distribution like most behaviors and performance characteristics (Micceri, 1989; O’Boyle Jr. & Aguinis, 2012).

Findings: My Journey

During my journey, I have been a victim of ethical transgressions and a victim advocate in what I would label three separate series of events (called seasons in this narrative). Each series of

events involved the same transgressor and, in some instances also a second/co-transgressor. I should also mention that these episodes from an extreme but luckily not the only part of my overall professional and private life over those 14 years. I also had a lot of very fruitful and exciting collaborations and received a lot of support. Nonetheless, the events had a considerable impact on me both from a well-being as well as from a professional identity perspective.

The first series of events involves my ex-wife – we refer to her as Professor Jessica Lang/Ippolito - and includes my divorce, which may seem like a family matter that should not spill into professional or academic life. I hope that all readers believe me when I say that I tried in vain to keep my personal and academic life separate in this case. However, unfortunately my ex-wife, we call her Professor Jessica Lang/Ippolito throughout this paper, had other plans and so my personal life and the childhood of our son and even more our daughter became quite closely intersected with academia and Professor Jessica Lang/Ippolito's university. The other two cases are less private and occurred in completely different institutions.

I should mention at the start that the events in the three seasons are possibly connected to a limited degree so I cannot rule out that the events in earlier series and the fact that I confronted the transgressors but initially did not take further action encouraged subsequent events.

The transgressor in Season 1, Professor Jessica Lang/Ippolito, knows the main transgressor in Season 2, Professor Ute Hülshager, and they have collaborated on projects, and conference presentations and Professor Hülshager is an adamant defender of my ex-wife's unusual life choices. They are also teaching a prominent online course on the edx.org education platform together, in which they declare themselves leading experts on health risks at work. Furthermore, a jury member for the dissertation in Episode 2 in Season 2 was also a reviewer for the promotion of Professor Jessica Lang/Ippolito to professor in Season 1, Episode 4.

The transgressor in Season 2, Professor Hülshager, also knows the transgressor in Season 3, Professor Eva Derous, and they have collaborated on a paper in recent years. Additionally, two dissertation jury members involved in the dissertation defense in Episode 2 of Season 2 are both collaborators of the transgressor in Season 3, Professor Derous, and attended a dissertation defense of another candidate for another supervisor at Ghent University – the university where I and Professor Derous were both working at the time..

Season 1: Professor Jessica Lang/Ippolito (University Hospital, Germany)

“My friends they listen to the things I say
They listen and they hear more everyday
But I know they never understand it
Because it was no accident you planned it
Why did you do it? Why did you do that thing to me?”

Stretch, Why did you do it? (1975)

Episode 1: An ugly divorce of an academic couple

My ex-wife, Jessica Lang, born Ippolito, and I meet during our psychology education and become a couple shortly before graduation. I know I want to become an academic, so I accept a PhD position in another city, and she moves with me. She decides to pursue a PhD later when an opportunity arises.

Our relationship is initially busy and stressful as we are both PhD students. We marry, buy an apartment, and have two children, a son and a daughter. She spends most of her time with the kids, becoming stressed, so I support her academic research. Despite her busy schedule, she completes her PhD.

After our PhDs, we both secure positions: I at the local university and she as a postdoc at the university hospital of RWTH Aachen University in occupational health, a position I encouraged her to apply for. Later, I move to university in a nearby country (The Netherlands) for experience and

do daily commutes. Managing two academic careers and two kids is stressful, and she also needs to care for her large family that also regularly want to see our kids.

At the beginning of 2010, I return from a conference, and she tells me that she is so unhappy in the marriage that I should leave and not stay in the apartment anymore. I was initially very surprised and refused to leave because it was an apartment owned by both of us and our two children live there with us. Nonetheless, she insists that I leave and also physically attacks me by trying to infect me with an infectious disease. This infectious disease was diagnosed by my father who is also her physician. I leave for my mother's apartment who lives close by. Relatively quickly after I move out, I receive a letter from our former neighbor, Tobias Lob, who is a lawyer and actually handling a minor case of mine about a traffic accident at the time. In the letter, he/she wrongfully accuses me of violence. A claim she in later years repeats several times but ultimately stops making. At the same time, the letter requests that I pay an unrealistically high amount of money each month, exceeding the typical German regulations, and threatens me with further legal action. I am surprised by how quickly this all happens and escalated.

A little bit later, I receive an email from my father, Josef Lang 29 years her and 30 years my senior who suggests that I move out of the apartment and that he would organize and help me quickly move my stuff out. I refuse and organize it myself. My father now writes me emails trying to "mediate" between me and my ex/then-wife typically taking her side.

I have a meeting with Sylvia Sommer from the family service of the city of Aachen and my ex-wife on where the children should live. Sylvia Sommer declares that she has already discussed everything in detail with my ex/then wife. In Germany, an agreement whereby the kids are half of the time with their father and half of the time with their mother is only possible if the mother agrees, a form of gender discrimination. I suggest such a shared agreement, but she refuses so the kids only visit me every second weekend. The family worker Sylvia Sommer also refuses to even listen to me and talk to me without my ex/then-wife present. She also seemingly assumes that I am guilty of the false accusations of violence and does not even consider the truth.

I have a hard time to cope with the situation. I try to avoid it as much as possible. When I need to confront the situation, my heartbeat goes up and I have trouble sleeping. There is not much that one can do when one is falsely accused by someone supposedly close without expecting it and without ever seeing the accusations like in my case. I have a constant sickening feeling in my whole body and at the same time I feel paralyzed and have trouble opening my mouth and formulating clear arguments. I somehow also feel that someone should do it for me. But there is nobody.

In January 2011, my stepmother/the 2nd wife of my father suggests I move my things out quickly, and suggests I spend a weekend with my father and my kids. My ex-wife supports this, so we go to the coast in the Netherlands. The trip is awkward, and he lectures me about my life.

A month later, my ex-wife visits me alone in my new apartment, revealing that she is actually romantically involved with my father, claiming it started recently, not during our marriage. My concerns are with the children who now have to deal with this new living arrangement. He now basically lives in our apartment for which I still pay mortgage for and acts aggressively toward me demanding I support his new "family". I am shocked and also feel violated because my father is also my physician at the time and of course knows everything about me.

Intuitively, I expect that the unusual situation and living arrangement will maybe now lead to a more agreeable and friendly approach by her. The environment is all surprised and appalled by her choices. I also initially think that this at least should rule out the made-up allegations against me. However, I am wrong. Instead, her and his behavior become bolder and nastier. She demands I continue working with her academically, doing most of the work, including statistical analysis. I reluctantly do so. Each time I do not respond to her emails with academic requests, there are

issues with the children visiting me.

The formal divorce proceedings in 2012 are contentious and difficult. Before, we have tried a mediation with lawyer Astrid Gehrmann based on the suggestion of my ex-wife. I only later find out that she was my father's lawyer against my mother in the 1980s. At the mediation session, I already discover that about 30,000 euros are missing in what my ex-/then-wife claims is on her accounts. She also generally is uncooperative and during the meeting keeps making additional demands. Most importantly, she wants to get our co-owned flat of which she owns 60% and I own 40% but pretends to have no money for it. My mother ultimately solves the issue by purchasing the part of my ex-wife's and my the ex-wife and my father move out ending this bizarre situation.

During the divorce proceedings in court, my ex-wife also all of a sudden claims her father Gerardo Ippolito gifted her an additional €100,000 during our marriage but fails to provide any proof of such a transaction. My ex-wife refuses to share the bank statements of her bank accounts in two other European countries (Castel Goffredo, Italy and Fügen, Austria) that run under her birth name (Ippolito) of which I am aware because I visited one of the banks and both towns with her during our marriage and simply claims the accounts do not exist. The judge, Dr. Reiche, does nothing about it. She also lectures me that it is no problem that my father – the kids grandfather – is now the new stepfather. I also discover our shared bank account is closed without my knowledge, and the closure application includes a forged signature of mine. My lawyer at the time, Dr. Rita Freches-Heinrichs says I have no chance and should better not say anything if I want to continue seeing my kids because the judge would otherwise forbid it. I cannot believe it.

My ex-wife also again refuses to split custody of our children equally, allowing me to see them only on weekends, which is typical in Germany if a woman insists on having the kids. The problem of having a 29 years older grandfather with the same family name as the new partner is ignored by the judge and also by the so-called lawyer of the children, Lucia Kuttschrütter-Mehr. I ask my lawyer to file a lawsuit to question my ex-wife's records and recover the money. However, the same family court judge decides not to ask my ex-wife under oath or request the bank statements and instead just dismisses my complaint.

Although ignored by the court, the true problems with the entire situation become apparent in the next couple of years. My father has the same second name and does not clarify that he is not the father of my kids in kindergarten and school. This complicates the children's understanding of their family situation. On vacations, they have to pretend he is their father and talk about their grandfather and their mother as "their parents". In addition to Sylvia Sommer, I also make an appointment to talk to the boss of Sylvia Sommer, Norbert Ney. Mister Ney acts intimidating and utterly cynical. He claims I am personally responsible for leaving the children with their mother because I had agreed to the divorce settlements in court (as if I had a chance). He also threatens me that I will lose all contact with my children unless I behave like my father wants. He claims I need to become a bit modern and accept the reality of today.

In the next couple of years, I have a difficult living pattern. I only see the children every two weeks if I see them and during a couple of weeks in the vacation period. This is difficult for me because especially my little daughter is still a baby and then a small toddler at the time. I had strong bond with her when the separation happened because my ex-wife felt she could not really love her as much as our older son. My ex-wife was very busy with her work at the time so I was the one who actually did most of the caretaking in the first couple of months. After the separation, I only get to see both kids every two week on the weekends at best. I try my best to do all types of fun activities on these weekends only to then feel very lonely when they are gone again. The fact that I then frequently have to work on my ex-wife's research while also paying large sums to lawyers and answering one threatening letter from my ex-wife's lawyer after the other as well as various emails from my father and the rest of the family makes the situation at times unbearable.

My stress-level does not improve a lot. I try to manage my constant high heartrate by eating a lot less calorie high food and reading books about mediation and ways to deal to cope with pressure without medication. I also start doing a lot of sports because I feel the sport bring my pulse and stress level down. However, it becomes too extreme at times and I lose over 15 kg of weight. At the same time, I have no real appetite anymore and at times need to force myself to regularly eat. At one point, I do too much sports and eat not enough so that I faint after I return from sports and collide with a steel door frame and fracture my foot. I need two operations and can only walk on the ball of the foot for several months.

After that, I allow myself to take complete days off to fight of typical depressive symptoms that I never had before. However, when I take time off and try to relax I feel guilty when I do not do anything about the awful situation. Conversely, when I try to actively do something, my sleeping and heartrate issues become much worse and worse. As a psychologist, I am also aware that this can be dangerous and led to a panic/anxiety-type of situation. This pattern of unsuccessful flight should stay with me in the coming years until today through the other episodes of my journey – something I do not know at the time of course.

The situation also seems unescapable because I sense that my efforts – no matter what I try or whom I try to talk to lead to nothing. Nobody listens really. I do get support only from my mother and my brother. The rest of my family is mostly on my father's "side" and argues that I should just accept it and that I am being childish.

Episode 2: A forced publication and make me an Assistant Professor

Even after the divorce, my ex-wife keeps demanding that I work with her academically. She keeps sending out emails asking for progress and additional papers. I continue to agree to be able to see my kids but this in combination with the entire family situation is quite taxing for me. Nonetheless, several joint top publications with her name on it come out during this time. After some time, there is a possibility for her to potentially get promoted to an assistant professor position and she demands that I contact people in my network to provide her with a reference and evaluation. She gets the promotion.

Finally in 2012, I have a new relationship and I continue to find working with my ex-wife very stressful. I tell her that I do not want to continue our academic work given the continuing legal battles and the overall situation. However, she cannot accept that. At the time, we are still working on a meta-analysis, with her as the first author and me as the last author. This project had been going on for some time, and I had increasingly taken over more tasks while she was doing less and less. The paper was in the review process but came back with a lot of requests for changes. Because most of these changes were methodological, and I almost always did all the methods work, it meant that I would have to essentially do the revision for her. There are also a couple of other issues, so I decide that I did not want to continue the project and request that we simply stop it. She absolutely cannot accept this because, from what I am aware of at the time, it is the only paper she is really working on as the first author. Also, after what happened in Episode 1, she is now in or about to be in a tenure track situation and has to deliver papers.

Her decision is then to talk to her department head, Prof. Thomas Kraus, who is also a co-author on the paper because she has involved him. He insists that the paper should nevertheless be revised and that I have to do it. I respond that I do not want to do it, so I have discussions with him and there was an email exchange. After this email exchange, my ex-wife starts sending me letters from her lawyer. At this point, the scientific cooperation essentially turns into a legal battle. I ultimately decide that I do not want to do it and that I am not okay with the paper getting published because I did not feel comfortable making all the changes. My ex-wife then tries to forbid me, through her lawyer, from talking to her organization and the other coauthors, claiming that I have shared false information. This step is a clear violation of the Ethical Code of Conduct, which says

that the first step with two psychologists is to talk to each other and then try to solve it within the German Psychological Association, and that going to a lawyer directly is not acceptable in for ethical disputes.

Next, she submits the paper against my will, effectively lies to the journal about having gained consent, and ultimately publishes it without my consent. So, the paper is in the scientific record, and from what I know, I never checked whether she did the correct statistical analysis or how the additional work was done. Nevertheless, I am an author of that paper.

Episode 3: Make me a Professor and child abduction 1

Perhaps not surprisingly my ex-wife makes it impossible for me to see my kids after the events of the last episode. My father is hostile and present when I want to pick them up and also refuses a court order not to be present and the court does nothing about it. After being denied contact with the children, my only option is to stop child support payments which also seems justified given that my ex-wife still owes me so much money. She is also profiting a lot still from the academic work I did for her and is at the time about to be promoted to a lucrative position as a tenure-track and state-employed professor using papers I wrote and a paper she published against my will. However, I immediately get a letter from the state attorney after my ex-wife reports me to the police. I have to pay lawyer fees and all the money and otherwise would risk a conviction potentially risking my job and future employment. Only after I pay it all, the indictment is dismissed. Of course, I still do not have my money from my ex-wife back.

The kids are very small at the time. This is the year 2012, so they were very small children. I ultimately do not see my kids for a very long time, which turns out to be a year. This situation only ends when I drive up to their house and bang on the door in the Fall of 2013 until my son screams at her that he wants to see daddy for such a long time that she decides to open the door. She then agrees that I can see them again. However, she had talked to the family worker Sylvia Sommer again and they together decide to only allow me to see my kids at a Starbucks in the city for two hours with my ex-wife present the whole time. There were several additional and expensive family court appointments (costs are always shared) which were fruitless. Most importantly, the judge prohibited my father from being present when the kids are handed over but he continuously ignores this “court agreement”. Ultimately, the kids insist on visiting me several times so for the next couple of years I can see them without having to work academically for my ex-wife.

My ex-wife succeeds in passing her tenure track and now is a tenured professor. I learn that my ex-wife did not get considerable publications after the stop of our collaboration. For her tenure, she again only hands in papers that we had written together (some with other coauthors) for her tenure and some of which that she extracted from me by threatening me with not being able to see my children. She also had presented papers that I was the first author on, and for which she only was a coauthor because of helping with the data collection in her tenure presentation incorrectly claiming she had a significant substantial contribution to the work. In a way, I find the thought ironic that she had to actually read these papers and try to understand them.

Episode 4: Child abduction 2: The kids don't want to stay but they must

The next couple of years are not easy on the private side. My ex-wife continues to make my contact with the children difficult. My daughter also increasingly does not get along with my ex-wife and with other kids at school. The social stigma over the new partner of my ex-wife who is 29 years her senior and confusion over who their father is creates additional strain. They also have now married. My daughter often expresses discomfort living with my ex-wife, and my son occasionally echoes these sentiments. Both would prefer to live with me, my new partner, and my mother. There are still several family court confrontations because my ex-wife cannot leave things alone and also because I repeatedly uncover neglect. One time, my daughter visits us for the summer after three week holidays with her mum and it turns out that both her ears are swollen. We figure out that both

ears contain earrings that are completely encapsulated by her ears and that we need to let the local hospital extract by a small surgery. My son has issues with his eyes that would require him to have one eye covered so that the other continues to function. Only after another court appointment, she is willing to let him cover his eye so that he can keep his full eyesight. Also I get reports from the children that my father is grabbing them harshly and putting them into the cold shower or placing them into their rooms if they do not comply his authoritative demands. I know this behavior quite well from my own youth. Back then he also slapped my and my brother's faces - something that was still legal at the time in Germany.

After a another court appointment, one family worker advocates the kids coming to me and that I should simply convince them and it would all work out. However, she is quickly replaced on the case somewhat later.

A shared visitation solution is also not an option for my ex-wife in the coming years. Instead of enforcing the earlier settlements and for example, punishing my father from not staying away from me, the courts prefer that my ex-wife sues for sole custody. A settlement is worked out. We are ordered to participate in a court ordered couple-therapy/mediation that – not surprisingly – is not very constructive. It is run by psychologist Bernd Reinders from the Kinderschutzbund (Child Protection Union) in Aachen who from the start supports my ex-wife's claims of violence and even tries to bring me to "confess" several times in what is essentially an interrogation in which I have to face both him and my ex-wife's antics about finding her true love with my father that people just do not accept because of intolerance. The kids also need to follow some consultation with the consulting service of the Protestant Church. This was not necessarily very helpful. I initially put my side of the story and the provable facts into the form that they hand out. I also actively try to explain my side of the story in the meetings but there is almost no reaction to it. I also mention problems that the kids face in school because of the unclear situation who is the father. Instead of a reaction, psychologist and therapist Leonard George argued to my son that simply I had psychological problems and that his grandfather marrying his mother was totally normal.

Meanwhile, my father does not change his behavior. When my son changes to middle school, I try to change the situation and get more involved with the school again. However, it is soon clear that this only makes life hard for my son. When I am about to pick my son up from a sports festival early in the school year, my father also shows up and pretends it is an accident and then introduces himself to the new head teacher of my son as "Mr. Lang" right before me and my son.

Episode 5: Communion festivities and a stage fainting

My daughter gets into the age for a communion. For my son, my ex-wife had organized the communion festivities behind my back without informing me or asking for approval – something she and the parish normally needs to do. However, the catholic parish of St. Laurentius in Laurensberg does not seem to care at all. I have long been critical of my ex-wife's use of the catholic faith to gain approval for what I believe is questionable behavior. Back when we were still married in the late 2000s, my ex-wife and I had a major debate when she demanded that I attend a Christmas lunch with her then quite ill grandmother and her sister Debora Ippolito. Debora Ippolito at the time was in the 25th week pregnant but had decided to not keep the child because it was diagnosed with Trisomia 21. The abortion was planned for immediately after Christmas but my then-wife and her sister had decided not tell their grandmother about it. I ultimately decided not to attend that festivity.

My daughter does not show a lot of interest in a communion anyway and I am critical of the my ex-wife's plan to use my daughter again to invite the entire family on my father's side to show them that even the church approves my father becoming the new father and also supports banning me from all festivities of my children. I decide to write to the parish and ask what the situation is

and also explain to them that my ex-wife does not have my consent and also that my daughter has actually told me that she does not want to do it, too. I also mention the true situation with my father. I do not get an answer. Instead, my ex-wife files an angry lawsuit. We also have a “parent therapy” session with Bernd Reiners in which he explains to me that I am wrong here and that I should approve all of this.

Ultimately, all of this leads to a court date. Were the new judge, Dr. Helbig, and the new family worker, Daniela Werny, are heavily in favor of doing the communion even though my daughter does initially not even wanted to – at least not in this way. Her opinion is quickly dismissed. However, after a longer court discussion Dr. Helbig ultimately comes to her senses that the presence of my father is maybe not needed and agrees that my mother and I can attend but not my father. My ex-wife’s sister Debora will of course attend as the godmother of my daughter.

My ex-wife and my father are obviously unhappy with this decision. At the day of the communion, my father does not attend but he instead sends my aunt, his older sister Elfriede to cause havoc. She is waiting in front of the church and starts angrily screaming at my mother. She continues this into the church. During the mess, my daughter faints, briefly loses her consciousness, and falls over at the apse of the church. She later points out that this was all too stressful for her and she did not even want to do the whole thing. Nonetheless, my ex-wife takes her to her house immediately after the mess for a big celebration with my father and their guests.

After these events, Dr. Helbig, and the new family worker, Daniela Werny seem to approach the case in a more actionist manner and push for giving custody to one party (which in Germany almost always means the mother) so that in their view things become calm. I have some hope but it is also clear to me that the odds are not good for me and the children. After all, my ex-wife, as Professor Jessica Lang/Ippolito, is now a senior professor at the local university hospital. Furthermore, she is now pregnant with a new child together with my 29 years older father, the kids’ grandfather who is a respected physician who a lot of people in the city know.

The fact that the court is more on the side of my ex-wife becomes clear in early 2019 when the children come to court alone to be asked by the judge and freely state that they want to live with me. They also tell the judge how bad things are truly at home. Especially my daughter at the time does not want this living arrangement and claims that her family is a circle. The judge (Dr. Helbig), the court-appointed lawyer for the kids (Lucia Küttschreuter-Mehr), and especially the psychological expert from the German psychology association, Anke Hammesfahr, cannot stomach this and demand that the kids come back to court with my father and declare in his presence that they want to live with him instead of me. I am not allowed to attend this sinister court date and unsurprisingly the kids declare what both the judge and the expert have demanded so furiously: Now they have to want to live with their mother and their grandfather as the new father. Of course, both kids are traumatized by this experience. My impression at the time is that in the mind of the judge, the lawyer of the kids, and the psychological expert (a member by the German practitioner psychology association), children have to be with their mother and this in a bizarre way simultaneously fits’ into archaic and outdated pedagogy beliefs that mothers are superior for kids, and the psychological experts’ radical feminist ideas about women having free choices (no matter how extreme the outcomes are for the kids). In court, they categorically use Kafkaesque language and do not refer to my father as my father or the grandfather of the kids and instead notoriously refer to him as the new life partner which is of course just not true – it is their grandfather. When I use other language, the judge starts screaming in a high-pitched voice. I catch the court-appointed lawyer of my children lying in court. She claims an email address where I tried to reach her to see my children is not hers. When I show her an older email she has written me from that same email address, the judge becomes furious and writes a bizarre justification claiming that it is not a lie. I question the psychological expertise by Ms. Hammesfahr. Not only has she ignored the recent

literature largely but she also has misinterpreted several diagnostic statistical values that she has extracted from a scientifically questionable questionnaire measure. As a reaction, she makes fun of me arguing that she is more competent than me because she is allowed to practice as a psychotherapist. In her written expertise, she also mentions “a history of violence that is now resolved”. Of course, in the climate in this type of court, this immediately suggests that I somehow did something wrong in the past. Ms. Werny voices in court that she believes that it was extremely unusual that I was allowed to have my daughter alone on weekends when she was still a baby at all given that I am a man. That’s of course a strange comment given that my ex-wife originally had difficulties in really loving our daughter so that I was the primary caregiver in the first 9 months until my ex-wife decided to leave me and that bond all of a sudden was severed. Ultimately, my ex-wife receives sole custody. The kids are prohibited by their lawyer and Ms. Werny to see me again for several months until they push hard for seeing me again.

Episode 6: Child abduction 3: She finally left - wait she can't

The point where things really became unusual happened a bit later, specifically in the aftermath of the decision to give sole custody to my ex-wife. I changed my lawyer to Jürgen Rudolph (also the only one who was willing to do it) and appealed the decision, which is possible in family law. This kept the proceedings open, and in family law, they always seek to do mediation. It was by now also I believe clear to the family workers and the judge that they possibly made a major mistake. We had done mediations many times in the past, which never succeeded because, from my perspective, my ex-wife wanted something from me—more academic publications—something I was not willing to give. So, mediations never worked out.

The new mediation, Ursula Kodjoe, again suggested what I had always suggested: A situation where the kids would be partly with me and partly with her to approximately equal times. The mediator talked to her and also to the kids. During that process, it became clear again that my daughter, now did not feel well in the living situation with my ex-wife. She had issues in school and repeatedly said she wanted to live with me. She was also in psychotherapy at the time because things were not going well in school and in her relationship with my father/her grandfather, with whom she had to live against her declared will. At some point, together with her therapist, she decides that it would be better if she lived with me. We organized this, and she moves into my household. The family service of the city and the lawyers arrange that my ex-wife temporarily signs over custody rights to me using a legal declaration so that my daughter can live with me for now. I, my mother, and my partner do our best to make sure that she always has someone around the clock. My ex-wife has difficulty to accept this new reality—that her daughter was actively trying to leave her. My ex-wife does her best to block key decisions. Most importantly, my daughter is still health insured through her and she demands that my daughter is only be seen by the a friend and the successor of my father. However, my daughter has traumatic experiences with only being treated by my father or through physicians he knows well and want to see other doctors. My ex-wife also refuses any contact with my daughter, with the exception of one short meeting between them. She also tells her that she is not a part of the family and her life anymore. This was quite difficult for my daughter. My ex-wife then tries to force my son to help her put pressure on my daughter to come back to her. She succeeds with this plan because my son has a strong influence on my daughter, and the psychotherapy she had been receiving ended, leaving her without that support. After this operation succeeds, my ex-wife prohibits both kids from having contact with me again. I succeed in reaching my son online on the Discord platform a couple of times after this. However, my ex-wife ultimately finds out during the events of the next episode, and triumphantly tells me that she knows. After this, he stops responding.

Episode 7: Ritalin, a cruel death of a feline, death threats, and an unexpected court decision

I later find out that Professor Jessica Lang/Ippolito arranges for our daughter to be treated

by a youth psychiatrist. Dr. Susanne Gilsbach, of her university hospital in the summer of 2022. The youth psychiatrist diagnoses my daughter with ADHD and prescribes a substantial amount of Ritalin, creating a dependency. I was unaware of this because and Professor Jessica Lang/Ippolito did not share this information with me. I am not seeing both children at the time but regularly try to reach them via text messages. In early 2023, my daughter finally replies. She informs me that she is no longer at home and is now living in a residence for troubled adolescents. I am taken aback by this news. Over the next few days, I learn that my then 13 year old daughter had been so distressed by her living situation with my ex-wife and my father that she had drowned the family cat in the bathtub, and had threatened to kill her mother, Professor Jessica Lang/Ippolito. In response, Professor Jessica Lang/Ippolito admitted my daughter to the youth psychiatry unit at the University Hospital where she works, demanding that my daughter remain under her colleagues' supervision. From there, she is transferred to the residence for troubled adolescents. I visit my daughter a couple of times but shortly thereafter she is readmitted to RWTH Aachen University hospital where also my ex-wife works. Also my father long had ties with the university hospital. He had a longer relationship with a well-known psychiatrist working in the adult psychiatry unit of the hospital when I was a child. Over the following months, I spent a significant amount of money on legal fees to try to improve my daughter's living situation. She repeatedly declares that all she wants is living with me and leaving the university hospital. Eventually, after a court date and legal proceedings with a new judge, Dr. Dallemand-Purer, and a preliminary expert evaluation of the university hospital, the family court decides to let my daughter live with me again. This decision is temporary until a larger expertise is completed. My ex-wife is asked to temporarily sign over all custody rights to me again until the final expertise is completed. Nonetheless, the expertise of the university hospital is hostile toward me. They do not mention that I provided extensive documentation over what my daughter had to endure in the household of my ex-wife, and the physician who originally prescribed Ritalin describes me as an "unpleasant and difficult person" in the university hospital's written expertise to the family court.

Episode 8: University-supported child abduction 4

Although I succeed in bringing my daughter into my household in line with her wishes, the university hospital refuses to prescribe Ritalin and hand us the necessary prescription. I contact other physicians in the city but all of them call the university hospital about the case which in turn argues my daughter should come in to them, where they are notoriously not reachable. Nonetheless, the situation stabilizes over the summer and my daughter actually feels much better than before. I am in the process of organizing a new school for her when my half-sister Magdalena from the second marriage of my father and now husband of my ex-wife contacts my daughter via text messages and tells her various theories to discredit me. She convinces her to go back into the university hospital psychiatry. The university hospital psychiatry in turn does not let me talk to her and refuses to communicate with me even though my ex-wife has signed over all custody rights to me. Instead, the university hospital disregards the decision of the family court and calls Professor Jessica Lang/Ippolito. When I protest, they claim that formally Professor Jessica Lang/Ippolito still has custody. I have not seen my daughter since then. I also do not hear anything further from the court. I do get a phone interview by the person doing the expertise, a Dr. Gebauer from a psychiatry clinic near Bonn. My daughter according to the court is not willing to speak to the her new court-appointed lawyer Birgit Schmitz. Instead, the former court-appointed lawyer, Lucia Küttschreuter-Mehr talks to her and is also appointed.

About 6 months after last having contact with my daughter, at the beginning of 2024, there is finally an official expertise and a court date with judge Dr. Dallemand-Purer again. The expertise does not provide a definitive conclusion but cites Ms. Kodjoe with comments suggesting that I am too optimistic about how sick my daughter actually is. At least, it does not suppress the evidence I

provided. According to the court, my daughter now wants to live with my half-sister instead of me. She refuses any contact with my ex-wife. Nonetheless, my ex-wife can keep her custody. I am again not allowed to speak to my daughter and have not seen or heard from her since. My mother succeeds in contacting my daughter through text messages and manages to talk to her on the phone through the summer. However, my daughter does not provide much detail on where she lives or what she is doing. She now goes to an online school so that she can stay at home. This contact also ends in the fall of 2024. I write to my ex-wife regularly but there is very rarely a response, and no response for now more than six months.

Season 2: Professor Hülshager and Professor A (Psychology Department, The Netherlands)

“Hold the door, say please, say thank you
Don't steal, don't cheat, and don't lie
I know you got mountains to climb but
Always stay humble and kind”

Lori McKenna (performed by Tim McGraw), *Humble and Kind* (2016)

Pilot Episode

I joined the department of Maastricht University in 2008. However, most of the ethical transgressions happened only after I had left in 2013. Nonetheless, the ethical transgressions of which I am aware spanned a timeframe of about 10 years and I was not the only target. Professor Hülshager and Professor A's transgressions mainly revolve around the overarching theme of dishonesty and abuse of power to obtain/claim authorship and supervisor credit and other benefits for their career. Therefore, they utilize their positions as section heads and full professors (initially Prof. A, now Prof. Hülshager) but also the fact that the field of psychology cultivates a culture of “do-good”, in which everybody is concerned about a sustainable wellness well-being workplace full of tolerance, and sustainability. In this type of climate, it is hard for people to dissent with decisions because they are then immediately characterized as uncivil, uncalm, unmindful, a problem, etc. A climate of harmony, makes it easier to do things out of the norm. Especially Professor Hülshager repeatedly, intentionally, and openly violates authorship rights. The pattern is typically that Professor Hülshager claims scientific texts or products for herself or for Professor A—her supervisor and then former supervisor (after her promotion)—and in doing so, incorrectly presents the work of others as less important or not present at all. These scientific texts or products directly or indirectly provide her with an unfair advantage. She actually benefits from this by achieving promotions and publishing more articles. In my experience, there are two typical patterns or patterns that Professor Hülshager uses.

The first pattern is that she convinces people to share information about their project with her by appearing enthusiastic for their work. Then, after a while, she demands co-authorship and in some cases, eventually makes herself the first author. In my experience, being in a work group with both Professor Hülshager makes it difficult not to collaborate with her also because she become extremely unhappy when one works on projects without her and occasionally even openly hostile.

The second pattern is that she involves someone in a project to help her. Over time, this involvement increases, but ultimately she refuses or threatens not to make the person a co-author unless the person makes her a co-author on a completely different paper on which Professor Hülshager has never worked, or if she can get something else she wants from the person. If within this pattern the “cooperation partner” does not comply, the person is radically removed from the paper without permission, despite having done significant work on it. Professor Hülshager then adjusts the title, analyses, or design slightly afterward to make it less obvious.

Repeatedly, I was shocked by the fact that Professor Hülshager continued or even escalated her ethical transgressions several times even after explicit objections to her actions were raised by seniority figures, like, for example in a meeting with a former dean of her faculty or via

email with senior members of her then department in copy. Professor Hülshager was also ruthless in the sense that she did not care about consequences for junior researchers whose dissertations and papers were involved in her authorship power games. I am not sure whether Professor Hülshager ever showed any empathy for others throughout those years. When I later filed a complaint about Professor Hülshager (see Season 4), Professor Hülshager vigorously fought even against things that were undeniable because they were clearly documented in her own emails. This all being noted, Professor Hülshager is maybe unique among the protagonists on my journey in the sense that she could actually work quite hard and was decently versed in her field of research. Apparently, it was never enough. My impression is that she always needs to be even better than everybody else, get even more attention, and even more papers.

Episode 1: Dropping a supervisor and adding Professor A as honorary supervisor instead

From 2011 to 2015, I collaborate on supervising a PhD student at Maastricht University using project funds we jointly secure from a non-profit agency from outside the country. In 2013, I move to Ghent University, and the project continues with part of the funds transferred there. By the end of 2014, Professor Hülshager unexpectedly decides that Professor A, who has not previously been scientifically involved in the project, should become the primary supervisor instead of me. I am asked to accept this change and become the second co-supervisor, without receiving any of the financial benefits normally associated with a completed PhD for the supervisor.

Professor A has no prior involvement with the project and is not listed as a co-author on the project's final report or the PhD dissertation. The PhD consists of three articles, none of which include him. The PhD student's dissertation does not credit Professor A as a supervisor, only noting my role. I express my disagreement with Professor Hülshager's plan, citing ethical guidelines that state it is unacceptable to credit someone for work they did not contribute to. Despite this, Professor Hülshager pressures the PhD student to use my co-authored articles without my permission and eventually removes me from the list of supervisors. I am also not notified of the defense and only find out later that they actually carry out their plan without my consent.

Due to Professor Hülshager's actions, the PhD student has to accept a different honorary supervisor very late in the process, who has never been involved in the research, instead of me—I am already her supervisor for her master's thesis. Sometime later, Professor Hülshager is promoted from assistant professor to full professor.

Episode 2: A paper with a missing author and an author note red herring

In 2013-2014, Professor Hülshager and I work together on a paper based on my intellectual idea/proposal to analyze trajectories over days using growth models with diary/ESM data. The approach starts as a side-project from another project that ultimately also get published (Hülshager et al., 2014). I contribute content during several meetings and email exchanges with Professor Hülshager and the paper is presented at conferences. After the PhD incident in the previous episode, Professor Hülshager decides to remove me from the paper and submits it with some changes as the sole author. I was unaware of this and was not informed, even though we had regular personal meetings about ongoing research projects during that time. Eventually, the paper is published in a major journal (Hülshager, 2016). Unfortunately, Professor Hülshager's changes led to what I believe are incorrect or incorrectly interpreted statistical analyses. Without my permission, Professor Hülshager thanks me in the author note but does not mention that I never approved the revised analysis. This creates the impression that I approved the flawed analysis. Professor Hülshager signed the authorship agreement of the publisher that explicitly stated that there was nobody else involved.

Professor Hülshager later claims that I had agreed to her decision to publish the paper alone during a small group conference. This was clearly untrue, as she submitted the paper in its published version in May 2015 without me, and the conference only took place at the end of 2015.

It also later turns out that she left the small group meeting after her presentation and before the end of the conference day so that it was not easily possible for us to talk about the paper. Prof. Hülshager also claims that there have always been two different papers – one with work demands, positive affect, and negative affect, and “her” paper with fatigue as the dependent variable. This account seems to be in line with a presentation (Hülshager & Lang, 2015) abstract submitted in the second half of 2014 not very long before the events of episode 1. However, even later email exchanges and an abstract from 2014 (Hülshager & Lang, 2014) resurface, in which I am a coauthor of the analyses with fatigue as the dependent variable included in the published paper. Also the email exchanges support my earlier recollection.

Episode 3: Threats, a meeting and authorship games in bright daylight

In 2016, Professor Hülshager unexpectedly asks me to be a co-author on a follow-up paper to the previous paper in Episode 2 from which I was dropped, with the condition that I have to accept the manuscript as it is, without making any comments, or she would again remove me as an author. Feeling pressured to see at least something from my work from 2013-2014 with my name on it published, I reluctantly agree. Professor Hülshager maintains control over any revisions and indicates she might remove me if I disagree with her.

By May 2017, I find out from other authors that decisions for the special issue for which the paper was submitted have been made. Professor Hülshager informs me that the paper received a Revise and Resubmit decision but initially does not send me the decision letter. She also informs that she might add several other authors or new data to what was our joined paper at the time. Adding co-authors without consulting the author team seems unacceptable to me. It would also change the authorship from Hülshager and me to Hülshager et al. I contact the journal to understand the paper's status. I also discover that there is already another coauthor from Professor Hülshager's group added to the paper who is not involved with the revisions based on the letter that I have not seen. Professor Hülshager offers to remove the new coauthor, which I find problematic.

Professor Hülshager suggests a meeting between me, her, and a former dean of her faculty at Maastricht University. She claims that I stalked her because I confronted her about her behavior via text messages and also pasted a section from the Tim McGraw song “Humble and Kind”. Nonetheless, she deleted the messages and blocked me on the chat app. The meeting takes place at another university. During that meeting, it is clear that there is some sort of ethical problem with the Episodes 1 and 2 and that it cannot continue like this, and Professor Hülshager seems to accept this reluctantly at the time but vigorously argues against any consequences. The former dean suggests some constructive work together on the new paper. Professor Hülshager sends me the material.

I have a longer constructive phone call with the new coauthor to figure out what he contributed. I also discover several analytical issues that would need a lot of time to be fixed. Ultimately, I let Professor Hülshager know that I am not okay with another Hülshager et al. paper after I have already been completely dropped from the original paper, but that it is okay for me to be first author and rewrite the paper together with the new coauthor (to which he also agrees). I want to see how Professor Hülshager would react if she faces a disadvantage (in this case, only a change in author order, not a removal and a change in line with the contribution after I would have implemented all the changes). This solution is unacceptable to Professor Hülshager, and she decides to abandon the entire paper. The conversations are shared with the former dean. Ultimately, I feel that it is already a small moral success that Professor Hülshager does not again succeed with deleting authors or adding someone to make it Hülshager et al. without consent, and I have the hope that Maastricht University is in better shape now and can stop Professor Hülshager's behavior. Little do I know at the time that Professor Hülshager does not learn a lesson

and instead continues her series of ethical transgressions.

Episode 4: Dropping a supervisor, adding an honorary co-supervisor, and keeping a dissertation a secret

When I start in the department of Maastricht University in 2008, the PhD student in this episode had already worked on a doctorate for a while, but according to Professor A, it had “stalled.” The proposal in 2009 was for me to act as co-supervisor with her on a new doctorate. The topic was a topic that was based on my own dissertation research and that I had worked out with the PhD student after approval by Professor A. I suggested a computer program and research approach and the student then implemented the data collection and collected data. Initially, there were several studies that were later combined into a joint dataset. The studies were presented at several congresses between 2011 and 2013. In 2014, the PhD student let me know that her PhD dissertation draft was now finished and that she needed to show the draft to the human resources department to get an extension of her contract. She asked whether I needed to see it before she showed it to them to which I said that it was fine to show it to them. I expected to see it later in my role as co-supervisor anyway and the papers in it were also papers we wrote together so I knew them well.

In 2022, I try to search online for the name of the PhD student out of curiosity on what happened to her but the search engine did not yield any results about the research we did together. In 2024, I searched for her name again. I am shocked when the search engine reveals a doctorate from 2020. The content of this doctorate primarily consists of the projects I set up with the students and that were nearly complete in 2014. The title has been slightly adjusted. The supervisor is Professor A and to my utter surprise Professor Hülshager even though Professor Hülshager was never involved before the first version of the dissertation with the entire data collection was finished in 2014. The content includes the papers for which I helped the student with the data analyses and that I wrote together with the student back in 2011-2013. The only new chapter is a reanalysis of the data that is a conceptual replication of my dissertation topic using the scales I had suggested. Throughout the doctorate, I am only mentioned as the author of published literature (my doctorate). I am not listed as an author of the chapters previously presented at conferences and the manuscripts where I was a significant contributor. I am also not mentioned in the acknowledgments of the doctorate. Professor Hülshager is also not mentioned throughout the dissertation except as a co-supervisor/member of the commission on paper.

From the University website, it is clear that the former PhD student did not have much choice. All these years, she served as a teaching assistant – a position clearly below her level of expertise but as a young mother she was probably dependent on it. In 2024, the former PhD student is still listed as a teaching staff member and apparently, she is scheduled to teach a course in the academic year 2024-2025 together with another staff member. However, her doctorate is not mentioned anywhere—not on her profile page or in the course description like doctorates are listed for other staff members. All of this happens under the supervision of now section head and full professor Ute Hülshager.

Episode 5: Unequal equal contribution

During my time at Maastricht University, I am aware that a doctoral student from University X where Professor Hülshager received her PhD is working on a meta-analysis on one of Professor Hülshager’s topics. The student and Professor Hülshager know each other from their time together at University X. In 2009, the PhD student starts a collaboration with Professor Hülshager and makes her a coauthor of the meta-analysis and the student presents the meta-analysis with her being the first author and Professor Hülshager the second author.

I am very surprised when Professor Hülshager tells me in 2010 that PhD student suddenly no longer wants to pursue her doctorate. The meta-analysis is then submitted and published in

2010 in a top journal with Professor Hülshager as the first author and the PhD student as the second author. I am surprised by this authorship order and address it with Professor Hülshager. We were both working at Maastricht University at the time. Professor Hülshager tells me again that the PhD student no longer wants to pursue her doctorate and moreover could not write well, and that they were best friends, so it was all okay. At the time, I was satisfied with this explanation.

In 2024, I accidentally discover that the PhD student has published other articles, so the idea that she could not write is not true. There are two other published pieces. I go back to the meta-analysis again and I am very surprised to read in the author note, “Both authors contributed equally to this study.” The story Professor Hülshager told me in 2010 does not add up. This PhD student could write.

My next thought is that the PhD student did maybe complete her doctorate. However, I cannot find one. Further research reveals that the doctoral regulations of University X do not and also did not at the time of her employment allow articles where the doctoral candidate is not the first author to be included in a doctoral thesis. The regulations also state that three papers are required. It is clear from this information that the student could have completed a doctorate perfectly if Professor Hülshager had been able to control her urge to always be the first author. According to the article, there was an equal contribution from both authors. Ethical guidelines in psychology commonly advise against not letting a student be first author on work coming out of a dissertation except under exceptional circumstances. However, this refers to work published after the title is received. I think no one has heard of the scenario that happened here: A doctoral candidate completes a full doctoral program, and three articles also result, but she does not even receive a doctorate because someone in a mentoring role (Professor Hülshager in this case) takes first authorship in equal contribution on the core piece of the doctorate.

Season 3: Professor Eva Deraus and Professor Johnny Fontaine (Psychology Department, Belgium)

“Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.”

William Ernest Henley, *Invictus*, (1888)

Pilot episode

Professor Deraus long held a department, an educational program, and a faculty at Ghent University in a suffocating grip. Three years after I arrived, the two most prominent professors of the department left after repeatedly becoming the victim of her antics. The list of young scientists also already was quite long so that I am not able to keep track of the exact numbers.

What makes Professor Deraus' behavior so problematic? Professor Deraus uses a wide range of typical toxic manipulation techniques. When Professor Deraus wants to control others in the organization or get something from them, she prefers the “hop on and gaslight” principle. The first step (“hop on”) is to convince or force others to let her join a joint project. This can be a project such as a new course, a doctoral project, or even a larger research project—preferably a project that is already almost fully organized. She often uses the fact that she is a woman or the argument that she is active in a specific field as a core argument to participate (or a combination of these). Initially, she acts modestly and reserved. However, once she is officially involved and this is on paper, she gradually twists the initial agreements and demands more and more as the project nears its end, where all involved have already invested too much to withdraw and the results (publications, positions, fame) are almost certain. If the involved parties refer to previous agreements, she denies their existence and claims that the person misunderstood (“gaslight”). This strategy naturally works very well with inexperienced new members of the organization at all levels. But even experienced members of the organization often find it difficult not to end up in projects

with Professor Derous, especially if Professor Derous demands it loudly.

If someone does not go along at any point, Professor Derous has two different strategies. One strategy is to consistently block all decisions. She is generally against all decisions and makes it clear that she is very dissatisfied and unhappy. Moreover, during this process, she repeatedly makes provocative and deeply insulting comments about appearance (women) or competence/ability (men). It must be said that the Belgian academic system facilitates her blocking strategy because approval from a large number of colleagues or supervisors in councils and committees is often required. If involved parties try to bypass her, there follows a stream of emails that does not stop until she gets her way. If someone asks what would make her happy again, she usually makes a brazenly immodest demand (see "Hop on" above) and the cycle begins anew.

If someone dares to explicitly address her behavior, three different tactics follow. If it is a man, she has relatively easy play. She claims that the man is intimidating her and uses various animal metaphors to associate the man with violent or wild animals until the man gives up discouraged for fear of being seen as the perpetrator. If the tactic is unsuccessful and her target remains calm, she usually tries it with the supervisor (usually the dean, the committee chair, or the department chair) until this person, for the sake of peace, overrules her "opponent." A third tactic is false accusations—usually by a junior researcher or postdoc.

Collaborating with Professor Derous is often not only stressful for more senior colleagues but especially also deeply unsettling for junior researchers. Junior researchers experience the "hop on and gaslight" tactic step by step up close and often realize only at a late stage of their projects what game is being played and that Professor Derous is simply lying. At that point, however, the dependence of junior researchers on Professor Derous is often already so complete that no resistance is possible anymore, and junior researchers are forced to play along. If Professor Derous is the promotion supervisor or co-supervisor, it is easy for her to block everything and destroy the young researcher's career. Tasks in teaching are often flexible and thus it is less easy for Professor Derous to apply her tactics. Professor Derous resists this by insisting as much as possible that she is the only contact person for the staff member and, for example, also conducts all vacancies and staff assessments alone without other or formal supervisory influence. Junior researchers are also often exhausted by Professor Derous' behavior and feedback. Her feedback is usually confident and determined in tone but meaningless in content and goes in all directions. A common feedback, for example, is that a text or article should be longer but more "to the point." Statements that contradict each other. Professor Derous fundamentally does not make decisions about when a project or an article is ready—this task usually falls only to the junior researcher or other professors involved in the project. When a decision is made and it is not successful—in her field, many articles and research projects are rejected—the responsible junior researcher is reprimanded in an authoritative tone for not implementing an element of her feedback. Because most elements of her feedback contradict each other, she can always make her feedback seem like she knew it in advance. If a project is successful, however, Professor Derous immediately claims the credit and demands extensive gratitude. Few junior researchers can endure such accusations for long. If Professor Derous feels sufficiently confident in her power over junior researchers, she also deliberately uses them as puppets to block decisions within the organization. Often, junior researchers cannot effectively resist Professor Derous. The young researchers know they are completely dependent on Professor Derous and at the same time feel guilty because they have not spoken out about Professor Derous' gaslighting behavior and political intrigues and thus have become complicit.

An associate of Professor Derous is Professor Johnny Fontaine. He teaches a large basic course in the bachelor's education of the faculty on psychological assessment. In this course, he

typically demands extraordinary teaching support by a large number of PhD students working as teaching assistants for the department. In the course, students and the teaching assistants administer psychological tests including lengthy individually-administered Wechsler-style clinical intelligence tests and collect the data for Prof. Fontaine. Although the data is rarely published, it is typically used by test publishers though it is unclear whether the publisher pay for the data and to whom. The focus on intelligence tests is perhaps surprising because Prof. Fontaine is also a cross-cultural psychologist who is skeptical of intelligence. However, this skepticism can be translated into an obsession with contextualization whereby each and every test needs to be normed with each and every specific population. A movement that he later calls “panhuman” testing (Fontaine & Poortinga, 2022).

In the past, Prof. Fontaine was neither particularly research active nor particularly frequently present in the department and thus long had a relatively quiet presence outside of this course. This rapidly changes after the two most prominent professors from the department leave and Prof. Fontaine initially becomes temporary department head and a year later full department head. In the subsequent years, he systematically and not even subtly uses this position and the possibility to block and modify decisions through his newly gained power over the department meeting that formally needs to approve most decisions for *quid pro quos*, and *quid pro quo* attempts even for resources assigned by the dean and the faculty leadership. At the same time, he uses his course with its very high teaching load to gain power over the PhD students of all other professors by demanding extraordinary time commitment to his course and increasing that demand seemingly arbitrarily when they do not follow along with his agenda.

The description of Professor Deros’ and Professor Fontaine’s prototypical behavior may sound somewhat abstract, and it is maybe difficult for the reader to really imagine how Professor Deros’ and Professor Fontaine’s behavior manifests itself in the daily life of the university. Therefore, the next episodes include some typical episodes that I experienced or witnessed. These episodes are by no means unique occurrences. Organization members who were in the organization before me reported similar events from that time period.

Ghent University as an organization differs quite a lot from RWTH Aachen University and Maastricht University in the sense that it has a more controlling over even overcontrolling climate and culture. Decision makers, over the years, had tried various informal approaches to deal with Professors Deros and Fontaine: 1. Having them collaborate with professors from another department within the same faculty, 2. Having Professor Deros collaborate with renowned scientists from another faculty, 3. An analysis of psychosocial risks by an external consulting firm in the involved department, 4. Appointing a conflict coach, 5. Splitting a small department into two even smaller micro-departments. 6. Using the education director of the faculty and occasionally the dean (De Soete and Buysse in my time there) as a sort of arbitrator between Prof. Fontaine and teaching personnel from his own department (that technically Prof. Fontaine represents) to ensure that Prof. Fontaine actually assigns the correct amount of teaching support to courses and does not target specific individual lecturers and teaching assistants with overwork. None of these measures have a decisive effect on their behavior.

Episode 1: All Mine

The department hires two new doctoral students. Professor Deros demands that they both graduate with her because they were previously her master's students. I as the new professor at the time would thus be left out. Only reluctantly is Professor Deros willing to hand over one of the doctoral students to me. She sets the condition that she then becomes a co-supervisor (“hop on”), although the research topic agreed upon by the doctoral student and me has nothing to do with her research. Three years pass and the jointly supervised doctoral student has made little progress, and I ask her what is going on. The student tearfully confesses that she has had to work on an

article unrelated to her dissertation with Professor Derous the whole time but was not allowed to tell me about it. In the joint conversation, Professor Derous denies everything ("gaslight") and accuses the student and me of lying. The student is desperate to finish the PhD and I have to switch to emergency mode and help her obtain secondary data so that the student can still graduate within the prescribed 6 years on the joint topic. This objective turns out to be difficult to achieve because Professor Derous simultaneously demands that the student now assists her teaching and requires an extreme amount of time from her. Through the efforts of the student and me, an article is published in a reputable journal. Professor Derous only corrects some spelling mistakes in each revision but demands to stay a co-author. Professor Derous writes a summary of the article with the student, which she publishes on the university's website. She does not even mention me, even though the paper is on my research topic and I am a coauthor of the paper.

Episode 2: All mine again

Two new teaching assignments of the department need to be developed. One course is a master's course and the other is a section of a bachelor's course that teaches academic skills to the entire population of psychology students. The department chair, Professor S, has the idea to hire two teaching assistants for both courses, who will guide the master's students in teaching the bachelor's students. The two positions need to be advertised, and two professors will oversee the master's course - Professor Fontaine and Professor Derous. Two other professors including myself will handle the bachelor's course. Everyone agrees.

After the positions are approved and the job postings are prepared, Professor Derous demands that her name be listed on the posting as the contact person and that she will lead the interviews ("hop on"). When the new teaching assistants arrive - both of whom are old acquaintances of Professor Derous - Professor Derous suddenly claims that the assistants are only there for her and Prof. Fontaine's master's course and therefore cannot do anything for the bachelor's course except guide the master's students in their training ("Gaslight"). Negotiation is not possible because Professor Derous dismisses everything and prevents the teaching assistants from taking on tasks in the other course. As a result, myself and the other professor as well as our assistants have to take over the tasks in the bachelor's course on top of their regular duties and teaching the large number of students is a struggle.

Episode 3: The involuntary teaching assistant

My teaching assistant has graduated and needs to be replaced. Professor Derous insists that her scholarship holder PhD student gives up her scholarship and instead become my assistant, even though the scholarship holder is not enthusiastic about the idea ("Hop"). However, Professor Derous hopes to gain additional years to write articles for the scholarship holder (assistant positions are for six years and scholarships are only for four) and, moreover, can monitor me in this way. The department chair, Professor S, reluctantly agrees. The scholarship holder gets the assistant position and starts enthusiastically in teaching.

After about four weeks, I notice that the new assistant suddenly stops doing anything for teaching. Instead of using teaching materials, she uses old presentation slides from her previous job as a consultant. She no longer corrects student assignments. I confront the new assistant about this. Hesitantly, the assistant admits that Professor Derous has forbidden her to continue working in teaching for this semester. I should do her teaching tasks because Professor Derous' research is more important.

I demand a clarifying conversation with department chair Professor S. In that conversation, Professor Derous denies everything and claims that it was agreed that the teaching for the semester was already finished ("gaslight"). Department chair Professor S demands that the teaching be properly continued. Just a few weeks later, the assistant resigns from her assistant position. A few months later, department head Professor S chooses an extended temporary leave

from the department and accepts a position abroad. Shortly afterward, the experienced Professor V resigns and accepts a position on another continent.

Episode 4: Power Handover

After Professors V and S leave, Professor Fontaine becomes interim department head. His first administrative act is to further increase the teaching support for his own course on psychological assessment mentioned in the pilot episode. The teaching support is increased to now over 40% of the entire department's teaching support even though the course is only one out of two courses Prof. Fontaine teaches and there are four other full time professors in the department (including me at the time). Prof. Fontaine also demands that all teaching assistants now teach his course also among all the others. Of course, he keeps the excessive resources already devoted to Prof. Deraus' teaching. I disagree with this approach and try to negotiate but Prof. Fontaine is T and Deraus are not willing to compromise. The minutes of the department meeting that is sent to the faculty council does not include the arguments I voiced.

The minutes are formally written by the secretary of the department - a non-academic administrative position held by Bart Verloo. Bart Verloo has long been a close ally of Prof. Fontaine and Prof. Deraus, and their allyship seems to date back from the days of the predecessor of Prof. S., the former department head Prof. L whose faculty position I was appointed to when she retired and I was recruited. Mr. Verloo enjoys some far-ranging privileges at the department. He has his own office - a privilege normally only granted to full faculty members. However, he rarely is at the department. Although he holds a full technical position normally requiring presence for 8 hours each day, Mr. Verloo typically comes between 9 and 10am, leaves at 12pm and only briefly comes back from 2pm to 4pm and sometimes not at all. On several days a week, he does not show up at all claiming to be working from home also long before the COVID-19 epidemic. Mr. Verloo generally does what Prof. Fontaine and Prof. Deraus demand and after Prof. S has left, this has far-ranging consequences given that Mr. Verloo has access to all internal finance accounts on the SAP system and also controls the acquisition of personnel and computers. Processes that are now notoriously difficult at this department particularly for people who disagree with Prof. Fontaine. Of course, if errors happen, a computer is not bought or the new contract of a PhD student or postdoc is delay, it is never really clear whether it is maybe an honest mistake or not. As the only administrative personnel of the department, Mr. Verloo also is an automatic member of the department council and it is customary that he has the task to take the minutes of department meetings. In the coming years, the two develop a routine whereby a minimal version of the minutes is sent around before the department meeting. Then in the department meeting itself, unforeseen changes or documents are presented to which the rest of the department has almost no chance to react in time.

Episode 5: The career talks

In the aftermath of Prof. Fontaine's appointment as interim department head, my own newly hired teaching assistant N (hired in the aftermath of the events of the previous episode) immediately is concerned. She has just signed a contract and the previous department head has agreed that she would only need to teach my two courses which are demanding because they are entirely in English so that Erasmus program exchange students can participate that are essential to allow the universities own students to go abroad to other European universities. One of the two courses also involves a lot of methodological content that is not easy to master for some of the students and requires more intense tutoring and responses to individual emails. She only has recently begun to teach this type of courses and has a lot to learn. Dutch is also not her native language and the previous department head, in her job interview, has agreed that she does not need to teach in it given that she already has to teach in English. Prof. Fontaine summons her to her office, closes the door, and energetically speaks to her for about two hours. Based on her account about her chances to get a PhD, start a career, and to be accepted in the department. At the end of

it, she leaves the room crying and is not the same person anymore. The demands for her to teach in his course do not end over the following weeks, months, and years. Several department meetings become agitated discussions on Prof. Fontaine's principles: All teaching assistants need to be under his control in some way. He tries to enforce this by repeatedly blocking and modifying the task descriptions of the PhD teaching assistants and trying to bring this through the department council and subsequently the faculty council even without their consent.

I am also summoned to a similar career talk by Prof. Fontaine. It is explained to me that I should find a project we do together to improve the climate in the department, and that I should ensure that my doctoral student is not rebelling anymore. The former department head Prof. S. and the former Prof. V both warn me that collaboration with Prof. Fontaine means that one does all the work and Prof. Fontaine does nothing. I politely decline and instead suggest that he follows what was agreed upon and is the typical operation of the university in all other departments that I am aware of.

Episode 6: Power cling

Prof. Fontaine is only interim department head for a year. When the actual election for department head comes up, a lot of people in the department feel at the time that the status quo should better not be extended another 5 years or, as is customary at this university, until the department head retires.

Initially, nobody else wants to be a candidate so out of other options, I mention that I am willing to be a candidate if I get the support and I discuss the matter with other professors. Prof. Fontaine schedules a meeting with all professors of the department. He silently enters the room and hands out a two page document to all professors. This document among other things accuses me of undermining his legacy as a department head and influential scholar by talking to people about him without being present. Talking about the policy of the past year is of course a normal element of an election process - but not to Prof. Fontaine. All professors need to read the document in silence while Prof. Fontaine stares at me. After everybody has read it, he demands to immediately get it back and claims that he demands to be department head again. In the aftermath, the former department head and the then dean De Soete try to find a solution and another professor of the department is suggested as a compromise candidate. I immediately agree to that other professor because I know that this candidate is a trustworthy and non-power hungry person. I never actually was that interested in this job beyond sheer need to have someone in place who does not abuse the position to falsify minutes of department meetings, continuously tries to grab financial and personnel resources for his own benefit, and also demands favors and coauthorships. - The behaviors Prof. Fontaine has just demonstrated over the course of a year. However, Prof. Fontaine lobbies to both the faculty council and the dean. He also claims to be willing to change and be the perfect department head. The then dean talks to Prof. Fontaine and demands a change in behavior and Prof. Fontaine apparently agrees to this. Subsequently, a department meeting is scheduled to which I am asked not to attend that elects Prof. Fontaine again. Prof. Fontaine triumphantly talks about the "age of his chairmanship" at any possibility but nothing changes at the department in the coming months and years. In fact, the incidences become more extreme.

Shortly thereafter my promotion to full professor fails based on a formality. Normally not decided by the department but the faculty, Prof. Fontaine still lobbies heavily against me. He himself is only an associate professor and in the promotion system in place at the time, he would probably never have a chance to advance to full professor given a lack of meaningful publications in recent years and the near absence of top-tier publications as first author. I already came in as a tenured associate professor so I would have been promoted to full professor. For him, this is a dangerous prospect because I would formally outrank him even though I do not have any effective

power in the department structure in which he controls the department minutes and also everything that goes in and out through Bart Verloo. Also as a full professor, all I could do is voice my opinion in the department meeting - with the prospect of them not even being put in the minutes as has been the case over the course of the last months.

Episode 7: The doctoral candidate who was left behind

After Professor V left, Professor V's doctoral candidate R has the misfortune of holding an assistant position and, at Professor Derous' suggestion, was assigned by Professor Fontaine to teach with Professor Derous ("hop on"). Professor Derous bombards the doctoral candidate with emails and expectations. All results of his work are fundamentally inadequate ("gaslight"). Eventually, the doctoral candidate can no longer cope. I try to reason with Professor Derous. No success. As a way out, Professor Derous offers the doctoral candidate, a postdoc position with her in hopes of also establishing a promising collaboration with Professor V (who before left because of her behavior) through the doctoral candidate. Eventually, on the advice of his general practitioner, the doctoral candidate reports sick and stays home. However, the emails from Professor Derous do not stop. Professor Derous demands that doctoral candidate O keeps working and prepares her teaching from home. Eventually, despite significant delays, doctoral candidate O manages to complete his doctorate, but he is so affected by the experiences that he first takes a very simple and underpaid job in the corporate sector to recover from his burnout and the experiences of bullying.

Episode 8: My or your hire

A new professor is hired as the substitute for Prof. V who left the university. The new professor was previously at another department of Ghent University. To teach the courses that formerly Prof. V taught, the new professor needs teaching support. The common system at the university is that teaching assistants that the department has a designated budget for are also hired by the department but of course the courses that should be taught and the professor teaching them typically gets to choose a suitable candidate for this research area. After the screening of the applications, the new professor is enthusiastic and already has a candidate with a suitable profile in mind. His impression also does not change after the job interviews and job talks with all the candidates. To his surprise, in the commission meeting after the job talk, his preferred candidate does not get the job to teach his course. Instead, Prof. Fontaine and his associates decide to appoint candidate, U, from their inner circle to the free position who can primarily teach Prof. Fontaine's course.

Episode 9: Teaching resource struggle

The bachelor's course on academic skills from episode 2 is taught again and as part of the regular rotation I get the task of being its coordinator among a group of five professors also from other departments. The course is again large with about 450 students that should learn academic skills so there is a ton of correction and coordination work necessary in all sections of the course. Unfortunately for me, Prof. Fontaine is still disappointed that his course on psychological assessment did not get even more resources and categorically denies any resources for this course. Also the normal resources that were planned for this course are grabbed away by Prof. Derous decision to entirely attach the two practice teaching assistant hired for this large and a smaller course only to her course. My questions and demands for teaching support get a cold shoulder from Prof. Fontaine. At the end of the semester, it is clear that it is impossible to correct all the assignments so some can only quickly and roughly be graded. As a result of this insufficient grading, me, another professor from Prof. Fontaine that I am teaching the course with, and another professor from another department get a formally censored for insufficient execution of our teaching duties.

The next semester, the situation is not changed. However, after the issues from the earlier

semester, the pressure is up and it can of course not happen again. However, Prof. Fontaine does not change his behavior. He does not or rarely react to email and if he reacts the reactions are typically brief or cynical. Ultimately, I have no other choice than to go to the teaching director Geert Van Hove (adjunct dean for teaching). This situation is somewhat bizarre because this function is normally only designed to coordinate between departments and not within a department leave alone between a department head and a teaching professor over this department head's resources. Prof. Fontaine is again completely intransigent to the point where the teaching director has to summon him to his office and issue formal demands for teaching support. Even then, it turns out that the supposed help all has other commitments at unfortunate times. In the end, I barely succeed to get the necessary resources to bring the course to the end while managing to avoid getting censored again.

Episode 10: Whoops, all gone

A foreign doctoral candidate has long worked closely together with Prof. V who has now left the university. Although the candidate is externally funded, Prof. Fontaine has decided that the candidate now also needs to teach in Dutch and contribute to the department for the right to use the office space in the department. Given that the candidate has never agreed to this when he was originally hired by Prof. V whose funding still pays him, he does not agree. He also already is supervising theses for the department. When he returns from a short stay in his home country, shortly thereafter, his desk is emptied and someone else is sitting there. Also his hard drive with all of his data is gone. He barely manages to reconstruct the most important elements of the data collection. Further inquiries reveal that Mr. Verloo and Prof. Vlerick had the task of clearing out the desk from Prof. Fontaine and claim to not know at all where the harddrive has gone. Visibly shaken, the candidate leaves and is not seen again at the department. I manage to speak to him at a conference years later. He has managed to publish all his papers from his time at the department in top-tier journals – journals that neither Prof. Fontaine nor Prof. Derous has ever published in. Still, the events and the subsequent struggles have convinced him that he cannot stomach the power games in academia and he has decided to leave for the industry for good.

Episode 11: If it is not in the minutes, it still did not happen

Over the course of Prof. Fontaine's appointment as interim department head and subsequently department head, a constant problem is his and Prof. Derous' desire to not allow for any dissent within his department. Instead of the formally correct procedure to let the voting members of his department vote, Prof. Fontaine instead prefers to simply send an agenda around. He then typically adds new documents or decisions that he only announces in the meeting itself.

If people in the department meeting show any disagreement he still largely ignores it and sends around an only very slightly adapted version of the minutes he sent around before to the faculty council. If changes are made, they are his changes. This type of procedure does not only happen with the teaching distribution mentioned in Episode 3 but subsequently with several former junior members' task descriptions including the PhD students mentioned in Episodes 3 and 4. It also happens when I get a sabbatical and my postdoc is scheduled to be appointed as my teaching replacement from the funding. All of a sudden, this is not possible according to Prof. Fontaine and only possible after another power struggle with the then new dean Buysse.

The final minutes sent around by Prof. Fontaine via email typically get several correction requests and over the course of Prof. Fontaine's term as department head with Bart Verloo as his minutes taker, these emails get increasingly desperate. However, the correction requests are still rarely fully incorporated, and are frequently simply ignored.

I finally read the formal rules and these rules actually state that professors are state employees that have to speak up when something is not in line with the formally correct procedure. In this case, bringing a vote and appropriately recording that someone disagreed with the decisions

of Prof. Fontaine. I speak up at a meeting and point people to these facts. As a reaction, Prof. Fontaine lets Prof. Vlerick take the minutes at the meeting. Again the minutes are largely what Prof. Fontaine already defined beforehand and my comments are ignored again.

Episode 12: Questionable statements in the media and Professor Derous' own ethics code

Professor Derous, well-known in her academic and consulting roles, frequently uses her public platform to present herself as an expert on a wide range of psychological topics. In media appearances, she offers broad advice, often presenting herself under the title of "psychologist," "organizational psychologist," or "personnel psychologist." This is problematic in itself, as it is clear that she isn't registered with the professional body that governs psychologists in her country, which is bound by a dedicated ethics code. Yet, the implications of her misuse of the title are even more severe considering the misleading nature of some of her public statements.

Professor Derous frequently provides advice to companies on various topics like burnout or employee selection in the media. One notable instance involves her endorsement of intelligence tests as "very good predictors for future behavior that score well in terms of practical applicability" (translated and cited based on the article) in hiring. The only drawback she mentions is that applicants often do not see the usefulness of intelligence tests. Professor Derous makes no mention of the substantial body of literature highlighting the potential biases associated with these tests, particularly regarding fairness and the discrimination of minority groups. Her public endorsement is especially damaging given her frequent claims to be an advocate of fairness for minorities.

The literature in this area clearly demonstrates how the misuse of intelligence tests in employment settings can inadvertently lead to discriminatory outcomes. It is hard to imagine that Professor Derous is unaware of these issues. Her former colleague, Professor V, and his collaborators have spent decades studying this topic, working to develop alternatives such as situational judgment tests or new weighting procedures to reduce unfairness. I also actively contribute to research that focuses on the limitations of general intelligence as a predictor and on harnessing specific abilities as potentially fairer alternatives.

In another instance, Professor Derous claims that there is no scientific literature with an independent review concerning a specific commercial assessment instrument. Although the instrument has many critics, her statement does not appear to be entirely accurate. An expert from the British Psychological Society has conducted an in-depth peer review of the instrument, clearly documenting its strengths and weaknesses, which was published in the association's test review series in 2009. By spreading such inaccurate information, Professor Derous contributes to a distorted view of the psychological tools available to practitioners, potentially misleading the public and clients regarding the availability and credibility of certain assessments. This behavior is not just a disservice to the field; it is an affront to the public's trust in psychological expertise.

Perhaps Professor Derous' most troubling actions outside her university involve her role as an internship coordinator. These internships are for work and organizational psychology graduate students and are typically supervised by work and organizational psychologists (many registered). Yet, for Professor Derous, evading scrutiny by not registering as a psychologist is apparently not enough. She takes it one step further and creates her own ethics code, which psychologists working in practice must sign in order to be eligible to supervise internships and advertise them on the - governmentally funded - university under her supervision. This so-called "Code of Conduct" states as its mission to "ensure an ethically correct and substantively sound internship process," but it seems disconnected from the official ethical standards set by recognized professional body. There is no clear link to the code of conduct that officially regulates practicing psychologists, and there is no effort to educate students about the formal standards to which psychologists are truly bound.

Episode 13: Copycats and a Frightening Revival of Spearman's, Jensen's, and Rushton's Idea

The doctoral candidate R from Episode 7 who was left behind after Prof. V left has still a difficult time in the department. We decide that we do some work together and also potentially supervise some master's theses together. He does a lot of teaching in Prof. Fontaine's psychological assessment course. A big part of this task is to teach 2nd year students how to meticulously follow the instructions of applying Wechsler-style individual intelligence tests to volunteers who typically do not get paid. This has already led to delicate situations because Prof. Fontaine is sometime quite strict in who needs to be tested. Sometimes male students need to convince female students or even children to go to their homes to apply intelligence tests to them in order to pass the course. The data is typically only used by test publishers to norm their tests and scientifically useless.

I suggest that the doctoral candidate R could use some of this otherwise not really helpful data collection work to develop a short intelligence measure on the basis of structural intelligence test batteries. I have long used three scales from the Wilde Intelligence test (Kersting et al., 2008) in my own research including my dissertation to test for intelligence: Number series, figural unwindings, and verbal analogies in consultation with the lead author of the Wilde. I generally prefer these measures over the more commonly used short measures like the commercial Wonderlic personnel test (Dodrill, 1981) and the frequently used but not published 10-minute test from a professor who was at Mannheim as a postdoc when I was a student (Musch et al., 2009). The short version that I used was later integrated into the official Wilde intelligence test as a recommendation for a short measure. The choice of the three included subtests, Number series, folding boxes, and verbal analogies was motivated by Marshalek et al.'s radex model of intelligence structure (Marshalek et al., 1983) that includes a numerical, figural/spatial, and verbal dimension below general mental intelligence. I explain to doctoral candidate R that I would simply sample a numerical, a figural/spatial, and a verbal measure and then apply a bi-factor model/hierarchical model with orthogonalized higher and lower order factors to estimate general mental intelligence. My idea was that the subtests would not have to have enough items for high reliability as long as the overall measure has sufficient reliability. My idea also was that sampling in this way is more transparent than simply mixing items like in the Wonderlic test. I had been working on an overview chapter over item-response theory in which I provide examples and code of these types of analyses with the mirt package in R (Chalmers, 2012) that is later published.

We discuss the idea and also the fact that it would be difficult to use the exact same item types because they are copyrighted by the publisher. The Wilde intelligence test is originally a Thurstonian battery in the most widely used intelligence test in Europe because it is used by the population-wise biggest country (Germany) for the selection of its civil servants since the 1960s and it was originally developed by the founder of European structural intelligence testing (A.O. Jäger) in the 1960s. I also mention that in the past I have also alternatively used figural cards and the matrices test (a verbal reasoning task) from the Groningen intelligence test (Luteijn & Van der Ploeg, 1983) as an alternative for research studies. I caution that short general intelligence tests have major limitations because they show some of the strongest effects of education, class, or social economic status but are useful as a control or explanatory variable in a lot of research settings.

Another idea I have that I discuss to great length with doctoral candidate R is to reactivate an old project that I once did with a information sciences master thesis student, his supervisor Borchers, and my former boss and supervisor Hornke at RWTH Aachen University. Hornke was at Stanford in the 1970s and also knew Robert Sternberg in the 1970s. Sternberg had published a book on analogical reasoning with a chapter on the people pieces figural analogy task as a more contextualized figural analogy (Sternberg, 1977). As part of the project, the master thesis student

and I built on Sternberg's work and also translated into a more detailed scheme on how the people pieces task can be decomposed into elements that increase the difficulty and the contextualization of the analogy requirements to systematically manipulate difficulty and contextualization in the philosophy of Fischer's linear logistic test model (Fischer, 1973) and extensions of it that can be fitted in the lme4 package in R (De Boeck et al., 2011). The master thesis student developed an elaborate Java programmed test application called AIXtest that allows automatic item generation of analogy items (Köster, 2006). The original thesis was very strong but given the already high volume of the work, it was not possible to also collect a lot of data and to study the psychological processes in detail due to a limited sample size. I thus suggest to doctoral candidate R to run a larger study using these items and to systematically manipulate contextualization and difficulty. We also exchange emails with original author of the master's thesis to ensure he is fine with what we are doing with his work.

Doctoral candidate R then asks Johnny Fontaine about the possibility to use some of these ideas with the already used standard intelligence tests as part of the psychological assessment course. Doctoral candidate R as well as student enrolled in the course would do all the work so the project would not utilize any work of Prof. Fontaine. Nonetheless, Professor Fontaine lets doctoral candidate R know that collecting data in the course is only possible if Professor Fontaine is made a coauthor on everything including the test measures without having to do work. Especially for the AIXtest, I find that an ethically questionable proposal. We ultimately decide to instead ask two master students to work on the project and they actually do so, collect data, and answer the research questions (Engelschenshilt, 2021; Van Asch, 2021). However, we abandon the objective of the bi-factor based short form development in lieu of opportunities for data collection and in mindful of the fact that it would require some research on copyright of test items.

During the whole time when we discussed these research ideas, exchanged material, and later planned, and organized the studies, the thesis students and I were visiting doctoral candidate R in his then office. At the time, he shared this office with the doctoral candidate U that was hired in Episode 8 instead of the candidate that the new professor wanted. She is thus listening through our whole project and also daily asks doctoral candidate R for a lot of advice. She also does not get a considerable amount of support or supervision from Prof. Fontaine who has long stopped to be an active researcher.

Several years later – I have by now left Ghent University (see events in the next Season), I am on linkedin when I see that a former professor from Ghent university brags about a newly accepted publication in a top-tier journal that he coauthored. I have a look at the paper and it turns out that it is a paper by doctoral candidate U. The overlap between what I discussed with doctoral candidate R and the thesis students and the paper is very striking. The key contribution of the paper is the development of a new short intelligence measure using a figural analogy task that has colored analogies with several colored elements nested within pictures – the same principle as the people pieces AIXtest. The test also includes a number series task, a figural matrices task that is analog to the Raven's progressive matrices, and finally a verbal analogies task. Sternberg's, Köster's work, also I and doctoral candidate R are not mentioned. The paper is initially using a bifactor model just like I had suggested for a short measure to doctoral candidate R. The measure is also short and it does not bother about low reliability of the subscales only targeting the overall scale in the bifactor/hierarchical approach. The analyses use the same package and code that looks very similar to the code I discussed and shared for my later published review paper. Also the same R package (Chalmers, 2012) is utilized. However, my article is also not cited.

The paper has a long list of authors. The first author is: Doctoral candidate U who was present in a lot of the discussions. Prof. Fontaine is not one of the authors. However, a key author is Prof. Derous who is also first credited for the study conception and design. Fontaine also still

seems to be involved in the project. There is already a follow-up paper mentioned in the manuscript that Prof. Fontaine is a coauthor of (Nelissen et al., in preparation). It is maybe not surprising that he did not put his name on the first paper after this was the explicit reason for me and doctoral candidate R not to pursue the project with him

It seems that not only my own intellectual and authorship rights may be affected by this work. One surprising characteristic of the paper is that it references a website, the International Cognitive Ability Ressource, as the source and author of the items (The International Cognitive Ability Resource Team, n.d.). A closer look at this website reveals that a person with the name Loreen has uploaded the items in the test on the website just a couple of days before the paper was made public through linkedin. Apparently, doctoral candidate U and Prof. Fontaine were a bit hesitant after my comments about copyright so the ICAT seems to be used as the straw man to shield doctoral candidate U and Prof. Fontaine from potential copyright liability.

A second surprising characteristic of the paper is that actually switches over to a multidimensional model from the initial bifactor conceptualization later in the paper – despite the fact that as would be expected, the reliability of the subscales is very poor. – Not surprising given the focus on a short form. The authors also include correlated errors – an open admission that the test does not have a proper psychometric structure. So overall, the test development has clearly failed however this fact is largely concealed behind a wealth of analyses that the reviewers seem to have been overwhelmed with. Maybe the late switch to a multidimensional conceptualization is also an acknowledgement that my theoretical stance that I have repeatedly voice in the literature– that specific abilities are a good alternative to GMA and that GMA is not causal – is not so wrong after all.

A third surprising characteristic of the paper is that it uses two samples that are less than 100 person and a third sample with 820 participants. For this sample, the paper goes to great length to conceal the relationship between the overall/GMA score and the social-economic status, gender variables, and social support variables in the paper. The authors only share an incomplete covariance matrix that does not include the social-economic status, gender variables, and social support variables. The data itself is not available.

The final, and most surprising of the paper is that it gives a new lease to a very old concept. They do not call this concept by its name. It is known in the literature as Spearman's hypothesis, the Spearman-Jensen hypothesis or the Jensen effect. The idea is central in both Jensen's (1998) hyper-controversial book "the g factor" as well as in Rushton and Jensen's controversial 2005 article (Rushton & Jensen, 2005) even though statistical methodologies somewhat vary across authors and papers. The key argument is that minority-majority differences (mostly Black-White in the US) can be explained by general mental ability (GMA) itself. Eugenicist Spearman (1927) originally wrote: "On the average of all the tests, the coloured were about two years behind the white; their inferiority extended through all ten tests, but it was most marked in just those which are known to be most saturated with g." (1927, p. 379).

This old idea is controversial because GMA has long been known to show some of the largest Minority-Majority differences like, for example, Black-White differences in the US. The controversial view in the Spearman-Jensen is that these differences are not a bug of the construct, the test, a remnant of societal unfairness, or simply of intergenerational inequality like in dominant views of fairness in personnel selection research. No. In the Spearman-Jensen hypothesis, GMA is the truth and the inequality is mainly a result of GMA, a new view of the purported truth. In simple words: Poor? Bad grades? Unemployed? Shame on you. You are stupid. It's all your own fault. In line with this view, socio-demographic characteristics are only considered after controlling for GMA.

Perfectly in line with the Spearman-Jensen view, doctoral candidate U and her coauthors

put GMA in as a control variable and only then interpret differences in socio-economic status, language ability, social welfare status, and even environmental differences (clusters in a multilevel model) on three outcomes grade point average, math grade and a mathematical skill test (Table 8 in the paper). They conclude that „The proportion of explained variance in school achievement is [...] acceptable considering the rather short nature of the Ch-ICAR. Moreover, it is crucial to highlight that we have controlled for SES and sex, and accounted for the nested structure of our data, enhancing the robustness of the results“ (p. 25). The underlying philosophy is clear. No, it is not language deficits that lead to a reduced ability to fill in a verbal intelligence test. No. Vice versa. A lack of intelligence leads to a reduced ability to answer verbal intelligence questions. Only if anything remains after controlling for intelligence, the authors of this paper argue there are actual minority-majority differences.

The more established alternative approach for this type of analysis would actually be to first enter the socio-demographic characteristics and to then in a follow-up step test for differential prediction through interactions between the ability predictor and the socio-demographic variables (e.g., Aguinis & Culpepper, 2024). GMA tests traditionally do not do very well in these types of comparisons. Another type of analysis that is sometimes done in the literature is to first examine the effects of the socio-demographic characteristics and to then enter GMA as a potential explanation for these differences. Never actually looking at the differences and immediately plugging in GMA is something that is only known from the group around Jensen, Rushton, etc.

At the end of the day, it is unclear whether doctoral candidate U and Prof. Deros is aware of what she is doing and how the endorsement of Spearman's, Jensen's, and Rushton's views and methods on socio-demographic differences fits into the rest of the ideological agenda of Fontaine, Schittekatte, and Deros (see next Season) that heavily advocates for diversity exception policies. Or maybe there is none and the only motive is to maximize one's own advantages.

Episode 14: Season finale

Dean Buysse and head of the university decide to conduct an analysis in which an external agency will analyze the situation in department in which I, Professor Deros, and Professor Fontaine work at the time in a “psychosocial risk analysis”. Many people including many victims of Professor Deros and her accomplice Professor Fontaine have hopes, it seems like progress that something will finally happen after all these years. The purpose of the “risk analysis”, several interviews are conducted, but not all parties involved are heard. I do not get an interview. The exact content of the analysis is not shared with the parties involved or the department, and only the rector is aware of it. I only get a brief meeting with the supposed author of the analysis (but he does not say so) and the dean. The whole meeting takes less than 5 minutes and all he says is that I crossed boundaries of people. I ask him what he means but he refuses to elaborate or mention a single example and also of whom. However, the proposed solution that the dean comes up with a bit later sounds promising. The already small department, after the departure of several key figures, will be further split into two mini-departments with a slightly different focus. A conflict coach is appointed to guide the splitting process along with the dean. One department will be led by Professor Fontaine.

The split of the department is not easy to do because all faculty members actually have to agree. One faculty member who has not published a lot, Prof. Vlerick, demands to be promoted to full professor to agree to the split. Prof. Vlerick has not published a lot in his career and over the course of the last more than 10 years has not a single meaningful publication as first author. Nonetheless, he sees his chance. The dean has no choice in order to not off-rail the plan of the split but to promote Prof. Vlerick.

The initial enthusiasm further turns into bewilderment when Professor Deros is assigned to the group of people who have so far tried to escape her abuse of power. Initially, it is unclear

what her intention is and why she does not want to be in the same working group as her ally, Professor Fontaine. She tells both the conflict coach and the dean that she fits better in the other department content-wise ("hop on").

Over a few weeks, a specific plan is developed on how the new department will operate. The only option for department chair are Professor Deros and I because the third member has not yet received tenure. Professor Deros refuses to take over the role so the only option is that I have to do it. Given the structure with just three faculty members, the role is not easy because decisions basically require a consensus among all department members.

Once the new department starts, Professor Deros' goal becomes more clear. From day one, Professor Deros confronts the conflict coach, the dean, and the members of the new department. She is unhappy with the new department's rooms and work spaces. The members of her work group indicate that they do not even want to be in this department. The two other professors of the new mini-department including me are stunned.

One element that also further complicates things is the fact that the secretary of the new department is actually only a part time position shared with the old department and the person holding this position is still Bart Verloo. The new department has a limited number of rooms - only 5. In this type of arrangement, it is not really possible that people have their own office. At an initial meeting Bart Verloo agrees to a distribution of the offices whereby he shares an office with others - like all members of the new department do including the faculty members. However, Bart Verloo at the same time hands in a complaint about the absence of a specific office for him in with the union and the representation of the academical technical personnel of the university. This complaint succeeds so that he ultimately has his own office at both the old and the new department while the faculty members of the new department still do not have their own offices.

A female guest lecturer, Dr. Ellen Peeters allied with Professor Deros accuses me of making misogynistic remarks. However, in a meeting about this in the presence of the conflict coach, the guest lecturer Peeters gets caught up in contradictions and eventually freely admits that her claims were not true and made up.

In the first meeting with the new group, Professor Deros repeatedly engages in long monologues, demanding various advantages for herself, including another doctoral student from the research group's funds, even though she already has a large share of the funds and this contradicts the original plan she agreed to a few weeks earlier ("gaslight"). I and the other professor try to calmly present counterarguments. The discussion then moves to email with the dean in copy. As often happens when she does not get what she wants, Professor Deros is completely intransigent. Eventually, the dean decides that Professor Deros gets what she wants, at the expense of the two other professors. But what the dean and the head of the university probably did not expect is that this apparently also achieves Professor Deros' goal for the new group. Professor Deros now has what she wants: Another doctoral position and people who did not completely submit to her are now out of a department structure in her area.

I get told that Prof. Deros files a complaint with allegedly wild accusations about me, which, however, nobody except the dean gets to see from what I hear. For me this is a difficult situation because I do not know what the complaint is about so I have no possibility to defend myself. Of course, this again feels awfully like other episodes in the past in which I have been wrongfully accused.

I also suspect at the time that two disgruntled PhD students of mine have talked to the dean. The first is the PhD student from Episode 3, N, who has turned quite distrustful to anybody in the organization after the events of that episode. She is now critical of what she feels are too high standards that I have compared to the other remaining supervisors of PhD students. One paper of hers has a revision at one of the top journals in the field and I repeatedly require her to implement

the changes the reviewers request and also ultimately implement a lot of them myself. I know that the paper will otherwise be rejected and she will not get her PhD within the timeframe she demands given that a publication is a fixed requirement at the time. She has never done a review process before and never received a rejection and thus believes she can just submit without doing what the Associate Editor and the reviewers demand. She argues it is unreasonable and too much work. In the end, the paper gets submitted as I want it to be submitted and it actually gets accepted several months later. The second PhD student C has a sort of life crisis and also feels my standards are too high. We have been working on a paper but he has stopped doing any work for more than a year. He already did not collect any data so that I donated data to him for a first paper. Still, he does not work on my feedback. When I insist again, he goes to the ombudsman. After these events, we agree on a second supervisor. This new second supervisor actually feels that my standard were too low and that this PhD student should have been gone long ago and insists that he stops.

Eventually, it becomes too much for the dean, and the dean disbands the new department after only a few months. Professor Deraus triumphantly joins Professor Fontaine's department, immediately seizing a large portion of the resources from the newly dissolved department. Professor Deraus' goal is once again achieved. As a result of the dissolved department, I no longer have a work group affiliation and instead I am assigned to the dean's office. I also have a teaching sabbatical at the time. What normally should be a benefit (the research sabbatical), now seems to work against me. Without a warning, I receive a letter by the dean asking me to not come to the workplace for several months to "cool down". The letter does not accuse me of anything but it sounds a lot like if I am guilty of something.

Season 4: Mobbing victim, whistleblower, and getting caught in the crosshairs of a dominant ideology (Germany, The Netherlands, Belgium, United Kingdom, United States)

"Here I stand, a leafless trunk."

Friedrich Schiller, Wallenstein's Camp (1798)

Episode 1: Getting rid of me and Vertigo

I no longer have a work group affiliation. Still on sabbatical, I get a new special HR commission consisting of largely the leadership council of the psychology faculty including dean An Buysse, Hilde Van Keer, Maarten Vansteenkiste, and Geert Van Hove as academic members as well as Ghent University HR director Hugo De Vreese who now want to have regular meetings with me every couple of weeks. I am still not aware of what I supposedly have done wrong especially given that the only accusations I ever heard against me were actually proven false. Initially, I am asked to reflect on myself in several documents/reports. I also should reflect on my relationship with Prof. Fontaine and Prof. Deraus. The only feedback that I actually receive is that I am too much focused on research and not enough on people who are only interested in teaching. To me, this feedback sounds quite strange given that the organization is a research university, I actually did a lot of teaching, and even my output as an applied psychologist has never been particularly high compared to most of the more fundamentally oriented researchers in other areas of psychology. In the past, their accomplishments were typically praised as something to strive for. When this process of letting me reflect, apparently does not yield some sort of guilt confession. In the next step, I get told all the things that according to them I do wrong. One core critique is that my leadership is bad. When I tell them that my whole leadership lasted only a couple of months and there was never actually any routine research activity or day-to-day work together (the department never actually moved into the planned new rooms together), the term leadership gets expanded into all other areas of what a faculty members does like teaching, thesis supervision, etc. Many of these meetings take place in agitated zoom calls during the Covid-19 pandemic.

Ultimately, my research sabbatical ends and I return to the faculty to a separate room on

another floor in the summer of 2021. The dean gives me an assistant for teaching support, and I also have a PhD student from a project that I acquired with researchers from another faculty. Still, I am isolated and I have to deal with constant mobbing by Professor Derous and Professor Fontaine's group, who constantly challenge my teaching. My course maintains academic rigor, but students constantly complain about the comparatively lower grades I award even though my grades are still high compared to the rest of the university. However, my grades are not even close to inflated grades handed out by Professor Derous and Professor Fontaine's group. I also maintain my standards in theses and ask students to hand in detailed documentations of their data. I maintain a longer document that exactly points out how data should be handled and documented so that it can later be verified and checked. While this was seen as good practice and desirable when I first came to the university, after the stronger researchers left the work and organizational psychology program, these types of demands are now depicted as student unfriendly and not friendly for practitioners.

My health begins to deteriorate in the summer of 2021. I experience significant ear pressure on my right ear. I initially attribute it to pandemic or maybe Covid-19. However, I also notice that my high heartbeat issues and sleeping problems return.

The regular meetings with the HR commission continue and the tone does not change. It is unclear what I can do to escape these meetings in which I am regularly confronted by a front of academics and administrators who do not tell me what they want from me and instead ask me to reflect on myself. The only hints I get are that I am not doing well.

My leadership is bad even though I am not actually leading anything, my teaching is bad, my research is bad, etc. I need to write several concepts on how I can get better but nothing is ever good according to them. My sense is that they want me to admit that I am all responsible for what happened in Episode 9 of the previous season and that it is all my fault/I am the risk to satisfy Eva Derous' and Johnny Fontaine's requests to depict me as the villain and to tailor the story to the mysterious report nobody has ever seen except the rector, and also the complaint about me that led to the dissolved department -that I have also never seen.

In the spring of 2022, the events of Season 1 and Season 3 weigh heavily on me. I lose contact with both of my children and feel isolated at my workplace. During another HR commission, I ask what the possible solution to me having a normal workplace again and out of this could be. I also acknowledge that I am not feeling well and have health issues and that I am not sure I can keep continue teaching like this. I also ask for possibilities for a temporary workload reduction. I only get the recommendation that I can hand in my resignation by one member of the commission (Vansteenkiste). When I ask what the alternative would be, I get the feedback that I alternatively face the prospect of being evaluated negatively several times which in the Belgian system means I am getting fired through repeated negative evaluations. To me that sounds bizarre given that I am still a quite productive researcher and an Associate Editor at a major journal in the field at the time. Still, after so many HR commission meetings in which all of my publications and accomplishments basically do not count at all, I am exhausted and have trouble sleeping. Additionally I have to face the possibility that the mysterious "psychosocial risk" report (that I have never seen and whose content is also unknown to me) becoming public and killing any prospect to finding a new position. I still do not know what I supposedly did. I know that I acted correctly in protecting PhD students and demanding that the formal rules about memos of formal meetings are respected. I also believe that my standards are not too high. After all, PhD students are fully paid employees who can work a normal working week (not the case at all in my area at this university). Still, the whole saga is going on for years now and the HR commission meetings followed by one reflection report after the other without any actual feedback or actual facts about what I supposedly have done wrong have worn me down. I am also scared about all these reports

becoming public. After I have already and provenly have been falsely accused once, what may be in these reports? I ultimately decide that my only option is to indeed resign. I feel at a dead end after so many years in the crossfire and making feel guilty without knowing what I supposedly have done except sticking to rules and academic standards, not going along with Prof. Fontaine's and Prof. Derous' agendas that actually were not in the interest of the organization, defending people with less power - and perhaps being white and male. Also the HR experts in the commission confirms that resignation is the easiest solution and that all these negative evaluations would be a more difficult approach.

The resignation is not yet fully done when my ear pressure escalates into rotational vertigo on a visit to Germany—my entire balance is off. When I stand up, everything starts to move and I get the impression that I am falling over and get nausea. The only thing that really helps is to lay down flat in bed. I can also not use electronic devices like smartphones or computers for a longer period of time. Otherwise, the nausea becomes extreme. Initially, I do not take it fully seriously. In the past, I sometimes had a bit of vertigo issues from sports and nausea from flying in airplanes. However, this is totally different and actually gets worse and worse until I can only avoid the feeling of rotation by lying still and flat on the ground.

I am incapable of traveling back to Belgium. After my health condition continues beyond the two weeks, my mother and my partner decide that I have to see an ear, nose, and throat specialist. He and his team runs a long series of tests which already makes me wary that something is very wrong. The specialist confirms the vertigo diagnosis and explains that vertigo can be confirmed with the experimental tests they ran so it is not something in my head but actually something that is physiologically wrong in my ear. However, he asks several times about stress, my living conditions, and what I am doing. He also suggests that what I am facing is probably caused by stress but could develop into full-blown Menier's disease and ultimately significant or even total hearing loss and continued bouts of additional vertigo episodes if I am not careful. The specialist recommends immediate medication to manage the condition. I ask how long I would need to take it and for one of the medications he recommends forever or at least some years at the start. The entire situation is also very stressful to my partner who is pregnant at the time and just lost her job at the time (see episode 12 below for details) so she is now pregnant with a partner who is laying flat in bed all day with no clear path to recovery.

I get the medication but after thinking about it for several days I come to the conclusion that the only thing that I can possibly save from all of this is my health. I have experiences with other medical conditions that initially were explained like enduring crises but sometimes improved a lot just with time and rest.

Thus, I decide to do everything to run my stress-level down and first give it a try without medication. The resignation and not having to be in the situation anymore helps a lot. Indeed, over the course of the summer, my health slowly recovers even though the entire process is still stressful. I have to still interact with the university a lot and even correct exams. Still, the ability to actually stand straight again and walk normally again feels like a large gift – something I feared I would lose forever in those scary two weeks laying completely flat. Things are still not right after that, the ear pressure does not get away. During the time laying flat, I completely drank no alcohol and no caffeine. I slowly try again but I figure out that more than one glass of beer makes the ear issues worse the next day.

Episode 2: Hesitant whistleblower

Over the summer, I have the time to carefully think about my situation. I still hold a 20% part-time visiting position with a UK university so this cushions the fall but cannot fully sustain me and my family long-term also because my new partner is pregnant. So the situation is financially and career-wise not bright at all.

Before leaving the organization, I had consulted with the psychological well-being service, who is typically responsible for assisting individuals who are victims of mobbing or unethical behavior. The role of this person is often to mediate such issues. However, when I shared my story, the only recommendation I receive is to file a formal complaint against the associate and the perpetrator. At this point, I am a bit at a juncture. Should I move on and simply forget about what happened in Seasons 1 to 3? In a way, I was successful in saving a lot of PhD students especially at Ghent University who would probably not have finished had I left earlier or failed to speak up internally. Still, the overall situation seemed unsatisfactory. I also realize that I have gone through many of the typical stages that whistleblowers go to and that have been described in the literature (Bjørkelo, 2013; Dussuyer & Smith, 2018; Francis, 2015; Miceli et al., 2008; Near & Miceli, 1986; Olivieri & Mahmoudi, 2023). Whistleblowers typically first constructively and indirectly voice their concerns internally. When they keep raising their concerns and the decision makers are unwilling to respond, they get depicted as uncivil, or socially incompatible. When they actually inform senior management, they get bullied. Finally, if they actually fill a complaint, they frequently face more direct and sometimes extreme forms of retaliation.

In much the same way, I first voiced ethical concerns indirectly and in a non-confrontational manner, then I talked to the transgressors directly in private, finally I stated my dissent in emails in all three seasons, and also in internal meetings in Season 3. However, what differentiates me from a whistleblower is that I never had blown a whistle. In all three seasons, it were the transgressors who went to higher or more senior people in their organization in an effort to put pressure on me to retract my dissent and follow along with their plans. The transgressors were typically not very successful with this approach because I merely defended what seemed my natural right or, especially in the events in Series 2 and 3, I advocated for the rights of others. The next step then was to depict me as a disagreeable and uncivil person and to bully me where this was possible to force me into giving up. In a way, I have already endured what a whistleblower endures without actually going the last step to becoming a whistleblower by filling a formal complaint. While I am applying for new positions, it also becomes clear that people spread false stories about me and that the bullying thus transcends organizational boundaries. On the one hand, I know that filling formal complaints is a very rocky path, takes a lot of time, and has a low probability of success. From past experience with myself, I also know that I hardly if ever feel satisfaction from someone facing consequences for their misbehavior if a complaint would be successful. I mainly cringe when I have to dive deeper into other people's ethical transgressions. On the other hand, I also feel that someone has to do something, and that my conscience would maybe haunt me if I never would do anything. After all, the serial nature of what has happened in the past suggests that it is likely that it will continue to happen in the organizations without me.

Episode 3: All animals are equal, but some animals are more equal than others

"All animals are equal, but some animals are more equal than others."

George Orwell, *Animal Farm* (1945)

I cross my own imaginary Rubicon, follow the advice and file a complaint against Professors Derous and Fontaine before leaving Ghent University. Since then I have filled complaints with the universities about all events I reported in Season 1 to Season 3.

I fill two complaints against Professor Jessica Lang/Ippolito to RWTH Aachen University. Each complaint is followed by a rejection letter from RWTH Aachen University, and then after I appeal to the ministry of education also from the ministry of education. I do not always get a response. The emails that I receive do not dispute what I am saying (I included irrefutable proof making this difficult) but basically state that all of this was not bad enough to do anything. One claim is that the promotion to professor for Professor Jessica Lang/Ippolito also included some publications that are not extracted through exploitation and that these other publications were not

misrepresented. Another claim is that the youth psychiatry of the hospital was not under direct supervision of Professor Jessica Lang/Ippolito and thus there is no conflict of interest even though this runs counter to typical definitions of corruption (International Chamber of Commerce, 2017).

I also write to the police and ultimately the state attorney. While the responsible attorney does not dispute the facts about past misbehavior of my ex-wife and my father, he argues that the statute of limitation is already run out for all older misbehaviors. The newer problematic behavior including what happened to my daughter, he claims is only a “family matter”. I feel that there is clearly a double standard against father vs. mothers when one compares these responses with the actions taken in Season 1, Episode 3.

I also contact the ombudsgremium of the German Psychology Association that is technically responsible with a wealth of evidence. However, Chairman Malte Elson only acknowledges receipt and that he “gets what I accuse Prof. Lang/Ippolito” but also notes that it is unclear to him what my request to the ombudscommittee is and questions what the goal of my inquiry to the ombudscommittee is. Also a later attempt to start a conversation through internal mailing list only led to an email accusing me of misusing the German psychology association and my ban from the mailing list. The email also claimed to be from the council but only President Eva-Lotta Brakemeier and secretary Prof. Ute Bayen in CC: from the council apparently having instigated the move. I since then have had the opportunity to talk to the executive committee of the German Psychology Association. Let’s see whether change follows.

I also fill two separate complaints against Professor Hülshager in the summer of 2023. Professor A is retried by then. One complaint against Professor Hülshager is over authorships of papers and is over the way my work was used against my will in the first dissertation and how the PhD student was treated. The ethical commission of the university allows Professor Hülshager to directly respond to me. I am allowed to respond back to which Professor Hülshager is again allowed to respond back. Then, a hearing is held at Maastricht University in the Fall of 2023 before the university ethical commission. Professor Hülshager is supported by an administrative staff member that served as her counselor. I am alone. Several months after this meeting my complaint is rejected by the ethical commission of Maastricht University. However, I am allowed to further appeal to the national ethical advisory committee before a final decision is made. The national advisory committee again allows a back and forth between me and Professor Hülshager. Again, my complaint is rejected even though the behaviors of Professor Hülshager almost perfectly correspond to the behaviors that the national ethics code considers to be unethical. However, Prof. Hülshager’s explanations convince the committees. Even more concerning perhaps, I learn that Professor Hülshager has been promoted to department head.

I never receive a substantive response to my complaint to Ghent University about Professors Derous and Fontaine. As of the fall of 2024, both seem to have been promoted to full professor.

In the summer of 2024, I also take action by teaming up with two other former junior members of the department and writing a letter to the head of Ghent University. In response, we receive a short email by the head of the university several weeks later promising that he will take it seriously. We have not seen any action so far. I also later send him an earlier version of this paper but do not get a response.

Episode 4: The writing on the wall

My academic career is certainly not profiting from what I am doing. By the time I am writing this paper, I have now applied to 54 positions in the last 5 years, 44 since leaving Ghent University in 2022. These positions are all across the range from full professor to teaching lecturer and post doc across the full range I can cover and my language abilities (German/English/Dutch). Especially initially, I am invited a couple of times but ultimately all to no avail. I also apply for an extension of

my part-time position to a fulltime position through the regular promotion process at the University of Exeter. However, my department, the interim dean of the business school, and also the HR person from the faculty both let me know that this approach is technically not possible. I am technically already a full professor although with just a 20% position so I cannot technically apply for a promotion from the level that I already have. I also get several emails from HR asking me about my well-being and to discuss my activities (this paper) even though I am only engaging in academic freedom.

Also my articles on other topics constantly get rejected. An older article that was in the review process when I started making my complaints gets rejected after more than two years when the paper had already been very close to acceptance.

I still hold two editorial positions. One as the editor in chief of the Journal of Personnel Psychology and the other as an Associate Editor of Journal of Applied Psychology. I had agreed to both in the first half of 2019, started handling manuscripts in the middle of 2019, and officially took the positions starting in 2020. After I started my Whistleblower activity, I got increasingly less from AEs and board members at JPP so that I need to process a lot of manuscripts myself to keep the journal afloat. My editorial assistant also resigns. Without a major affiliation to a university and limited financial resources at the journal, it is difficult to recruit a replacement. At JAP, I get increasingly more manuscripts outside my area of expertise, and also more complex and methodological manuscripts to handle making it difficult to stay ahead of the already grueling workload of an FT50 management journal and the largest psychology journal. On average, the journal requires at least two days each week. Over time, the policy of that journal also changed to a diversity, equity, and inclusion policy. This policy includes rules that make appeals increasingly more difficult and time-intensive for associate editors to handle manuscripts because they require multiple long letters arguing why a position should stand. I try to resolve the impasse by winding down my editorship at JPP after four years which is within a normal term for this journal. After I manage this, however, also things at JAP begin to go even less smoothly. I decide to not show up to the diversity, equity, and inclusion training that the editor of JAP Lillian Eby has demanded is organized at a JAP retreat immediately before the Society of Industrial and Organizational Psychology's conference in the Spring of 2024. About a week later, all of a sudden, all my assignments are taken away from me by the editor. I do not get a real answer what happened beyond that I was too late. However, given the extreme workload at this journal, it is nearly impossible to always stay within the 60 days window. My assignment had not been much beyond schedule and some were quite complicated methodological papers. Also in general, I had a very good record in terms of developing papers and getting them published compared to others. Still, the decision is not reversed. I initially think I did something wrong and offer my resignation which gets promptly accepted and Lillian Eby fights tooth and nails to not reverse this decision and to keep me out. I write to the APA communications board. To no avail. I also get only a meager fourth of the honorarium that APA was due to me only two months later and they threaten to not pay anything but eventually pay what they first said they would pay (but not what they were due). Also my attempt to contact other decision makers in the field does not help with the situation.

I try to improve my income by registering a business as a consultant. However, this type of work is difficult to balance with still in academia to some degree with people constantly expecting responses to email. I do some work but ultimately, the extra social security costs that come with it do not outweigh the income I can generate so that I unregister the business after a year and refocus on finding employment. However, the bar is also high because the family service of the city of Aachen demands that I pay the same amount like before I became ill and with my full job despite the changed situation. They constantly send me letters demanding money for my ex-wife implying that even if I am successful, I won't be able to ever recover financially long-term.

Episode 5: Moving to another audience

After I have exhausted the usual channels with the transgressors' organizations that are normally responsible, I also try other means including complaints to professional organizations and editors, and informing the scientific public. To this day, to no avail. The responses so far all essentially claim that I should complain with the organization of the transgressor, or argue that the transgression does not meet the bar to take action.

In the summer of 2024, I write up a paper describing my experiences and put it on the internet. I try to start a conversation with the SETs by emailing it to them. I get no response from them. Professor Ute Hülshager's university rector Pamela Habibović makes an effort to silence me. She first argues that I am spreading misinformation about the complaint process. After this part is clarified with the latest version, I get accused of defamation and slander. She also threatens to report me to the police. However, the rector does not actually dispute any of the facts in my account in the subsequent letters. After I write back and demand that they remove my work that they use without my consent from their website including Prof. Hülshager's article, I first get the same letter formally served and finally another one only restating the same arguments and claiming that she will stand with Prof. Hülshager. I also get a letter from the rector of Ghent University, Rik Van de Walle. Also he does not dispute any facts or provide any details that I could correct but also demands that I remove everything and claim that I defame and slander Prof. Derous und Prof. Fontaine.

I also hand in my paper at several journals from very high to very low. So far, I have not even gotten a review and there are always some sort of issues that the editorial assistants and editors, however, cannot really put into words. I also handed in the paper to the ethics commission of the university where I still work part-time (University of Exeter) after one editor requests an ethics request for further processing. The paper is rejected so that I have to handle it as a private/hobby article. I have handed in again but have not heard back. So far, the paper always got rejected arguing the paper is at the same time too open with data and not open enough with data. I also start to talk about my situation at professional webinars and link to my paper. Most speakers and decision makers are interested and seem surprised but so far nothing has followed from this initial concern. Also when I argue that the fields of management and psychology clearly have a sort of intellectual/opinion bias when it comes to phenomenon-driven (Fisher et al., 2021) findings that are championed and published and those that are categorically ignored, many actually agree with me but shrug their shoulders.

I also decide to write to involved journals where this seems like a feasible approach. Specifically, I prepare a commentary and request for retraction to the Journal of Applied Psychology for the article of Ute Hülshager discussed in Episode 2 of Season 2 during the latter part of 2024 and into early 2025. My commentary mentions two earlier abstracts and one already published paper from the project even though I am aware that authorship disputes alone are not a basis for retraction according to the typical rules in scientific publishing. However, in this paper, there are more issues. One issue is that my name is mentioned without my consent and attached to the analyses in the paper. Again, this is not in itself already a big problem even though it is not true that I consented to publication or supporting the analyses. However, I can also describe two major methodological issues in the paper as already mentioned in Episode 2 of Season 2. One issue is that Prof. Hülshager used predictors that are fluctuating or focus on fluctuating psychological variables that are closely related to the dependent variable (sleep quality as a proxy of fatigue and detachment) as if they are completely invariant predictors in a growth modeling analysis. I can show that this leads to biased findings in a simulation under realistic assumptions. I also use the analogy of "concealed parallel lines" to describe the phenomenon. Imagine, two constructs A and B are conceptually and empirically very similar and change in similar ways, and

are both measured at four points in time. Now a researcher uses the first measurement from construct A as an invariant predictor of change in the other construct B ignoring the other measurements of A. It is not surprising that A predicts change in B but this effect is an artifact of fluctuations in A that are ignored. The second issue is that Prof. Hülshager has included a lot of additional variance components (random effects) over what we had used and discussed earlier. The result is that the models in the paper now have more random effects estimates than observations – something that the author of the software always warns about. I follow the exact procedures and also take it on with the editor, the publisher, the editorial advisor, and the communication board. So far, to no avail. I also write correction request for the meta-analysis discussed in Episode 5 of Season 2. I do not even get a response from the editor or APA even though I again followed the formal procedure.

Episode 6: The censored science framework

I also upload this paper on the Open Science Framework (OSF) website from the Center for Open Science (COS) as a preprint where it immediately gets deleted. I am initially very surprised by this reaction given that I always thought the open science framework was for openly sharing controversial viewpoints. For example, in 2022, an American academic, Steven Roberts, had uploaded a paper (Roberts, 2022) with a lot of detail on how he perceived his treatment at Perspectives of Psychological Science on the OSF and this led to the firing of then-editor Klaus Fiedler. Roberts argued that too many commentaries on his paper had been published and then refused to reply to those and that publishing too many commentaries would be biased and ideological against him. The content of the papers notwithstanding, the idea that the publication of commentaries was somehow a sign of bias or that the number of papers on a topic should be somehow restricted and in the control of other authors publishing on a topic maybe appears unusual. Roberts had also declined to publish his own comment. However, important to my perception at the time, Roberts succeed in publishing this perspective on the OSF as a preprint, it was immediately available, and it ultimately led to the forced resignation of editor Fiedler (Association for Psychological Science, 2022). For many years, I had trusted the "Open Science Framework" as a reliable, open, and permanent repository for scientific work and had put a lot of supporting material for my papers on the OSF, and also recommended or even required authors to do so.

Initially, I believe that the reaction to my paper is maybe specific to this preprint or maybe also a quirk of a specific support person. However, the same happens when I upload my commentary/request for retraction on the article by Prof. Hülshager mentioned in Season 2, Episode 2, and in the previous episode (Season 4, Episode 5). It initially does not get accepted and then it gets withdrawn and the message is shown "This content was removed due to violations of OSF Terms of Use". Also my author order correction request for the meta-analysis discussed in Episode 5 of Season 2 that I uploaded to the OSF as a preprint disappears.

I hypothesize that maybe the rules for preprints are something entirely different from the regular OSF and its use. Thus, a couple of weeks later, I try again by uploading my manuscript not as a preprint but regularly with supporting material and text I am working on at the time into a repository. I also invite people I criticize to comment using a format that the center for open science that initiated the open science framework frequently advocates as a particular hallmark of open science practices with high impact: A constructive adversarial collaboration (Center for Open Science, Inc., 2023). Within days, my account at the OSF is deactivated. At the time, I do not get a reason why. The OSF email asks me to fill out a cryptic google form. After emailing a bit back and forth with them I learn that the OSF reserves the right to take down content at any time based on vague criteria, such as "giving rise to civil liability". I am quite stunned. How should an open repository work that immediately gets unopen when someone complains? However, this is not

where it stops. I also learn that the commercial enterprise Center for Open Science, Inc. has the authority to modify, suspend, or terminate access to any content or account at their discretion. Of course, these statements call into question the platform's claims of openness and permanence. I am quite surprised that large science organizations like the American Psychological Association, the Association for Psychological Science, or the Academy of Management put so much trust in this commercial organization by putting their links into journals instead of hosting supplementary material themselves. After all, it is clear that Center for Open Science, Inc can basically remove or modify any material at any time or even completely remove users including all their content (like it happened to me).

In January 2025, I make another attempt and join a webinar by the Center for Open Science. When I mention that my account has been deactivated and ask why and mention this paper, I immediately get thrown out of the webinar and banned from rejoining. I post my experiences online. No reaction so far. My account remains deactivated. Mid-January 2025, the COS publishes a new webinar online that they host with a network of journal editors. Apparently, journal editors across all fields of science still trust that COS is not using its virtually unlimited discretionary power to take their key content down. I reply to the post by the Center for Open Science on the Bluesky social media site again asking about my deactivated account and removed project. Again, no response.

Episode 7: Black Friday in Utrecht

In addition to trying my luck at journals and at the OSF, also I submit my paper to conferences. One conference that I submit to as a presentation is a smaller English-held conference that covers all researchers working in the Dutch-speaking part of Europe, the Working society Work and Organizational Psychology (Werkgemeenschap Arbeids- & Organisatie Psychologie, WAOP). The WAOP conference takes place once a year and typically takes all papers including very basic presentations by practitioners. This year, the conference is hosted at the University of Utrecht, founded in 1636, and one of the three traditional universities that already existed in the golden age of the Netherlands. Just in the spring of 2024, the University of Utrecht has declared itself as the forefront of the open science movement (University of Utrecht, 2024) so I have decent hopes.

I get rejected again. After I protest, the conference organizer Toon Taris emails me that I am not only not allowed to present my work but that I additionally have to commit to not talk about my paper at the conference at all. Otherwise, I would not be allowed to attend the conference and that I would get a refund. He does so in the name of the WAOP leadership. I write back again that this is unacceptable censorship and science should not do such gag orders. I write a complaint to the Dutch ministry of education. I also email the open science team at the university. I hear back from the ministry that I should complain to the ethical commission of the university which I do. After I do not further hear back before the start of the conference, I decide to travel to Utrecht. When I attend the conference venue, I am told that my name is not on the list and after I tell them that I actually paid and have a confirmation, two security guards push me into the elevator claiming I am not welcome here. Afterwards, I travel to the main building of the university in hope to speak to the ethical commission or someone from the rectorate. However, when I arrive there, everything is closed and only a security guard tells me through the intercom that there is nobody I can speak to. After I leave Utrecht, I receive an email from the ethical commission of the university telling me that they feel they are only responsible for unethical conduct by their own researchers so this case does not fall under their tasks (counter to what the ministry had told me). Ironically, the conference took place on black Friday. To me, science certainly did not make a profit that day.

Episode 8: A once thriving field

My field of work and organizational psychology is seen by many as a thriving discipline with

a lot of potential. Or so I also thought for a long time. However, all four people in the earlier episodes seem to have felt emboldened after getting away. I already mentioned that Prof. Hülshager and Prof. Lang /Ippolito began teaching an edx.org online course on psychological risk assessment and management – euphemisms for getting rid of anybody who disagree with one's/their agenda in the way Prof. Hülshager's coauthor Prof. Derous succeeded in getting rid of me at Ghent University by filling complaints about "psychosocial risk". But this is only one part of the story. All four seem to have started efforts to shift work and organizational psychology to a radical version of it.

During the episodes of the previous episode, I learn that Professor Derous became a representative in the council of the main academic organization in the research field for this region of the world, the European Association of Work and Organizational Psychologists where she now works with an almost completely female executive committee including Evangelia Demerouti, Deirdre O'Shea, Ana Hernandez, Hildur Jóna Bergþórsdóttir, Monica Molino, and treasurer Dragos Iliescu as the only man.

At the start of this push over, I still hold a legacy position of delegate for EAWOP in the Alliance for Organizational Psychology and witness how my co-delegates and executive committee members Demerouti and O'Shea resign in protest as delegates alongside EAWOP member and AOP president Barbara Kozusznik over a statement over both Israeli and Palestinian victims of the Gaza conflict issued by the American members of AOP leadership. In contrast, I agree (disagree over victims?). AOP formally struggles after the two resignations that destabilize the regular term rotation but ultimately carries on.

Not much later, EAWOP manages to appoint Prof. Dr. Alexandra Michel as the new AOP communication officer and my term ends not much later. Prof. Michel works for the German tax payer funded Federal Agency for Occupational Safety and Occupational Medicine (BAUA; <http://www.baua.de>). This federal agency has a coordination committee entitled Committee for Safety and Health at work with two scientific members – one of the two is my aforementioned ex-wife Prof. Jessica Lang/Ippolito (see Season 1). Recently, BAUA's focus has changed. The "new" BAUA pushes for entirely new topics centering around diversity management, flexibility, hybrid flexibility, and most recently "Diversity-sensitive work design as a preventive strategy". Perhaps, I am not the only person who gets an unpleasant feeling when the word "work safety rules" repeatedly gets combined with pledges for "flexibility". Psychologists at BAUA now study "hybrid, flexible work" instead of focusing on what psychologists in occupational medicine focused on in the past: Psychological care for the many victims of sometimes gruesome diseases caused by PCBs, asbestos, lead, etc.

Episode 9: Taking Down Testing

The story does not stop with EAWOP. Prof. Johnny Fontaine (see Season 3) long held a disdain for testing and grades. - Perhaps a strange state of mind for someone who is a past president of the European Association for Psychological Assessment (EAPA) or perhaps the reason why he is trying to destroy this research field. Prof. Fontaine's showed his disdain in a recent publication on "panhuman intelligence". Apparently, he now has the opinion that everybody and everything is biased so that psychological assessment is basically all biased (Fontaine & Poortinga, 2022). He and his collaborator, for example wrote: "We can conclude that there is nowadays a broad tendency to treat comparisons of scores on intelligence tests with suspicion. We wish to state explicitly that there are valid reasons for this suspicion." (p. 153). Rejecting test scores is already a quite extreme opinion for a member of a work and organizational psychology department and a member of the psychological assessment field. What should an evidence-based discipline use instead? Unfortunately, this is not where the story stops, Fontaine also wrote "Only for (the aspects of) intelligence that can be defined and assessed in the same way across contexts and populations can factors be identified that hamper intellectual development across these

populations and that contribute to marginalization and exclusion." (p. 173). In other words, even if the test would measure "bias free" according to their laundry list of technically and statistical criteria that likely no test can ever fulfil, Fontaine would still reject the test scores unless it is corrected for factors that hamper development. What are those factors? According to p. 170 of the book chapter, "COVID infections" are one of those factors. It would maybe not be too concerning if these ideas would be resigned to the pages of an obscure book. Unfortunately, this is not where Fontaine stopped.

At the end of 2024, EAWOP, in their newsletter, triumphantly advertises a new draft revision (5.0) of the European Federation of Psychologists' Associations (EFPA)'s Test Review Model (European Federation of Psychologists' Associations, 2024) scheduled to quickly replace the 4.2.6 version from 2013 (European Federation of Psychologists' Associations, 2013). This new version introduces entirely new but vague quality criteria for tests: "Fairness, Diversity, and Cultural Breadth." (the latter apparently including "neurodiversity"). Neither fairness nor diversity are clearly defined. Also the fact that there is actually no universal definition of fairness so that SIOP's validation principles long refer to fairness as a social construct is not mentioned (Society for Industrial Organizational Psychology, 2018). It is also unclear how diverse/undiverse or cultural breadth are defined and can be measured. The changes essentially create a loophole allowing any disgruntled testee or stakeholder to claim that the test was "unfair" to their self-declared diverse group. The document even explicitly demands that future interest tests are "fair" to dyslexic students (European Federation of Psychologists' Associations, 2024, p. 70). What if the dyslexic student decides to become an English teacher based on this hypothetical test? Do future language tests then need to account for a separate category of students who had a dyslexic English teacher?

Why or how do I claim that Johnny Fontaine has anything to do with all this? The committee for the new 5.0 version of EFPA's Test Review Model includes EAWOP executive member Prof. Dragos Iliescu. The chair of the committee is Dr. Mark Schittekatte an academic affiliated with Ghent University. Johnny Fontaine is not a member. So where is the connection?

Episode 10: The Con Man

The chair of the committee, Dr. Mark Schittekatte is actually a sort of con-man. Dr. Schittekatte is not actually affiliated with the university whose affiliation he is using (I am for independent scholarship but people should be transparent). Dr. Mark Schittekatte according to the website holds a position as a technical library assistant for the test library (testotheek) at Ghent University and his boss is Prof. Fontaine. They have translated the Dutch "testotheek" not with the correct "library for tests" but with assessment lab to create the impression that Dr. Schittekatte is faculty member. On a key presentation, library assistant Dr. Schittekatte calls himself "President of the Belgian Test Commission" (Schittekatte & Evans, 2023). It is unclear whether something like his actually exists. The internet does not know a Belgian Test Commission. Dr. Schittekatte can only be found as a member of a working group on tests of a Belgian psychology practitioner association. A search at the official body, the Belgian Psychology Commission where psychologists need to register reveals that he is not registered so it is unlikely he is heading a commission there.

Dr. Schittekatte is also an activist of a Belgian inclusivity organization (sig vzw) that originally was founded for helping people with disabilities but in recent years has left people with disabilities behind and now advocates for inclusivity for anybody with a "psychological vulnerability" in their "Inclusivity Embassy". The term "psychological vulnerability" – like the new EFPA version – is vague so everybody can "self-include". On a website for a Belgian „Quality Center for Assessment“ that advocates „idiographic assessment“, he is not only again presented as a researcher but also cited for 2023 with the questionable claims that „One should not take this number not for granted...Culture bias can make a 20 IQ point difference“ and „The majority of the diagnostic tests in Flanders get an „insufficient“. This statement is not an empty threat given that

In light of this thinking, the EFPA version 5.0 is perhaps easier to understand. It never fails to amaze me how people who question test scores can become so obsessed with handing them out.

Needless to say that I wrote comments and tried to submit them online as part of the regular procedure. However, the form did not and still does not work. I also submitted my comments to the European Journal of Psychological Assessment. I did not even get a submission receipt followed by an almost immediate rejection. Perhaps I should not be surprised. The editor is EAWOP's sole male executive committee member Dragos Iliescu. The leadership of EFPA also does not seem to care at all about the risk of losing all credibility through con-man Schittekatte's effort to take down testing. The same seems to be the case for leadership of EAPA.

In January 2025, a new EAWOP newsletter announces a revision and extension of the deadline. I am initially optimistic that there are maybe changes in response to what I posted online. The link in the email does not work. The link on the LinkedIn website does work. My optimism turns out to be without a basis: An examination of the document reveals that nothing has changed. The document is identical. I again post my earlier critique in the form and surprisingly the form works this time. The deadline has not yet passed so I am curious what the outcome will be but given the lack of any changes so far I am not very optimistic.

Episode 11: Deliberate and accidental copycats

I discover that the effects of the ethical transgressions that I encountered are more far ranging than I anticipated. One sign is that other researchers at Prof. Derous' and Prof. Fontaine's University now also start using and publishing work that I considerably contributed without acknowledging my contribution.

In my time at Ghent University, I was part of a larger project on entrepreneurship to which I contributed many of the psychological ideas. After a two-year journey the project ultimately got funded. However, because I left Ghent University, my PhD student hired from the project now needed to be supervised by others in the project. Still, I was officially still a member of the supervisory committee. In December 2024, I get an email letting me know that the entire PhD is now finished. However, I have not been made coauthor of any of the papers written on the basis of my funding and also my ideas about research design. Even more extremely, they brought in my former supervisor to write papers with my graduate student instead – probably without him being aware of what is going on. The refusal of the Dutch National ethical committee to acknowledge authorship rights properly in the complaint I brought about Prof. Hülshager seems to have further transformed the field into a sort of wild West, in which respecting the rules seems voluntary.

However, it is not only me and authorship that is affected by this age of ethical laissez faire. I also see more and more papers that make the methodological error that my rejected commentary on the paper in Season 2, Episode 2 discussed in Season 4, Episode 5 sought to address and correct in the literature (putting predictors that are conceptually related/empirically correlated with the DV and instable into growth models as invariant predictors). I also get an invitation for writing a review for an FT50 journal. In the paper under review, the authors made this same error again and put it central in their story. An unwillingness to correct the literature just naturally increases the damage and also people who may be unaware and use examples in the literature as guidance can accidentally be affected. At least for the field of organizational research, the common hope that incentives can be changes so that the field can become self-correcting (Alberts et al., 2015) seems further away than maybe ever before.

Episode 12: Financial struggles

My partner cannot contribute financially to our family because she has also not worked in the same time. She had a position as a laboratory technician at clinical laboratory of the academic Jan Palfijn hospital associated with Ghent University—the university where I was working when she became pregnant with our first child. The laboratory works with some toxic and semi-toxic

substances that can harm unborn children during pregnancy. The law and regulations in Belgium do not allow employees to let pregnant women work with these substances and requires them to either let pregnant women stay at home for a partial salary or to give them work without risk or danger. However, the laboratory where my pregnant partner was working refused to follow the law and asked her to continue with her job as if nothing is changed until shortly before giving birth. When my partner refused this, she was summoned to the HR director who explained to her in a quite lengthy “HR talk” that she was overly sensible and that the law and the regulations were not really relevant to her. I tried to come with her and support her but I was not allowed in. These events took also place during 2022 and ran partly in parallel and partly later than the events in Season 4, Episode 1 (Getting rid of me). The only thing my partner could do was to complain to the authorities which led to several meetings and investigations without anybody questioning what she was saying and the proof she provided. Nonetheless, nothing really happened and so all she could do was to stay home during the pregnancy. Also an attempt to return that took the fact into account that she was breastfeeding was not successful so she could ultimately only leave her job. With a small child, it is difficult to start a new position so she stayed and stays home. I later look up the HR director, Idris Valcke, up online. It turns out that she had studied work and organizational psychology and graduated in 2012 from the department that I arrived at a year later. The supervisor of her master’s thesis was Prof. L -the former department head and mentor of Prof. Fontaine and Prof. Deros. At the same time, although my financial situation has considerably changed as a result of the end of my tenured position in mid-2022 and the fact that I need to financially provide for my partner and my newborn child, my ex-wife and especially the youth service of the city of Aachen keeps threatening me with exaggerated financial requests. I already had informed them over the changed situation several times but to no avail. So I am again threatened by another criminal procedure in Germany about child support payments like the one mentioned in Episode 3 of Season 1 and unlike the first time when I was able to pay it all, I am not financially stripped with the loss of my tenured position, my new partner’s job loss, and the new child. My ex-wife also continues to use the family/youth service of the city to go after me. At the same time, the family/youth service in Aachen claims it cannot do anything about the lack of contact to my older children or even get me some basic information on their whereabouts.

In December of 2024, I move on to applying much more and more systematically in the industry because my emergency financial fund is now almost fully depleted after 2,5 years without full income. I also apply for two more post-doc positions in academia. I have now already sent out 13 applications. So far no success or response even though I did apply across a relatively wide range of jobs at various levels.

Episode 13: Dark legal clouds on the horizon

In late December 2024, an old friend of mine who is a lawyer working in Ireland suggests that I get a whistleblowing lawyer to recover at least some of the costs resulting from the loss of my tenured position. He also offers that I borrow 30,000 Euro from him through a private loan so that I can finance a legal fight after my emergency fund is now almost empty. I sign and sent him the contract. I also start the process of searching for a whistleblowing lawyer to get some legal advice for my borrowed money. He also recommends to find a lawyer who works for a fixed fee or even a success fee instead of hourly rates because hourly rates would probably exhaust my finances very quickly with unknown benefits. Out of 14 firms and offices in Flanders and Brussels that I write to, four reply initially. One only refers me to another lawyer. However, she asks me to call the next day in a brief phone call and does not pick up the phone the next day even though I call several times. One lawyer wants to schedule a meeting but only against a fee of 400 Euros. From then on each hour they invest would be 220 Euros. Two lawyers discuss the case for half an hour with me without immediately wanting a payment. One on a video call, and one the phone. They both stress that the

fact that I resigned in 2022 makes my case very weak from the perspective of labor law because taking legal action about the supposedly voluntary but in reality forced resignation would have needed to be done within a year. One lawyer stresses that another problem is that the Belgian whistleblower law only took effect toward the end of 2022 so that my complaints when I still was an employee would not fall under it. Only follow ups and the open letter to the head of Ghent University would fall under it but then the supposed financial compensation would probably be smaller than the costs for the lawyer. I could complain that Belgium failed to implement the EU law too late but this would be a longshot. He would only work on an hourly basis. Both lawyers stress that I will likely get a letter from the police inviting me to an interrogation after I mention the letter from Ghent University threatening with the police. The two lawyers have different views on the letter from Ghent University threatening with the police but I am only able to show the letter to one of them. The lawyer seeing the letter is highly concerned and suggests I assemble a systematic documentation of all interactions between me and Ghent University in the last 2,5 years which is not easy given that they basically emailed also me every week about unfinished projects. He argues I am digging my own grave by even responding and interacting with Ghent University. Based on his advice, I start the documentation task and send the results to him but I have not heard back from him. The other lawyer who did not see the letter is more optimistic. He believes the chances of ultimate success of a criminal prosecution about personal experiences are not so good for Ghent University. He nonetheless suggests that I hire a lawyer when I get the letter that preps me for that interview and that I pay this lawyer to go with me to the criminal interrogation. He is open to doing it himself or also to refer me through to a more experienced criminal defense lawyer. I tell him I'll may get back to him when I receive the letter. Finally, in mid-January 2025, another law firm replies and suggests a lawyer from Brussels who is specialized in work law. However, when I am able to reach him through the phone and send him an email with my case file, he responds that he does not have time in the next months because of medical issues and also would be hesitant to take on Ghent University. He refers me further again to the law firm with the lawyer that was already recommended to me and that did not return my follow-up calls.

In December 2024 and January 2025, I also get emails from the HR department of the university where I still have a 20% position regarding my well-being and concerns about sharing this paper. The HR representative insists on a meeting with me and my department head present in which he plans to give me rules on what I do online and the type of information I circulate. Only after I reply several times and he admits that it is not my department head requesting the meeting but only him and point to the right for free speech for academics in the UK, the emails stop.

In early January 2025, I get another cease and desist letter. The RWTH Aachen University's head, rector Ullrich Rüdiger defends my ex-wife Prof. Jessica Lang/Ippolito (see Season 1) and claims that the content of this paper violates her honor and is absurd. He also reports that he already reported me to the public prosecutor in Aachen (Germany). I do not give up yet.

In mid-January 2025, I also hand in an appeal to the earlier decision about my complaints about authorship credits and Prof. Hülshager (see Season 2) to the ethical committee of Maastricht University after I discover another abstract and new emails, and other additional evidence after a conversation with a colleague. This new evidence supports my initial version (see Episode 2 in Season 2; Episode 3 in this season). However, I have not heard any response or even an acknowledgement of reception so far.

Finally in the second half of January, I also receive another letter from a lawyer about my paper. This time the letter is from well-known Flemish criminal defense lawyer, Joris Van Cauter and another lawyer from the same firm, Julie Lenaerts. They have been privately hired by Prof. Eva Derous and ends by claiming that the letter is "the last notice in the hope that a criminal prosecution will not be necessary." I am not sure what will happen next. After my attempt to solve

the issue with a flight response through getting employed elsewhere or starting a business, my attempt at a fight response through complaints, and lastly my attempt to find someone who fights for me by hiring a lawyer all were not successful, I have run out of options. An old friend calls me and pokes me about the likelihood that I commit suicide. I make clear that this won't happen. He nonetheless demands several reassurances that I call him if I feel depressive again. In late January 2025, my ear pressure issues are up again. I largely refine to the attic of our rental home and rarely come down or leave the home. My partner demands that I do something also in anticipation that things could get even worse with all these letters. I start a search for a psychiatrist and manage to get an appointment in March 2025 just in case things get worse. Still, I am holding up. I have a photo of my daughter as a child that is hanging here over my desk and I think of her every day.

Episode 14: Epilogue

In January 2025, the Association for Psychological Science (APS) – the organization that has fired Fiedler – advertises editorial fellowships at their journals. After the sudden and unusual end of my Associate Editor position at the Journal of Applied Psychology, I decide that maybe a fellowship could be a new start a level below. I pay the 249 Dollars to become an APS member in order to apply for a fellowship at Psychological Science. However, when I submit the application form for the fellowship on the APS website, it only shows a loading sign without actually submitting anything. I realize that I have earlier indicated that I am “white” and apparently the fellowships are only for “for members of groups historically underrepresented”. All I can do is to take to social media. I paste my problem to my bluesky account and reference APS. They initially claim that it is a technical error and only after asking whether my skin color disqualifies me apparently there is a change in the submission form and I am able to submit and I actually get a submission confirmation. However, the advertisement on the website still states “for members of groups historically underrepresented” so I am not sure what this says about my chances.

In late January, I attend one of Ibrat Djabbarov's webinars with AOM AMJ editor Gruber and his team. Because the Ibrat's webinars generally do not restrict participant interaction, I am able to ask some questions about the journal after getting another desk reject for my paper without any specific type of feedback (before I got similar feedback from the other two empirical AOM journals AMD and AMP – all my other papers I sent to AOM journal were at least reviewed). I also ask why they are collecting so much background information including skin color when one submits a paper. The team does not deny that AOM is collecting racial information and that they are targeting a particular proportion of authors from each category so that skin color in fact has an influence on getting published in AMJ. Also in late January, I have some constructive discussions about social categorization and my paper with a group of European social psychologists on a slack group on theory specification. However, when I refuse to agree to not mention my paper again, the maintainer of the slack server, Susann Fiedler, removes me from the slack. I also get some very critical but useful feedback on my paper from a qualitative research expert on the RMNET – a legacy mail server of the Research Methods division of the Academy of Management. However, we both get temporarily banned by the maintainer of the RMNET server, Jeffrey Edwards, so that he can consult with others within AOM. That consultation is quick and my ban is confirmed on the basis of the AOM code of conduct demanding “respect” and etiquette. I appeal to the AOM board of governors and also file a free speech complaint to the university hosting the mailing list – no response so far.

At the end of January, I attend another webinar by the center of Open Science and when I ask why they vanned me, they ban me again. I also attend an online panel discussion by the Committee on Publication Ethics. However, the webinar does not allow people to speak up. The panel members all share the typical notions about advocacy for science in Washington being a priority and pushing for open science. - To me, these points look more like the typical phrases. I

mention some of my experiences with the current publishing system in the chat and specifically that (1) I was banned by the OSF and all my recent papers have been deleted, (2) the fact that authorship rights are not enforced so that could publish my work without or with my name on it without my consent and I can do nothing about it, (3) and the fact that my skin color obviously has an impact of my chances to get published because of exception policies/preferential treatment (a fact that, for example, AMJ editor Gruber did not deny in an earlier webinar). I also ask why nobody is doing anything and argue that unethical behavior is ultimately not a political thing and that any administration at some point would need to take action. I doubt anybody is hearing me in my little chat window...

Finally, in late January, I suffer another setback and I realize that psychology like I learned it and knew it has maybe simply transformed into something entirely different. The setback is a new version of the APA ethical principles and code of conduct is made public. The APA Code was one of the ethical frameworks that I used for filing complaints and also for writing this paper. The new version goes beyond my worst nightmares. Historically, the APA code has made a typical ethics code transformation from a basic special, legalistic, and behavioral code in the 1992 and 2002 versions to a code that includes some general moral principles but not overly unspecific ones in the 2016 version to the new draft version. This draft version includes very broad and general moral principles and wide-ranging diversity/merit exception policies for some identities/groups undermining the legal principle of universalism (same rules for everybody). The code also drops its endorsement of academic freedom in the preamble. This development is surprising because APA has long advocated for academic freedom. APA's book about its 125 year history includes 19 instances of „freedom“ and 15 mentions of „academic freedom“ and APA even had a committee on academic freedom in the 1950s (Pickren & Rutherford, 2018). As late as 2022, APA (American Psychological Association, 2022) signed a letter including the statement: “All members of the campus community must be able to speak their minds freely, even if some hold opinions that others find objectionable, factually unsupportable, or abhorrent. The answer to speech with which one disagrees is more speech, not enforced silence. Open academic inquiry and vigorous debate are core values of higher education, and America generally, and we must never waver in our commitment to these vital principles” (American Council on Education, 2022). Apparently, a lot has happened at APA since 2022. The code also introduces many vague principles of respect that can be used to silence whistleblowers and allow people to escape scrutiny by helping them to retaliate and shame whistleblowers. Furthermore, the code now also explicitly endorses exception policies and claims that a major goal of psychology is to correct some supposedly societal issues. However, psychology has always been a science or at least tried to be one. To me, APA abandons its legacy as a scientific organization and instead moves into the realm of an advocacy group with this code. The nature of the code, makes it clear that the principles and political goals are valued higher than scientific evidence and inquiry. At the same time, surprisingly, the code does only apply to APA members and, for example, not to APA authors.

Ultimately, this code screams to anybody being critical of what is being done or published to just shut up. At the same time, it also means whatever is published is some sort of truth because scrutinizing it is incredibly hard and almost impossible in practice. In psychology's history, there have been many great debates. - Spearman vs. Thomson, Eysenck vs. Strupp, Morgeson vs. Judge/Ones, Vul et al. vs. Lieberman et al. or Bem vs. Wagenmakers et al. - to name some examples. How would these debates go under this ethics code? Probably, the initial comments would all be rejected. The code also opens up all types of silencing approaches. Criticized someone for faked data? Respect others' dignity! Steal authorship rights? - Respect social justice! Finding errors in analyses? Not enough empirical evidence, be scientific minded! It is also easy to claim to either claim membership to a minority or claim being a minority advocate being targeted

as it happened to me so many times by now. The difference is that if this code is approved even the APA ethics code would support this approach. All I can do is comment on the code and put it on the internet... However, I can of course not claim that this is a single incidence given my earlier experiences with the EFPA test model. I also go on a webinar by the international association for cross-cultural psychology (IACCP) in late January and try to discuss this change with cross-cultural psychologists and the fact that Prof. Fontaine is practically trying to remove the “cross” from cross-cultural psychology with his claims about panhuman testing and that everything is specific. They initially allow me to ask questions but I get the impression that they do not realize the problem, and they force-mute everybody except the invited speakers and organizers in the later discussion in the webinar.

In early February, I start to apply for positions outside my original area of work and organizational psychology and management including clinical psychology, educational psychology and applied statistics. I write a total of 25 applications in Germany, Austria, Switzerland, Norway, and Belgium. At the same time, I try to raise awareness for my situation by participate in two more German webinars – one by the German psychology association and another one by the Medical Applied University (MSH) in Hamburg. However, my ban from the mailinglist by the Germany psychology science association (DGPs) despite being a member apparently has its effects and I get banned immediately, and again when I rejoin and paste a link to this paper. I also join an APS webinar on reviewing where I can at least discuss in the chat. The concept of “problematic reviewing” and screening out many submissions based on undefinable instead of clearly defined “fit” criteria disturbs me and I mention my story. Another webinar from Penn State has a closed chat that only the speaker and moderator can see. When I mention my study that refutes some of the ideas about HR practices being very local she seems to show an affective reaction but my comments are not in the video recording posted in February, and my comments on youtube get deleted. The same happens with critical comments I make to Organization Science editor Lamar Pierce about his reviewing practice (based on his statistics basically everything seems to get through after Round 2). I also interact in webinars and write email to academics from several major organizations including speakers from HBS, Kellogg business school, Northwestern psychology, Stanford business school, Duke/Fuqua, Carnegie Mellon/Heinz, Göttingen University, Leiden University, Salzburg University, Köln University, Mannheim University, Leuven University, etc. My overarching impression is that business school academics outside organizational behavior and micro tend to at least let me speak (e.g., Hector Rocha), whereas the resistance to even let me speak or discuss anything is particularly strong in psychology and organizational behavior, and particularly in people claiming to advocate for “open science”.

Two other OSF webinar ban me. In one webinar on introducing the OSF, I again share my problems with the deactivated account and I share my story through the chat before getting banned. The other webinar on “responsible research” basically claims that there is no definition outside of being organized. When I question this in the chat, I also get banned. I also have another interaction with the OSF support and ask again why I was banned. “Blaine” – the person running the OSF support but it is unclear whether this is a real person or a general nickname for the person providing support - argues that I made “libelous and defamatory remarks“, and also declares „This is a free platform and we maintain the right to remove content at our discretion (Section 10 in our Terms of Use).“.

I also get several rejection letters including one from the journal “Equality, Diversity, and Inclusion” and one from the EGOS (European Group of Organization Studies) conference. In both cases, I write back complaining about the lack of feedback and being excluded. For the journal, I also complain about the collection of author race information, and the fact that it publishes almost no papers on equality. For EGOS, I complain about the fact that EGOS claims to be scientific but is

actually not following its own statutes in silencing and not reviewing critical work and lobbying for specific groups and ideas—an approach that is not compatible with its legal status as a Belgian international foundation. Perhaps not surprisingly, two of my abstracts also get rejected by the European Association of Work and Organizational Psychologists' (EAWOP) congress given that Eva Derous is in the executive committee and the earlier events in Episode 7 to 10. Still, the way it happens is stunning to me. I only get rejections but they say that the file was actually not received and there are no peer reviewer comments. My Vietnamese PhD student gets the same messages but for him it is an accept. It is thus obvious that they did not review the work and only select based on demographics or perhaps whistleblower retaliation—stunning for a congress that charges 690 Euros and is housed by a Dutch public university. I complain to the decision makers in EAWOP and notify the key note speakers of the congress. I also cc: Erasmus University, the science ministry (who to their credit wrote back in Episode 7). and the Dutch whistleblower organization. I should perhaps not expect much even though the Erasmus University board lacks diversity—it is completely female even its staff members.

Also my situation with my remaining employer the University of Exeter Business school gets more strained. I join a community of practice discussion on teaching large groups online and—in hindsight—make the mistake of defending the Equality Act (passed in 2010 by the Gordon Brown Labour government). The Equality Act states that one cannot treat people differently based on race, gender, age, etc. I do not see this as controversial but apparently a lot has changed since 2010. My controversial position is immediately refuted by several people in administrative positions. Later, I also suggest demanding more from students as a solution to a lack of resources, but I receive the explanation from a law lecturer that law students are too prone to suicide without special help. My question about how they plead in court and deal with criminals later is not accepted as a serious discussion point. I also ask a vice dean via email about a job advertisement that emphasized "equality, diversity, and inclusion" while also mentioning merit but, a sentence later, advocates for the special strength of diversity. He later replies that he had forwarded my critique to HR. I also post my comments about the new draft for the APA ethics code in a university research methods forum. Initially, it is deleted without a clear reason, citing a violation of the code of conduct. I repost it with a reference to the Freedom of Speech Act. Finally, my question about what cultural sensitivity means in a role of education program director receives a response from the newly appointed dean of the business school that the university values include inclusion. I get emails from my department head and HR, and they ask for my accomplishments in the last 3 years and want to urgently met (My contract was just renewed last summer and I was positively evaluated then). They claim they do this sudden evaluation with all people in my position. Immediately before the meeting, I attend an online meeting of the faculty under executive dean Gerbasi. I ask about rigor in student selection and also paste my paper in reference to issues around diversity. In the meeting shortly thereafter, only the department head shows up and not HR. He makes clear that his main concern is this paper and he argues it cannot be approved by the ethical committee. I argue back on the basis of the autoethnographic literature and the autobiographical academic literature and that I suggested and already implemented changes on the basis of the feedback of the former head of the ethical committee who has already left the university. He suggests additional meetings. At the time, my ethics application for this paper has been under review for several months and already reached medium risk. However, a day later, I get another evaluation and this time it is unfavorable again. The claim is that I shared my story before and that I should have asked for it beforehand and anonymized everything. I write back and argue that it is an overreach by an ethical commission to ask victims of unethical behavior to anonymize their experiences and ask for approval. In my view, ethical committees have no say in scientific discussion and should not be allowed to curb reporting about life events and other people's

actions. In my opinion, ethical committees are designed to advise on intervention study designs...

I also have a meeting with the executive committee of the German psychology science society (DGPs) around Prof. Brakemeier. They explain that they would only unban me if I would agree that I refrain from sharing information through the mailing list that in their view violates personality rights and makes people feel uncomfortable. My submissions would be screened. According to them, the fact that I mentioned my case in webinar is scientific misconduct because according to their definition it makes people feel uncomfortable. They also initially claim that Prof. Jessica Lang/Ippolito and Prof. Ute Hülshager-Brülls are not members. Only after double-checking they confirm that Jessica Lang/Ippolito is a member. In the end, the only thing that is agreed on is that I sent all the old evidence together with new evidence to their ombudscommittee. Prof. Elson reacts quite promptly. The subsequent discussion via Email goes through several exchanges in which I CC: the executive committee again and again and Prof. Elson puts them out of the CC: again and again. It becomes clear that the rules of the ombudscommittee would normally suggest that an initial evaluation of the evidence ("Vorprüfung") is conducted by the ombudscommittee that leads to a description of the allegation by the ombudscommittee on which basis the next steps should be then discussed with the person filing the complaint. I have the impression that this is the step that Prof. Elson seems to try to avoid. He has all the evidence but neither in 2023 nor now in 2025, he conducts an evaluation of the evidence and formulates an allegation. I also mention the Dutch Whistleblower Authority (<https://www.huisvoorkloekenluiders.nl/>) and their list of similar agencies as an example on how this can be done to guide a process of interaction. Prof. Elson – normally a big proponent of open science practice – repeatedly requests that I take the executive committee out of our discussion. He also repeatedly wants to call me on the phone but only if I stop to CC: the executive committee and he ultimately never gives me his number. My impression is that this will go like 2023. If decision makers go off the record, there will typically be a friendly discussion and then ultimately nothing happens. I have experienced exactly these types of interactions many times by now. Prof. Elson also sends me the regulations of the DGPs ethical court (Ehrengericht) and argues that my goals – financial compensation and disciplinary action/removal from academia of the transgressors – are unrealistic to reach through the ethical court of DGPs even though I discussed in length with the executive committee that at least having an ethical ruling and sending it to a university can actually do a lot potentially. He also suggests I contact a lawyer to which I respond that a lawyer is not responsible for disciplinary violations or potential felonies. I also mention that I do not think that the regulations are great given that they entirely rely on victims collecting all the evidence, filing a complaint, and taking the financial risk. Nonetheless, I argue he could at least do what the regulations prescribe (do the initial evaluation of the evidence). After I keep emailing him, he warns that it is his last email and wishes me the best and simply stops responding.

"Perhaps, so she liked to think, his career was biding its time, again like Grant's in Galena; his latest note was post-marked from Hornell, New York, which is some distance from Geneva and a very small town; in any case he is almost certainly in that section of the country, in one town or another. The End."

F. Scott Fitzgerald, *Tender Is the Night*

Discussion: My Reflection

A look at typical ethical professional guidelines like the APA's or AOM's code of conduct reveals that these types of codes include large lists of ethical principles that can be broken including stealing other people's work, exploitation of power positions to gain authorship credit, financial resources or additional power positions, conflicts of interests that are exploited and not declared, the use of the resources of the organization for personal objectives, untruthfulness about colleagues and coworkers or certain mobbing behaviors to just name a few (Academy of

Management, 2023; American Psychological Association, 2017). Nonetheless, data fraud and its prevention has dominated the conversations in the research community about ethical transgressions over the course of the last couple of years (Aguinis et al., 2020; Derksen, 2021; Eby et al., 2020; Munafò et al., 2017; Nosek et al., 2022; Schwab & Starbuck, 2017). This attention is probably deserved in the aftermath of a series of data fraud scandals that rocked the field from 2011 onwards (e.g., Derksen, 2021) even though the phenomenon is of course not entirely new (Broad & Wade, 1983; Mackintosh, 1995). However, the attention to data fraud should, in my opinion, not take away attention from the other sections of ethical codes. Hopefully, this paper contributes to more awareness and a more active conversation on other types of ethical transgressions in the research community so that researchers become more aware that there is a series of ethical principles other than data fraud that researchers are required to respect and that partly but not completely overlap with labor laws. The appearance of some recent papers that also focus on other ethical transgressions in academia (Bössel et al., 2023; Lasser et al., 2021) are perhaps a first sign that people become more broadly aware of the problem. Of course, other types of transgressions in academia are also not entirely new, and events of this type have, for example, been described in several novels in the context of other research areas (Beal, 2024; Schwanitz, 1995).

In the remainder of this reflection, I want to first highlight and then reflect on two sets of findings from my autobiographical account. The first set of findings focuses on the serial nature of the behavior I observed. Given that so many other ethical transgressions are included in normative ethical codes, it should not be surprising that these other ethical transgressions actually occur. Surprising to me was that these other ethical transgressions, like serial data fraud, also appear to occur in a systematic, repeated, and serial fashion committed by the same serial ethical transgressors (SETs). Unlike data fraud, the ethical transgressions I observed typically have a victim and can frequently directly be observed.

The second set of findings I reflect on focus on the similarities and in the differences in the reaction of bystanders and decision makers to SETs. It is probably not surprising that organizations are hesitant to act about ethical transgressions of powerful individuals even when the facts are established beyond a reasonable doubt. What was surprising to me, was how extreme the transgressions and obviously incorrect and directly against the written policies could become without anybody intervening. This inertia clearly seemed related to true socio-demographic characteristics of the person or affiliations with socio-demographic characteristics of the person, and the person's strategic use of these socio-demographic characteristics in the employed defense tactic in all three series of event. As the episodes have shown, in several cases the SETs even gained promotions immediately in the aftermath.

Behavior in Series

Serial data fraud vs. other serial ethical transgressions

Given that data fraud SETs had such a strong impact on the perception of ethical transgressions within the field, it is interesting to discuss differences between data fraud SETs and other SETs like the ones I encountered. Data fraud transgressors may be somewhat unique and unusual among SETs because of the specific nature of data fraud transgressions. Unlike most other ethical transgressions, data fraud transgressions at first sight appear largely victimless to outsiders. Of course, coauthors on projects and fraudulent papers ultimately inevitably suffer reputational damage if the fraud is detected and this can be quite traumatic for them especially if they were not aware of what was happening under their name. However, outsiders potentially can have the perception that these victims at least temporarily have profited from the fraud which brings these victims into a difficult and awkward position. The other victims are other people in the field of research who possibly cited and used the fraudulent work. However at least in most areas

of psychology and management, these victims are typically less visible and their victimhood may appear quite limited and abstract to outsiders. Another unique characteristic of data fraud is that the transgression is typically so very clearly wrong that the perpetrators are fully aware of it and thus are likely to act alone and in secrecy. Although it is possible that data fraud is occasionally committed jointly or is discussed among fraudsters, I am not aware of cases in which this has been established. Instead, it appears that it is more typical that the fraudster at some point made the lonely decision to finally make themselves and their coauthors a little happier by presenting the a study that “works”. From this point, it becomes a habit perhaps also partly motivated by positive social reactions from coauthors that the fraudster receives. This observation brings me to another potentially unique characteristic of data fraud SETs. It seems quite common that data fraudsters are very agreeable and well-liked among their colleagues and within their organizations. This observation is perhaps not surprising. After all, these people have a magic ability to produce spectacular results and frequently systematically use this magic ability to win over people. It also seems rationale that they would be motivated to get along with others to avoid that someone carefully looks at their data.

In contrast to data fraudsters, SETs focusing on other behaviors like the five individuals I encountered on my journey typically focus on ethical transgressions that have a clear victim and frequently also have observers who witness what is happening. In other words, these transgressions are about something that is done to someone before the eyes of organizational members. Given that these transgressions thus happened in the social context with a clear victim, it is perhaps particularly surprising that it is possible that people can keep repeating their behavior so many times without anybody intervening. Many of these violations have characteristics that are quite unique to academic settings. Nonetheless, the psychology, management, and business ethics literatures have long studied related phenomena like corruption (Pinto et al., 2008), white-collar crime (Clarkson & Darjee, 2022; Ivancevich et al., 2003), or serial crime (Borgeson et al., 2023). The literature has also discussed the importance of voice in general and more recently has paid more attention to studying and measuring ethical voice (Morrison, 2023). The literature is also aware of how transgressors react to whistleblowers and victim advocates, and their typical efforts to initially depict whistleblowers and victim advocates as uncivil and not well-liked members of the organizations before moving on to more extreme tactics like bullying and direct acts of retaliation (Bjørkelo, 2013; Dussuyer & Smith, 2018; Francis, 2015; Miceli et al., 2008; Near & Miceli, 1986; Olivieri & Mahmoudi, 2023). Finally, the literature also has developed a solid theoretical understanding of the impact of ethical transgressions on perceived justice in organizations and the long-term consequences for employee well-being, employee performance, and the survival of the organization (Colquitt, 2012; Greenberg & Colquitt, 2005).

A lack of expertise or literature on the topic is thus rather unlikely as an explanation. What else has made it possible that these behaviors can occur and persist in academic settings? Why were the organizations so reluctant to take action in the episodes I described (even though some ultimately did for some transgressors)? Of course, I do not know a conclusive answer to this so I can only speculate about possible reasons.

Feedback

A natural reaction to problematic behavior that individuals in organizations show is the use of feedback from the organization. Why was feedback not helpful in the cases I described? One major problem is that academic organizations typically provide feedback in a static and normative manner. Individuals are evaluated after a fixed cycle of typically one to several years. In practice, the evaluation is mainly based on publication output and grant funding and typically normative (i.e., focused on comparisons within and outside the organization). The feedback literature has long argued that feedback should ideally be a continuous process of ongoing conversations, and

has also argued that normative feedback (i.e., comparisons with others) is dangerous because it tends to activate ego motives (Anseel & Brutus, 2019; Anseel & Lievens, 2007; DeNisi & Kluger, 2000). One could argue that a feedback process like the one that academia currently typically uses maybe does more harm than good also because transgressors are assured that "everything is okay" and that formally nobody has taken notice of what happened. A static system that counts publications without giving the impression of a true evaluation is maybe better than a feedback process in these types of circumstances. How could this broken feedback system be fixed?

Potentially useful feedback, of course, would require at least one person who has sufficient subject matter expertise, is in a sufficiently senior supervisor role in which the person does not heavily depend on the person being evaluated, and is capable and willing to give honest feedback about uncomfortable topics like ethical transgressions. Such a person is not necessarily present in most universities for all research areas. Furthermore, the mere presence or potential for useful feedback also requires a willingness to adopt the feedback. It is relatively easy for a transgressor to escape a person giving uncomfortable feedback by simply starting or staging a conflict with that person and escalating the conflict to a higher level where the insight in what is truly going on is perhaps missing.

Perhaps a better approach in academia is to have mentorship relationships and it is clear that these frequently work very well if both parties are motivated. However, voluntary mentorship may not always work, and particularly people showing problematic behavior are more likely to also not be able to establish fruitful mentorship relationships. In my perception, all transgressors had strained relationships with former mentors and senior collaborators who had typically stopped to work with them or they had decided to work with them. In the absence of efficient feedback and mentorship systems, the only system of behavior correction are ultimately complaints by victims.

Reactions of Bystanders and Decision Makers

To be or not to be

The current landscape frequently only knows a dichotomy between a complete ban from academia and a continuation as if nothing had happened. There are in my experience few attempts to censor the behavior of transgressing academics and keep them in tenured or tenure-like employments. Both extremes – ban or no consequences – probably do not fit the large majority of the cases well. Releasing someone from an academic position with cause is basically equivalent to a lifelong ban to practice. Given that even severe malpractice typically only leads to a temporary suspension of a license in occupations like accountant, psychotherapist or physician (e.g., Landess, 2019), this type of decision is thus a quite harsh form of punishment that academics and universities are naturally reluctant to hand out. However, leaving a person in their position after a clear and proven ethical transgression is known, and letting them continue is probably also not a good approach to the problem as my autobiographical account illustrates. The choice for an extreme dichotomy between no and harsh punishment – to be or not to be – is maybe not at all necessary. In many other contexts, there are gradual systems of punishment for transgressions that do not immediately lead to complete ban but nonetheless document that a rule has been broken and have consequences like short bans, fines, requirements for additional education, or counseling. Examples include red and yellow cards in soccer or point systems for traffic violations in many countries and states that have been shown to be effective in a number of countries without apparent bias like gender differences (De Paola et al., 2013; Dong et al., 2019). What is maybe necessary is a more open discussion about ethical transgressions and a system that does not go totally overboard with punishments but also does not create the impression that almost anything goes.

Reframing ethical transgressions as bilateral conflict

One pattern that I observed on my journey is that bystanders and decision makers in

academia frequently had a strong urge to immediately reframe ethical transgressions as a bilateral conflict. Although I was aware of typical reactions to whistleblowers in the literature (Bjørkelo, 2013; Dussuyer & Smith, 2018; Francis, 2015; Miceli et al., 2008; Near & Miceli, 1986; Olivieri & Mahmoudi, 2023) that typically include accusing the whistleblower uncivil behavior or being unlikeable that go in this direction, the strong emphasis on bilateral conflict was still surprising to me. The focus on bilateral conflict is maybe fostered by academic environments in which the products and outcomes of teaching or research work are typically not as strongly linked or owned by the organization and more strongly linked to individuals. The advantage of reframing ethical transgressions as bilateral conflict for bystanders and decision makers is that they themselves get into a perhaps intuitively more comfortable position of being a sort of referee on the sidelines instead of being a law enforcement officer that needs to take action. This option may appear intuitively comfortable at first sight but may not be as comfortable down the line for several reasons. One reason is that this approach immediately puts the victim at a massive disadvantage. Victims are naturally distressed by the experience of being the victim of an ethical transgression that massively undermines their trust in the organization – something they did not anticipate and are not familiar with. In contrast, the transgressors probably planned what they were doing, have expertise about what will or might happen, and depending on their personality may have a tendency to enjoy what they are doing to the victim. Also the mere act of reconstruing something that is clearly asynchronous – a transgressor did break a rule - into a bilateral conflict is in itself also already heart-shattering to most victims and a victory for the transgressor. Victims are also typically left alone in this scenario because the burden to prove their claim that their claim is justified using objective evidence is entirely on them in the context of a bilateral conflict. In other words, the victims also face a logistic and practice disadvantage of having to provide proof.

Defense tactics

A consequence that I did not anticipate and that in my observation came as a result of the reframing of ethical transgressions as bilateral conflict is the fact that several transgressors employed what is known as the DARVO (Deny, Attack, Reverse Victim and Offender) tactic in the criminal literature (Harsey et al., 2017; Harsey & Freyd, 2020). In the context of a DARVO defense, the transgressor first denies the complaint by the victim, then attacks the victim, and finally tries to reframe the victim as the aggressor and themselves as the victim (Harsey et al., 2017; Harsey & Freyd, 2020). While the first steps of the DARVO defense are potentially quite natural steps that transgressors take, the last step (reverse victim and offender) is a step that requires a viable claim to be a victim and also is far more difficult to bring across in a convincing fashion.

In all three series of events, at least one transgressor (Professor Jessica Lang/Ippolito, Professor Hülshager, and Professor Derous in Series 1, 2, and 3, respectively; one could also see Season 3, Episode 6 as a form of DARVO by Prof. Fontaine) used what could be described as DARVO against me. If successfully executed, DARVO typically puts enormous pressure on the victim and typically leads to an avalanche of pressure from the organization on the victim to retract their complaints and just succumb to the transgressor to restore “peace”. In my experience, employing mediators does not necessarily improve this situation. Mediation typically tries to find some middle ground between the two parties. I have no doubt that mediation works well on average and especially for true bilateral relationship conflicts. The problem with using mediators with ethical transgressions in general and especially for SETs that employ DARVO is that there is not a defensible middle ground a mediator could take. SETs have on average more experience with the transgressions that they typically commit than both victims and mediators, and are skilled in using DARVO. The more extreme their victim act becomes, the more unviable an in-between position becomes so that the mediator can only either take the party of the victim so that the mediation has failed or become an accomplice of the SET/victim act. The problem is that a failed

mediation essentially works into the hands of the SET again. The process is now indefinitely postponed and the SET can claim that it only “did not work” because the victim was being difficult.

Organizational reactions to transgressors

One surprising observation is that all three main transgressors, Professor Jessica Lang/Ippolito, Professor Hülshager, Professor Derous were able and at the time of the writing of this paper are still able to continue their behavior without any major consequences that I am aware of for them and this is to my knowledge still the case at this moment in time. Professor A seems to be retired by now. Professor Fontaine at least does not seem to be department head anymore. How can this reaction to the female transgressors by the organizations be explained?

One possibly unfortunate explanation are socio-demographic characteristics and the possibility and willingness to use defense tactics on the basis of these socio-demographic characteristics. Professor Jessica Lang/Ippolito, Professor Hülshager, and Professor Derous are all women. Professor Jessica Lang/Ippolito is also a second generation immigrant with a Southern European background. Professor Hülshager is a foreigner from a country neighboring the country where she is employed, and she associates herself with studying foreign philosophical theories. Professor Derous has no immigrant background where she currently works. However, Professor Derous’ research focuses on discrimination of immigrants and she thus frequently affiliates herself with the label discrimination and rights of immigrants (even though this starkly contrasts with some of her statements about intelligence testing in the media, see Season 3, Episode 5). Finally, Professor T’s research focuses on cultural psychology and he supervises doctoral exchange students from Africa.

However, perhaps most importantly, Professor Jessica Lang/Ippolito, Professor Hülshager, and Professor Derous all engaged in a DARVO response trying to depict themselves as helpless female victims being attacked. Professor Jessica Lang/Ippolito, Professor Hülshager, and Professor Derous, in my perception, largely succeeded in depicting themselves as victims. My subjective experience was also that almost all decision makers immediately backed away when Professor Derous and Professor Jessica Lang/Ippolito became emotional and started to cry. My impression was also that Professor Derous’ use of animal metaphors or metaphorical language for violence to depict me in a negative light was especially effective.

How can these reactions to the SETs be explained? Of course, it is not possible to come to definitive conclusions. However, one possible reason could be that debates around terms like #MeToo and Black Lives Matter are misunderstood and overgeneralized in the academic world. Both movements began with the goal of fairly punishing proven serious crimes (rape and murder) against defenseless victims (women and minorities, respectively). The key tenets of both movements seem not so easily applicable to abuses of power within organizations because both movements are fundamentally about victims. However, both movement seem to have influenced how academics handle abuses of power by powerful transgressors. The distorted message that apparently reached academia is the perception that the only problem is the misconduct of traditional male transgressors that belong to the social majority. In this type of organizational climate, taking action against a female, minority, or pseudo-minority-affiliated (in the case of Professor Derous who clearly also endorsed the extreme opposite policies in Season 3, Episodes 12 and 13) is perceived as being risky, against the new climate of social justice awareness (sometimes also called “woke”), and potentially damaging to one’s own career. At a closer look, this type of conclusion seems not very rationale given that nobody would probably rationally claim that only male majority persons would ever do something unethical or incorrect. However, ethical transgression cases are rare and thus can become a sort of symbol within an organization. As a result, the use of a DARVO tactic whereby the SET affiliates with one or more than one historically disadvantaged group becomes an effective strategy.

These observations notwithstanding, my experiences were still very surprising to me because this type of perspective seems to virtually totally ignore the situation of the victims. Frequently, less powerful PhD students and postdocs - several of them women and/or foreigners - were the victims that I was defending and fighting for in Seasons 2 and 3 besides defending myself. For example, the doctoral student in Season 2, Episode 1 initially was enthusiastic about academia but ultimately decided to leave academia after the experiences with professors E and A. As another example, the doctoral student in Season 2, Episode 5, did not even get a doctoral degree despite doing all the work. As a final example, the many doctoral students who witnessed how Professor Derous manipulated her colleagues and who were commanded around by her were frequently women and/or had a foreign background and also did suffer consequences for their careers with many leaving academia – luckily some have by now decided to return in part because they know that I at least took some action.

Definitions of fairness differ but the overarching goal of most social justice movements is to reduce gaps that exist - on average - in some areas of society to improve fairness. It would be disturbing if the popularity of social justice movements and the desire for fairness would in practice lead to a situation whereby membership in a particular group or even only affiliation by proximity would effectively make persons in power that belong to this group exempt from following professional ethical principles. It would be even more disturbing if the victims would be disproportionately the members of disadvantaged groups because the exempted academics are also more likely to supervise members from disadvantaged groups. In this type of climate, it is maybe relevant to reemphasize the goal of universalism in dealing with ethical transgressions - the notion that everybody should get the same chance (Mounk, 2023; Neiman, 2023) that historically underlies many democracies and social reforms, and, for example, is mentioned in the US declaration of independence, was the key subject of the US civil war, and also was the key motive of the civil rights movement. In a climate of universalism, it is maybe less likely that SETs can rely on DARVO, and that transgressions are evaluated on the basis of established facts instead of socio-demographic characteristics or political climates. I do not want to interpret the events too far because of a limited sample size but it is still remarkable that similar strategies and behavior succeeded in three different organizations.

Incentive structures and power

It is interesting to reflect on the organizational environment in academia (Ghoshal, 2005; Murcia et al., 2018), and how it potentially contributes to the success of serial ethical transgressors. As the discussion has shown so far, it is relatively difficult to counter a SET as a decision maker. Further contributing to the success of SET could be the incentive structure and organizational design of many academic organizations as loose and relatively flat organizations that rely on funding, publicity, and trust. Acting against a SET is likely to have negative consequences on all three outcome criteria in the short run, and could also endanger the decision maker's future career through a DARVO response against the decision maker. The organizational literature has recently discussed phenomena like institutional parasites and circumstances in which actors in organizations succeed that undermine the future of the organization in the long run but help to maintain the organization in the short run (Rintamäki et al., 2024).

A Conceptual Model from the Victim Perspective

Figure 1 presents a conceptual model that summarizes what I have learned throughout my 14 year journey. The model describes prototypical episodes and especially those in Season 2 and 3. The model starts with a cyclic process of (a) collaboration, (b) ethical transgression toward the end of the collaboration when the work has basically already happened so that the victim has no or very limited options to stop the transgression, and (c) the victim giving up in light of the ethical transgression. In many instances, victims end up collaborating with the transgressor again

especially if victim and transgressor are in the same organization, same project, same educational program, or possibly share the same collaborators. There are two escape routes from the cycle for the victim. One route is to avoid the transgressor. This approach can be successful but it certainly is not always successful as my journey shows. Especially if the victim has skills or other resources that the transgressor wants, most transgressors will be interested in trying to force the victim to collaborate again (see especially Season 3). However, some victims are likely to escape which does not necessarily make future transgressions by serial transgressors less likely. The second route summarizes the rocky journey that I took in all three reported series of cases at some point and includes confronting the transgressor. From there, the next step is typically a silencing attempt by the transgressor followed by an escalation to a higher hierarchy in the transgressors organization that can be initiated by either the victim or the transgressor as an extension of earlier silencing attempts. At the higher level of the organization, there are basically three options. A disciplinary action against the transgressor, a reframing of the ethical transgression as bilateral conflict, and finally the direct filing of a complaint. For organizational decision makers, it is likely desirable to immediately consider resolving a matter by taking a clear disciplinary action if possible. However, in many organizations in academia and in other types of relatively inflexible organizations, such a direct disciplinary action is possibly not legally easy to implement. I did not come across an instance where such a response was observed. The other two processes have the limitations that I discussed. For the victim, it is likely important to avoid a bilateral conflict resolution as much as possible also because the only really feasible solution – a decision against the transgressor – is not available in a bilateral conflict resolution. The entire process in the model is in practice moderated by environmental factors like the organizational climate, the treatment of the victim throughout the process, and also by the decision makers especially at the higher level of the organization. The conceptual model also does not take the complexity of follow-up processes like appeals or further/additional DARVO attempts into account.

Strengths and Limitations

On the one hand, a clear limitation of this autobiographic study for the purpose of gaining broader scientific insights is the fact that the three series of cases did not occur entirely isolated from each other. All SETs at least peripherally new each other so the occurrences were interconnected. On the other hand, a common idea in the social science and to a larger degree in the psychological literature is the notion that extreme cases can provide insights into what is possible on a smaller scale (Flyvbjerg, 2011; Gephart, 2004). My journey is possibly unique in the sense that it includes three series of cases in three different academic institutions in three different countries with different academic systems.

A possible limitation of this article is also its autoethnographic nature and the fact that I was one of the victims (but not the only one) in all three episodes and organizations. My story focuses a lot on what I saw. This approach is in line with the autoethnography method, in which the close relationship of the narrator to the context and the situations is seen as a strength of the method. However, this strengths also comes at the potential cost of perceived reduced professional distance of the narrator. Qualitative researchers have repeatedly discussed this tradeoff (Anteby, 2013; Langley & Klag, 2019; Rockmann & Vough, 2024) and have referred to it using terms like the “involvement paradox” (Langley & Klag, 2019) or “the tabu of telling your own stories” (Anteby, 2013). I have tried to navigate this paradox by focusing on episodes on material that I actually witnessed and for which I have documentation. I am aware of other episodes but given that I was not there and only know them second hand I decided to not include them.

Another potential limitation of this paper is the fact that most of the settings were clearly academic. Academia has several unique characteristics including specific codes of conduct, people in relatively independent and secure positions (tenure) with sometimes extreme power

differences. Furthermore, academia also typically includes organizations that have a variety of goals including many political goals and thus fundamentally differ from typical business organizations. Past authors have noted and highlighted out the specific dangers of this type of setting for ethical transgressions (Bössel et al., 2023; Lasser et al., 2021; Olivieri & Mahmoudi, 2023) and there are also narratives describing these specifics, like, for example, Dietrich Schwanitz semi-biographical novel “the Campus” (Schwanitz, 1995). The specifics of the academic setting notwithstanding, bureaucratic organizations with high levels of education, relatively fixed structures, high job security, and elaborate ethical or security regulations do exist in other areas like, for example, the aviation industry, the wider health sector (beyond a university hospital like in Season 1), or the government organizations of most countries so that some of the insights of this autoethnographic account can potentially applied in these and other contexts.

Conclusion

The reflection in the previous section started with two key sets of observations from the autoethnographic account: (1) the observation that serial unethical behavior by transgressors is possible even when the behavior has victims in the organization and bystanding observers can directly see their suffering, and (2) rarely if ever decisive intervention is taken by organizations even when the facts are clear. Both sets of findings are unlikely to be affected by the autoethnographic nature of the narrative because these outcomes were clearly the exact opposite of what I was striving for through these 14 years. To me, my observations suggest that the accountability, control, and promotion systems in this area of research (and possibly other areas) are fundamentally broken.

People who read earlier versions of this manuscript frequently asked me what I think should happen at this point. At this point? So far down the line? Using your university to trick a family court at the expense of a child? Lying to journals, lying to various commissions, lying to your university? Designing Machiavellian plays to mob people out of their careers and jobs in a quite systematic fashion? The only approach I can think of in these cases is to FIRE the ones still in academia (Professors Jessica Lang/Ippolito, Hülshager, A, Derous, and Fontaine), make amends to the victims, and correct the literature. I am not happy to say “FIRE THEM” because as a psychologist one of course always wants to believe in people’s ability to change. However, a lot of people in a lot of other professions have lost their jobs over much less. One could argue that the system and certain tactics like DARVO made it possible that the behavior became a pattern and repeated itself so many times. However, not being sanctioned can of course never be a viable excuse for not facing scrutiny later.

What about tenure? Yes, tenure is a good institution but is it an institution to protect people's opinions, foster a broad range of opinions, and to protect science from being a pure popularity contest. Tenure is not a protection mechanism for people who obviously abuse their institutions and their research field to gain advantages, silence others, and/or make their workplaces places where nobody who disagrees with their desire for personal advantages could stay. That's a perversion and misunderstanding of tenure as a system of protection. Tenure should never be a system to protect corruption, dishonesty, and greed.

What about the future? As I noted already in the previous reflection system, I believe that a differentiated system of accountability is necessary that is built on facts. If something happens after a first objectively proven transgression, a lot of people can probably change. The cases that I reported are certainly extreme. These cases are probably also unusual in the sense that something happened because I and others took action and confronted the transgressors. For them, there were many chances to change, and a lot of effort and care was spend on these people. Still, these people decided against even the slightest form of remorse or change. No comparable effort was ever spend on the victims (in most cases because the transgressors prohibited it) and in most

instances what actually happened at the end of the day was that the victims were punished and the transgressors were rewarded (for me this meant I missed a promotion, lost a lot of work, had disadvantages for my health, and ultimately partially left academia to the point that I am only in it with one leg, a half or a toe in it at this point; other victims had similar or even worse outcomes with many of them being depressed/burned out for a long time and/or moving on to industry).

Compliance with Ethical Standards

Disclosure of potential conflicts of interest

Author was personally affected by behavior (victim), kinship relation with other victims, personal relationships, personal, health, and financial disadvantages, potential financial interest in the future (damages outstanding)

Informed consent

Autoethnographic narratives often face an ethical dilemma because they involve others, with varying approaches to navigate this issue (Ellis, 2007; Lee, 2018). However, there is some consensus that consent from those who caused harm in such research is not necessary (Ellis, 2007; Lee, 2018; Medford, 2006), as it would be inappropriate to prioritize the well-being of the wrongdoer over the victim. This perspective supports the goal of giving voice to marginalized individuals, a key strength of autoethnography (Bochner, 2017; Medford, 2006). Consequently, many autoethnographies do not seek consent from those who acted poorly. To address this dilemma in my own work, I focused on my own introspection, omitted others' intentions or feelings, and described others only through objectively verifiable events.

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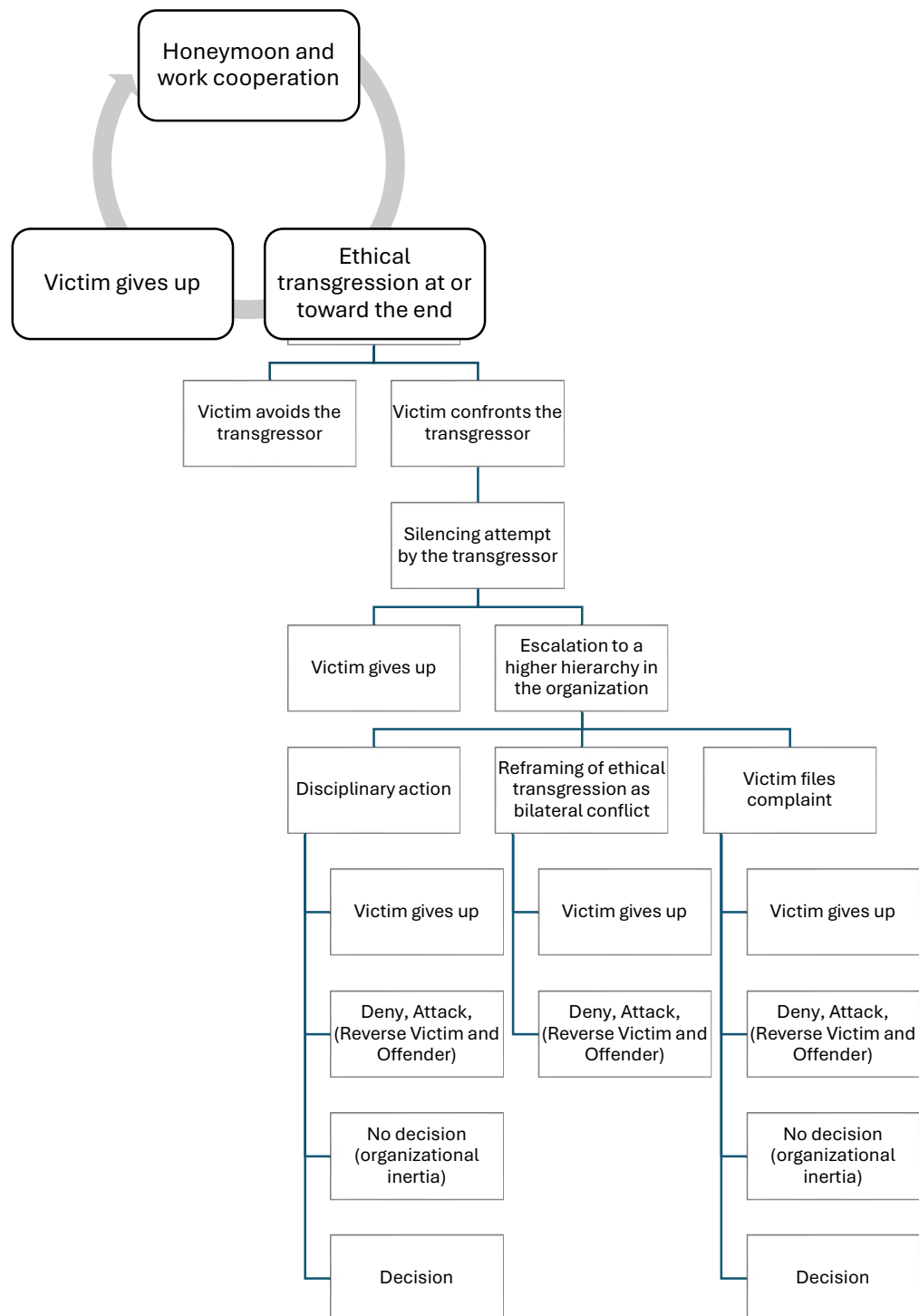
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Figure 1
A Cycle and Escape Model of Victim Interactions With Serial Ethical Transgressors (SETs)



Document Inventory

Season 1: Professor Jessica Lang/Ippolito

Year_month / Document	From	To	Content
Folder: Family law, 2010-2019			
08_08_07_biopsie.pdf 08_08_07_biopsie2.pdf 10_07_12_joseflang.pdf 10_07_23_joseflang2.pdf 11_01_joseflang3.pdf 11_12_joseflang4.pdf	Myself Mother Father	Mother Father Myself	Discussion of situation, ex-wife
12_05_gerichtlichevereinbarung.pdf	Family court, Reiche	Myself Ex-wife	Initial family court decision on custody/visitation for the children
12_06_grossmutterdrohunggerichtsvollzieher.pdf	Ex-wife via lawyer	Mother	Claim of harassment
12_09_26_scheidung_zugewinn.pdf	Family court, Reiche	Myself Ex-wife	Divorce decision
12_10_infectiontest.pdf	Ex-wife	Myself	Email about negative test result for daughter
13_06_21_zugewinna.pdf	Myself	My lawyer	Comment on financial settlement
13_08_jugendamt.pdf	Myself Family worker (Sylvia Sommer) Court-appointed counselor (Bernd Reiners)	Family worker (Sylvia Sommer) Court-appointed counselor (Bernd Reiners) Myself	Discussion about visitation, denial of visitation, false claims about violence by me
13_09_joseflang5.pdf	Father	My brother	
13_09_unterschriftenfälschung.pdf	Myself Former bank	Former bank Myself	Bank account closure through a falsified signature
14_07_01_zugewinnausgleich.pdf	My lawyer	myself	Discussion settlement

15_03_jlang_mlang.pdf	Ex-wife	myself	Sent old lawyer letter from the former letter of my father to my mother from 1990-1991
15_08_05_gegenseite.pdf 15_09_28_verfahrensbeistand.pdf 15_12_gerichtlichevereinbarung.pdf	Family court, Neuwald	Myself Ex-wife	Custody procedure, decision on visitation rights, Father is not allowed to be present anymore during transfer of children, ex-wife is responsible
16_02_unterstellung_emailanreiners.pdf	Ex-wife Court-appointed counselor (Bernd Reiners)	Myself Ex-wife	Claims of harrassment from University Email address with RWTH Aachen University signature
17_02_23_amsgericht.pdf 17_03_08_amsgericht.pdf 17_03_24_amsgericht1.pdf 17_03_24_amsgericht2.pdf	Family court, Neuwald	Myself Ex-wife	Closure of earlier custody procedure
18_04_30_schreiben_gegenseite_kommunion.pdf 18_05_01_anwalt_JWBLang.pdf 18_05_07_amsgericht.pdf 18_05_07_verfahrensbeistand.pdf 18_05_15_antragsorgerecht.pdf 18_06_07_amsgericht.pdf 18_06_09_verfahrensbeistand.pdf 18_06_26_amsgericht.pdf 18_07_10_amsgericht.pdf 18_12_10_amsgericht.pdf 18_12_10_anwalt_JWBLang.pdf 18_12_13_amsgericht.pdf 18_12_19_amsgericht.pdf 18_12_20_amsgericht.pdf	Family court, Neuwald Lawyers	Myself Ex-wife Lawyers Famili court	Issues around communion festivities, father not allowed to attend, new custody procedure, denial of visitation, Psychological expertise, I lose custody

18_12_27_amtsgericht.pdf 19_01_04_amtsgericht.pdf 19_01_18_amtsgericht1.pdf 19_01_18_amtsgericht2.pdf 19_02_06_amtsgericht.pdf 19_02_06_anwalt_JWBLang_kosten.pdf 19_02_14_amtsgerichtgutachten.pdf 19_03_15_anwalt_gegenseite.pdf 19_03_18_amtsgericht.pdf 19_03_25_anwalt_JWBLang.pdf 19_04_04_amtsgericht.pdf 19_04_15_amtsgericht.pdf 19_04_18_amtsgericht.pdf 19_04_23_amtsgericht.pdf 19_05_02_amtsgericht.pdf 19_05_08_amtsgericht.pdf 19_05_16_amtsgericht.pdf 19_05_28_amtsgericht.pdf 19_06_28_anwalt_JWBLang.pdf 19_06_aussetzungumgang.pdf 19_07_02_anwalt_gegenseite.pdf 19_07_18_amtsgerichtprotokoll.pdf 19_08_07_anwalt_JWBLang.pdf 19_08_07_anwalt_JWBLang_aastellungnahme.pdf 19_08_07_anwalt_JWBLang_anlage1.pdf 19_08_07_anwalt_JWBLang_anlage2.pdf 19_08_07_anwalt_JWBLang_anlage3.pdf 19_08_07_anwalt_JWBLang_anlage4.pdf 19_08_07_anwalt_JWBLang_anlage5.pdf 19_08_07_anwalt_JWBLang_slang1grunde.pdf 19_08_07_anwalt_JWBLang_Stellungnahme Großmutter.pdf 19_08_12_amtsgericht_anwalt_gegenseite.pdf 19_08_19_anwalt_JWBLang.pdf 19_08_21_amtsgericht.pdf 19_08_28_anwalt_JWBLang.pdf 19_08_29_anwalt_JWBLang_kostenrechnung1.pdf 19_08_29_anwalt_JWBLang_kostenrechnung2.pdf 19_09_02_amtsgericht.pdf			
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19_09_05_anwalt_gegenseite.pdf 19_09_06_amtsgericht1.pdf 19_09_06_amtsgericht2.pdf 19_09_09_anwaltanmandant.pdf			
19_11_enbindungJWBLang.pdf 19_11_fac_kal_2019_2020_5.pdf	Myself	Mediator Ursula Kodjoe	Confidentiality waiver, Teaching schedule for potential visitation solution
Folder: complaints-university-ministry-police			
23_02_05_anlage-dab-mitkorres.pdf	Myself Legal department of RWTH Aachen University	Legal department of RWTH Aachen University Myself	Complaint about behavior of Prof. Lang/lppolio/my ex-wife
23_06_21_staatsanwaltschaft.pdf	Public prosecutor	myself	Evaluation of, decision on complaint
24_02_13_Anlage1.pdf 24_02_13_Anlage2.pdf 24_02_13_Anlage3.pdf 24_02_13_Anlage4.pdf 24_02_13_Anlage5.pdf 24_02_13_Neue Dienstaufsichtsbeschwerde gegen Prof. Dr. rer. soc. Jessica Lang, geborene Ippolito..pdf 24_02_20_Ihre Email von Freitag, 2. Februar 2024 14 26.pdf 24_04_05_anlage-dab-update.pdf 24_04_2024-04-0010549-ministry.pdf 24_07_nrw-ministerium.pdf lang_etal_2012.pdf lang_lang_2011.pdf	Myself Legal department of RWTH Aachen University, Ministry of Culture and Science, State of Northrhein-Westfalia	Legal department of RWTH Aachen University Myself, Ministry of Culture and Science, State of Northrhein-Westfalia	Complaints about behavior of Prof. Lang/lppolio/my ex-wife, denials
24_06_13_staatsanwaltschaft.pdf	Public prosecutor	myself	Evaluation of, decision on complaint
Folder: daughter-university-2022-2024			
22_01_27_mail-jessica.pdf	Myself Ex-wife	Ex-wife Myself	Discussion of situation after my

			daughter moves in with me
22_03_19_Gmail - Umgang.pdf	Myself Ex-wife	Ex-wife Myself	Denial of contact with both children after my ex-wife manages to get her back
22_06_16_Gmail - Ferien.pdf	Myself Ex-wife	Ex-wife Myself	Denial of contact with both children
23_04_15_AG Aachen v.15.05.2023.pdf	Family court, Dallemund-Purrer Psychiatry, RWTH Aachen University,	Ex-wife Myself	Diagnosis of daughter, involuntary readmittance
23_05_09_AG Aachen .pdf	Family court, Dallemund-Purrer Psychiatry, RWTH Aachen University	Ex-wife Myself	Involuntary placement in psychiatry after the mother with sole custody asks for it
23_05_23_BerichtVB.PDF 23_05_24_AG Aachen v. 24.05.2023.pdf 23_05_26_AG Aachen v. 26.05.2023.pdf 23_05_30_vollmacht-tochter.pdf	Family court, Dallemund-Purrer Psychiatry, RWTH Aachen University	Ex-wife Myself	Temporary transfer of custody for daughter to myself
23_11_27_AG Aachen v. 27.11.2023.pdf 23_11_29_Gutachten-LVR-Klinik- _7729-compressed.pdf 24_01_31_AG Aachen v. 31.01.2024.pdf 24_01_31_AG Aachen vom 31.01.2024.pdf	Family court, Dallemund-Purrer Psychiatry, RWTH Aachen University	Ex-wife Myself	Expertise, denial of contact, custody stays with mother but no contact to daughter
24_05_15_Anlage5a-Jessica-emails.pdf 24_05_15_Anlage5b-Jessica-nachrichten.pdf 24_05_15_Anlage5c-sohn-nachrichten.pdf 24_05_15_Anlage5d-tochter-nachrichten.pdf	Myself Ex-wife	Ex-wife Myself	Denials of contact

Season 2: Professor Hülshager and Professor A

Year_month / Document	From	To	Content
23_06_klacht-artikel.pdf 23_06_klacht-artikel-bijlagen\bijlage_2013_emails.pdf	Myself	Ethical commission, Maastricht University	Complaints about authorship rights

23_06_klacht-artikel-bijlagen\bijlage_2016_09_30-29_emails-paper_p1-2.pdf 23_06_klacht-artikel-bijlagen\bijlage_2016_Hulsheger_2016_From_dawn_till_dusk_shedding_light_p2.pdf 23_06_klacht-artikel-bijlagen\bijlage_2017_05_17-12_06-emails.pdf 23_06_klacht-doctoraat.pdf 23_06_klacht-doctoraat-bijlagen\bewijs_2015_dissertation_p34_54_74_139_142.pdf 23_06_klacht-doctoraat-bijlagen\bewijs_2015_emails_report.pdf 23_06_klacht-doctoraat-bijlagen\bewijs_2017_emails.pdf 23_06_klacht-doctoraat-bijlagen\bewijs_ethics-code.pdf			violations by Prof. Hülshager and A
23_09_27_20230927 Verweerschrift CWI Ute_v5.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 01.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 02.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 03.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 04.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 05.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 06.msg 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 07.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 08.xls 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 09.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 10.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 11.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 12.pdf	Prof. Hülshager	Ethical commission, Maastricht University	Defense statement

23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 13.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 14.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 15.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 16.jpg 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 17.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 18.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 19.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 20.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 21.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 22.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 23.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 24.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 26.pdf 23_09_27_20230927 Verweerschrift CWI Ute_v5-Bijlagen\Bijlage 27.pdf			
23_10_20_bijlage1_proposal_09_2010.pdf 23_10_20_bijlage2_pros_cons_GREsearch_2010.pdf 23_10_20_bijlage3_siop2015a.pdf 23_10_20_bijlage3_siop2015b.pdf 23_10_20_reactie_artikelen.pdf 23_10_20_reactie_doctoraat.pdf	Myself	Ethical commission, Maastricht University	Response to defense statement
23_11_28_20231031 reactie Ute_v6.pdf 23_11_28_20231031 reactie Ute_v6-bijlagen\proof01.pdf 23_11_28_20231031 reactie Ute_v6-bijlagen\proof02.msg 23_11_28_20231031 reactie Ute_v6-bijlagen\proof02_.pdf	Prof. Hülshager	Ethical commission, Maastricht University	Defense statement to response to defense statement

23_11_28_20231031 reactie Ute_v6-bijlagen\proof03.txt 23_11_28_20231031 reactie Ute_v6-bijlagen\proof04.pdf 23_11_28_20231031 reactie Ute_v6-bijlagen\proof05.pdf 23_11_28_20231031 reactie Ute_v6-bijlagen\proof06.pdf 23_11_28_20231031 reactie Ute_v6-bijlagen\proof07.pdf 23_11_28_20231031 reactie Ute_v6-bijlagen\proof08.pdf 23_11_28_20231031 reactie Ute_v6-bijlagen\proof09.pdf			
24_01_05_verslag hoorzitting Lang Hülshager.pdf 24_03_11_Verslag hoorzitting Commissie Wetenschappelijke Integriteit op 28 november 2023 Lang-Hulsheger Definitief.pdf	Ethical commission, Maastricht University	Myself Prof. Hülshager Ethical commission, Maastricht University	Minutes of meeting on November 28, 2023
24_05_08_lowi_Advies Commissie Wetenschappelijke Integriteit Lang-Hulsheger Definitief.pdf 24_05_08_lowi_C24.02121 Aanvankelijk oordeel CvB Lang.pdf 24_05_08_lowi_jlang-brief-lowi.pdf 24_05_08_lowi_oorsprongelijke-klachten.zip 24_05_08_lowi_verweerschrift-en-reactie.zip	Myself	National advisory committee	Complaint to National advisory committee, includes earlier decision
24_06_lowi2_C24.02353 Verweer LOWI Lang Hulsheger.pdf 24_06_lowi2_Verweerschrift LOWI_final.pdf 24_06_lowi2_bijlage1.zip 24_06_lowi2_bijlage2.zip 24_06_lowi2_bijlage3.pdf	Prof. Hülshager	National advisory committee	Statement of defense
24_06_lowi2-response-1-reactie-LOWI-JWBLang.pdf 24_06_lowi2-response-bijlage\bijlage-s2a-RE 3-level multilevel model.pdf 24_06_lowi2-response-bijlage\bijlage-s2b-RE mindfulness data.pdf 24_06_lowi2-response-bijlage\bijlage-s2c-rechnungen dat trajectories.pdf 24_06_lowi2-response-bijlage\bijlage-s2d-New Text Document.pdf 24_06_lowi2-response-bijlage\bijlage-s2e-RE data and manuscript.pdf 24_06_lowi2-response-bijlage\bijlage-s3-1a-excerpt-Fachgruppentagung2009Programm.pdf 24_06_lowi2-response-bijlage\bijlage-s3-1b-Hulsheger_2011_On_the_costs_and_benefits_of_emotional.pdf 24_06_lowi2-response-bijlage\bijlage-s3-1c-schewe_2010.pdf 24_06_lowi2-response-bijlage\bijlage-s3-1d-schewe_2010-In-Mind.pdf	Myself	National advisory committee	Response to statement of defense with additional evidence

24_06_lowi2-response-bijlage\bijlage-s3-1e-schewe_2010-profiel.pdf 24_06_lowi2-response-bijlage\bijlage-s3-1f-schewe_etal_2014.pdf 24_06_lowi2-response-bijlage\bijlage-s3-1g-linked-in-anna-schewe.pdf 24_06_lowi2-response-bijlage\bijlage-s3-1h-uni-bielefeld-anna-schewe.pdf 24_06_lowi2-response-bijlage\bijlage-s3-1i-Psychologie_Sport.pdf 24_06_lowi2-response-bijlage\bijlage-s3-2a-excerpt-eawop_2011.pdf 24_06_lowi2-response-bijlage\bijlage-s3-2b-excerpt-abstractvolume-EAWOP-2013.pdf 24_06_lowi2-response-bijlage\bijlage-s3-2c-emails.pdf 24_06_lowi2-response-bijlage\bijlage-s3-2d-On-Site PhD conferral mrs. Alicia L.T. Walkowiak - Events - Maastricht University.pdf 24_06_lowi2-response-bijlage\bijlage-s3-2e-walkowiak_2020.pdf 24_06_lowi2-response-bijlage\bijlage-s3-2f-Alicia Walkowiak.pdf 24_06_lowi2-response-bijlage\bijlage-s3-2g-vak-Human Performance.pdf 24_06_lowi2-response-bijlage\bijlage-s3-2h-Tobias Otto.pdf			
24_08_unimaas-merkelbach.pdf	Prof. Merkelbach	Myself	Request for silence
24_10_24_mocc-lang-hulsheger.pdf			Edx.org massive online course by Prof. Hülshager and my ex-wife Prof. Lang/Ippolito
25_01_brief-beroep-klacht-hulsheger.pdf 25_01_bijlage1\2009_02_Re_AW_WG_Masterthesis.pdf 25_01_bijlage1\2010_08_AW_PANAS.pdf 25_01_bijlage1\2010_12_02b_adevoogt_Re_diary.pdf 25_01_bijlage1\2010_12_02_adevoogt_RE_diary-041-state-measures-block1-1.pdf 25_01_bijlage1\2010_12_02_adevoogt_RE_diary.pdf 25_01_bijlage1\2010_12_02_adevoogt_RE_diary_dutch-panas-engelen_etal_2006.pdf 25_01_bijlage1\2010_12_02_adevoogt_RE_diary_sonnentag-panas-paper.pdf 25_01_bijlage1\2010_12_03_adevoogt_Re_refs.pdf	Myself	Ethical commission, Maastricht University	Appeal, new/additional evidence

25_01_bijlage1\2010_12_16_adevoogt_sudan-archeology.pdf 25_01_bijlage1\2010_12_16_adevoogt_survey-archeology-attach.pdf 25_01_bijlage1\2011_03_adevoogt_more data.pdf 25_01_bijlage1\2011_03_adevoogt_more-data-attach.odf.pdf 25_01_bijlage1\2011_07b_2. Datensatz frog ponds.pdf 25_01_bijlage1\2011_07b_Scale documentation Tessa.pdf 25_01_bijlage1\2011_07_Daten Frog pond Modelle 1.pdf 25_01_bijlage1\2011_07_Scale documentation_Anne-Katrin Hardt.pdf 25_01_bijlage1\2011_07_Tagebuch Kontrollgruppe Coded Anne-Katrin Hardt.pdf 25_01_bijlage2\2013_03b_Mindf_recov_we.pdf 25_01_bijlage2\2013_03_mindfulness data.pdf 25_01_bijlage2\2013_04_Frage mindfulness-recovery paper.pdf 25_01_bijlage2\2013_06b_Mindf_recovover06.pdf 25_01_bijlage2\2013_06b_Tables03.pdf 25_01_bijlage2\2013_06_mindfulness and recovery paper 1st draft.pdf 25_01_bijlage2\2013_11b_111am-det-sqn_ww.pdf 25_01_bijlage2\2013_11_Wetter &.pdf 25_01_bijlage2\Hulsheger_2014_The_power_of_presence_the_role.pdf 25_01_bijlage3\2014_01b_AW_ PA and NA change.pdf 25_01_bijlage3\2014_01_PA and NA change.pdf 25_01_bijlage3\2014_01_Re_ PA and NA change.pdf 25_01_bijlage3\2014_01_R_change.pdf 25_01_bijlage3\2014_02b_Results.pdf 25_01_bijlage3\2014_02b_RE_ kreative Prokrastination extended.pdf 25_01_bijlage3\2014_02c_DGPS_abstract.pdf 25_01_bijlage3\2014_02c_DGPS_abstract_Bochum14_3.pdf 25_01_bijlage3\2014_02d_Debus und Sonnentag article.pdf 25_01_bijlage3\2014_02d_Debus und Sonnentag article_CUteUniLiteraturArtikel papersHulshegerJournalsJAP_inpress_Debus.pdf 25_01_bijlage3\2014_02d_RE_ Debus und Sonnentag article.pdf 25_01_bijlage3\2014_02_kreative Prokrastination extended.pdf 25_01_bijlage3\2014_02_kreative Prokrastination.pdf			
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25_01_bijlage3\2014_02_Results.pdf 25_01_bijlage3\2014_02_RE_ kreative Prokrastination.pdf 25_01_bijlage3\2014_08_AW_ fatigue.pdf 25_01_bijlage3\Hulsheger-Lang-2014-DGPS-abstract.pdf 25_01_bijlage4.pdf			
auweiler_etal_2022.pdf			Joint article Prof. Hülshager & Prof. Lang/lppolito

Season 3: Professor Eva Deros and Professor Johnny Fontaine

Year_month / Document	From	To	Content
19_08_wijziging.pdf	Dean	Department	Split of department
19_08_INP_802001575678_20190527_Lang_Jonas.pdf 20_04_hr-inpassingstekst.pdf 20_06_hr-inpassingstekst.pdf 20_12_hr-inpassingstekst.pdf 20_12_hr-Inpassingstekst2b-revised-3.pdf 21_05_fit-misfit-analyse.pdf 21_05_HR-feedback.pdf 21_06_HR-reflectietekst.pdf 22_01_ZAP Feedbackrapport voor Jonas Lang-official.pdf 22_01_ZAP Feedbackrapport voor Jonas Lang.pdf	Myself HR Commission	HR commission Myself	HR interviews / HR goal setting suggestions / feedback
20_09_maatregelen.pdf 20_09_Maatregelen_interne_orde.pdf	Dean Myself	Myself Dean	Suspension from the building
22_03_Machtsmisbruik en grensoverschrijdend gedrag_ klare taal _ Speaking plainly on abuse of power and harassment	Rector	Whole university	
22_03_vertrouwenspersoon-162.22_Intake_20220330_LV-jl.pdf	Myself Confidential well-being advisor	Confidential well-being advisor Myself	Minutes of the meeting with the confidential well-being advisor
22_04b_klacht-informatie.pdf 22_04c_klacht_ed_jf.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-1-voortgangsrapport.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-2-2017-2-17.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-2-2017-9-28-emails.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-2-2019-11-5.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-2-2019-11-5b.pdf	Myself Legal department	Legal department Myself	Formal complaint against Eva Deros, Johnny Fontaine

22_04c_klacht_ed_jf_bewijsstukken\ed-2-2019-11-6.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-2-vg2017 03 01 2017.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-3-2018-3-12.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-3-2018-3-19.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-4-2019-2-1.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-4-2019-2-2.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-5-2016-6-22.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-7-2019-10-23-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-7-2019-10-24-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-7-2019-9-16-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-7-2019-9-16-email2.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-7-2019-9-16-excel.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-7-2019-9-18-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-7-2019-9-18-excel.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-7-2020-4-14.pdf 22_04c_klacht_ed_jf_bewijsstukken\ed-7-2020-4-5-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\files.txt 22_04c_klacht_ed_jf_bewijsstukken\jf-1-IMG-20180312-WA0001.jpg 22_04c_klacht_ed_jf_bewijsstukken\jf-1-IMG-20180313-WA0002.jpg 22_04c_klacht_ed_jf_bewijsstukken\jf-1-IMG-20180523-WA0004.jpg 22_04c_klacht_ed_jf_bewijsstukken\jf-1-IMG-20190225-WA0001.jpg 22_04c_klacht_ed_jf_bewijsstukken\jf-2-2018-9-26-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-2-2018-9-4.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-2-IMG-20180331-WA0000.jpg 22_04c_klacht_ed_jf_bewijsstukken\jf-2-IMG-20180531-WA0006.jpg 22_04c_klacht_ed_jf_bewijsstukken\jf-4-2018-9-24-emails.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-4-2018-9-27-emails.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-4-2019-4-19-emails.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-4-2019-4-19-excel.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-5-2018-11-14.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-5-2018-5-30-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-5-2018-6-26-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-5-2018-8-24-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-5-2018-8-24-email2.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-5-2018-8-24.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-5-2018-9-13.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-5-2018-9-25-email.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-5-2018-9-6.pdf			
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22_04c_klacht_ed_jf_bewijsstukken\jf-5-2019-9-4.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-6-000VAH.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-7-000VDV.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-7-2021-10-29.pdf 22_04c_klacht_ed_jf_bewijsstukken\jf-7-2021-10-4.pdf			
22_06_UGentontslag3_signed.pdf 22_10_Vrijw Ontslag Lang_Jonas.pdf	Myself HR	HR, dean Myself	Resignation
22_06b_klacht_ed_geupdated.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-1-voortgangsrapport.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-2-2017-2-17.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-2-2017-9-28-emails.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-2-2019-11-5.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-2-2019-11-5b.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-2-2019-11-6.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-2-vg2017 03 01 2017.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-3-2018-3-12.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-3-2018-3-19.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-4-2019-2-1.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-4-2019-2-2.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-5-2016-6-22.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-7-2019-10-23-email.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-7-2019-10-24-email.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-7-2019-9-16-email.pdf	Myself Legal department	Legal department Myself	Updated complaint against Eva Deros

22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-7-2019-9-16-email2.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-7-2019-9-16-excel.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-7-2019-9-18-email.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-7-2019-9-18-excel.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-7-2020-4-14.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-7-2020-4-5-email.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-8-bijlageFR764-15a.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-8-bijlageFR764-15b.pdf 22_06b_klacht_ed_geupdated_bewijsstukken-ed-updated\ed-8-email.pdf			
24_03_Formulier.pdf 24_03_mijn dossier.pdf	Myself	Legal department, HR	Discussion of resignation circumstances
24_04_machtsmisbruik-ugent-open-brief.pdf	Myself, two former PhD students	rector	Open letter about unethical behavior
24_05_Open Brief_Machtsmisbruik aan de UGent.pdf	Rector	Myself, two former PhD students	Answer open letter

Season 4: Mobbing victim, whistleblower, and getting caught in the crosshairs of a dominant ideology

Year_month / Document	From	To	Content
19_05_Knockaert_Mirjam_GOA-aanvraag.pdf			Grant from 2019
23_10_dgps-ombuds.pdf	Myself Ombudscommittee	Ombudscommittee Myself	Evidence sent and discussion
24_10_Johnny Fontaine _ LinkedIn.pdf			Johnny Fontaine, evidence for promotion to full professor
24_11_dutch-education-ministry.png	Dutch ministry of education	Myself	Complaint to being thrown out of a

			conference by a public Dutch university
24_11_maastrichtuniversity-C24.05784 Sommatiebrief Dr. Lang.pdf	Rector, Maastricht University	Myself	Inaccuracies in paper, content of paper, sharing of paper
24_11_osf-withdrawn-preprint.png			Webpage showing preprint withdrawn by OSF
24_12_2024_12_09_aan_Jonas_LANG_IGS_2024_0002_SD.pdf	Rector, Ghent University, Prof. Deraus, Prof. Fontaine	Myself	Sharing of paper
24_12_aom.png	Academy of management	Myself	Silencing attempt, mailing list
24_12_apap.png	American Psychological Association, Head of publishing	Myself	Refusal to act about Hülshager (2016) paper
24_12_assessment-presentation-schittekatte-test-qualification-table.png 24_12_assessment-presentation-schittekatte.png 24_12_assessment_fontaine_2022.pdf 24_12_assessment_kwaliteitscentrumdiagnostiek.pdf 24_12_assessment_Screenshot 2024-12-22 at 15-02-37 Officiële lijst van psychologen in België.png 24_12_assessment_Screenshot 2024-12-22 at 15-03-11 nieuwsbrief_mei_2023.png 24_12_assessment_Universiteit Gent.pdf			Ghent University activities around testing in Europe
24_12_dgps.png	German psychology association	Myself	Ban from mailing list
24_12_maastrichtuniversity-C24.05791 Letter to Dr. Lang.pdf 24_12_maastrichtuniversity-C24.06485 Letter J. Lang.pdf 24_12_maastrichtuniversity-Letter from the Executive Board of Maastricht University.pdf	Rector, Maastricht University, Prof. Hülshager		Correspondence about sharing of my paper and continued refusal to

			correctly label my work
24_12_osf-email1.png 24_12_osf-email2.png 24_12_osf.png	Center for open science, Inc. Myself	Myself Center for open science, Inc.	Deactivation of account
24_12_rwth-aachenHHWRoeTo_250109-160842-cd.pdf	Rector, RWTH Aachen University, Prof. Jessica Lang/lppolito		Correspondence about sharing of my paper
24_12_vertrag-draft.pdf	Myself		Agreement on private loan
24_12b_RE_ Final evaluation of the doctoral training programme.pdf	Ghent University	Myself	Request to approve doctorate from project but without coauthorships
24_12c_IGS 2024_0002_SD - aanmaning.pdf	Myself	Rector, Ghent University	Discussion of paper sharing and resignation circumstances, use of work
25_01_comment-d-et al.pdf	Myself		Comment on article by Ghent University using my intellectual work
25_01_request-appointment-medical.pdf	Myself	Medical professional	Request for appointment
25_01_uexeter_RE_ Wellbeing and Support.pdf	HR, University of Exeter Myself	Myself HR, University of Exeter	Discussion of well-being, free speech, policy for commentary online
25_01_van_cauter_lenaerts_IGB 21.01.2025.pdf	Lawyer for Prof. Derous	Myself	Sharing of paper
25_01_gespraech zu den Workshop-Diskussionen.pdf	DGPs slack server admin	Myself	Removal from theory specification slack

25_01_aom_Connect@AOM Community Guidelines.pdf 25_01_aom_Re_ Updated paper on my journey in academia.pdf 25_01_aom_Your recent exchange on RMNET.pdf	RMNET admin Myself	Myself, expert commenting on my paper RMNET admin AOM Board University of North Carolina free speech	Temporary ban from RMNET to consult with others within AOM
25_01_cope1.png 25_01_cope2.png 25_01_cope3.png 25_01_cope4.png 25_01_cope5.png			Comments in webinar by COPE
25_01_iaccp-webinar_Unbenannt0.png 25_01_iaccp-webinar_Unbenannt1.png 25_01_iaccp-webinar_Unbenannt2.png			IACCP webinar interactions
25_02_apa-ethics-code-revision-comments.pdf	Myself	APA	Comments on 2024 revision of the APA ethical principles and code of conduct
25_02_cos-OSF-Gmail - RE_ Welcome to OSF _ Question.pdf 25_02_cos-responsible-Unbenannt1.png 25_02_cos-responsible-Unbenannt2.png 25_02_cos-responsible-Unbenannt3.png 25_02_cos-responsible-Unbenannt4.png 25_02_cos-responsible-Unbenannt5.png 25_02_cos-responsible-Unbenannt6.png 25_02_cos-responsible-Unbenannt7.png	Myself COS	COS Myself	Webinar interactions and email discussion about ban with the Center for Open Science
25_02_EGOS - About EGOS - European Group for Organizational Studies.pdf 25_02_EGOS - EGOS Statutes - European Group for Organizational Studies.pdf 25_02_EGOS-14121559.pdf			Email discussion with EGOS and EGOS Athens organizers about rejected paper without paper- specific reasons and EGOS mission
25_02_equality-diversity-inclusion-Decision on Manuscript ID EDI- 02-2025-0111 - Equality, diversity and inclusion_ An international journal.pdf			Email discussion with Equality, Diversity, and

25_02_equality-diversity-inclusion-Gmail - Equality, diversity and inclusion_ An international journal.pdf 25_02_equality-diversity-inclusion-ScholarOne Manuscripts.pdf			Inclusion journal and Emerald publisher about rejected paper without review and reasons
25_02_uebs_6093166.pdf 25_02_uebs_RE_ Call for Applications for Director of Taught Programmes role.pdf 25_02_uebs_RE_ Urgent - Calling a meeting to discuss your application to REF panel and line management updates.pdf 25_02_uebs_RMC ed forum.pdf 25_02_uebs_RE_ Urgent - Calling a meeting to discuss your application to REF panel and line management updates (2).pdf 25_02_uebs_Ethics Application Serial Ethical Transgressors In Academic Settings.pdf	Myself University of Exeter Business School	University of Exeter Business School Myself	Discussions about equality act, values, and my roles, and ethical application
25_02_dgps-executive-committee1.png 25_02_dgps-executive-committee2.png 25_02_dgps-executive-committee3-Zusammenfassung unseres Gesprächs vom 07.02.2025.pdf 25_02_dgps-webinar-biographies1.png 25_02_dgps-webinar-biographies2.png	Myself DGPs executive committee	DGPs executive committee Myself	Discussion of my ban from the mailinglist and the ethical issues as well as ombudscommittee discussion
25_02_dgps-ombuds-2020_06_25_Ordnung_des_Ombudsgremiums.pdf 25_02_dgps-ombuds-DGPs_Ehrengerichtsordnung_2017.pdf 25_02_dgps-ombuds-English _ Huisvoorklokkenluiders.pdf 25_02_dgps-ombuds-European network (NEIWA) _ Samenwerking _ Huisvoorklokkenluiders.pdf 25_02_dgps-ombuds-Gmail - Lang vs. Lang_Ippolito; Lang vs. Hülshager-Brülls.pdf	Myself DGPs ombudscommittee	DGPs ombudscommittee Myself	Discussion about repeated unwillingness to conduct a preliminary evaluation in line with the committees' regulations
25_02_eawop2025.com - Executive Board _ Erasmus University Rotterdam.pdf 25_02_eawop2025.com Abstract notification.pdf	Myself EAWOP Congress Secretariat	EAWOP Congress Secretariat Myself	Discussion of rejection of my work, acceptance of PhD students' work all without any evidence of actual

			peer review taking place
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