

The Beauty and the Abuse

A Handbook on Relationships and Emotions in Academia

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A handbook on relationships and emotions in academia



The Beauty and The Abuse

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SUMMARY

This handbook encourages dialogue and reflexivity on human relationships and emotions in academic environments. Fifteen vignettes inspired by real stories are presented. These narratives explore the light and shade of how love, friendship, eroticism, power, sexism, harassment and gendered academic identities and cultures shape our daily working lives. This intervention tool has been designed to be used in workshops, seminars and other forms of academic gatherings. It can also be used and shared freely for information and inspiration among individual academics, in mentoring programs and as an input for competence development of academic leaders and managers. The document includes reflexive questions, a workshop pedagogy and a thematic list of recommended resources.

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INTRODUCTION

This document presents a tool and a method to encourage dialogue, reflexivity and action on the beauty and the abuse that characterizes human relationships and emotions in academic environments. The main aim of this project is to help create anonymous spaces of trust where academics can reflect on experiences and complex issues that are often considered taboo, shameful or private, even though they may have a major impact on our wellbeing and working lives.

Fifteen vignettes inspired by real stories are presented. These stories explore the light and shade of how erotic capital, love, power, prejudice, and gendered academic identities and cultures shape our daily working lives. Each vignette illustrates one or several of the following themes: Romantic love, friendship love, flirting, eroticism and sex, paternalistic sexism, hostile sexism, and sexual harassment, as well as a series of emotions and feelings such as pride, self-confidence, joy, arousal, shame, guilt, doubt, anxiety, anger, hate, and jealousy.

Each vignette's section consists of:

1. A narrative
2. A description of the personal dilemma represented in the vignette, which can be used to prompt discussion

The vignettes have been anonymized, but provide veridic accounts of stories and experiences in academia¹. They include autobiographical narratives and other veridic accounts of life experiences that have been shared with us by the protagonists. Although we have changed identifiable details such as names, places, nationalities and other specific characteristics, we have aimed to preserve the emotional essence and cognitive meaning of each story and the dilemma. The stories were selected based on their diversity and complexity, which we believe characterize human relationships in academia.

The document ends with a thematic list of resources and recommendations for inspiration and further action, which includes readings and online materials such as guidelines and policies, links to online forums, associations and initiatives that can provide support. This eclectic and original compilation of resources is not an exhaustive mapping of information or a traditional academic literature review on the topic of relationships or emotions. It is a window into the books, art, blogs, websites, and so on, which the authors have found valuable and interesting throughout their academic lives.

This material and the following pedagogy were first presented at the Critical Tourism Studies (CTS) Conference, Palma de Mallorca, 25-29 June, 2017². We are grateful to CTS and Women Academics in Tourism (WAiT) for their support of this project.

1. Previous versions of two of these vignettes were developed in a project on conflict mediation and management at Copenhagen Business School coordinated by Jens Gammelgaard, Ana María Munar and Trine Madsen.

2. The abstract and explanation of the workshop can be seen [here](#)

HOW TO USE THIS HANDBOOK

This intervention tool has been designed to be used in workshops, seminars and other forms of academic gatherings. It can also be used and shared freely for information and inspiration among individual academics and as a tool for competence development among academic leaders and managers.

Using the handbook in a workshop or similar

Pedagogy matters

We strongly believe that pedagogy is not a neutral choice. The pedagogical approach applied to these stories and dilemmas will have a definitive impact on their learning points. These vignettes were created in a trusting and supportive environment. We want to extend that kind of environment to the workshop setting. It often only takes one person in a group to be very critical or judgmental of a behavior or of the opinions of others to create a kind of negative halo effect and influence what other people might dare to say. For this reason, we have thought a lot about how to avoid judgement or the manipulation of the conversation by one or a few participants, which would defy the very purpose of this material. The aim of this pedagogical approach is to avoid the dominance of a specific normative perspective; to get out of the competitive game of 'right and wrong opinions' or 'winning and losing arguments' and into logic of reflection and understanding through respectful listening. Therefore, the following points outline a recommended pedagogy using an example of a 90-minute workshop.

A short presentation, between five and 10 minutes, about the aims of the workshop and the pedagogics³.

Participants are asked to sit in groups of ideally four to six persons. Each group is led by a facilitator.

Each group is assigned two or three vignettes and participants get a printed copy on which they can write their thoughts and observations⁴.

Describing: The narrative is read out loud by the facilitator of the group.

Reflecting: The dilemma is presented. Participants are asked to write down their initial thoughts related to the narrative and dilemma, and to consider:

Embodiment and feeling. How did they feel when listening to this story? Do they recognize these feelings from their personal lives?

Empathy and perspective-taking. How do they think they would have felt and/or acted in relation to the dilemma (1) if they were the protagonist of the story and (2)

3. An example of an introductory presentation that Catheryn Khoo-Latimore developed for the workshop at EuroCHRIE can be seen [here](#). Feel free to use and edit this.

4. An alternative method that can be used in this first part is the [jigsaw](#).

if they were a colleague who was a witness to the story?

Dialogue: The dialogue follows *The Pedagogy of the Stone* and the ‘rules’ are explained by the facilitator.

Participants should only share what they are comfortable with, and what they share should be based on their individual written answers and reflections. Participants are asked not to disseminate the personal experiences and comments shared during the dialogue outside the group.

Most notably, the participants are asked to listen respectfully in silence without interrupting and, when it is their turn, not to comment on what the others share. They can instead write down their impressions or opinions.

The facilitator gives the first participant a stone, and the person that holds the stone is the first to share. Once she has finished, she passes the stone to another participant until everyone in the group has had the opportunity to share.

Learning and Gratitude: The participants are asked to write in a few sentences what they have learned from listening to each other and what they are most thankful for, and to share their sentences and overall opinions within the group.

Concluding: Once all participants have spoken, and depending on the time available, the facilitator can introduce one or two further questions for debate.

The session ends with information on the additional resources that are available and prompting participants to share their knowledge on other resources that may benefit the group.

The *facilitator’s* role is to chair, monitor the time and ensure that the trust ethics of the activity are maintained, and to mediate if there is a potential conflict.

Using the handbook individually or in the mentor/mentee relationship

You can choose to use the narratives and dilemmas of the handbook as tools for personal reflection and development or as inputs in the learning process of a mentor/mentee relationship. These stories may help to open up otherwise difficult conversations and to reflect upon how we understand and interpret situations in different ways.

Academics in mentoring or managing roles can benefit gaining a broader understanding on relationships and their emotional complexity. Reflecting on their personal answers to the different dilemmas, they may also become more aware of their (tacit) values and opinions.

Junior scholars may find that the stories and questions presented help them to better cope with challenging situations or to gain insights into academic cultures.

THE VIGNETTES



Laura, an Italian PhD student in her late twenties, feels privileged to have Peter as her supervisor. Peter, a divorced man in his fifties, is a leading expert in her research field.

At first, the cooperation seems promising. Laura likes her supervisor, who warmly welcomes her at the department, introduces her to colleagues, and helps her settle at her new workplace. For the first six months, Laura studies hard, and she is happy to have a few breaks when Peter kindly invites her along to seminars. The seminars are followed by professional dinners, often with a few other colleagues, during which they have long talks about research as well as friendly, private conversations.

After a while, Laura becomes worried about her progress, but at a meeting on Laura's first half-year report, Peter assures her that she's doing well. He tells her that his door is always open to talk, but when Laura stops by Peter's office, he is always very busy and, being the leader of a research group, there are always urgent issues or people demanding his attention. Peter suggests moving their supervision meetings to his private home, where there are fewer distractions. Peter usually invites colleagues to work meetings at his home and Laura has been there a couple of times before.

A year passes by and the monthly supervision at Peter's home works well. Laura feels confident and happy until something suddenly changed two months ago when Peter complimented her dress and her looks. Surely, it was just meant as a friendly compliment and she probably misunderstood the look on Peter's face, Laura thought at the time, but looking back she knows that incident changed the nature of their relationship. At the next meeting Peter's personal compliments and comments on Laura's appearance continued, and when they said goodbye, he hugged her and touched her shoulders in a more intimate way than their usual friendly greeting hug. Laura was extremely uncomfortable with this situation and felt sick after the meeting.

Dilemma:

Laura desperately wants to find another supervisor, but she does not know how to broach the subject without damaging her promising career. She feels guilty for letting the relationship with her supervisor get out of hand, but she also felt she was grateful to Peter for being so welcoming from the start. She is also sad for losing what she saw as an inspiring friendship and worries that she misinterpreted his behavior.

MY REFLECTION ON VIGNETTE ONE



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

As an early career European researcher starting his new job in Singapore, Reza quickly notices the notion of “white worship” in Asia and the advantages he has because of the color of his skin. He is also enjoying the attention he receives from single female colleagues and students.

Reza has been known to host dinner parties in his apartment for the women from his workplace, and he sees no problem in having a drink with his male students outside the classroom. He also participates in social events with his female students. There are rumors that Reza has started sexual relationships with at least two of the female postgraduate students and a female colleague, but these rumors are never verified.

Although there is institutional policy on teacher-student relationships, there is also evidence that love romances and long-term relationships have occurred at the school that Reza works in. Three of Reza’s colleagues (all white French men) are in relationships with their students. These students have now graduated, and no one is certain when the relationships actually started. At work events where these former female students sometimes attend as partners, jokes are made about teacher-student desires and seductions. By the nature of these jokes, there seems to be general acceptance for these intimate relationships in spite of the staff/student policy on professional and appropriate conduct, especially if these relationships are deemed ‘serious’.

Dilemma:

As a colleague working with Reza, I feel guilty for not having talked to these female students about the power structure that might disadvantage them. Should I have done more to make the school more aware of their silent acceptance of teacher-student intimate relationships and implicit mockery of the professional policy, and if so, how? We have witnessed other male colleagues finding their ‘true love’ among their own students. So is it wrong for Reza to look for his in a place he is familiar with?

MY REFLECTION ON VIGNETTE TWO



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Januka is an early career researcher in her early thirties, and is happily married with young children. She is also an active researcher and attends international conferences. After a few years, Januka notices that she has always attracted unsolicited attention from males, to the point that she has started wearing a ring on her finger as a strategy to fend off any sexual interest. This, however, has only helped to a certain extent, or, should we say, with a certain type of men. Men who are older, or married, do not seem to care that she is married. Two of these men are editors of reputable journals. At the thought of the impossibility of any romantic relationship to develop with married men living on different continents, Januka engaged in harmless flirtations – but the text messages were never explicit. After all, the exchanges of flirtatious comments were never insistent or demanding, only complimentary.

At one research event however, Januka crossed paths with one of the journal editors she was flirting with and in a quiet moment, he thought it was alright to give her a quick peck... on the mouth! She was disgusted, ashamed, angry and confused. She had never given consent for any sexual act, they had never touched before and suddenly his mouth was on hers.

Dilemma:

Was Januka wrong to have flirted in the first place? What are the implications if she had not, not just on her career, but her whole being as a woman? What form of empowerment did she have and how could she have used it better? And how would she interact with this man again, and other men thereafter?

MY REFLECTION ON VIGNETTE THREE



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Holly has just achieved her first full-time academic position, and as part of this role she has organized a residential fieldtrip where she is responsible for 15 undergraduate students. On the first evening Holly is in a restaurant with the students when Dominika shows her the LinkedIn messages she has been receiving from a well-known senior tourism academic.

Dominika explains how the man had followed her on LinkedIn even though they had no contacts in common and had never met; the academic contacted her to ask for help with organizing a conference on another continent. Dominika had responded by asking what the conference was about and to express her interest in taking part, to which the academic replied 'R U married?'. Holly was initially infuriated, jumping to the conclusion that the academic, with whom she was familiar from TRINET, was a predatory professor. Holly's advice to the undergraduate student was to block this person.

That evening, back at the youth hostel, Holly wrote a comment on the Woman Academics in Tourism (WAI-T, Facebook community) for advice. After having thought about the incident, Holly was still furious that an older, more powerful academic could behave in such an unprofessional manner. Her automatic instinct was to name and shame the individual publicly, but held back and simply asked for advice on the situation. Her comment caused quite a stir among the WAI-T members. Some agreed that it was sexual harassment, but others suggested it might simply be an instance of cultural confusion or just plain flirting!

The academic was, after all, not in charge of the student's grades or career and the student simply thought he was 'creepy', but was not worried about his power over her. Yet, Holly could not help wondering if the academic thought he had some kind of power over the student. How did he treat his own students? After all, if he was engaging in innocent flirtation, why didn't he simply open a Tinder account?

Ultimately, after being calmed by the discussion, Holly did not name and shame the academic in question, but she couldn't help wondering if she should have.

Dilemma:

Holly is confused by the situation and does not know how to conceptualize the academic's behavior. All she knows is that the situation infuriates her, but she cannot help thinking that maybe her own past experiences of sexual harassment are influencing her interpretation of the communication. Confused, Holly is immobilized after the discussion, but worries that this event might be just the tip of the iceberg. She feels guilty for not doing more to help her own students and other students around the world with similar experiences.

MY REFLECTION ON VIGNETTE FOUR



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Marta has recently been appointed as an associate professor, but has been employed by her university for many years, both as a PhD student and as an assistant professor.

She is the internal examiner at the oral exam of the elective course she has taught this year. She feels highly competent in managing this task as the course is directly related to her research area and expertise. The students will orally defend the written projects they have written during the course.

Michael, a business man in his sixties, has been appointed as the external examiner of the oral examinations. For two years he has been a member of the 'external examiners group'. Michael is one of the executive managers of a large, private Swedish company that has recently donated a large grant to the university.

During the exam, Marta and Michael start to disagree about examination procedures and grading. Michael claims that Marta is not aware of the right procedures, and that he should take over the examination, as she seems to be too 'young and inexperienced'. Marta feels humiliated and harassed because of her age and position.

Marta feels insecure about what to do, but decides not to escalate the conflict and to complete the exams, as she is first and foremost loyal to the students. Following the exam, she talks to other colleagues, who said they had had the same experience. However, a complaint has never been filed.

Dilemma:

Marta does not know what to do – it seems to be difficult to document what happened in an examination room. She also feels that the university and her Head of Department will never support her, and fears creating a case against one of its most important stakeholders. However, she also feels that she should report the incident to prevent others from having the same experience.

MY REFLECTION ON VIGNETTE FIVE



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Sarah is working on an application for funding and is excited that the project will involve several partners from around the world. She is the lead author of the project proposal and all the other partners must do is sign a mandate to be part of it. Sarah and her line manager visited the office of one potential partner, and the partner was extremely cooperative and suggested that he would be willing to sign. After this meeting, Sarah received an email from him suggesting they go out for dinner.

Sarah did not reply, but mentioned the dinner to her line manager who laughed. The line manager suggested that 'dinner' was code word for something else and that Sarah should not go, unless of course she wanted something else. Sarah ignored the invitation for dinner. A few days passed, and she emailed the partner about the project to no response. Sarah phoned his office and was told the partner could not take the call.

Sarah became frustrated about the lack of response, and when her line manager's boss visited, he suggested that she should do whatever it takes to get the application signed off. But it appears Sarah did not do 'whatever it took', as this person never signed the application. The application was only signed when he moved to another position and was replaced by somebody else. By then it was too late, and the application was unsuccessful.

Dilemma:

Initially Sarah thought the invitation to dinner was quite innocent, perhaps even sweet. It was not until her line manager suggested otherwise that she began to worry about if she should go or not. Sarah decided that she would ignore the situation rather than tackle it head on, but when her 'big boss' suggested jokingly that she should do whatever it takes, Sarah worried he might secretly be serious.

MY REFLECTION ON VIGNETTE SIX



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Marcella has been working as a research fellow at her university for over a year and has established good relationships with her colleagues at the faculty. Since she started her new position, she noticed that one of the professors, named Doug, who she had met briefly at a seminar, was always looking at her. She did not fully understand why he was interested in her, as he was much older than her and they had very different research interests. However, she found his interest flattering, at first.

On one occasion, she also met Doug's partner Susanne, with whom she talked for a while as they realized they were both doing similar work. Doug joined their conversation and took the opportunity to invite Marcella to dinner at their home. Marcella felt a bit uncomfortable, but at the same time she did not know how to decline the invitation. Marcella's boyfriend, Mike, encouraged her to accept the invitation and as both Doug and Susanne would be there, Marcella thought this should be all right. A few days later she went to Doug's home and they had a very interesting conversation over dinner and also laughed a lot together. However, Doug made some indirect remarks about her looks, which made her feel uncomfortable. In another instance, he even compared her to his partner Susanne and Marcella increasingly felt that he was flirting with her.

Over the next few weeks she tried to avoid running into Doug. However, when they occasionally met she felt that he was looking intensely at her body, whilst Susanne rather seemed hostile towards her.

Dilemma:

Marcella was confused about the situation and did not know whether she could share these feelings with Mike. Initially she enjoyed talking with Doug on this playful level, but felt increasingly sexually objectified. Most of Doug's comments were indirect, so she was not sure to what extent she was imagining things, or whether she should trust her intuition. Basically, she did not know how she should react to the situation.

MY REFLECTION ON VIGNETTE SEVEN



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Mina is a senior lecturer in her late forties and is one of the coordinators of a Master's program. She has been invited by the program director, Louise, to participate in an advisory board meeting for this program. The board has been expanded to include three new members. Mina has entered the room and walks around introducing herself, but does not engage in conversation because the meeting is about to start. The meeting takes two hours, during which there are presentations, including Mina's, and a discussion. They conclude that the coordinators should pursue a closer collaboration with the board members and start by inviting them to present or participate in lectures.

Once at home Mina opens her Facebook account. She has three friendship requests from the new board members. Two of the requests look normal and link to the usual Facebook pages with many friends and posts. But the third belonging to Martin, a good looking man in his fifties who is the CEO of a major firm, is different. Martin has created a special profile where Mina is the only friend. It is like being invited to a private chat on a dating site, the only content being a few close-up photos of Martin standing in front of a mirror and wearing his sport clothes. Mina finds herself laughing nervously at first. What is this about? How is this possible? She has not exchanged two sentences with this man! She contacts another female colleague who was also at the meeting to see if she has received a similar invitation or if this is simply a mistake or a joke, but her colleague has only received 'normal' friendship requests from the other two members.

Mina feels confused and then fed up, as she can recall other situations where she has received uninvited sexualized requests from men in academia. She finds herself going through the boring meeting in her mind and asking herself, 'Did I smile too much? Did I talk too passionately when I was presenting?', and then she feels angry about criticizing herself. She decides to unfriend him. She shares this story with the program director, Louise, who tells her that she knows Martin personally and he is a very kind man. 'Perhaps he had good intentions and was simply attracted to you?' she asks Mina.

Dilemma:

What is Mina supposed to do? She wonders how she can start a professional collaboration with Martin now. And if he does not continue his advances, is this kind of Facebook flirt/invitation motive enough to request that he is dismissed from the board? Is she exaggerating because of her past experiences? Should she just forget this episode and move on?

MY REFLECTION ON VIGNETTE HEIGHT



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Marian, a PhD student from Belgium in her early thirties, was very committed to her research. She was happy that she had stopped working at the firm and decided to pursue an academic career instead. Marian had experienced a difficult break-up. Her boyfriend had fallen in love with another woman and this had delivered a major blow to her self-esteem.

Marian met Marco at a conference in Canada. Marco was a renowned professor at an Australian university, married, in his late forties, and with a reputation as a womanizer. She had read most of Marco's work and felt attracted to him from the first moment. During the conference she found any opportunity to make contact and they engaged in flirtatious conversations. Marian could not remember the last time she had felt so alive and empowered. The last evening, she told Marco how much she liked him, and they ended up having sex.

The secret affair lasted for two years. They met only three times and always at international conferences. Marco helped her by commenting on some of her work and introducing her to influential editors, but otherwise there had been little contact. For Marian the affair had been a source of positive energy and empowerment. She had felt attractive and desirable again and Marco was also a professional inspiration.

At the last conference it became clear that Marco liked her, but was not in love with her, and was already flirting with other colleagues. He even seemed to gain some sadistic pleasure in making her jealous. It was not easy at first. During the conference Marian felt heartbroken, but once she was back at home she also felt relieved and liberated. Although the affair had been exciting, Marco was a narcissist and not a man to build a life with. She was thankful for the liveliness the affair had brought into her life, but also thankful that she could now put this relationship aside and move on.

Dilemma:

Marian felt that the prevailing debate on romantic relationships and affairs in academia was moralistic and narrow-minded. Why were people talking about adult women as if they were minors or victimized adults who could not decide about their romantic and erotic lives? During her affair with Marco, she was the one who had taken the initiative and she knew that she was not the only one in academia to have done that. Why were her colleagues talking about sex or affairs only as something risky and not about their positive and liberating sides?

MY REFLECTION ON VIGNETTE NINE



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Lin is an early career researcher in her late twenties. As a junior academic, she has become aware of the controversial grey area between romance and sexual harassment in academia. When she first started her postgraduate study in Asia, she observed the situation of Asha, a young female classmate who had developed a romantic and sexual relationship with their white lecturer. Asha later found out that the lecturer was also flirting with another married female lecturer from the same department. Lin remembered how other female classmates used to talk about the charm of that white male lecturer in private with a hint of envy about Asha.

As Lin progresses through her studies and research career outside Asia, she witnesses even more of these controversial relationships and continues to hear rumors about unethical sexual practices in academia. She is warned to stay away from particular male journal editors and professors with notorious reputations for preying on young researchers. The more Lin hears, the more vulnerable she feels.

When Lin is given an opportunity to talk about her research at a conference with a white, male professor, who is an expert in her field and a suspected predator, she decides to turn down the opportunity out of fear. On another occasion, Lin meets another white, male professor who is the head of the department at a renowned institution. She is offered a position but declines the offer because that professor had asked her for a kiss on the cheek in front of other colleagues the very first time they met. Lin obliged but felt uncomfortable after the incident. She was confused whether that was a polite custom in the West or whether it was an act of harassment.

Dilemma:

Lin feels powerless as a young, Asian, female researcher. She cannot really identify the line between romance, friendship and harassment. Her reluctance to network and collaborate with questionable senior academics might cost her a good career opportunity. How can she become empowered when she knows about so many controversial practices? How can she be confident to network with suspected predators and avoid becoming a victim herself?

MY REFLECTION ON VIGNETTE TEN



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Angela giggled as she greeted the security guard at the entrance of the university's staff Christmas party. She giggled because, as a final year undergraduate student, she knew she should not really be there. Her contractor ID card from working in the library, combined with her friendship with the security guard, got her in. She was there to network and really wanted a PhD scholarship that her school was offering.

Once inside the venue, she realized none of her lecturers were there, but she started talking to another lecturer from a different department. He was a sessional lecturer completing his own PhD thesis. Months after this first meeting, Juan and Angela bumped into each other again in the corridor. He asked her if she wanted to go for coffee and she suggested a beer instead. She got him drunk and before long they were officially a couple. To comply with university policy, he told his line manager and that was it on his side.

Angela, on the other hand, spent the rest of her undergraduate degree and her doctoral studies worrying that her lecturers would think he was doing her work, even though he was in a different department (and she had no reason to think they did!). When Juan became a full-time member of staff, other staff members communicated with Angela through him and this drove her crazy. Eventually, both Juan and Angela moved to new and separate institutions when they decided to get married.

Dilemma:

Angela and Juan discuss ideas and work regularly together. Angela proofreads Juan's thesis, but it is only Angela who worries that others might think Juan is 'doing her work for her'. Academics communicate with Angela through Juan, but nobody communicates with Juan through Angela.

MY REFLECTION ON VIGNETTE ELEVEN

How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Nouf and Nair met at the London School of Economics and have been together for over six years. Nouf remembers when they were doing their PhDs and supporting each other through this emotionally and academically challenging period. At this time, they were in similar situations, with limited resources. But they were both inquisitive students of human behavior and development, which helped them develop a deep, personal bond and a significant regard for each other's work.

Their academic job search, while not changing their personal relationship, has altered the circumstances surrounding their relationship, putting them on different trajectories. Nair finished his PhD earlier than Nouf and they decided to choose a university where he was offered a tenure track position in a recognized institution in his field. Nouf, while finishing her doctoral thesis, obtained a position as a research fellow on a temporary contract at the same university. Neither Nair nor Nouf are happy, as Nouf faces high job insecurity and limited opportunities to grow professionally in her current position. They want to move to a place where both can have a fulfilling career and build their life together. This would help them to rebalance their relationship and become academic compatriots again, as they were during their PhD studies.

Dilemma:

Nouf and Nair have spent part of their time together in a long-distance relationship and they both believe it is important to build a life together. Nouf, however, finds the current situation very difficult and she is not happy in her position. Her partner has offered to move to a different university, but she feels guilty over the prospect of him having to compromise his own career opportunities in the pursuit of her own academic aspirations.

MY REFLECTION ON VIGNETTE TWELVE



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Cordelia, aged 30 years, is a lecturer in her first academic post. She is single. Tim joins the department as a Senior Lecturer and is soon brought up to speed by different colleagues on the formal and informal goings on. One of the latter concerns Cordelia who, on a recent fieldtrip, was interrupted in bed with a student. The student was one she had been teaching. Apparently, this is not the first such relationship Cordelia had had with one of her students during the period she has been working at the university. All the senior departmental staff are aware of Cordelia's relationships with the two students which give rise to a certain amusement rather than being perceived as a problem.

Dilemma:

Tim has never had any training regarding the handling of personal relations at work and is not aware of any specific university policy on the matter. He wonders if he should feel concerned at Cordelia's behaviour or the insouciance of the departmental staff.

MY REFLECTION ON VIGNETTE THIRTEEN



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Jodie is a junior non-tenured professor recently started at a North American university. One day she observed Donald, a lecturer, standing behind one of his research students working at a computer; he briefly had one hand on the male student's shoulder. Jodie thought this behaviour inappropriate but was not sure what to do. She saw no point in confronting Donald who was perceived by the Dean to be a 'golden child' and was being fast tracked to promotion. Instead, she spoke to all the research students as part of a regular meeting and made it clear she would be happy to hear of any issues they would wish to raise. Shortly after, Jodie heard that Donald was suspended and a wall of silence came down. She enquired of the Director of Research what was happening, and was warned off 'getting involved'. Eventually, rumours surfaced of complaints from students regarding Donald's (unspecified) behaviour and involvement of a lawyer. Soon after, Donald left the university.

Five years later, Jodie hears that Donald has been suspended from another university following complaints from staff of favouritism and bullying behaviour. Two years on, Jodie learns that Donald has been suspended again and is subsequently dismissed on the grounds of alleged sexual assault.

Dilemma:

Looking back, Jodie wonders if she should have formally raised concerns about Donald's observed behaviour concerning the student with the university management or taken some other course of action. However, owing to the managerial culture that prevailed, she had lacked confidence in the probity of the institutional management, including human resources, and was conscious that senior co-workers whose judgement she valued admired the academic achievements and political skills of Donald and played down any behavioural criticisms. Ultimately, Jodie felt that she had had little or no direct evidence of inappropriate conduct.

MY REFLECTION ON VIGNETTE FOURTEEN



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

Carrie met Reginald a few years after she started her first full-time academic job. Reginald had read Carrie's work and look her up at a tourism studies conference they both happened to be attending. They talked for hours and became fast friends. Over the years, their friendship deepened, and, sharing many research interests, they frequently took on academic projects together. The two had a strong chemistry and shared a mutual attraction, but they were both in committed relationships and were highly devoted to their spouses and children. Carrie very much valued sharing all aspects of her life with her wife Jane, but she always perceived friction whenever she mentioned Reggie and the projects they were working on together. Maybe she talked about him a little too much. But as a close friend who she chatted with by e-mail or text several times a week, Reggie was a big part of her life. Carrie had tried (gently, she hoped) to confront Jane about the jealousy she perceived. She reassured Jane that she was the only one for her – the person she chose over and over every day, to share a life with – but the friction never fully resolved, even though their marriage overall was stronger than ever.

Carrie struggled to understand the tension because she and Jane had had two very close mutual friends over their 18-year partnership, to whom they could both admit they had been attracted, but there had never been any real friction over this. They had even enjoyed flirting within the context of these trusted friendships, and no one had ever seemed to feel insecure. Maybe this was because those friends had both been women, and Carrie and Jane had each felt an attraction to them? Jane wasn't bisexual like Carrie was. Maybe Jane's sense of feeling threatened was stemming from Carrie having formed such a close friendship, and thus the potential for attraction, with a man, thus leaving Jane feeling excluded from sharing in the dynamic in the same way. Or maybe it was Carrie and Reggie's shared academic interests that were causing Jane to feel left out. As a biologist, Jane's research interests had little in common with those of Carrie and Reggie's. Jane and Carrie frequently undertook creative projects together, like cooking or working on do-it-yourself renovations to their home, but there was something different about sharing the creative energy of an intellectual project. It had always been a sore point for Carrie that Jane had never shown very much interest in Carrie's academic work, and it felt great to have a friend who was interested and supportive of her academically. And, without loving Jane any less, the truth was that Carrie very much enjoyed sharing her creative energy with other people, thriving in the diversity of relationships in her life. Along with her marriage and many other fulfilling relationships with friends and family, her friendship and collaboration with Reggie was one of the things that made her most happy in life.

Lately, Carrie has taken to mentioning Reggie less frequently, although her friendship with him is no less close. Tired of perceiving tension over the issue, she often finds herself deliberately avoiding bringing his name up in conversation. But this leaves her feeling resentful. She and Reggie are not having an affair. Why should she have to sneak around about the closeness of their friendship or his importance in her life? Doing so makes her feel ashamed—but does she have anything to be ashamed of?

Dilemma:

It bothers Carrie that her academic collaboration and close friendship with Reggie makes her wife Jane uneasy. She greatly values both her marriage and her friendship. No amount of talking with Jane about the issue seems to do any good; Jane will not admit to feeling any jealousy, but the friction is obvious. Should she keep trying to talk it out? Give up, and continue to minimize Reggie's importance to her in her conversations with Jane, in order to avoid friction? Put space in her friendship with Reggie? Learn to accept and live with the tension?

MY REFLECTION ON VIGNETTE FIFTEEN



How did I feel when listening to/reading this **story**? Do I recognize these feelings from my personal life?

How did I feel and how would I act in relation to the **dilemma** (1) if I was the protagonist of the story and (2) if I was a colleague who was a witness to the story?

Other comments

RESOURCES & INSPIRATION

LOVE, FRIENDSHIP, EROTICISM

Alain de Botton, "The Course of Love" and other books and audiovisual resources at <http://alaindebotton.com/>

Alain Badiou (with N. Truong) (2012), "In praise of love". New York, NY: The New Press.

Alice Munro, collection of short stories <https://www.alicemunro.ca/>

Bennett Helm, (2017). Friendship. The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.) <https://plato.stanford.edu/archives/fall2017/entries/friendship/>

Catherine Hakim, (2010). Erotic Capital. European Sociological Review, 26: 5, 499–518. <https://doi.org/10.1093/esr/jcq014>

Elena Ferrante, "The Neapolitan Novels" <http://elenaferante.com>

Esther Perel, "Mating in Captivity: Unlocking Erotic Intelligence" and other books, videos, podcasts and research articles at <https://www.estherperel.com/>

Helen Fisher, "Anatomy of Love: A Natural History of Mating, Marriage, and Why We Stray" and other books and audiovisual resources at <http://www.helenfisher.com/>

Maria Popova, "David Whyte on the True Meaning of Friendship, Love, and Heartbreak". <https://www.brainpickings.org/2015/04/29/david-whyte-consolations-words/> (Maria Popova's blog 'Brain Pickings' includes several inspiring articles on emotions, relationships, love and eroticism.)

Martha Nussbaum, books and lectures on emotions and philosophy <http://philosophy.uchicago.edu/faculty/nussbaum.html>

Modern Love Podcast <http://www.wbur.org/modernlove>

Love Stories: tales of romance and regret. The New Yorker. <https://www.newyorker.com/collection/love-stories-from-the-archive>

Octavio Paz, (1993). The Double Flame: love and eroticism. New York: Harvest. <https://www.amazon.com/Double-Flame-Love-Eroticism/dp/0156003651>

Pablo Neruda, (1969). Twenty Love Poems and a Song of Despair. London: Cape.

U2. One. Music video <https://www.youtube.com/watch?v=ftjEcrrf7r0>

Victor Lodato, (2017). "When your greatest romance is a friendship" <https://mobile.nytimes.com/2017/02/24/style/modern-love-when-your-greatest-romance-is-friendship.html?smid=fb-nytimes&smtyp=cur&referrer=https%3A%2F%2Fm.facebook.com%2F>

SEXISM AND SEXUAL HARASSMENT

Better Brave, a guide for targets of sexual harassment <https://www.betterbrave.com/>

Caroline Fredrickson, (2017). "When will the 'Harvey Effect' reach academia?" <https://www.theatlantic.com/education/archive/2017/10/when-will-the-harvey-effect-reach-academia/544388/>

Claudia Lampman, Alissa Phelps, Samantha Bancroft & Melissa Beneke, (2009). Contrapower Harassment in Academia: A Survey of Faculty Experience with Student Incivility, Bullying, and Sexual Attention. Sex Roles, 60(5), 331–346. doi: 10.1007/s11199-008-9560-x

Everyday Sexism <http://everydaysexism.com/> The Everyday Sexism project has extensive information and a list of organizations that provide support to victims of harassment, violence, etc. Although focused on the UK, it does include a link to an international inventory of hotlines, shelters, refuges, crisis centers and women's organizations, searchable by country, with an index of domestic violence resources in over 70 languages <https://everydaysexism.com/help-support>

John Johnson, (2014). "Fed Up With Sexual Harassment: The Serial Harasser's Playbook" <http://womeninastronomy.blogspot.dk/2014/05/fed-up-with-sexual-harassment-serial.html>

K.A. Amienne, (2017). "Abusers and enablers in faculty culture" <http://www.chronicle.com/article/AbusersEnablers-in/241648>

Krisanne Bursik, (1992). Perceptions of sexual harassment in an academic context. *Sex Roles*, 27(7), 401-412. doi: 10.1007/bf00289948

Laura Bates, (2014). "TedxOxford Everyday Sexism". Video <https://www.youtube.com/watch?v=IshrD4mjnNU>

Laura Kipnis, (2017). "Unwanted Advances: Sexual Paranoia Comes to Campus". HarperCollins Publishers: New York.

Michelle L. Kelley & Beth Parsons, (2000). Sexual Harassment in the 1990s. *The Journal of Higher Education*, 71(5), 548-568. doi: 10.1080/00221546.2000.11778852

National Academies of Sciences, Engineering and Medicine, (2016). "Sexual Harassment in Academia, Business, Industry and Healthcare Professionals". Video <https://vimeo.com/178236063>

Sexuality Policy Watch (SPW) is a global forum comprised of researchers and activists engaged in the analyses of global trends in sexuality related policy and politics. <http://sxpolitics.org/>

STEMFeminist, (2017). "Everyday Sexism in STEM" <https://stemfeminist.com/>

The Disorder of Things, (2015). "Sexism in Academia". Audio file <https://thedisorderofthings.com/2015/07/03/the-dissonance-of-things-1-sexism-in-academia/>

Times Higher Education, (2017). "Is there a culture of denial around sexual misconduct in academia?" <https://www.timeshighereducation.com/features/there-culture-denial-around-sexual-misconduct-academia>

WOMEN IN ACADEMIA

Women Academics in Tourism (WaiT) <https://www.facebook.com/groups/1602606203299747/>

Women in Academia Support Network#wiasn <https://www.facebook.com/groups/905644729576673/>

NOTES

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Women Academics in Tourism

In collaboration with Women Academics in Tourism