

# Code of Conduct

The Berlin School of Economics Code of Conduct is a shared statement of our commitment to upholding the ethical and professional standards we, the members of the Berlin School of Economics, use as the basis for our daily and long-term decisions and actions. It is designed to ensure a safe and non-discriminatory educational and work environment for all members of the Berlin School of Economics.<sup>1</sup> Upon joining the Berlin School of Economics, all Berlin School of Economics members affirm their dedication to the Berlin School of Economics Code of Conduct by signing it.

We strive for diversity at the Berlin School of Economics at all levels. Economics research often informs policies that affect all members of society. Therefore, our research should involve diverse perspectives representing society.

We recognize that the economics profession, including the Berlin School of Economics, suffers from a lack of diversity due to the under-representation of women and other historically under-represented groups. We further recognize our responsibility to promote the advancement of under-represented and under-included groups at all levels within the Berlin School of Economics.

All members of the Berlin School of Economics are expected to refrain from any form of discrimination, harassment, or bullying, particularly in situations that may involve power differentials. Members of the Berlin School of Economics must comply with our discrimination and harassment policy at all times.

This Code of Conduct provides guidelines for multiple situations related to a Berlin School of Economics member's position within the Berlin School of Economics. This includes but is not limited to Research, Hiring, Teaching, PhD Supervision, and Seminars / Conferences.

For any of the above situations and beyond, members of the Berlin School of Economics are expected to comply with the guidelines. At the end of each section, links to best practices from other institutions, information or research related to the respective topic are provided. In addition, contact details for the respective contact person(s) at the Berlin School of Economics and/or the respective institutions are provided.

In cases where breaches of the principles detailed in this Code of Conduct occur or there are doubts concerning their observance, individuals may contact a Berlin School of Economics

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<sup>1</sup> This Code of Conduct and the guidelines are heavily based on the Code of Conduct of the Economics Department at LMU Munich, which builds on a wide set of best practices from international institutions, including the American Economic Association (AEA), Arizona State University, Brown University, the Deutsche Forschungsgemeinschaft (DFG), the European Economic Association (EEA), the Federal Reserve Board, the German Economic Association (VfS), Harvard University, the LMU women's representative, the Massachusetts Institute of Technology (MIT), the National Bureau of Economic Research (NBER), the National Tax Association (NTA) and the University of Oxford.

Ombudsperson or the Berlin School of Economics Equal Opportunity and Diversity Officer for counseling and guidance. The Berlin School of Economics Ethics Committee determines the course of action to take in the event of violations of the Berlin School of Economics Code of Conduct. The committee consists of one member of the Berlin School of Economics Office, the Berlin School of Economics Equal Opportunity and Diversity Officer, one Berlin School of Economics Faculty member (e.g. a Berlin School of Economics Ombudsperson or a Berlin School of Economics Director), and at least two members of the Berlin School of Economics Student and Research Associates Body. The Berlin School of Economics Ethics Committee defines their concrete decision-making process.

Any case of non-compliance with the Berlin School of Economics Code of Conduct should be reported to the Berlin School of Economics Ethics Committee. In a potential conflict of interest raised by either the accuser or the committee members, committee members must be substituted. The Berlin School of Economics Ethics Committee can decide on sanctions in case of non-compliance. The list of possible sanctions includes, but is not limited to:

- Discussion of a case with the Berlin School of Economics Ethics Committee,
- Mandatory participation in workshops,
- Exclusion from internal meetings and panels,
- Suspension (Membership on probation).

Exclusion from the Berlin School of Economics, potentially with a public notice, requires the approval of the Berlin School of Economics Board.

## Contact Persons

The below list provides an overview of contact persons at the Berlin School of Economics as well as at the partnering institutions. In cases of violations of the principles stated in this code of conduct, or doubts about whether they are being followed, we strongly encourage contacting them.

In some cases, there may be uncertainty about whom to contact. In this case, the Student and Research Associates Representatives are the first contact persons for Berlin School of Economics Students and Research Associates, respectively. Senior Berlin School of Economics Faculty members may contact the Speaker of the Berlin School of Economics or the Berlin School of Economics Office. The same holds true for cases where there may be doubts about whether the listed contact person is the right person to talk to. In addition, all members of the Berlin School of Economics are encouraged to contact ombudspersons from their respective institutions if they do not feel comfortable talking to the Berlin School of Economics contact person.

[Contact information of Berlin School of Economics representatives, Ombudspersons, Ethics Committee](#)

[Contact information for representatives at partner and participating institutions](#)

## Discrimination and Harassment Policy

The Berlin School of Economics is dedicated to providing a discrimination- and harassment-free experience for **everyone** at the Berlin School of Economics. This includes staff, Faculty, PhD students, Research Associates, seminar participants and guests. To this end, all members of the Berlin School of Economics must participate in anti-discrimination workshops.<sup>2</sup> Existing Berlin School of Economics members must participate in an anti-discrimination workshop after the Code of Conduct is adopted. New members must participate in anti-discrimination workshops after joining the Berlin School of Economics. We highly encourage all Berlin School of Economics members to regularly participate in workshops covering topics such as, e.g., anti-discrimination, gender and diversity, as well as inclusion, and/or read literature on how to create and sustain a discrimination- and harassment-free environment. Literature is provided below.

We **do not** tolerate discrimination or harassment in any form, whether in person or virtual, verbally, in writing or in any other way.

Discrimination is the prejudicial treatment of individuals on the basis of, e.g. gender, sexual orientation, ethnicity, color of skin, disability, health status, physical appearance, body size, age, religion, citizenship, immigration status, socio-economic background, marital status, or pregnancy status.

Although anyone can be a target of inappropriate conduct, we recognize that discrimination and harassment disproportionately target certain groups, including – but not restricted to – women, people of color, or disabled people.

Harassment includes all kinds of unwelcome conduct. We define conduct as unwelcome if a person (1) did not request or invite it and (2) regarded the unrequested or uninvited conduct as undesirable or offensive. Harassment includes but is not limited to:

- Verbal comments that reinforce stereotypes or discrimination of any kind (related to gender, sexual orientation, ethnicity, color of skin, disability, health status, physical appearance, body size, age, religion, migratory or socio-economic background, or any category listed above),
- Verbal comments perceived to be disrespectful, hurtful, or bullying,
- Insinuating jokes, sexist behavior or pejorative remarks concerning appearance, behavior, or private life,
- The display of sexual images in public spaces,
- Deliberate intimidation, stalking, following, harassing photography, or recording,
- Sexual assault, inappropriate physical contact, or sexual harassment.

The above points are expected to be **minimal consensus for all of us**. We expect all Berlin School of Economics members to follow these rules at all times.

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<sup>2</sup> Should a Berlin School of Economics member wish to be exempted from mandatory participation, they must inform the Berlin School of Economics Office and justify their reasons.

Behavior of Berlin School of Economics members at every level that violates the above principles will not be tolerated. This includes both engagement in harassment, as well as allowing such behavior to continue. Our action is required irrespective of whether we witness suspected harassment ourselves or receive a complaint about it from a third person. Any kind of (suspected) discrimination or harassment should be reported. Any sort of retaliation against someone for reporting discrimination or harassment is prohibited. The Berlin School of Economics is committed to aiding all of its members that suffered from discrimination or harassment and offers (financial) support for legal consultation.

For any case of (suspected) discrimination or harassment, please contact the members of the Berlin School of Economics Ethics Committee (see *Contact Persons* for reference).

## **Research principles**

The Berlin School of Economics is dedicated to promoting and disseminating economic research that meets the standards of good scientific practice. In advancing these objectives, all Berlin School of Economics members are expected to follow standard principles of scientific integrity and to abide by codes of professional ethics when carrying out research, participating in research meetings, and interacting with other scholars. Research misconduct, defined to include the fabrication, falsification, or plagiarism of research findings, will not be tolerated. The Berlin School of Economics regularly offers a workshop on good scientific practice. In addition, all Berlin School of Economics members are regularly made aware of further workshops on good scientific practice at institutions participating in the Berlin School of Economics. All Berlin School of Economics members are strongly encouraged to take part in such a workshop. PhD students have to take part in one such workshop during their course phase.

We embrace transparent and open discussions. Therefore, members of the Berlin School of Economics are expected to disclose all financial and other relationships that could be perceived as bearing on their research findings. In addition, members of the Berlin School of Economics are expected to treat other Berlin School of Economics members as well as others in the scientific community, including students, colleagues, research assistants, and collaborators, with respect and to create an open and inclusive professional culture that sparks the exchange of ideas.

## **Collaboration / Co-Authorship**

The prevalence of collaboration and co-authorship has been increasing in Economics and related fields over the past decades and co-authorship is an important driver for networks in the profession. When collaborating with one or several co-author(s), members of the Berlin School of Economics are expected to follow standards for ordering in the profession (i.e., alphabetically or randomized) when ordering the authors on the paper / project as long as there are no sound reasons not to do so. These reasons may include publication in (non-economic) journals that have different standards. Individual characteristics, such as differences in the seniority of co-authors, do not qualify as sound reason.

The group of co-authors should include only individuals who **substantially** contributed **intellectual and independent work** to the project. Giving feedback, answering questions or proofreading a paper does typically not qualify for co-authorship. Also, advising a PhD student does not qualify for being a co-author on their paper. Following standards in social sciences, purely supervised or instructed work, often referred to as research assistance, does typically not qualify for co-authorship, while everybody who puts in substantial intellectual and independent work on a project ought to be included in the list of co-authors. This holds true irrespective of the individual position and especially includes PhD students working with senior co-authors.

Both randomized and alphabetically ordered lists of co-authors do not give any information on the task sharing between the co-authors and consequently do not allow for giving some co-authors more credit than others. However, not all individuals get the same credit when working with co-authors because of (implicit) biases we have. Women, for instance, receive less credit for joint projects when they have male co-authors. Thus, it is important to give credit to co-authors when presenting / talking about joint projects and to emphasize the contribution of co-authors that belong to an underrepresented group in Economics or are more junior.

## Resources on co-authorship

Card, David, Stefano DellaVigna, Patricia Funk, and Nagore Iriberry. "Are Referees and Editors in Economics Gender Neutral?." *The Quarterly Journal of Economics* 135, no. 1 (2020): 269-327. <https://doi.org/10.1093/qje/qjz035>

Card, David, Stefano DellaVigna, Patricia Funk, and Nagore Iriberry. "Gender Differences in Peer Recognition by Economists." (2020).

Hsieh, Chih-Sheng, Michael D. König, Xiaodong Liu, and Christian Zimmermann. "How researcher rankings and research funding instruments can gain from information about co-authorship networks." (2018). *VoxEU.Org*. <https://voxeu.org/article/using-co-authorship-networks-improve-research-rankings-and-funding-instruments>

Kuld, Lukas, and John O'Hagan. "Rise of multi-authored papers in economics: Demise of the 'lone star' and why?." *Scientometrics* 114, no. 3 (2018): 1207-1225. <https://doi.org/10.1007/s11192-017-2588-3>

Kuld, Lukas, and John O'Hagan. "The trend of increasing co-authorship in economics: New evidence." *VoxEU.org* 16 (2017). *VoxEU.Org*. <https://voxeu.org/article/growth-multi-authored-journal-articles-economics>

Sarsons, Heather. "Recognition for group work: Gender differences in academia." *American Economic Review* 107, no. 5 (2017): 141-45. <https://doi.org/10.1257/aer.p20171126>

Zimmermann, Christian, Chih-Sheng Hsieh, Michael D. König, and Xiaodong Liu. "Superstar Economists: Coauthorship Networks and Research Output." *FRB St. Louis Working Paper* 2018-28 (2018). <https://doi.org/10.20955/wp.2018.028>

## Hiring

We expect members of hiring committees to remain impartial (e.g., avoid any form of bias, favoritism, nepotism etc.) and to address potential implicit biases and to actively work on increasing diversity. This applies to **all positions**, including the recruitment of faculty, Research Associates/Postdocs, PhD students, research assistants, and staff.

All members of the Berlin School of Economics are strongly encouraged to proactively share professional opportunities with women and members of underrepresented groups and to involve diverse groups of students in research as early as possible in their academic careers. The Berlin School of Economics wants to provide fair and equal opportunities for participation.

Setting specific criteria for evaluating candidates – for all levels of job vacancies and in advance of the search – allows for structured evaluations of candidates. This may help reduce the influence of implicit biases. Personal recommendations of other (senior) economists can be an important tool in evaluating candidates, but should be subject to the same scrutiny with regard to potential (gender or other) biases as any other type of subjective evaluation. Building networks in the economics profession is easier for certain groups than for others, making certain groups more likely to have advocates than others.

Likewise, when interviewing candidates, a structured approach enhances the comparability of different candidates. For instance, a set of core questions that are asked in every interview can be helpful. Answers to the same questions make the performance of interviewees more comparable than answers to different questions. A candidate's personal situation should not play a role in the hiring decision.

Interviews often involve situations where a candidate faces several Faculty members. In these situations, the group of Faculty members should be as diverse as possible, including heterogeneity among dimensions such as gender, seniority and nationality. All white/German/male interviewer panels should be avoided.

For any position, the hiring committee is expected to be as transparent as possible about all steps of the recruitment process.

### Resources on Recruitment

Bagues, Manuel, Mauro Sylos-Labini, and Natalia Zinovyeva. "Does the gender composition of scientific committees matter?." *American Economic Review* 107, no. 4 (2017): 1207-38. <https://doi.org/10.1257/aer.20151211>

Javdani, Mohsen. (2019, February 25). The way to fix bias in economics is to recruit more women. *Financial Times*. <https://www.ft.com/content/5b9b47d2-2e12-11e9-80d2-7b637a9e1ba1>

Kessler, Judd. B., & Low, Corinne. (2020, July 24). Op-Ed: It will take a lot more than diversity training to end racial bias in hiring. *Los Angeles Times*. <https://www.latimes.com/opinion/story/2020-07-24/employment-hiring-bias-racism-resumes>

Wu, Alice H. "Gendered language on the economics job market rumors forum." In *AEA Papers and Proceedings*, vol. 108, pp. 175–79. 2018. <https://doi.org/10.1257/pandp.20181101>

## Students / Teaching

Most economic schools, including Berlin School of Economics, face a notable demographic imbalance. Berlin School of Economics members should be aware of this imbalance and its implications for students who belong to underrepresented groups and make an effort to build a sense of belonging for all students.

Trivial sexist or discriminatory examples in lectures, tutorials, and/or exams should be avoided and replaced with consequential and diverse applications. We expect Berlin School of Economics members to challenge stereotypes rather than reinforcing them.

Most people have implicit biases driving their decisions and behavior. Such biases may exist among a broad range of dimensions, including gender, sexual orientation, ethnicity, color of skin, disability, health status, physical appearance, body size, age, religion, migratory or socio-economic background. All members of the Berlin School of Economics are expected to address their own potential biases and to actively challenge them. Evaluating or grading students and interacting with students including in class, office hours, or elsewhere should not reflect students' personal identities. Grading, evaluating, or workplace interactions should not reflect any personal relationship the instructor has with students. In addition, it is important that students are aware of the existence of biases, including their own biases, i.e. towards instructors.

Instructors who use textbooks and/or reading lists for their teaching should be aware of potential biases those may have and point out these biases to their students. In addition, a diverse choice of literature is encouraged, regarding both authorship and topics. The gender balance of syllabuses and references can be assessed here: <https://jsumner.shinyapps.io/syllabustool/>. Members of the Berlin School of Economics are encouraged to not only diversify the syllabus for their teaching but also to be intentional about citing a diverse set of authors for their research. They are also strongly encouraged to participate in workshops that aim to diversify teaching.<sup>3</sup>

Students of different backgrounds may face very different starting points for their learning process. Instructors should try to level the playing field for their students at the beginning of each semester and be aware that not all learning techniques work equally well for everybody.

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<sup>3</sup> The Berlin School of Economics partner institutions offer a wide range of workshops and trainings, see e.g. the "[Toolbox Gender & Diversity in Teaching](#)" (FU Berlin), [diversity and anti-discrimination workshops](#) offered by the HU Berlin (German only), as well as workshops offered by the TU Berlin's [Coordinating Office for Women's Advancement and Gender Equality](#) (German only).

Instructors should be approachable for their students and actively offer different ways of contact. These may include standard on-site office hours, digital office hours, email or communication in whatever tool used for teaching (e.g., Moodle). Different individual circumstances may influence the students' availability of certain tools of communication.

### **Resources on (implicit) biases**

Boring, Anne. "Gender biases in student evaluations of teaching." *Journal of Public Economics*, 145 (2017): 27-41. <https://doi.org/10.1016/j.jpubeco.2016.11.006>

Carlana, Michela. "Implicit stereotypes: Evidence from teachers' gender bias." *The Quarterly Journal of Economics* 134, no. 3 (2019): 1163-1224. <https://doi.org/10.1093/qje/qjz008>

European Commission. "Implicit Gender Biases During Evaluations: How to Raise Awareness and Change Attitudes?" [Workshop Report] (2017). [http://ec.europa.eu/research/swafs/pdf/pub\\_gender\\_equality/report\\_on\\_implicit\\_gender\\_biases\\_during\\_evaluations.pdf](http://ec.europa.eu/research/swafs/pdf/pub_gender_equality/report_on_implicit_gender_biases_during_evaluations.pdf)

Mengel, Friederike, Jan Sauermann, and Ulf Zölitz. "Gender bias in teaching evaluations." *Journal of the European Economic Association* 17, no. 2 (2019): 535-566. <https://doi.org/10.1093/jeea/jvx057>

Özgümüş, Asri, Holger A. Rau, Stefan T. Trautmann, and Christian König-Kersting. "Gender Bias in the Evaluation of Teaching Materials." *Frontiers in Psychology* 11 (2020): 1074. <https://doi.org/10.3389/fpsyg.2020.01074>

Paredes, Valentina A., M. Daniele Paserman, and Francisco Pino. *Does Economics Make You Sexist?*. No. w27070. National Bureau of Economic Research, 2020. <https://doi.org/10.3386/w27070>

Peterson, David AM, Lori A. Biederman, David Andersen, Tessa M. Ditonto, and Kevin Roe. "Mitigating gender bias in student evaluations of teaching." *PLoS One* 14, no. 5 (2019): e0216241. <https://doi.org/10.1371/journal.pone.0216241>

Rothermund, Klaus, and Dirk Wentura. "Underlying processes in the Implicit Association Test: Dissociating salience from associations." *Journal of Experimental Psychology: General* 133, no. 2 (2004): 139. <https://doi.org/10.1037/0096-3445.133.2.139>

Sarsons, Heather. "Recognition for group work: Gender differences in academia." *American Economic Review* 107, no. 5 (2017): 141-45. <https://doi.org/10.1257/aer.p20171126>

Schmidt, Ben. "Gendered Language in Teaching Evaluations." (2019). <http://benschmidt.org/profGender>

### **Resources on (How to Increase) Students' Diversity in Economics**

Avilova, Tatyana, and Claudia Goldin. "What can UWE do for economics?." In *AEA Papers and Proceedings*, vol. 108, pp. 186-90. 2018. <https://doi.org/10.3386/w24189>



Bayer, Amanda, Gregory Bruich, Raj Chetty, and Andrew Housiaux. *Expanding and Diversifying the Pool of Undergraduates who Study Economics: Insights from a New Introductory Course at Harvard*. No. w26961. National Bureau of Economic Research, 2020.  
<http://doi.org/10.3386/w26961>

Buckles, Kasey. "Fixing the leaky pipeline: Strategies for making economics work for women at every stage." *Journal of Economic Perspectives* 33, no. 1 (2019): 43-60.  
<https://doi.org/10.1257/jep.33.1.43>

Daly, Mary. (2018, May 14). Economics trails the sciences in attracting a diverse student mix. *Financial Times*. <https://www.ft.com/content/d47e885a-539b-11e8-84f4-43d65af59d43>

Li, Hsueh-Hsiang. "Do mentoring, information, and nudge reduce the gender gap in economics majors?." *Economics of Education Review* 64 (2018): 165-183.  
<https://doi.org/10.1016/j.econedurev.2018.04.004>

Porter, Catherine, and Danila Serra. "Gender differences in the choice of major: The importance of female role models." *American Economic Journal: Applied Economics* 12, no. 3 (2020): 226-54. <https://doi.org/10.1257/app.20180426>

## PhD Supervision

Supervisors are responsible for helping their PhD students orient themselves and develop.

We expect supervisors to hold regular supervision meetings with PhD students. The frequency and form of these meetings should be determined jointly with the PhD students. Supervisors and mentors should be clear about their expectations and open to the PhD students' needs. Individual requirements differ between PhD students. Some may need high-level guidance, while others need detailed feedback on a precise problem. For some PhD students, internal deadlines are helpful, while this may stress out others. Likewise, the required amount and type of supervision and guidance can also change over time for the same individual. Thus, supervision should be re-evaluated on a regular basis, jointly with the PhD students, and adapted if necessary.

Supervisors should try to be as consistent as possible in their advice and think about the implications of their advice, i.e., the resulting workload for the PhD students and what PhD students infer about their own ability/job market prospects. PhD students may need advice outside the expertise of their supervisors or mentors. In these cases, supervisors and mentors should try to connect them to someone else who is an expert in that area.

Supervisors are expected to be approachable for their PhD students for all questions and problems that may affect their PhD. This can include work-related as well as relevant private or personal factors. In case of (known) individual circumstances that may affect the PhD student's life and work, supervisors should offer the PhD student to talk about their situation and find the best solution for the individual situation. Relevant factors in a PhD student's life include, but are not limited to, the workplace environment both in the office and at home, potential language

barriers for non-German speakers, parenthood, health status or private burdens such as the loss of friends or relatives.

Supervisors are expected to reach out to their PhD students. Many PhD students report compromised mental health after beginning their PhD which negatively affects their personal as well as their work situation. Supervisors are important contact persons for PhD students, so they should watch out for potential warning signs of mental health issues. According to the American Psychiatric Association (<https://www.psychiatry.org/patients-families/warning-signs-of-mental-illness>), these may include, but are not limited to, problems with concentration or logical thought, loss of interest and/or initiative, drop in functioning at work, mood changes, nervousness or social withdrawal.

It is important to account for fair and unbiased task sharing between PhD students within a research group or a chair. Feedback from the PhD students about their perceived workload and task sharing can help to achieve this. Also, PhD students should not spend significant amounts of their time on tasks that are not related to their research, teaching or other responsibilities specified in their contracts. Such tasks may include administrative duties or general service to the chair.

If there is misconduct and a PhD student wishes to change supervisors, the Berlin School of Economics will assist them in finding a new supervisor and help to provide funding if they wish to end their employment with their supervisor.

## **Personal Relationships**

Personal relationships are the basis of human culture and development. Many private personal relationships start in the work environment. While we obviously do not wish to regulate the private lives of Berlin School of Economics Faculty members, we strongly advise all Faculty members against close personal relationships with students (PhD as well as Master's and undergraduate students) or any person at the university for whom they have a professional responsibility. Personal relationships include, but are not limited to, marital, sexual, romantic, emotional, or kinship relationships. Professional responsibilities include, but are not limited to, teaching, grading and supervising.

Close personal relationships across different hierarchical levels, i.e. between Faculty members and students, typically imply power differentials. Consequently, close personal relationships are potentially exploitative or could be perceived as exploitative. There can be problems in maintaining the boundaries of professional and personal life, potentially leading to abuse of power. Involved parties are always at risk of unintended favoritism or bias. In addition, such relationships may entail negative effects for third parties. These include, but are not limited to, a hostile or exclusionary climate for a certain group of Berlin School of Economics members, e.g. women, disruptions of the teaching and learning environment and undermining the trust in academic processes.

Members of the Faculty are expected to disclose close personal relationships with students or any member of the Berlin School of Economics or guest of the Berlin School of Economics for whom they have a professional responsibility – as well as any other relationship that strongly

affects professional actions and decision making – to an Berlin School of Economics Ombudsperson. This also includes pre-existing or former personal relationships. More generally, members of the Faculty are expected to disclose any factors that (potentially) compromise their professional actions and decision making. We recommend abstaining from professional decisions and actions that affect others' outcomes whenever there is a risk of being emotionally compromised.

## Seminars/Conferences

### Seminar Guideline

We want to provide a constructive culture in our seminars. We strive for fair and constructive seminars, such that all participants feel comfortable. Following modern standards in our field (e.g., [AEA](#), [MIT](#)), we consider common seminar guidelines a valuable tool for attaining this. Seminar organizers are thus encouraged to implement and enforce the below rules in their research seminars. Organizers may want to point them out at the beginning of the seminar to make sure they are common knowledge. In addition, we advise all Berlin School of Economics members to adapt their behavior according to the following principles:

1. Allow presenters to frame their talk without interruption
2. Timing of questions
3. Be constructive and concise
4. Avoid sidebar conversations
5. Strive for fair and equal treatment

Below we provide tips and suggestions that can help to work towards fostering above principles:

- 1. Allow presenters to frame their talk without interruption**
  - It is important to give presenters the chance to motivate and frame their talk at the beginning of their presentation.
  - One possibility to achieve this is an embargo for questions and comments in the first 3-/5-/10 minutes of a presentation (depending on the presentation length).
  - Purely clarifying questions may be exempted from this.
- 2. Timing of questions**
  - The responsibility of mediating the discussion should lie with the presenter.
  - Raising your hand before interrupting the speaker allows them to take your question / comment at an appropriate moment.
  - Always consider the appropriateness of the timing of your intervention and avoid interrupting the speaker or other participants mid-sentence.
  - Organizers should be prepared to intervene in real time if necessary to call attention to someone whose raised hand has been overlooked.
- 3. Be constructive and concise**
  - If you have a comment, make sure it can be helpful for the presenter.

- Seminars are about learning and giving valuable feedback to the presenter (not about showing off knowledge).
  - Listen to other people's questions to avoid asking the same question twice.
- 4. Avoid sidebar conversations**
- Do not whisper (or talk!) during a presentation.
  - If you have urgent clarifying questions to your neighbor: keep them short.
  - Also: think about asking your question in public, it may be of more general interest.
- 5. Strive for fair and equal treatment**
- Treat all speakers in the same and fair way.
  - Our behavior is often driven by unconscious biases, for instance based on gender or color of skin - try to actively address those.
  - Speakers should call on and answer audience members' questions with the previous point in mind.
  - If comments are dismissed by speakers or if other participants get credit for slightly reformulating the same comment, seminar organizers and participants can help by re-emphasizing who made the comment.

If seminar organizers want to implement other rules than those stated above, we strongly encourage them to discuss the rules within their group. Also for seminar specific rules, organizers may want to point them out at the beginning of the seminar to make sure they are common knowledge for all participants.

Some seminar participants, including PhD students, often do not speak up during seminars. One reason is that many do not feel comfortable speaking up. Thus, seminar organizers may want to actively encourage everybody in the seminar to participate and ask questions, especially PhD students. To further increase the interaction between seminar participants, we encourage seminar organizers to combine seminars with individual office hours and social events, such as joint lunch or coffee break afterwards. For virtual seminars, this could be virtual coffee breaks or similar activities.

## Choice of Speakers

Organizers of seminars or conferences are expected to actively pursue diverse lists of seminar speakers. Setting up a diverse speaker list may sometimes be demanding given that networks in Economics often lack diversity. In that case, seminar organizers are encouraged to make use of below resources:

- For international economists, the Diversifying Economics Seminars Speakers List (<https://econspeakerdiversity.shinyapps.io/EconSpeakerDiversity/>) can be searched for underrepresented minorities, LGBTQ+, and female speakers by field. It was developed by the AEA Committees on the Status of Minority Groups, of LGBTQ+ Individuals, and of Women in the Economics Profession (CSMGEP, CSQIEP, and CSWEP).
- For European economists, the EEA provides a list of its current female members, sorted by field (<https://www.eeassoc.org/index.php?site=&page=208&trsz=206>).

- For economists from Germany, Austria and Switzerland, the List of Female Researchers in Economics from the German Economic Association (<https://econ-female-researchers.org/en/researchers/>) can be searched. It allows searches by field.

### **Resources on Diversity and Discrimination in Economics Seminars**

Callahan, M. (2020, January 14). *Do Women in Economics Face Extra Scrutiny?* <https://news.northeastern.edu/2020/01/14/is-there-implicit-gender-bias-in-the-field-of-economics/>

Doleac, J., & Pancotti, E. (2020). *Econ Seminar Diversity*. <https://econseminardiversity.shinyapps.io/EconSeminarDiversity/>

Dupas, P., Sasser Modestino, A., Niederle, M., & Wolfers, J. (2019, October 21). *Gender and the Dynamics of Economics Seminars*. [https://www.ecb.europa.eu/pub/conferences/shared/pdf/20191021\\_2nd\\_gender\\_conference/Mumford\\_-\\_discussion.pdf](https://www.ecb.europa.eu/pub/conferences/shared/pdf/20191021_2nd_gender_conference/Mumford_-_discussion.pdf)