

# Fostering **equal access** to opportunities in **hiring** & **applying** processes



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coaching

# About

## Francesca Carlin

Francesca Carlin is an American trainer and coach in the areas of communication, leadership, and life design. She spent 20 years as a theater professional and over a decade working with academics and business professionals on mindful communication, presence, and leadership.

Using her background in the performing arts, her experience in leading teams in education and the arts, and her passion for design thinking, Francesca has created a unique approach to her workshops and coaching.

Francesca is especially committed to her work with women in academia and is the founder and host of The Women in STEM Virtual Meetup.

She offers workshops, coachings, moderated discussions, and keynote talks on the topic of women in academia and the challenges they face.

Francesca is a trained actress and holds a BFA in Acting from Boston University and an MFA from the ART/MXT Institute for Advanced Theater Training at Harvard University. She is an accredited transformational coach and a certified Designing Your Life coach. She has worked internationally in Russia, Germany, Austria, and Switzerland and currently resides in Berlin, Germany.

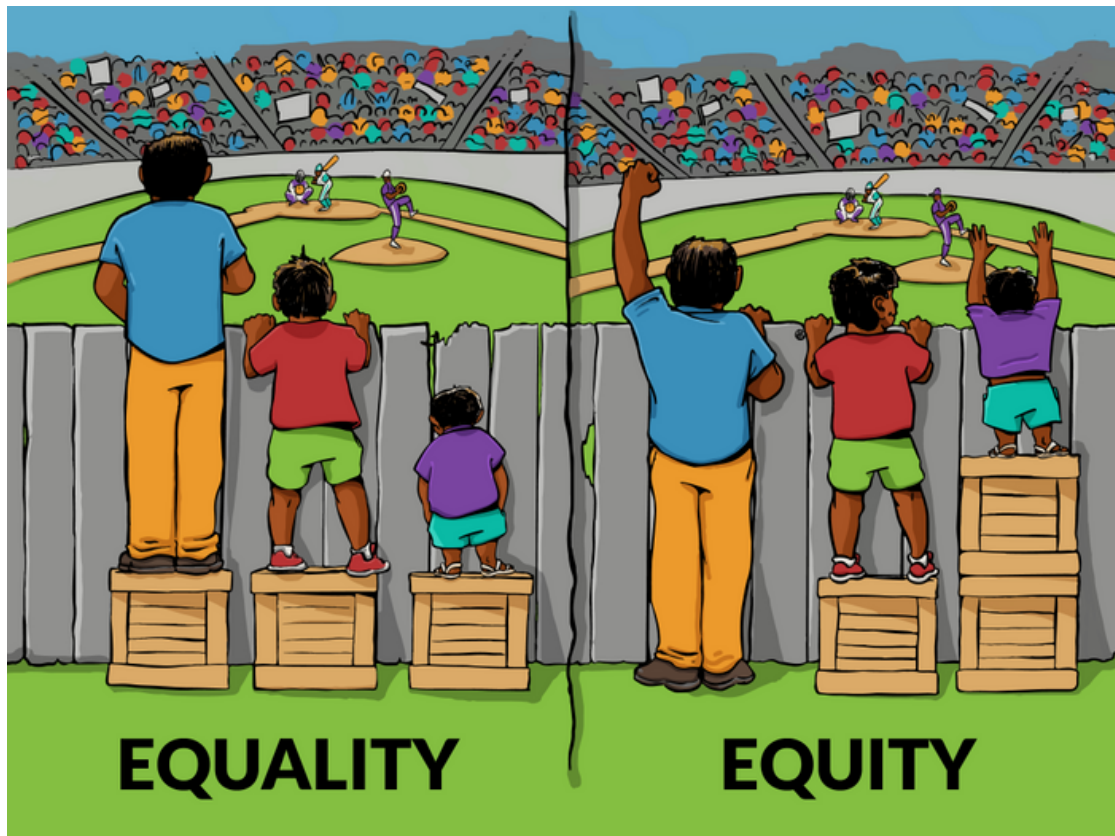


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**Equality** means each individual or group is given the same opportunities and resources.

**Equity** considers that each individual or group has different circumstances and allocates the exact resources needed to make an opportunity equal.

So, the question isn't about **equal opportunities** so much as it is about **equal access (equity)** to those opportunities.

# SHE FIGURES 2021 for Europe

Female doctoral graduates 48.1%

## STEM Fields (little or no progress since 2015)

Physical Sciences (38.4%)

Mathematics & Statistics (32.5%)

ICT (20.8%)

Engineering & Engineering Trades (27%)

Architecture & Construction (37.2%)

## Transgender & Gender Non-Conforming STEM Students

- Are **10% less** likely than their cis-gender peers to continue their studies.

<https://www.lifescied.org/doi/10.1187/cbe.21-05-0136>

**NOTE:** Discussions and research have been too focused on the binary where gender is concerned. I'm all too aware that the resource links and the data presented here for the most part don't include non-binary and genderqueer data since it's lacking at the moment.

Let's be aware that this can be a bias blindspot for us all who are cis-gender.

Just because there is no data doesn't mean it doesn't exist.

# Implicit (Unconscious) Bias

A father and son are in a horrible car crash that kills the dad. The son is rushed to the hospital; just as he's about to go under the knife, the surgeon says, "I can't operate—that boy is my son!"

**Can you explain this?**

Implicit bias affects:

- How we view others.
- How we are viewed by others.
- How we view ourselves.

Implicit bias:

- Are unconscious stereotypes we hold.
- Is not malicious.
- Is not the same as racism, sexism, ageism, etc.
- Is something we all have. It's normal.

What types of bias are there?

- Affinity Bias
- Availability Bias
- The Maternal Wall
- Men and Masculine traits = Positive

...and many more

# Words Matter



- Ensure that the job posting contains as much neutral language as possible.
- List only the needed requirements and not the whole wish-list.



- Apply even if you feel that you don't meet all the requirements.
- When you are attracted to a job posting or not attracted to it, check to see what kinds of words are being used to detect a bias.

# Reviewing CVs



- Define the criteria by which you will judge all applicants.
- Take names and photos out when sourcing candidates.
- Anonymize application and resumes before you review them.
- Ensure diversity among the reviewers and check for unconscious bias.



- List your accomplishments: awards, achievements, grants, etc.
- Include details when presenting previous experience.
- Be aware of the words you are using and if there is a gendered language bias there.
- Communicate clearly about gaps in your CV.
- Ask a trusted friend, colleague, mentor to look at your CV.

# Reference Letters



- Take into account that reference letters have been shown to be written differently depending on gender.
- Look for an alternative to reference letters or give them less weight when considering a candidate.



- Ask for specific aspects to be addressed (abilities, accomplishments, demonstration of knowledge).
- Offer up resources to check the letter for bias such as Textio.com.

## Interview & interview questions:



- Be aware that the bar is often set higher for women.
- Agree to monitor for biases.
- Standardize the questions for all candidates.



- Bring the focus back onto your qualifications.
- Be explicit with what you are committed or not committed to.

# Informal Information and Global References:



- Follow the criteria set for the position and consciously exclude informal information.
- Remember this kind of information isn't based on fact and has no data to back it up.
- Eliminate chit-chat between interviews about candidates.

## The Maternal Wall aka The Motherhood penalty



- Be aware if you are seeing this as a negative or a disadvantage.
- Are you asking all genders about their family plans?
- Are there assumptions being made by the panel?  
e.g. "she's the main caregiver."



- Bring the conversation back to your qualifications.
- Address the unspoken fears they might have. i.e. ability to travel, publish, etc.
- Politely decline to speak about your personal life.



## Implicit Bias Resources

[Harvard Implicit Association Test](#)

[Maternal Wall | Gender Bias Learning Project](#)

[How to get my name and pronouns right](#)

[Textio](#)

### Videos

[Recruitment Bias in Research Institutes](#)

[Harvard Psychologist Mahzarin Banaji on Hidden Biases of Good People | Embrace Ambition Summit](#)

[Win Chesson: Why Gender-Inclusive Language Matters](#)

(See [Maternal Wall | Gender Bias Learning Project](#) for more videos)

### Articles & Studies

<https://pdfs.semanticscholar.org/3283/f083e1cf6a1d9069f910be56f2d611ec9681.pdf>

[Gender and letters of recommendation for academia: Agentic and communal differences.](#)

[Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty - FRANCES TRIX, CAROLYN PSENKA, 2003](#)

[No discrimination against women whose CVs are as good as men's](#)

[How We Describe Male and Female Job Applicants Differently](#)

[Study confirms sexism in science, so what are we going to do?](#)

<https://aip.scitation.org/doi/pdf/10.1063/1.4937667>

[Physicist Demographics and Statistics In The US](#)

[Justifying gender discrimination in the workplace: The mediating role of motherhood myths | PLOS ONE](#)

[Working mothers face a 'wall' of bias—but there are ways to push back | Science](#)

['Masculine' language in job adverts deterring female candidates, research finds](#)

[Evidence that gendered wording in job advertisements exists and sustains gender inequality.](#)

[Science faculty's subtle gender biases favor male students | PNAS](#)

[She figures 2021 - Publications Office of the EU](#)