DIVERSITY AND INCLUSION in the AIS

Recommendations for AIS Communities:
Special Interest Groups (SIGs), Chapters, and Colleges

Prepared by the SIG-Social Inclusion Task Force
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Who is this report for?

This report is for members and leaders of AIS Communities:

SIGs / Special Interest Groups: AIS communities with shared interest in advancing a specific area of knowledge in IS
Chapters: AIS communities for networking among geographically-close members
Colleges: AIS communities for those with similar professional interests or roles.

Diversity & Inclusion: What and Why

Diversity is the quality of being different or unique in individual or group level characteristics, including age, ethnicity, gender, gender identity, language, nationality, emotional, physical, mental and developmental abilities, race, religion, sexual orientation, skin color, socio-economic status, and more.

Inclusion is the act of recognizing, incorporating, and valuing the diverse membership of the AIS.

Why should AIS members care about diversity & inclusion?

The mission of the AIS is service to society through information systems research, practice, and education. Service to society is jeopardized by social injustices that prevent people from participating in the information economy and information systems education, and by emphasizing research that serves the powerful and ignores those who are not.

Because D&I is critical to the AIS mission, we hope you will commit to it in your teaching, research, and service. In support of this commitment, we provide some perspective on why D&I matters and highlight pathways for inclusiveness your AIS SIG, Chapter, or College.
How and why does diversity & inclusion matter?

There are both ethical and economic reasons to work toward D&I. Below, we list a few. For further reading see: Olbrich, Trauth, Niedermann & Gregor (2015).

**Innovation** - There is an increasing emphasis on innovation in our knowledge-intensive global economy. Diverse and inclusive groups bring more ideas and resources to bear on a problem or task.

**Performance** - A diverse and inclusive organization enhances performance by increasing productivity, creativity, access to labor pools, and consumer/market intelligence. As IS scholars, emphasis on diversity and inclusion enhance the design and development of systems and the education of our students.

**Equity** - Caring about others, particularly those at a disadvantage, is the right thing to do—equality and justice are universal moral values. Diversity and inclusion helps make the world a better place and we should work toward that end as scholars, educators, and individuals.

**Policy** - Recognizing its social and economic value, governments and organizations are increasingly requiring or supporting initiatives aimed at diversity and inclusion, particularly in the technology sector.

**Relevancy** - A social inclusion lens can be applied to virtually any IS research topic, publishable in nearly every mainstream IS journal. Committing to social inclusion can enhance your teaching—making your classroom more inclusive and helping you connect with students.

**Self-Interest** - Geographic and job mobility are on the rise and so are changes in the demographic composition of many countries. You may not feel you are a minority, but your family or you may be a minority at some point.
About the Task Force

"While the global political landscape may have changed, the AIS leadership team remains...dedicated to furthering the Associations’ primary mission, of growing and sustaining an inclusive, diverse, global information systems community.

- AIS President Jason Thatcher, January 31, 2017"

In January 2017, a presidential executive order restricting immigration to the United States sparked a debate on the AISWorld listserv. Concerns over impediments to scholarship, censorship of debate, political tension in the AIS, and fear for personal safety prompted AIS President, Jason Thatcher, to release a statement. In his statement, he called attention to the AIS Special Interest Group on Social Inclusion (SIG-SI) as one avenue through which AIS members can participate in sustaining a diverse and inclusive IS community.

Task Force Composition and Mission
In response to Dr. Thatcher's statement and the global climate affecting IS scholars, SIG-SI's executive team created a task force on D&I. The task force was comprised of six volunteers from across the three regions of the AIS and charged to:

- Identify barriers to IS scholars' full participation in the AIS community
- Develop mechanisms for alerting the AIS to issues that limit people's participation
- Assist the AIS in developing services and/or policies to promote D&I

Task Force Deliverables

1. Recommendations to the AIS Leadership Council
2. Report on D&I in the AIS prepared for AIS communities (current document)

Task Force Activities

- Examined the D&I practices of the AIS and benchmarked against similar organizations
- Hosted a professional development workshop on social inclusion in practice and pedagogy at the 2017 Americas Conference on Information Systems
- Interviewed AIS members about their inclusion and exclusion experiences
- Conducted a survey of AIS members to assess perceptions of inclusion and exclusion in the AIS and in AIS communities (SIGs, Chapters, Colleges)
  - Received 401 valid responses, approximately 10% of the AIS membership. Representative of AIS Regions 1 and 2, with Region 3 underrepresented.
- In November 2017, delivered recommendations to AIS Leadership Council around:
  - Adopting a D&I statement
  - Creating a standing committee on D&I
  - Supporting AIS members' social and human capital
- Developed a report on D&I for AIS communities: SIGs, Chapters, and Colleges
Key Takeaways on Diversity and Inclusion in AIS Communities

Based on our AIS-wide survey, member interviews, and focus groups, we observed the following related to D&I among AIS communities—i.e., AIS SIGs, Chapters, and Colleges.

1. **Community participation increases perceived inclusion**

   Increasing involvement in AIS communities—through membership, leadership, and events—relates to increases in a member’s perceived social inclusion, perceived insider status, perceived organizational support, and community commitment.

2. **Inclusion is stronger at the community level compared to the broader AIS**

   Both our qualitative and quantitative data show that AIS members perceive more inclusion in their communities compared to the broader AIS. Further, AIS members expressed that they generally didn’t feel their community was very connected to, or part of, the AIS.

   “I think that many of the individual SIGs are welcoming to individuals of diverse backgrounds and opinions. I just have less confidence in the AIS organization as a whole.”

3. **Greater inclusion at the community level is correlated with inclusion in the broader AIS**

   Communities create networking opportunities that help people feel less isolated at larger conferences. They can also help members span and connect to new communities. This is particularly important for junior and new members who may have sparser social networks.

   “Generally I find [my SIG colleagues] to be the "birds of feather" that I associate with at ICIS.”

   “SIGs and communities are really important to feel connected to the association as a whole.”
Despite feelings of greater inclusion, we encourage all AIS members to resist the tendency to associate only with those in their smaller communities.

As a global community of scholars, establishing connections more broadly throughout the AIS is important for enhancing career choices, journal governance and editorial board participation, and exposure to ideas that enhance research and teaching quality, student placement, and other opportunities. SIGs, Chapters, and Colleges can provide inroads to engage with people in other parts of the AIS, outside of our comfort zones.

### Participation and inclusion experiences in communities varies by community type and region

The most prevalent community participation was in SIGs, followed by Chapters, and then Colleges. Research area similarity is a powerful connection point for AIS members.

- Compared to Region 1, Region 2 members perceive significantly less organizational support and inclusion from their primary community.

- Within the broader AIS, there was no significant difference in perceived inclusion across the three regions, however, respondents from Region 3 were underrepresented in the survey. There are issues here we don’t yet fully understand because (1) Region 3 was underrepresented in the survey and (2) representation within Region 3 was largely from Australia and New Zealand. Other large populations from Region 3, such as Chinese scholars, were not well represented in the survey.
In terms of the community type most important to AIS members:

- Region 1 members tend to place more importance on SIGs and Colleges, compared to members in other regions.
- Region 2 members place more importance on Chapters compared to members in other regions.
- More than half of members from Region 3 reported no community affiliation.

Barriers to social and human capital are the most common drivers of perceived exclusion

The most common drivers of perceived exclusion included: exclusion from elite, closed networks ("the in-crowd, “the establishment”), language and geographic barriers, academic rank (including tenure-track vs. clinical), and research focus.

Although demographic attributes ranked lower on the list of attributes related to perceived exclusion, demographic attributes can be tightly intertwined with social and human capital—that is, one’s religion or sexual orientation could be a basis for exclusion from powerful social networks or from opportunities to develop human capital.

Most Common Attributes Related to Perceived Exclusion:

- Lacking social capital, language barriers, discipline/area
- Academic Rank
- Type and Country of Employment or Origin

Least Common Attributes Related to Perceived Exclusion:

- Sexual Orientation
- Religion
- Disability
Regional differences for perceived exclusion:

- Members from countries lower on human development indices, particularly in Region 2, emphasized exclusion on the basis of socio-economic factors.

- Conference attendance is perceived as important, but prohibitively expensive for many, including those in Region 1 and Region 2. Moreover, governmental travel restrictions, such as restrictions travelling to the U.S. and restrictions travelling from China, significantly impact conference attendance.

- Members from Region 3 feel a stronger sense of exclusion on the basis of language, particularly during consortia and interactive program sessions. Members in Region 3 also perceive exclusion on the basis of country of origin/employment more so than members in other regions.

Community events are critical touchpoints for inclusion

There is a sense that the AIS communities genuinely include participants, demonstrate warmth, and listen to members at their events, with a sense of participation that is not available at the larger AIS conferences and related social events.

“At the SIG level I’ve seen a lot of outreach to myself and others for engaging in workshops, review opportunities and leadership roles.”

“I feel most included when I attend SIG meetings...For junior academics, SIGs are the best way to network and become more involved in AIS and its communities. We should be encouraging more participation in the SIGs - or at least those which focus on includ[ing] more members...”
Recommendations for AIS Communities

Our observations from the data, coupled with insights from AIS members inform a series of recommendations for AIS communities and their leaders. Broadly, our recommendations are as follows. The subsequent sections provide more detail on these recommendations:

1. Set diversity and inclusion goals specific to your community
   a. Leadership should gather resources and information (e.g., membership lists, data related to member involvement, etc.) to help the community set goals
   b. Hold a business meeting to discuss and set goals for D&I
2. Develop a strategy for reaching diversity and inclusion goals
   a. Collect baseline data
   b. Develop plans for reaching goals - identify desired outcomes, metrics to track, timeline for implementation
   c. At the end of the timeline, reassess data and adjust targets or identify new initiatives to reach goals
3. Consider a variety of different avenues to increase D&I via member engagement
   a. Manage the member pipeline
   b. Cultivate ownership
   c. Elevate the community
   d. Host inclusive events
   e. Communicate your culture

Set Diversity and Inclusion Goals Specific to your Community

Each SIG, Chapter, and College has a unique focus and membership composition, so goals appropriate for one community may not be appropriate for another. While all communities may want to foster increased networking during conferences to enhance inclusion, what it means to enhance diversity may differ across communities. Differences in the meaning of diversity may emerge from the purpose of the community—SIGs tend to focus on shared research interests, Chapters on geography, and Colleges on professional roles. We encourage the leaders of each community to engage with their membership and identify goals specific to its community.

1. Add an agenda item to discuss D&I at a SIG, Chapter, or College’s business meeting
2. Begin the discussion with a definition of D&I and why it matters (refer to Page 3).
3. Discuss: What does D&I mean to our community? How do we measure it?
4. Brainstorm D&I goals that are relevant to the community. Examples of goals include:
   o Ensure our membership reflects the demographic composition of the AIS
   o Ensure our leadership team reflects the demographic composition of the AIS
   o Increase members’ perceptions of social inclusion.
   o Grow the number of junior scholars in our membership. Ensure they feel they can influence the direction of our community.
Develop a Strategy for Reaching Diversity and Inclusion Goals

What gets measured, gets done. Measure and report diversity and inclusion metrics as they relate to your community and its leadership. Set goals, develop strategies and objectives, and provide resources to support these efforts. As a general guideline, we recommend this method, developed by the National Center for Women and Information Technology:

COLLECT BASELINE DATA

1. Collect baseline demographics about your members.
   The demographic variables you choose to measure will be dictated by the nature of your community. Geographic-based Chapters, for example, may be more concerned with ensuring gender representation than international diversity. Consider some best practices for gathering this data here. Some demographic data is collected by AIS, such as gender and country; however, if you want additional forms of demographic data, you will need to collect this from your community.

   Choose the demographics to collect based on the diversity and inclusion goals of your AIS Community. Not all demographics will be relevant to all AIS Communities. Select the demographics that are most important to your community.

2. Compare your demographic data to national and international (AIS) demographic data.
   Does your membership reflect that of the AIS? Of your region? Does your leadership team reflect the composition of your membership? To learn more about overall AIS membership demographics, click here.

3. Conduct a climate survey to gather perceptions of inclusion and engagement in your community and identify sources of perceived exclusion.
   Sources of exclusion may not be just about demographic characteristics, but also about research topics, research methods, or other aspects that make us different.

SET STRATEGY

1. Identify which measures you want to target for improvement (e.g., increase the gender diversity or ethnic diversity of members in our community).
2. Develop a strategic plan that identifies practices you will implement to meet your goals and a timeline for implementation.
   a. D&I practices might include new recruiting initiatives, mentoring or scholarship opportunities, leadership development and targeted invitations to run for or serve on your community’s leadership team.
   b. At the end of the timeline, reassess demographic and experiential data, adjust targets or identify new initiatives.
Ideas to Increase Diversity & Inclusion through Member Engagement

SIGs, Chapters, and Colleges comprise AIS communities. One of the takeaways from our survey of AIS members is that AIS communities are gateways for social inclusion in the AIS. Thus, we encourage AIS community leaders and members to consider ways to increase member engagement, particularly among members who may not be deeply embedded in the community such as new members, doctoral students, and underrepresented faculty. Below are some avenues for increasing member engagement.

Manage the Member Pipeline: How do you bring new people into your community and keep them engaged?

- Encourage new membership by answering the question ‘why should I join this community’ on the AIS website or your community website and social media sites.
- Some of our survey respondents noted that they signed up for communities and never heard from them. Identify ways to orient new members by sending welcome emails, hosting a new member meeting, or helping newcomers connect with others in the community via social media or social events.
- Market your community through special issues, targeting specific universities and promotion of events.
- Provide opportunities to encourage research collaboration.
- Doctoral consortiums can have a large and positive impact on junior scholars. Consider ways to recreate this experience at the community level.
- Find ways to encourage participation that don’t require traveling or conference attendance. Financial constraints were one of the most common reasons for perceived exclusion. The AIS provides tools and support to host community webinars.
- Encourage diversity and let your members know that you encourage diversity and inclusion. Perhaps adopt a Diversity and Inclusion statement (see page 12).

Cultivate Ownership: How can you help members see how their inputs positively impact your community?

- Ask and invite, particularly those who may not be asked or invited very often to participate in community activities. Invite people to run for a leadership office. Ask people to take ownership of community activities such as chairing minitracks, reviewing submissions, helping organize conferences and workshops, managing a call for papers, sitting on a panel, or serving as session chair at a workshop. Try to avoid asking the same people to do the same things year after year. This is not healthy for AIS communities because people get burned out and there is no transfer of knowledge. This also discourages other members from participation as they have less of a sense of inclusion and engagement at the decision-making level.
- Have a role in your leadership team that specifically focuses on D&I and member engagement.
- Mentor junior colleagues on how to manage and lead your community. Get them involved in planning activities and events.
- Ask for members’ input. Consider surveying your members or creating community discussion boards or listservs. Make your leadership team accessible to members.
• Think about the value that your SIG, Chapter, or College provides its members - connection to people with similar interests, publication opportunities, research audience, friendship. Enhancing the value you provide encourages greater engagement.

**Elevate Community Members: What value does the community provide?**

• Celebrate member successes--publications, best paper awards, promotions, and appointments.
• Highlight the contributions of people who volunteer year after year and those who are just beginning to engage with your community. Consider giving service awards to members, perhaps for goals tied to diversity and inclusion. Bonus: The designation of Outstanding AIS Community relies on a point system. Each award given by your community earns you 5 points toward designation as an outstanding community!
• Nominate people within your AIS Community for AIS Awards. This is a great way to recognize outstanding members within your AIS Community.

**Host Inclusive Events: How can you Help Members Feel Included through Event Planning Initiatives?**

• Geographical issues such as travel finances, time and visas can be difficult for members of all AIS communities. Try to rotate the location of events, even within regional chapters.
• Host events concurrent with AIS conferences, where new members can be encouraged to attend and become part of the community, and where existing members can meet face-to-face.
• Consider hosting joint events with other AIS communities, or with other research groups of similar interest, or geographical location.
• Consider hosting online events such as webinars, or including options to live stream or watch events later, for those who are unable to physically travel to your event.

**Communicate your Culture: How do new and potential members understand your community’s values?**

• Professional organizations in referent disciplines to the AIS membership such as ACM, IEEE, INFORMS, and the Academy of Management (AOM) have adopted statements that embrace diversity, recognize the value of inclusion, and/or promote activities that are free from discrimination and harassment. We encourage AIS Chapters, Colleges, and SIGs to do the same. A statement such as the following affirms your commitment to D&I:

> The [name of SIG, Chapter, or College] values the diversity of its membership, and is committed to fostering a diverse and inclusive community. We will champion members’ full participation in [name of SIG, Chapter, or College] so they can bring their intellect, creativity, and energy to bear on the community’s activities.
What is AIS doing to support Diversity and Inclusion?

In December 2017, AIS Council voted to create a standing committee on Diversity and Inclusion based on recommendations of the SIG Social Inclusion Task Force. The charge of the D&I Committee is to identify recommendations for AIS Council to address issues or promote activities associated with diversity and inclusion. In July 2018, AIS Council voted to adopt a diversity and inclusion statement proposed by the standing committee.

This committee is chaired by a designee recommended by the leadership team of SIG Social Inclusion and is comprised of the VP of Members and Chapters, and six members of AIS that represent different global regions, are of different academic ranks and research traditions, and are a mix of genders and other demographic characteristics.

Prior to the creation of this committee, the AIS had taken many actions to support D&I. In particular, many of these actions are focused on ensuring global diversity across the three regions of AIS. This includes rotating its premier conference, International Conference on Information Systems (ICIS), to each of the three geographic regions to ensure members can attend conferences that are more geographically accessible. In addition, each region has a representative on the AIS Council. Other steps include varying membership rates based on the UN economic development index and including proceedings from workshops and conferences offered by AIS Communities in the AIS eLibrary. See Appendix B for additional ways in which AIS supports diversity and inclusion.
Appendix A
Survey Methodology

Design
To serve as a benchmark against other D&I efforts, we modeled our survey after the survey designed by the Academy of Management’s Diversity and Inclusion Theme Committee. The survey included validated measures of items a-f below. The other measures were included to shed light on the issues specific to the AIS.

a) Perceived insider status
b) Perceived organizational support
c) Affective organizational commitment
d) Workgroup inclusion
e) Decision influence
f) Organizational inclusion
g) Organizational exclusion
h) Information access
i) The SIGs, chapters, and colleges important to respondent’s work life
j) Non-AIS communities important to respondent’s work life
k) Leadership experience in the AIS
l) Identification with the AIS (individual and community level)
m) Identity-based attribution of exclusion experiences
n) Demographics: Age, ethnicity, sex, gender identity, sexual orientation, disability status, world region, country of origin, academic rank, employment type, country of employment, AIS membership tenure, membership type
o) Qualitative comments on experiences of exclusion, inclusion, and inclusion practices

Items a-d were measured for both the broader AIS and relative to respondents’ self-identified primary AIS community. Items e-h were measured for the broader AIS only.

*Survey Item Sources (letters correspond to constructs listed above)


Distribution
The survey was available for approximately one month (August-September 2017). During this time, participation was encouraged via direct emails from the AIS (e.g., AIS Insider), AISWorld listserv, direct emails from community leaders and posts to community listserv/message boards, direct emails from Region 2 and Region 3 representatives, and emails to recent doctoral consortium participants, and PhD Project members.
Data Privacy and Responsible Conduct of Research

The survey was evaluated and approved by the University of Cincinnati Institutional Review Board. In addition, we took steps to comply with the European Union’s General Data Protection Regulation (GDPR) through anonymization and confidentiality practices. Efforts to ensure the privacy of all data were made at each stage of data collection and analysis. These measures included:

**Pre-Data Analysis**

- Participant consent: Survey consent explicitly informed participants of the aim of the study.
- Data Sharing: Only one task force member (Jaime Windeler) has access to the complete raw data file. Other task force members who participated in the analysis are able to access anonymized portions of the data set necessary for analysis. The data set will not be made available to others and will only be used by this task force.

**Preparing the Data**

- Anonymization Processes: Removal of direct identifiers from the data. IP addresses were not collected, but we did ask participants to provide their email address if they were interested in follow up. We unlinked these from the data permanently so that they cannot be re-linked.
- Additional Processes: Recoded or unlinked personally-identifiable data:
  - Ages and membership tenure were converted to ranges
  - Country of origin was recoded as region
  - Ethnicity was unlinked from the data and stored in a separate file
  - Qualitative data were evaluated to remove identifying details
  - Because qualitative comments often include personal details, we unlinked qualitative comments from the quantitative/demographic data and analyzed these comments separately.

**Storage**

- For long-term storage, data are stored on Google Drive, with only one task force member having access (Jaime Windeler). For local analysis, data is stored on individual faculty computers temporarily (during analysis) and uploaded to Google Drive at the end of each analysis session UNLESS it is kept on a secure space, such as Box or Google Drive.
- Once analysis is complete, all task force members will delete all data files from their computers permanently (removed from recycle bin). Jaime Windeler will remove it from Google Drive and put two copies on separate USB drives. These will be kept in her personal safety deposit box for 5 years and then destroyed.

**Communicating Compliance**

All changes to the data and our compliance measures were logged.
Survey Demographics

Versus AIS Member Demographics (as of 9/2017):
- 60% Man
- 28% Woman
- 12% Prefer not to answer

Versus AIS Member Demographics (as of 9/2017):
- 44% Region 1
- 30% Region 2
- 26% Region 3
### Geographic Distribution of Survey Respondents within Region

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### Appendix B

**AIS Diversity and Inclusion Efforts**

There are several examples of how global diversity is fostered within AIS for conferences:

- The location of the premier conference, International Conference on Information Systems (ICIS), rotates to each of the three regions. This is a commitment on behalf of the association to help conferences be more geographically accessible to members across regions ([http://aisnet.org/?AISConferenceChart](http://aisnet.org/?AISConferenceChart)).
- In the policy for selecting sites for ICIS, part of the evaluation criteria for the program chairs is that there is diversity within the team in terms of research perspectives and encourages program chairs to represent the three regions of AIS ([http://aisnet.org/?ICISSiteSelection](http://aisnet.org/?ICISSiteSelection)).
- Track chairs and associate editors are often selected to provide diversity in terms of geography and gender. Also, more recently, panelists are encouraged to exhibit diversity in terms of opinions, backgrounds and geographic regions ([https://archives.aisconferences.org/icis2017/indexace3.html?page_id=810](https://archives.aisconferences.org/icis2017/indexace3.html?page_id=810)).
The Americas Conference on Information Systems (AMCIS) rotates across different areas within the Americas to support geographically dispersed members in Region 1 (http://aisnet.org/?AISConferenceChart).

AIS endorses and is affiliated with the European Conference on Information Systems (ECIS), which is a conference held annually within Region 2 (http://aisnet.org/page/ECISPage), and the Pacific Asia Conference on Information Systems held annually in Region 3 (http://aisnet.org/page/PACISPPage). These two conferences, along with AMCIS, ensure that members can attend an AIS conference in each region of the association.

The AIS also supports and requires global diversity in many leadership aspects of the association.

- Each of the three regions has a representative on the AIS governing board (i.e., AIS Council). Regional representatives are responsible for communicating and working with their respective regional boards (http://aisnet.org/page/AISBylaws).
- The president role within AIS rotates across the three regions. There is always someone in a president role (President-Elect, President, Immediate Past President) from each of the three world regions (http://aisnet.org/page/AISBylaws).
- Most AIS committees require that the committee’s membership include representatives across the three world regions on the committee (http://aisnet.org/page/AISBylaws).

The AIS has supported inclusion in many other activities within the organization.

- AIS Membership rates vary based on UN economic development index (http://aisnet.org/page/MembRatesTable).
- The AIS facilitates the development of AIS Communities. There are three types of communities: chapters, colleges, and special interest groups (SIGs). Chapters connect AIS members within smaller geographic regions. Colleges connect members with common professional interests or roles, such as the AIS Women's Network College. SIGs can be established to support specific research interests (http://aisnet.org/page/GetInvolved).
- AMCIS is designed to be an inclusive conference in which anyone is able to propose tracks or minitracks, with a particular emphasis on encouraging special interest groups to administer tracks and minitracks. This enables a means for broad participation in that most of the special interest groups host a track or minitrack as well as a chapter-based track sponsored by the Latin America and Caribbean Chapter of AIS (LACAIS) which offers presentations in Spanish and Portuguese.
- The AIS eLibrary has a collection of journals and conference proceedings from conferences and chapters around the world, such as the Pacific-Asia Journal of the AIS, Scandinavian Journal of Information Systems, and Systèmes d'Information et Management (http://aisel.aisnet.org/journals/).
- The AIS eLibrary contains proceedings from workshops and conferences offered by AIS Communities (http://aisel.aisnet.org/groups/; http://aisel.aisnet.org/chapters/).
- Eduglopedia.org, sponsored by AIS, contains educational resources from scholars around the globe (http://eduglopedia.org/).
- The AIS has partnered with NCWIT (National Center for Women & Information Technology) in the United States of America to support and grow gender diversity among faculty (http://aisnet.org/page/NCWITandAIS).
- The AIS has sponsored a task force on support for women faculty members.
- Members have non-binary options for expressing their gender identity.
- Based on responses and inquiries from faculty members, the AIS has examined options to offer childcare at AMCIS and tested the interest in this service among conference-goers.
Appendix C

Task Force Composition

The task force is comprised of six AIS members from across the three geographic regions of the AIS and spanning different career stages—early, mid-career, and senior faculty. Task force volunteers were solicited from a post to the AISWorld listserv from SIG-Social Inclusion President, Michelle Carter in February, 2017.

Jaime B. Windeler serves as the task force chair and is president-elect of the SIG for Social Inclusion and a member of the AIS Women’s Network. She is an Assistant Professor of Operations, Business Analytics and Information Systems in the Lindner College of Business at the University of Cincinnati. Her research focuses on the management of distributed software development teams and the attraction, motivation, and retention of IT professionals. Her research is published or forthcoming in premier outlets such as MIS Quarterly, Information Systems Research, the Journal of the AIS, Information Systems Journal, Production and Operations Management, and the Journal of Organizational Behavior. She serves on the editorial board of the Journal of the Association for Information Systems and is a senior editor at the Database for Advances in Information Systems, where she was the 2017 Reviewer of the Year. She was awarded the 2017 AIS Early Career Award.

Emma Coleman is a Senior Lecturer in Information Systems specialising in qualitative research methodology and philosophy, with further research interests in social inclusion and inequality, user resistance to IS, health and public sector IS, and mobile technologies. She is Senior Editor (IS) for the South African Computer Journal, President of the AIS South African Chapter. Secretary of the AIS Special Interest Group on Social Inclusion (SIGSI), and Region 2 Representative on the AIS Diversity and Inclusion Committee. She is also a member of SIG Philosophy and Epistemology in Information Systems (SIGPHIL), SIG Health, and the AIS Women’s Network College (AISWN). During the past year, Emma has been actively involved in the SIG Social Inclusion Task Force, which is working with the AIS to address barriers to participation and improve AIS members’ experiences. She also proposed and chaired a panel on social inclusion at ICIS 2017 in Seoul and was co-chair the SIG Social Inclusion post-ICIS Research Workshop in 2017. Dr. Coleman views social inclusion as important to both local and international IS communities. She believes that devising strategies for greater inclusion will strengthen the capabilities and opportunities of IS academics locally and globally, and in turn increase the research impact of the field.

Katherine M. Chudoba is an Associate Professor and Associate Department Head of the MIS Department in the Jon M. Huntsman School of Business at Utah State University. She is a member of SIG Social Inclusion, the AIS Women’s Network, and SIG IT Project Management. Her research interests focus on the nature of work in distributed environments, and how Information and Communication Technologies (ICTs) are used and integrated into work practices. Her research has been published in outlets such as MIS Quarterly, Journal of the AIS, Information Systems Journal, Journal of Organizational Behavior, and Organization Science. Professor Chudoba served as a 2015 Fulbright Scholar to Brazil.

Grace Fox is a Postdoctoral Researcher and Lecturer in the Business School at Dublin City University, Ireland. She is a member of SIG Social Inclusion and the AIS Ireland Chapter. Grace completed her PhD in 2016. Her research focuses on information privacy and behavior, mobile health in developing countries and the assimilation of information technology among older adults.
Grace has been involved in developing and teaching a number of information technology courses to older adults in Ireland, and research focused on implementing mobile health solutions in Nigeria.

**Stacie Petter** is Associate Professor of Information Systems in the Hankamer School of Business at Baylor University. She is a member of SIG Social Inclusion, the AIS Women’s Network, and SIG IT Project Management as well as serves as Region 1 Representative on AIS Council. In previous roles, Stacie has initiated and led multiple activities to promote and encourage women to consider majors and careers in information technology. Her research currently focuses on impacts of information technology at the individual, group, organizational, and societal levels. Her work has been published in *MIS Quarterly, Journal of Management Information Systems, Journal of the Association for Information Systems, European Journal of Information Systems*, among others.

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**Appendix D**

**Acknowledgements**

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