Gender Equity in IS Academia

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Abstract

Female Information Systems (IS) faculty serve as important role models and mentors to female students, however, only 25% of IS faculty across the country are women. This mixed methods research aims to enhance the richness and depth of understanding of career advancement in IS academia. First, we collect and examine faculty data from institutions accredited by the Association to Advance Collegiate Schools of Business (AACSB) in the United States. Second, we interview IS faculty members of different gender, rank, and type of institution to gather qualitative data on their experiences in their academic work environment. The initial data collected shows a distinct difference between men and women in terms of rank. More women seemed to stall at the associate professor level. The additional analysis hopes to better understand the factors of the phenomena.

Keywords

Gender, academic rank, IS, career advancement.