# SIGCHI

# Developing Our Volunteer Community

SIGCHI VOLUNTEER DEVELOPMENT COMMITTEE

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# 1 EXECUTIVE SUMMARY

SIGCHI is an organisation that is led and supported by volunteers. People get involved as SIGCHI volunteers for a variety of reasons: because they care about their community, the discipline, and the impacts that it has on others, as well as for the benefits that it brings to their professional careers, the skills that they develop, and the networks that they connect into – amongst many others. Volunteering within SIGCHI covers a wide set of activities and roles, pulling on a very diverse and international membership base. Knowing more about this base will allow us as an organisation to better support volunteers in these roles, to understand the problems and difficulties they face, and to look forward to more effective policies, practical guidance and technical solutions where these connect with our volunteers. This document reports on two detailed studies of SIGCHI volunteers, developed and conducted between 2019-2020. Our intention for this is to open up the volunteering process, problems and development opportunities to the SIGCHI leadership and membership for discussion. The purpose of this is to inform policy development, to help guide a path in developing good practice for the future, and to steer technology development and deployment in support of SIGCHI volunteering activities.

Volunteering has come under huge pressure across SIGCHI venues and activities, including conferences, local SIGs, and other committee work. The human and systems processes for working with volunteers are increasingly straining to support SIGCHIs needs as a result of this and our emerging needs for ensuring equity in filling volunteer roles. The most obvious pressures to this lie in scaling, and SIGCHI's flagship conferences such as CHI, CSCW, and UIST continue to increase their published output while the number of reviewers grows at a slower rate. Yet the pressures on volunteering are also being felt elsewhere within SIGCHI across a broad set of activities. To enable peer-review stability at the current rate of growth and maintain the volume of other volunteer-led SIGCHI activities, this will require growing the pool of volunteers and/or making more effective use of the volunteer base. The SIGCHI EC have therefore decided to look closely at why and how volunteering is done with the aim of supporting it more effectively.

When setting out to do this, it is worth asking the question of *why* people volunteer. Thomas, Pritchard and Briggs (2019)[1] provide some indications about this. They posit four implicit psychological contracts or 'promises' that are offered by organisations to volunteers: 1) social

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[1] Lisa Thomas, Gary Pritchard and Pam Briggs. 2019. Digital Design Considerations for Volunteer Recruitment: Making the Implicit Promises of Volunteering More Explicit. In Proceedings of C&T 2019, June 3–7, 2019, Vienna, Austria.

(social network and community building); 2) opportunity (improved skills, new employment opportunities, personal development), 3) value (more meaningful use of free time aligned with religious, political, social or ideological beliefs) and 4) organisational (organisational citizenship, job satisfaction, reward and recognition). All of these are likely to impact on the support (policies, guidance, systems) that SIGCHI can offer. With these questions in mind, we have carried out a broad study of volunteering for SIGCHI venues and its other activities. This has covered current stresses and problems identified by members and participants around volunteering processes as well as anticipated stresses and problems likely to arise in the future. In the longer term, we hope that this understanding will inform design technology solutions that support a range of volunteering more effectively.

The first of these studies was a large-scale (n=160) survey of volunteers (2020) with both open and closed questions exploring volunteer demographics, motivations for volunteering, experience of SIGCHI volunteering to date, barriers and challenges faced, and suggestions for future improvement.

Although around a quarter of respondents were from the USA, responses came from across the globe; they had experience of volunteering in a variety of roles, largely in conference management, unsurprisingly, with the largest involvement as paper reviewers. When asked about how supported they felt in their last roles, most were relatively happy, but worryingly, just under a quarter felt that they were less supported, hinting at problems in our volunteer management processes. Concerns raised about there being little formal recognition for the roles undertaken also suggested space for improvement, with the largest single response (over a quarter) to this being that no recognition was received, followed closely by receiving an email of thanks, and then some form of unofficial recognition; we also find that formal recognition is likely to matter more to PhD students and early-stage career volunteers than more experienced volunteers. In terms of how we develop volunteering careers, an association analysis by gender shows that men are more likely to volunteer for SIGCHI again, showing an issue for inclusion.

An association analysis of the data also shows that the older a volunteer is, the less roles that they tend to take on. Although SIGCHI is an international organisation, English language skills seem to make a large difference: volunteers with a preference for speaking English usually got the positions applied for and speakers preferring other languages were less frequently selected. Similarly, participants based in North America and Europe are more likely to have been given the last role that they applied for. While SIGCHI is a multidisciplinary field, expertise people with backgrounds in both Computer Science and Design are more likely to volunteer again, suggesting that people from these disciplines may have a different experience

of volunteering. While our respondents added a wide variety of positive free text comments, cluster analysis suggests problematic issues affecting their willingness to volunteer that included the following: lack of 'open call' position advertisements; the overwhelming nature of commitment (too much work, exhausting, stressful, and challenging roles); the lack of recognition and feelings of appreciation; uncomfortable aspects of community (with comments about a thankless and toxic community, closed club, and coercive relationships); problems of national politics (largely USA internal politics and visa issues); worries about personal performance and not being well versed in SIGCHI culture; geographical issues and travel costs; and a lack of transparency or guidelines in SIGCHI-related processes.

The second study complemented the first study in understanding the other side of volunteering: those who recruit and manage volunteers, loosely labelled here as 'volunteer managers'. This study was interview based (n=18), looking at the role of managing volunteers, exploring how senior members managed to attract a diverse and engaged team, and to identify problems and develop solutions to support volunteers. Participants had worked across a range of senior volunteer roles and SIGCHI venues, and were spread over diverse nationalities and locations allowing us to assess a wide set of perspectives. A thematic analysis was used to explore volunteer selection criteria, recruitment challenges, and the tools used in managing, recruiting and supporting volunteers.

The results cover a variety of areas ranging from why people volunteer, how they handle challenges and potential future solutions. Motivations relating to volunteer management clearly demonstrate the career-building value of volunteering, primarily through networking and raising one's personal profile, but also highlighting, more altruistic aspects of this. Cultural elements also come to bear on this, but in the community of SIGCHI, but also more broadly, through different national expectations of what 'normal' academic service might involve. The findings also point to how motivation for this can decrease, and of course, exploring how people's motivations evolve over their careers and life circumstances.

We identify general recruitment criteria, showing what volunteer managers are primarily looking for in their recruitment. When discussing recruitment of volunteers, participants identified a number of skills recognised as important for the very different range of volunteering roles they recruited for, the challenges of recruiting volunteers (again, differing by roles), and the recruitment strategies that they deployed when searching for volunteers. As noted, ensuring diversity in volunteering activities was identified as a key issue, and participants discussed how they worked to recruit a diverse team, the diversity threats and challenges that they had encountered, and how they had overcome a variety of diversity challenges. Finally, the participants were encouraged to explore how they used existing technologies for

supporting volunteers, and what sorts of digital solutions they would find useful in the future, covering conference management tools (PCS), and well as their use of other tools (such as email, spreadsheets, Slack), and in their use of social media in finding volunteers and building community. Findings suggest that volunteer managers can feel poorly supported by tools to find and match roles to volunteers, and that they can struggle with the challenge of matching diversity with rigor and reliability under significant time constraints.

This report was prepared by the SIGCHI Volunteer Development Committee, instituted by the SIGCHI Executive Committee under the leadership of Helena Mentis. It is data-led and does not represent SIGCHI policy or the views of the SIGCHI Executive Committee. Where there are errors or omissions, they are ours alone.

# 2  DATA COLLECTION METHODS

In this section, we describe our study methodology. First, we conducted a survey to understand the volunteer work's main pain points and contextualize ourselves in the subject. Later, we interviewed members of the SIGCHI community with volunteer experience – both managers of volunteers or managed volunteers - to understand the nuances and specific challenges they encounter performing volunteer tasks. The current research was given ethical approval by the Brunel Research Ethics Office with a reference code: 19164-LR-Nov/2019-21344-2. Approval was given on the 28th of November 2019.

## 2.1  SURVEY

Our survey aimed to understand better the volunteering experience from all volunteers of the SIGCHI community. It was circulated on several social media platforms, including Facebook's SIGCHI-related groups and Twitter, as well as to a number of email lists relevant to SIGCHI members. A total of 160 participants completed the survey.

Data collected included a 125-item survey (the full set of questions can be found in Appendix A). Questions asked included the following:

- Demographics
- Industry and affiliation
- Career stage, active volunteer length
- How a person got involved as a volunteer
- Roles undertaken
- Feelings about their volunteering experience
- Whether they understood the role, whether they would recommend others to volunteer for SIGCHI
- Factors that would lead them to taking on a new role
- Factors that would lead them not to take on a new role
- Motivations of reviewing, feelings about recognition
- Issues affecting a person's willingness to volunteer

## 2.2  SEMI-STRUCTURED INTERVIEWS

As well as the survey, we also carried out an interview study. This aimed to better understand the role of managing volunteers, understand how to attract a diverse and engaged team, and identify any specific problems or solutions that volunteer managers have created to support

the volunteer work that they do. We use these findings to help make more effective use of the volunteer base in our design phase.

In-depth, semi-structured interviews were carried out with current and past SIGCHI volunteer managers. Participants ranged across 11 nationalities in 10 countries, providing representation for many diverse perspectives, reflecting SIGCHI membership as an international organization. Participants also ranged across various roles, including, but not limited to, reviewers, SVs, local chapters, ACs, SCs, and GCs from at least 15 different SIGCHI venues and journals. Due to this, participants were representative of a diverse array of HCI knowledge, as they work across many different domains.

As we set out to have such a diverse participant pool, it was important to let the data speak for itself and discover how volunteers engaged with and adapted existing systems. Building on qualitative inquiry principles, we began our study of volunteer management without positing a set of questions for our data to answer. To support this open-ended investigation, interviews were semi-structured so that participants' responses could guide the conversation. During the interviews, we asked participants about their motivations to volunteer; about their experiences with why they chose to volunteer. As a volunteer manager, we asked participants about their criteria when selecting volunteers to fill roles and their challenges with recruiting; we asked that they focus on the "pain points." Lastly, we were curious about the tools that volunteer managers used to manage, recruit, and support volunteers and how those shifted across roles.

In total, we interviewed 18 volunteer managers, 15 of whom were positioned in senior roles (defined as having had multiple significant decision-making roles in SIGCHI venues). As such, participants were recruited based on their past and current engagement within the SIGCHI community. During the first phase, we interviewed 12 volunteer managers across multiple levels. We discovered an assorted set of motivations, interests, and tools through this initial thematic network analysis. Notably, however, conversations of encouraging increased diversity emerged. We then interviewed 6 additional volunteer managers to better understand the issues surrounding diversity. Each member of the volunteer development team participated in conducting the in-depth, semi-structured interviews. Two researchers were present during each interview: one interviewed the participant and one acted as notetaker with the opportunity to ask questions at any point. Interviews were taken via video conferencing services, lasting from 45 minutes to 2 hours, and all took place between March 2020 and October 2020.

Interviews were transcribed for data analysis using Temi Transcription services and were cleaned up by all the authors. We used thematic analysis (Braun & Clarke, 2006)[2] to uncover emergent themes in the data related to our initial questions. Emerging themes were discussed and refined by all authors throughout the coding process.

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[2] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77-101.

# 3 RESULTS

## 3.1 SURVEY RESULTS

The first part of this section presents the results from the survey data collected online from volunteers in the SIGCHI community. All data are rounded to whole numbers. The results contain quantitative information collected in the form of closed-ended questions in the survey as well as qualitative responses collected using open-ended questions within the survey. The second part of this section will present the results from a logistic regression analysis. Finally, the document presents design guidelines for a volunteering system.

### 3.1.1 Association Analysis

#### 3.1.1.1 Gender

A total of 49% of participants self-identified as female, 47% as male, 1% as agender, 1% as nonbinary and 2% preferred not to say. From the results that were obtained, an association was found between gender and willingness to volunteer again, where the males are significantly more likely to volunteer again ($X^2$ = 13.056, $p$ = .011) (fig. 1)

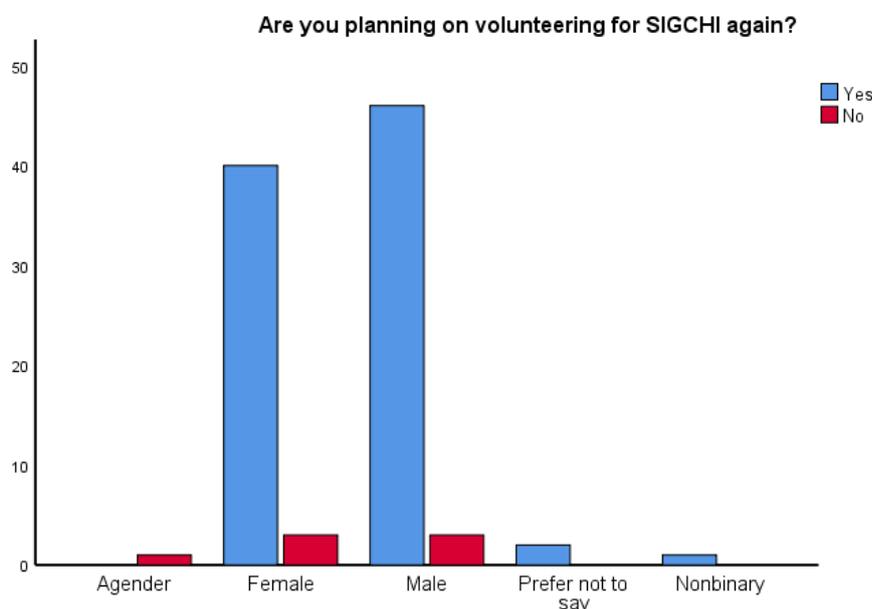

*Figure 1. Genders likely to volunteer again*

#### 3.1.1.2 Age

Out of the 160 participants, a total of 9% were 18 – 25 years old, 36% of participant were 26 – 35 years old, 27% were 36 – 45 years old, 18% were 46 – 55 years old, 4% were 56- 65

years old, 5 % were 66 – 75 years old and 2 % preferred not to say. Results revealed a positive correlation between age and length of active volunteering for SIGCHI ($r$ = .484, $p$ = < .001) where the older a participant is, the longer they have been volunteering for SIGCHI. The results further revealed a negative correlation between the age of a participant and the number of roles a person took on in the last three years ($r$ = - .214, $p$ = .035), suggesting that the older a volunteer is, the less roles they have taken on in the last three years.

### 3.1.1.3 Language

75% of participants preferred to use English as their first language, while 25% participants preferred to use another language. The survey data revealed a trend for an association between the language a person prefers to use as their first language and how often their applications for SIGCHI volunteer roles are successful ($X^2$ = 9.333, $p$ = .097). Those who reported English as their preferred language were more likely ('usually') to get the positions that they apply for (fig. 2).
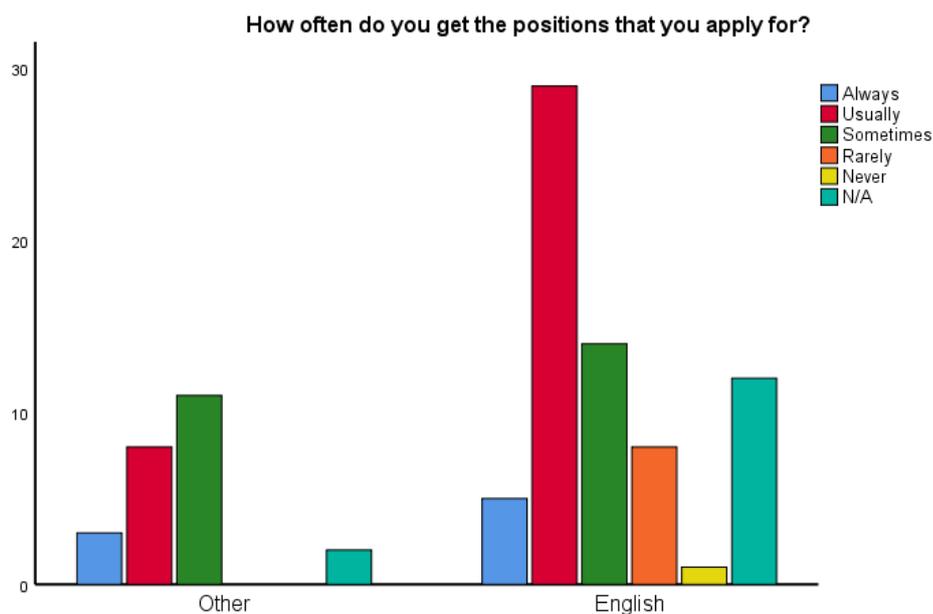


*Figure 2. Language and position application*

Results also revealed a trend for a significant association between language and career stage again ($X^2$ = 8.132, $p$ = .087). Those that identified English as their preferred language were also in the late stages of their careers (fig. 3). We can extrapolate from this to suggest that SIGCHI may have had less recent diversification in non-English dominant regions, but there may be other factors at play here.
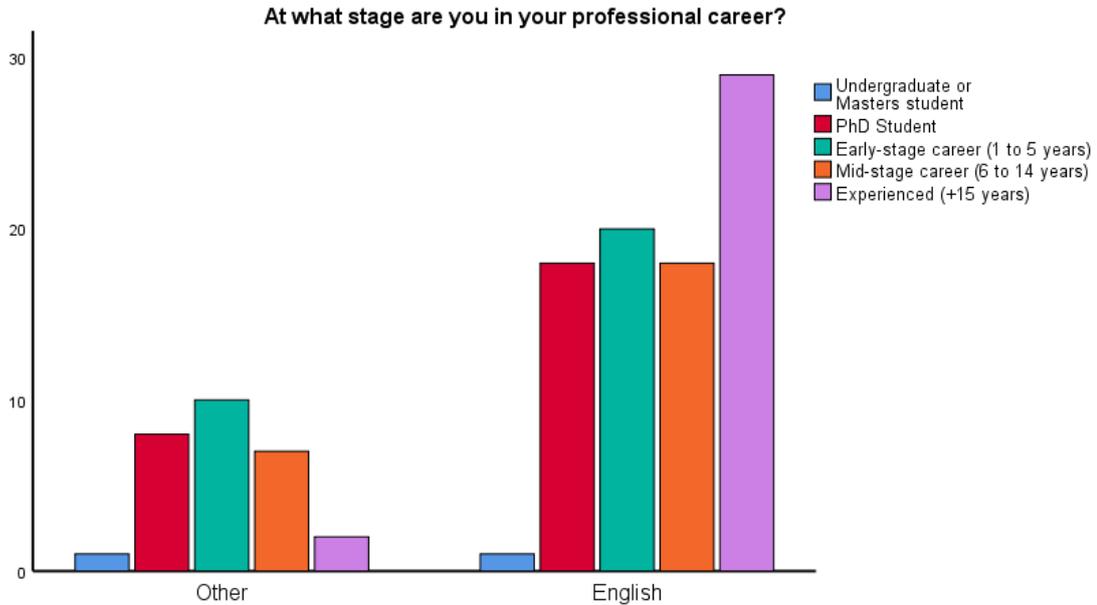
*Figure 3. Language and stage in career*

### 3.1.1.4 Discipline

Participants were made up of 58% computer scientists, 27% designers, 4% engineers, 7% behavioural sciences / psychologists and 4% social scientists. The survey data revealed a trend for significant association between discipline and whether a participant is willing to volunteer for SIGCHI again ($X^2$ = 8.739, *p* = .068). Those who are in the Computer Science and Design discipline are more likely to volunteer again (fig. 4).



*Figure 4. Discipline and willingness to volunteer again*

### 3.1.1.5 Organisation Location

The location of the organisations that participants were associated with included 43% from North America, 40% from Europe, 9% from Asia, 4% from Oceania and 1% from Africa. The results revealed an association between the location of the organisation and whether a participant's last application was successful ($X^2$ = 20.402, $p$ = .026). A cluster bar chart 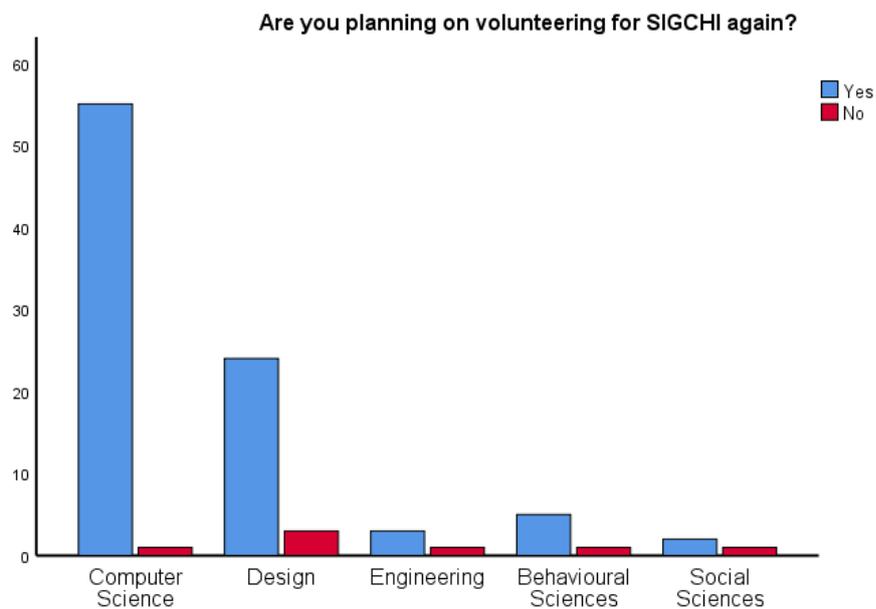(fig. 5) can be seen below. Participants from organisations that are based in Europe and North America are more likely to have been given the last role they applied for.
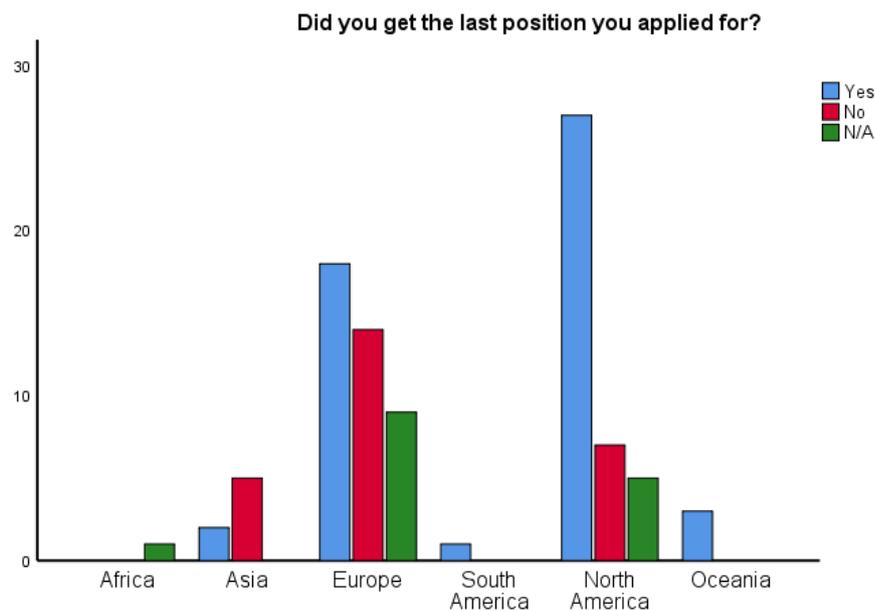


*Figure 5. Organisation location and successful applications*

However, further analysis revealed that there was no association between a participant's organisation and how often an application was successful ($X^2$ = 26.082, $p$ = .403). The results from the survey also revealed a trend for a significant association between the location of the organisations that participants were associated with and their willingness to volunteer ($X^2$ = 8.417, $p$ = .077). Those who are Europeans are more likely to have issues that affect their willingness to volunteer, while North Americans are more likely to have less issues (fig. 6).
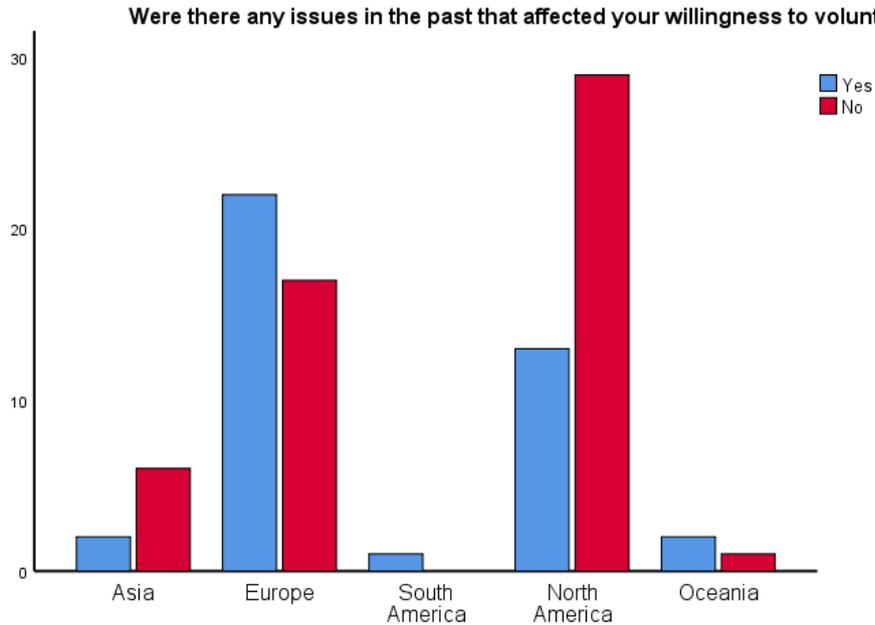
*Figure 6. Organisation location and issues which affected willingness to volunteer*

### 3.1.1.6 Professional Sector

A total of participants who were in academia was 77%, in industry was 13%, practitioner / consultant (industry) was 6%, practitioner/ consultant (self-employed) was 4% and practitioner/ consultant (government / NGO) was 1%. The results revealed an association between professional sector and whether a participant is willing to volunteer again ($X^2$ = 8.310, $p$ = .040). Those in academia are more likely to volunteer again than those in any other sector. A cluster chart can be seen below (fig. 7).
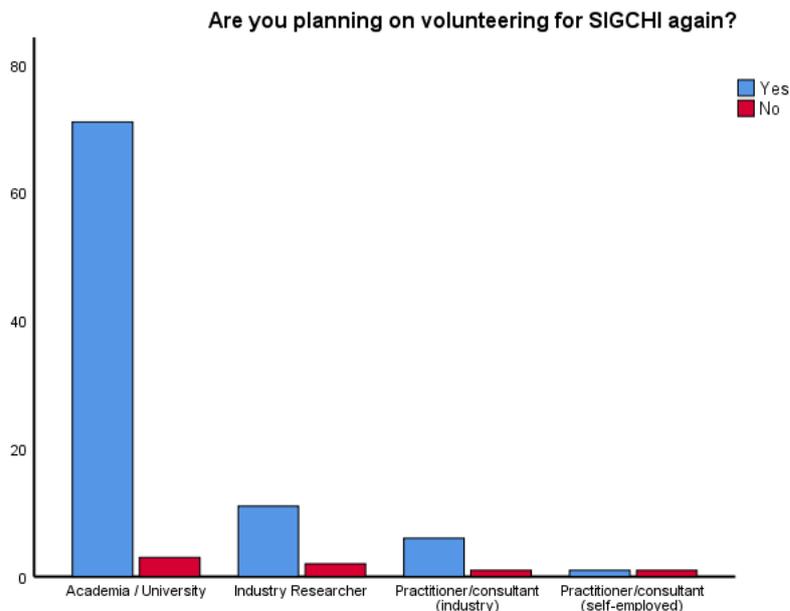


*Figure 7. Sector and willingness to volunteer again*

### 3.1.1.7 Career Stage

Participants that took part in the survey included 27% of those who were experienced in their career (15+ years), 26% were early-stage career (1 to 5 years), 23% were PhD students, 22% were mid-stage career (6 – 14 years' experience) and 2% were undergraduate or master's students. Results revealed a positive correlation between career stage and length of actively volunteering for SIGCHI ($r$ = .595, $p$ = < .001). This suggests that the more advanced a volunteer is in their career, the longer they have been volunteering (fig. 8).
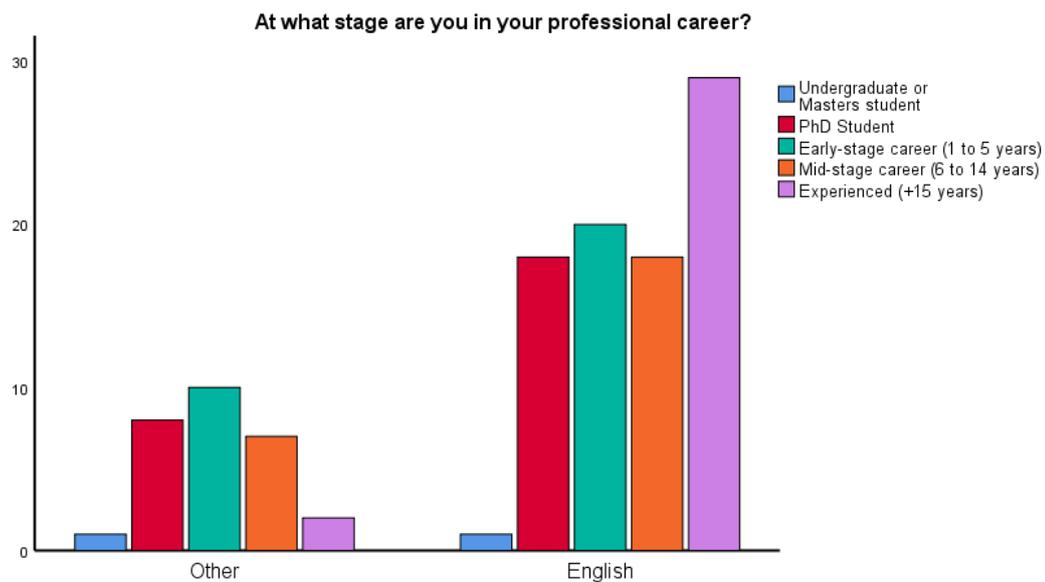


*Figure 8. Stage of career and value of formal recognition*

### 3.1.1.8 Question Association

Crucially, in terms of future volunteer recruitment, those who felt supported in their role were more likely to recommend others to volunteer for SIGHI ($r$ = .482, $p$ = < .001).

### 3.1.1.9 Recognition

A total of 40% of people noted that recognition of volunteering matters to them and 41% said that recognition does not matter to them. Results revealed that there is an association between whether recognition matters and career stage ($X^2$ = 9.646, $p$ = .047). Students and early-career volunteers care more about recognition than those who are more experienced.

There was also an association between whether recognition matters and the length of time volunteering for SIGCHI ($X^2$ = 15.037, $p$ = .020). Those who have 6-10 years volunteering experience in the SIGCHI community are less likely to value formal recognition, while those

who have 3-5 years of experience are more likely to value formal recognition for volunteering (fig. 9).
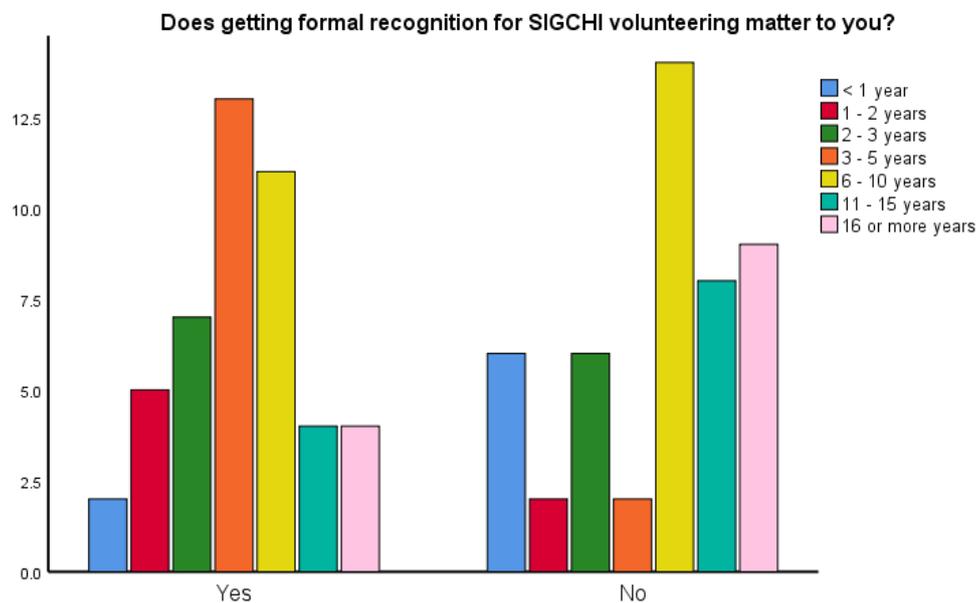


*Figure 9. Length of volunteering and value of formal recognition*

Themes from the survey's open-ended responses noted that formal recognition matters for four main reasons: 1) rewarding and feeling appreciated, 2) being part of a community and inclusion, 3) work promotion, and 4) motivation to do more volunteer work.

### 3.1.1.10 Issues affecting willingness to volunteer

35% of participants reported that there were issues that affected their willingness to volunteer, while 47% reported that there were no such issues. Results revealed an association between issues affecting willingness to volunteer and length of volunteering experience ($X^2$ = 15.811, $p$ = .015). Those who have volunteered for the SIGCHI community for 6-10 years are likely to have issues that affect their willingness to volunteer, while those who have 2-3 years' experience volunteering for the community are less likely to have such issues. There are several possible reasons for this difference, including simple volunteer fatigue and the likelihood that more time spent volunteering provides more of an opportunity for problematic issues to crop up. A clustered bar chart can be seen below (fig. 10).
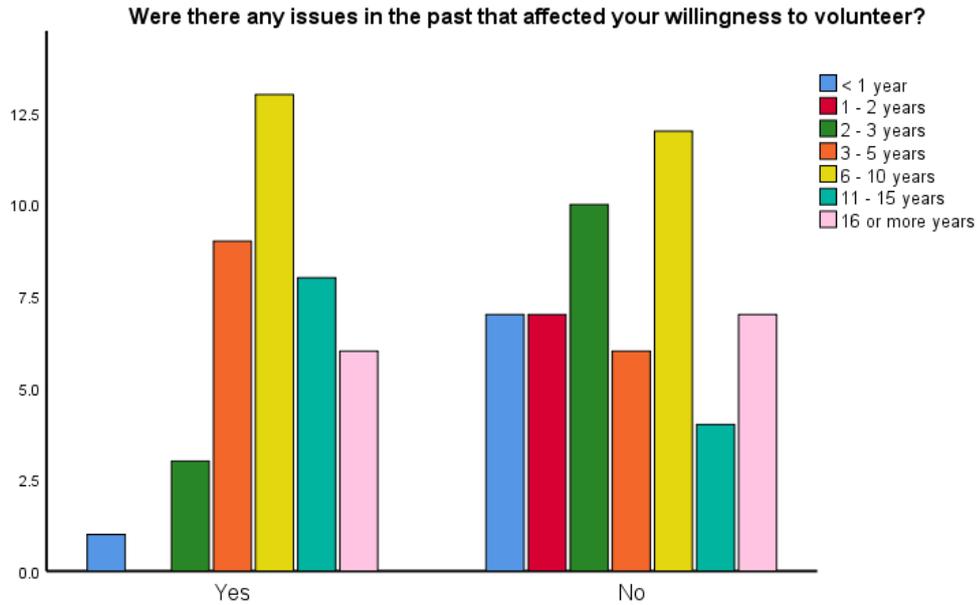
*Figure 10. Willingness to volunteer and length of active volunteering*

### 3.1.2 Responses to Open-ended Questions

#### 3.1.2.1 Issues affecting willingness to volunteer for SIGCHI

Themes drawn from the open-ended survey responses noted several issues that affected people's willingness to volunteer. Participants expressed that they did not know which volunteer roles were available (even when otherwise connected in their communities) and were unclear about whether they made the bar for these roles. The roles frequently involved too much labor (emotional as well) that was not recognized by their institutions. Lack of recognition for work that was often thankless and dull was an additional complaint. Here, the lack of Publons verification was an additional issue raised. Concern was voiced regarding various toxic elements in the SIGCHI community (e.g. session chairs who had been guilty of sexual harassment, incidents of bullying, nepotism, etc.). They also did not feel invested because feedback they had given had not been factored in. The ACM's stance/decisions on certain issues also impacted how SIGCHI was viewed (we note that ACM is SIGCHI's parent organization and funds SIGCHI). Finally, there were mobility issues stemming from travel practices. While removing the requirement of travel for PC meetings meant that more people could participate and visas would not be a problem, some also felt that it took away the benefit of networking opportunities that had been accessible through in-person events. The COVID-19 pandemic had also variously affected volunteers' ability to participate. The quotes below vividly illustrate some of these themes:

> *"I feel like I'm quite privileged and connected in the community given what stage I am in my career, but I don't know what volunteer roles are available or how to get involved with them"*

*"Service duties (review/AC/subcommittees) made up around 17% of my work time last year. My university evaluation does not recognize this type of work."*

*"It was disappointing that the process didn't seem responsive to prior feedback, with no changes around the issues mentioned the previous year"*

*"No feedback in case of "rejection" from a volunteering position"*

### 3.1.2.2  Understanding of Role

A total of 82% of participants understood the volunteering role, while 4% did not. However, themes drawn from opened ended questions revealed that volunteers mostly do not understand what to do once in post because there are no guidelines available.

*"There were no guidelines, documentation or directions."*

*"Lack of clear guidelines, on us, on me to learn from others."*

### 3.1.2.3  Motivations for reviewing

Relationships were critical for effective volunteering experiences. Themes from the open-ended questions revealed that participants' motivations for reviewing were because they 'owed' friends or colleagues reviews, or because they were requested to review after submitting their own papers to conferences. Participants' motivations for reviewing were also that they wanted to give back to the community:

*"If I submit something, I also provide an equal number of reviews in return"*

Participants felt that they wanted to keep in touch with research trends and wanted to learn how the community works

*"Learning how this particular community works and their thoughts"*

*"Learn how to write better for a particular community"*

*"Keep in touch with trends"*

### 3.1.2.4  If you have volunteered multiple times, why did you volunteer again?

This section covers themes from open-ended questions about people's motivation to volunteer of to volunteer again, even though they have volunteered multiple times before. In general,

participants expressed that they are motivated to volunteer again because they want to contribute to, support, and help the community:

> *"Help the community", "to support the community" and "As being someone benefiting from SIGCHI events, I thought this is a good way of giving back"*

> *"I've been an AC multiple times because I like being connected to the process. It helps to know how the reviewing timeline is progressing"*

> *"Because I need to demonstrate my commitment and involvement with the SIGCHI community in order to gain recognition and acceptance of my publications"*

Participants are motivated to volunteer again because they are asked to do certain tasks as they feel 'duty bound'.

> *"People keep asking! It is a way to stay connected to the community even though I am not actively doing research work. I learn from my roles and get valuable experience I wouldn't otherwise get."*

> *"Friend/colleagues asking nicely, returning a favour, sense of duty, responsibility towards the community"*

> *"Now that I have built my network among HCI researchers, I get more personal requests from different individuals to review for papers. This makes it more likely that I will say "yes" to reviewing a paper."*

Another key area that was identified for participants to keep volunteering is because it is helpful for their career in relation to academic service, gaining skills or making connections through this role.

> *"There is always something useful to learn from each experience. The gained skills are often helpful in other domains related to academia as well."*

> *"It is useful for career development."*

> *"Padding the CV, networking, academic growth"*

> *"Because, it is important for my career, and I care about the community. I believe that I need to work within this community to make positive changes."*

*"To be a bit blunt: it's necessary for an academic CV. Also, it's important and the whole review system is based on reciprocity."*

Participants also expressed that they volunteer because they find it fun.

*"Super fun, get to go hear everything and ask questions and discuss with people with the same interests."*

*"It was fun to do, good camaraderie, felt like I could make a contribution."*

Some participants felt that their motivation for continued volunteering is to contribute to creating a better organisation and conference.

*"I do it because I believe in the importance of the quality of conferences, and especially because there are fewer senior members of the community engaging with the process."*

*"More chance for influence and changing the organization for the better."*

### 3.1.2.5  Factors that stop volunteers taking on another role

Among themes from opened ended questions about factors which may stop people from taking on another volunteer role is that SIGCHI is too US focused.

*"Sometimes too much US-focused (we are a worldwide community!)"*

Participants also expressed that when they have accepted a role, there are no clear guidelines about the role when applying and when accepted the role.

"*Often many people in the role or supporting roles seem to be confused about procedures or follow a different set of viewpoints on the rules*"

Some participants also expressed that the volunteer processes are badly managed or reported poor leadership.

*"The whole process is incredibly badly managed, and has gradually got worse, and you end up just feeling exploited and used. And so, I now avoid it if possible."*

*"Bad role models. Many "volunteers" travel to conferences on SIGCHI money just to "preach""*

*"Poor leadership"*

It was also noted that there is no feedback or sufficient support for volunteers within the role.

*"I never got any feedback on how I was doing"*

*"Knowing there is sufficient support for role"*

It was also noted that some participants do not want to continue volunteering because they receive too many requests.

*"Getting way too many review requests"*

Some participants feel that they are putting in more work than other volunteers

*"Others in equal roles do not deliver as good as me, not even to the minimum expected and nothing happens to them"*

It was also noted that some participants did not want to continue their participation due to the low-quality papers submitted to conferences to the extent that they gained little from it.

*"I didn't feel "too" many hours were expected, but I might have to prioritize other things, knowing that lots of hours are expected. Also, for some reviews, the quality of papers has been so low that I felt like I have wasted my time. Not for all, but for some!"*

*"PC meeting was not as high-quality as I expected"*

Some participants felt that volunteering in SIGCHI only benefits early career stage volunteers, mapping back to the quantitative data on career stage.

*"Its benefits are more suited to those at an early stage of their career"*

*"Mostly lack of need -- I've been around a long time and want new people to have an opportunity to volunteer"*

Some participants feel that they often do not get accepted for roles.

*"No offers / opportunities that I get accepted for"*

*"Lack of skill-set match"*

### 3.1.2.6 Factors that will lead you to take on another role from experience

While a big motivator for volunteering was free conference registration, and other important factor encouraging people to take on another volunteer role is that volunteering was recognised as a professional necessity for their research community to continue and thrive:

> *"Actual reason: professional necessity (people need to do this or our field grinds to a halt)"*

### 3.1.2.7 Why would you not recommend volunteering SIGCHI?

In the answers for reasons why people would not recommend volunteering for SIGCHI, participants expressed that to volunteer within this community, you need to be familiar with its culture.

> *"Not recommend to someone who is not versed in the SIGCHI culture"*

It was also identified by some participants that the SIGCHI community can be thankless and toxic, many of which are related to culture and inclusivity issues:

> *"Because it is largely and increasingly a dispiriting and thankless task, working for an organisation (the ACM) primarily run by talentless [people] and time servers. originally, I felt communal responsibility, some collegiality, but no more, and these days I 'volunteer' only to support friends."*

> *"Depends on the role. ACing is very informative, and I would recommend it to junior researchers. But working on the organizing committee is challenging and often a thankless job. Arguably, good to get a look behind the scenes."*

> *"I did a lot of volunteering when I was in academia and always enjoyed it. When I switched to industry a few years ago, I noticed I was no longer as welcome in the community. Faculty are very critical of industry researchers in general and CHI attendees were very frustrated about corporate sponsorship, but even more specifically, a small but loud group of people on Twitter have been questioning whether industry researchers should be allowed to review for their conferences. I do not want to waste my time reviewing or ACing or in organizing roles for conference if that's not what the community wants. The work is increasingly thankless."*

> *"SIGCHI is a very closed club - very toxic - I have experienced many sexual innuendos."*

As we have noted before, particpants often reported finding few guidelines for roles and around clarity, transparency, and accountability for the volunteer selection processes, or the deadlines that this might impose on them, and it is worth exploring how this respondent answered, as this points to a number of significant issues that they perceived as impacting on their future interactions with SIGCHI as a volunteer:

> *"I would like everyone to volunteer for SIGCHI, but the process is not transparent. I applied for being a student volunteer in CHI, CSCW, and DIS in all six years of my Ph.D. life, and I was never selected, although I had multiple first-author papers in these conferences, and I reviewed so many papers with special recognition for reviewing. However, I saw students in my department who were repeatedly selected as SVs with minimal contribution to these conferences (and they boasted about this, too). Even now, the system is not clear - how do you select an AC or an SC? I have seen junior Assistant Professors being SCs and that had a significant impact of the paper selection process. Also, I have seen people being AC with a single CHI paper in their career and then passing extremely problematic remarks in the AC meeting and PCS. I think, like any other system, SIGCHI requires more clarity, transparency, and accountability. I urge that we do an analysis of the SVs demography in all SIGCHI conferences, and then the truth will come out. Also, I do not see any point of these surveys. I have filled out so many of these surveys, but nothing much changed."*

A factor in why participants would not want to volunteer again is due to the heavy workload that is not always recognised by national authorities or employer organisations.

> *"It's quite heavy work (not recommend), but it looks good on the CV (recommend)"*

> *"It can take a lot of time"*

> *"Negatives -Too much of weekend involvement, free time dedication, the unpaid work should have been paid work (e.g., discounts, free entrance to events...), no transparency on how the created value is distributed"*

> *"Time intensives; merits are not recognised by official national authorities"*

> *"I'd recommend going for roles that are clearly defined and to do proper research on what will be required for that role. On several occasions I got excited about volunteering to do something new. These cases often ended up being a lot of work that I did not anticipate."*

*"The burden is quite high in certain roles, with little recognition from my home institution (and little reward otherwise)"*

It was noted that there are problems with enabling access to roles for all volunteers, although it is hard to assess where these could be improved from the detail provided in these responses.

### 3.1.2.8 Why would you recommend volunteering for SIGCHI?

Open-ended answers for reasons why people would not recommend volunteering for SIGCHI reveal several themes. The reasons why people recommend volunteering for SIGCHI is that it helps give back to the community and gain / maintain community involvement.

*"Reviewing papers helps the community and I get to see more than just my tracks."*

*"Giving back to the community, reciprocating reviews from my peers, to stay involved."*

*"I think it is an important part of being in the community."*

*"It is important to perform service for SIGCHI in order for the community to function well."*

*"I think it's both helpful for context on the community and also important to contribute to keeping the community going."*

Participants found the act of volunteering inspiring

*"The Student volunteers organizing it took the role seriously and It inspired me to also treat this seriously. I wish we didn't have to cancel one of the only SIGCHIs in the US."*

*"You have to put time into it, but you get much more (inspiration, friends, colleagues, knowledge, ...) in return"*

*"Very exciting and inspirational!"*

*"Good processes, interesting reading as a reviewer"*

Participants noted that they would volunteer again as it is beneficial for their career/ resumes.

*"Looks good on cv. Easier to get funding for travel"*

*"CV boost and learning a lot (particularly for reviewing), CV and network boost (particularly for committee work)"*

*"It seems like it's required to become a "successful" researcher - to be able to have presence in the community, so you can attract internship/job offers, students, grants, collaborators, etc."*

*"It's part of the business if you wish to build an academic career. Not recommending if you're already stressed out or overcommitted."*

Participants wanted to volunteer again due to networking:

*"Because it is a great way to build connections and be engaged with the community"*

*"It's a great way to make connections in the community. The work can make a difference. It provides me with experience I wouldn't get in my job"*

*"My experience tells me it is a win-win situation, in most cases and it has made it easier to network"*

*"Advance people's career, get in contact with the 'right' people"*

*"It's very enjoyable and a rewarding experience."*

Participants feel that they would volunteer again as they will gain an understanding of the publication process, the community and gaining experience.

*"When I was a student volunteer for conferences, that was an awesome experience. I felt like there were scaffolds in place to support us and would definitely recommend that. Reviewing was difficult, but it was a good experience to gain, and I think I'll be better next time I do it. I would probably recommend that, but with less enthusiasm just because I feel less comfortable with the role as of now"*

*"Reviewing and ACing have taught me a lot about how publishing works, and I think it's a useful experience for other academics"*

*"It's a great way to get to understand the community (particularly reviewing and SVing), but it can be a lot of unpaid labor"*

*"It's good experience. You get to experience science from another perspective i.e., that of maintaining rigour while reviewing papers. Also, you get to understand that good research is mostly a result of people who are highly passionate about some problem and do not expect any material compensation for their efforts. It gives you a different perspective. Also, if you're a student volunteer, it helps in free networking."*

*"It's an excellent way to gain experience, give (back) to a valuable organization, and take the opportunity to do things well."*

## 3.2 INTERVIEW RESULTS

### 3.2.1 Motivations to Volunteer

There are many of volunteers in the SIGCHI community. However, considering the increase in submissions in some of the flagship conferences. As a result of this, there is an emerging need increase the number of volunteers. For that reason, it is important to understand what significance people ascribe to the SIGCHI volunteering experience. We asked our study participants to reflect both on their own motivations to volunteer, as well as what they think people's general motivations are. Based on the transcription coding, we have created a word cloud to depict the discussed topic on the subject matter (fig.11).



Figure 11: Word cloud of codes for motivations to volunteer

The interviews show a distinction between one's **personal development** and their **altruistic** motivations for volunteering. In the Figure 11, the words networking and community are equally represented, however community is mostly discussed in the context of one's contribution *back to* the community. Most of the interviewees had motivations to volunteer belong to both categories, but the primary distinction is how those motivations shifted over time. Members usually started volunteering in order to become part of and get recognized as valuable members in the community, in order to give back to the community by providing support later in their career.

When asked about their perception on the reasons why people volunteer in SIGCHI, one of our participants said:

> *It is some sort of motivation that makes you feel like you should, and you need to give back to the community and whatever. There's a whole lot of that from the more senior people. Actually, it [motivation] was really easy for the more junior people...it's a career building. It's career building, it's networking…. I found that doing ACing built my profile WAY more than just writing papers. Because you got to meet people, you got to network. (P8)*

### 3.2.1.1 Personal development motivations

Among the motivations that are related to personal development and self-improvement, the most prominent is <u>networking</u>, a notion discussed in 11 out of 17 interviews. Based on the analyzed data for our study participants, networking implies expanding one's network as well as staying connected to the community. Participants mentioned that it is important to become part of the community and help build it, but it is also talked about learning about the people, their capabilities, and how they network. Networking helps people in overcoming social barriers and finding collaborators - all of which was noted as especially useful for early career researchers.

Other personal developmental motivations are related to staying on top of the latest developments in the field or processes that come with different volunteering roles (like reviewing). Advancing one's career and being recognized in the community is an important part of volunteering. The bigger roles are noted as especially useful for building the CV. In the words of one participant reflecting on possible motivations for volunteering:

> *I think some [people] want to help. I think some [people] want to be recognized…*
>
> *I think some people are in it even to be noticed by other people, to be noticed by associate chairs. And then maybe that leads to, certainly in my case, it's led to relationships... then, desire to serve, sort of self-aggrandizement, or at least desire to have another row on the CV. This is real people need to do their jobs and get tenure and things like that...These are real, real survival things for us (P10).*

Also, volunteering helps people change the context of their daily life and change from whiting to become better- as professionals and as people. Additionally, two participants (P1, P8) found volunteering fun and expressed their passion to do such work.

Finally, student volunteers (SVs) find the financial support to be a crucial incentive (coverage of airfare, conference fee, and meals) crucial, as it allows them to be part of the conference when it might not be possible in the first place (P2, P11).

### *3.2.1.2  Altruistic motivations*

Among altruistic motivations, the most prominent is related to giving back to the community and was discussed by 11 of the 17 participants- therefore noted to be equally important as networking. When our study participants discussed this notion of giving back to the community, they used language such as: *serving* or *paying back,* while some tended to use their privilege or position to help others to demarginalize the community by increasing diversity.

Senior members of community would often talk about their obligations to give back, and they would do so by helping junior colleagues advance their career by strategically inviting them to volunteer for the positions that may be useful for them or by mentoring them (P10). Sometimes people use their position and influence to facilitate inclusivity in the community (P10, P15, P16, P17). This is related to the efforts in making voices (other than the dominant) heard:

> *"Um, voices.: "people like me have not had their voices heard". I now have an opportunity to have, at least my voice heard, there should be more people like me, whatever the like-me's; people of color, non-binary people on and off. So, for all of those reasons." (P10)*

Motivation to have female voices heard was discussed (P10, P14, P15, P16, P17):

> *I'm very conscious that I probably started working in these roles because I'm a woman and I'm from Europe, you know, so early in an early attempt to diversify you know, a panel or a committee and so on. (P14)*

This phenomenon is related to the downside of the volunteering process, where women and people of color say they are being overwhelmed by the sheer number of invitations and responsibilities given so that the voices they represent can be heard:

> *Some people say- I don't have the time. I am overburdened. I've heard so many women say: "and they want me to be in another leadership role. And I am just so tired, so tired and I don't see a way around it, so I'm going to have to do it". And so that's another reason why some people volunteer because their voices are underrepresented. (P10)*

Other participants recognize the lack of voices from global south (P15, P16, P17, P18) and want to remedy that:

*... I think there are too few people from Latin America, from the global south, that participate in the international community. And I think I have sort of a duty to say, okay, we're here, we do a good job every once in a while. So, you may count on us, you may invite more of us as well. (P17)*

### 3.2.1.3 It's a cultural thing

Three participants (P3, P7 and P14) noted that this need to volunteer is a cultural thing (at least in the US):

*In the US, it's built into the system that you have to volunteer because if you don't get recommendation letters from your colleagues and then you don't get a permanent position, and so on. And the whole culture in the US is about volunteering. Sweden does not have that. We trust the state to organize stuff for us (P7).*

These differences in culture are influencing open volunteering, or self-nomination for roles. As one of our participants stated:

*This American thing of like "Everyone is awesome. I am awesome". Right? Like, that works very well for a sort of volunteering thing. How do you overcome that? How do you frame it in a way that someone who doesn't come from a culture where it is appropriate to say- "I am awesome", um, is comfortable with volunteering? (P3)*

On a similar note, one of the participants discussed their engagement with researchers from developing countries (i.e., from Indian subcontinent and African continent) regarding the futile attempts to get financial support necessary to include them as ACs for CHI. The participant noted the excitement with which invited researchers accepted the offer once the organization was fully online (following the pandemic), saying:

*Because CHI itself is too massive for you to build your career, so actually people were really keen. They were really happy that I had asked them. They were really keen to do it. And so, it wasn't really a case of motivating them. It was just a case of they had never really been able to do it before. (P8)*

### 3.2.1.4 Decrease in motivation

When we talk about motivations to volunteer for SIGCHI, it is worth mentioning what causes a decrease in motivation. The main reason discussed is the amount of work that is expected to perform the higher-level positions (P7, P6, P13), or the nature of work itself:

*So, I'll tell you something I didn't do, which I was asked to do-and that was to be the conference general co-chair for the CHI conference... To be honest, for me that felt awful a lot, like spending an entire year of your life in the spreadsheet. I thought that wasn't very interesting for me at that point in time. Somehow, I've always found it nice or more, more like my kind of thing to, to be more on the academic side. (P6)*

One of our participants (P13) talked about the culture of the community and the amount of work for the senior roles as demotivating (particularly in the context of CHI). A study participant noted the following:

*I think that there are many people who could be asking - Why would I volunteer for more senior roles?... Seeing how much work it is. And in seeing how we as a community are often treating people in these roles. I often think who in their right mind would put themselves in the situation to be killed themselves, working as a volunteer and be beaten up for it...I think anyone who volunteers for a more senior visible role now deserves a medal... it's too painful. And it's not the work, so the work is a lot. ... huge amount of work. It's not the work, it's the emotional labor. (P13)*

When asked about possible remedy for experiencing such emotional labour and demotivating feelings this participant said:

*Be kind to one another, Oh my gosh. Constructive, constructive critiquing. Yeah. But, in a way that cares for the human beings in the loop who are doing those volunteer roles. (P13)*

On a similar note, another study participant with a senior role (P16) was referring to such issues, and noted the lack of recognition and visibility of their efforts, next to the exhaustion as demotivating:

*I just feel like a lot of times, first of all, my work is not visible.  There's no recognition. I also feel like my voice is silenced, in the whole process. And this is...  if I can be very honest, I came into SIGCHI/AC with a lot of energy and …. drive to try to do good. But I think lately I've been really burnt out. And I feel like our system of volunteers is really, really flawed, and we have not been doing the right thing by the volunteers on all levels.*

When asked to share their opinion on ways to change this, they said:

*For example, we have a VP for communication. How about featuring volunteer work, right? Just blog posts or shout out at people who have done this and that and make their work visible… Another thing is there is a lot of these... official or unofficial,*

*professional meetings or conferences. You can also have honouring the volunteer events sort of thing... making these labor visible, trying to acknowledge them. (P16)*

Another alarming issue that might influence the decrease in student volunteer (SV) motivation is the unequal treatment that they get for the activities that they perform. For example, the subcommittee student volunteers at CHI did not receive the same benefits/compensations as regular CHI SVs. Interviewee P16 was concerned about this perceived unequal treatment for students who volunteered for three days to help with conducting CHI PC meetings yet were then asked to work for another 20 hours at the main conference to get the SV benefits. This issue is especially important since the financial incentive is critical for the motivation of student volunteers to enter the SIGCHI community–in the first place–where they can develop their career further.

### 3.2.1.5 Motivation Evolution

As it was mentioned in the introduction of this section, motivations to perform different volunteering tasks evolve depending on the career stage of potential volunteers. The following quotation depicts the motivations trajectory for one of our interviewees:

*So, at the beginning of the career really was to learn about the HCI community. So, as I was learning as a student and understanding how to be an academic, not just about getting my PhD finished, but also thinking of a career and seeing how it all works. Then it was more about being able to see how people network, what are the conferences where they meet and then also learn how to be a reviewer and learn how to publish really because I was learning so it was really about my own personal development. Also, as a junior researcher, I thought it would be a good experience for my CV that I've volunteered to review… (P14)*

*And then I guess I continued volunteering after, well, a number of reasons. So, still there's an element of wanting to develop myself as a HCI academic... I also want to know what else is going on in the top venues in the most popular venues and also what are the decisions that are made in terms of publication policy…. And I feel that it's up to us who are not based in the US to step up and make it more diverse... because I think we need to have the community that's more representative. So, it's a mix really between my own personal ambition to be as up to date HCI, academic, as I possibly can be, and also to contribute to the community and make it more, a bit more interesting, a bit more diverse… (P14)*

### 3.2.2 Recruiting volunteers

During the interview session, we discussed topics related to volunteer recruitment. In this section we will outline some of the main themes that were mentioned regarding the criteria used to recruit volunteers in general and for a particular role, challenges that come with recruiting some roles and different strategies applied when recruiting volunteers.

#### *3.2.2.1 General Recruitment Criteria*

During semi-structured interviews, participants were asked to report on the criteria employed when recruiting volunteers for various SIGCHI community roles / activities. Whereas we have noted several fundamental criteria for recruiting that apply to all roles, the following text will address this.

Participants had noted a few essential volunteer criteria. It was noted by P2 that they think that it is important for a volunteer to be interested in what they do:

> *We were just looking for people that could be interesting in their work. So mostly grad students, either masters or Ph.D. level that could find something interesting in going to the conference. (P2)*

In a more detailed interview answer, P7 noted that they recruit based on what they referred to as **proactive recruiting** which includes key components such as cultural influences, capabilities (including expertise), and diversity (for further information relating to Diversity and Inclusion, see section 6.2.5). Virtually all participants agreed with this concept (P5, P10, P11, P12, P13, P14, P15, P16) including P8 who expanded on the inclusion criteria for recruiting to include a volunteer's experience. P13 further extended this by considering that diversity should include school affiliation (P15) and sector which includes academia and industry.

> *So, first criteria. To find diversity in people. But then second, you need people who deliver, right? Who are trustworthy and who understands how much work it might be? So, I would say that is the most important especially for certain roles, like paper chairs, for example, or SCs. But, I guess, paper chairs recruited the SCs, and so on. When talking to the paper chairs about who they should be recruiting, AHHH it is very important that you get the right people. (P7)*

There was also the view that recruiters typically assign people to different roles depending on their skills. For example, P3 noted that recruiters should match the skills that people have to the demands of the role. This was also noted as important by P7. Finally, P4 suggested that

skills develop over time and the recruitment process should adapt to these changes over time. Evidence for these suggestions can be seen in the quotes below:

*Oh, would this be the right person for this thing? Um, you know, can I bring them into this role? (P3)*

*I think the recruitment process is good and you can find people, but bad in that you, your skillset changes over time. (P4)*

When recruiting for different roles, one participant discussed the importance of including people from the local community, i.e., the country where the conference is organized).

*We wanted local people...Anything where there's outreach stuff. Um, anything where there might be people from the community coming into the conference to see the demos... You want someone who's one of the demos chairs then to be. a person who's tied into that community. And I think that's an aspect that if we want to grow the local SIGCHI community, that's the thing I'd love to see us lean into more. (P3)*

*There's a difference between picking the workshop chairs and picking the ACs, right? Like the ACs ...your percentages matter, right. Um, for the, for your workshop chairs, you're like, no, I need two competent people who are embedded in the right community.  When I volunteered to be a workshop chair, I said, but I need to have a co-chair who is in [country], cause it's going to be in [country] and we need to be like talking to that community. (P3)*

### 3.2.3  Skills for different volunteering roles

As noted in the previous section, there is a consensus that a variety of volunteer roles require different skills, and the recruitment process was addressed accordingly (P1, P7, P13):

*I think it does depend on the role. If it is to be an AC, then having published at CHI is important because you want to know that you're selecting people who are familiar with the process who are familiar with what kind of standards... If I were recruiting someone to be a doctoral consortium chair, I would want them to be someone who has experience in supervising PhD students. If I am looking for someone who used to be a courses chair, I want someone who's run a course. (P1)*

There are some requirements that are generally desirable, no matter the role, such as, competence to "get things done" (P3), reliability (P10), previous experience with the particular job (P10), and good reputation (P10). For the higher-level positions, people said it is usually

required to have previous successful AC experience (P5), and to be organized, competent, and punctual (P14). The following statement depicts these general "subtle" skills:

*Good organizational skills and ability to prioritize your work, the ability to persuade people to do something (P1)*

The following table (Table 1) outlines references to skills and experience pertinent to each mentioned volunteer position:

Table 1 - "Subtle" skills and experience required for different volunteering roles.

| Roles | Skills & Experience required |
|---|---|
| General Chair | Big picture/detail-oriented - mix in co-chairing<br>Budgeting skills<br>Managing people<br>Addressing cultural issues |
| Paper's chair; Technical Program Chair | Seasoned academic<br>Experience with plenty of volunteering roles |
| Subcommittee Chair | Disciplinary expertise<br>Expertise in a variety of methods |
| Associate Chair | Knowledge of the domain and community<br>Has institutional knowledge<br>Has an established network |
| Reviewing | Expertise in the research topic<br>Expertise in methodology<br>Expertise in the application area<br>Has publishing/reviewing history (preferably at CHI)<br>Familiar with the processes<br>Respectful<br>Willing to "go an extra mile"<br>Is part of student mentoring program |
| Doctoral Consortium Chair | Has supervised doctoral students |
| Course's chair | Has run a course |
| Workshops | "Competent people who are embedded in the right community"<br>Portfolio management operation skills<br>Experience being AC |
| Student Volunteer | Motivated<br>Positive attitude<br>Understand the values of the community<br>Trustworthy and capable<br>Senior students with institutional knowledge |

To expand more on the perceived "subtle" skills when recruiting for the general chair position, one participant stated:

> *There are other more subtle skills for [general chair role]. So, I'm really bad at spreadsheets and budgets and finances, and those micro details. I just want to curl up in a ball and die. Um, but I'm fine with dealing with the people issues and trying to set up some of the bigger picture stuff. Now, if we had both of us [co-chairs] who loved the finances, we might've done really well in that area, but we would have missed other important aspects of the role in managing the people or trying to address the cultural issues or whatever. (P13)*

When it comes to recruiting volunteers to review papers was expertise (P1 and P8), the consensus for the role requirements was pertinent to the research area expertise:

> *I think knowing and having the areas of expertise in how many papers they publish at CHI or in SIGCHI conferences...You could look at other sorts of outlets. You might want to look at some of the journals even though they're not SIGCHI ones, but it's so knowing something about someone's expertise in terms of publishing. Knowing how many times they've reviewed for the CHI conferences and whether any of those reviews have been marked as being particularly good or bad that would be useful knowing whether they returned their reviews on time.*

However, one participant has expanded more on the tone of the contribution that is desirable in a good review:

> *For a good review, it has to be someone who's really gone the extra mile. Like really come out with something really, really helpful to the authors. And really considered. People who will suggest how you can correct stuff for example. You know...rather than saying "The structure is terrible in this paper; I couldn't follow it at all". Someone who says like "I found trouble with the structure of this paper, here are some suggested ways you might be able to improve it, cuz the underlying research is good", so people who are trying to build capacity. I think that's my...that one of my criteria for what a good review is. (P8)*

The topic of poor volunteering such as late reviews will be discussed in the next section. The next section addresses the challenges that come with recruiting and performing different types of volunteering roles.

### 3.2.4  Challenges when recruiting volunteers by roles

There are different levels of issues that come with different levels of responsibilities, based on the volunteering role. Generally, the higher position is, the easier it is to get people to say yes to it because certain positions have CV value, even if they are time-consuming- which is the main reason why senior researchers would pass on it (P13). The role of papers chair/technical program chair was noted as the only volunteering role that would count for promotion for the industry jobs (P8).

Table 2 outlines challenges our study participants face with performing or recruiting for a certain role:

**Table 2** - Challenges related to performing or recruiting for a volunteering role

| Roles | Challenges |
|---|---|
| General Chair | Requires a lot of work and spreadsheets |
| Associate Chair | Requires a lot of work<br>Influences the citation<br>Hard to get that role<br>Lack of list of "good ACs"<br>Senior people are overextended<br>Minorities overextended<br>Problem to find many/appropriate reviewers |
| Reviewing | High rejection rate<br>Tardiness<br>Rudeness<br>Bad/incompetent review<br>Missing review<br>Junior researchers not sufficiently trained<br>Senior researchers reject to review |
| Student Volunteer | Onboarding issues<br>Shyness<br>Flaking<br>Local students' recruitment may bring disinterested people<br>Lack of continuity when students graduate |

The task of looking for reviewers is time-consuming, and it was noted as immensely frustrating when the rejection rate is high. In the words of one participant:

> *One of the things that I find really, really tiring is exactly the amount of people you have to ask before you get four reviewers for a paper. So, to be honest, I got a bit fed up with it, which was at least a strong reason why I ended up leaving the [journal] editorial board. I mean, because you also get to spend so much time- of course, you can reach*

*out to people beforehand- but when you have to spend time every two weeks to go back to a particular paper and check if anybody has accepted being a reviewer for this, and if not, then do a new round of trying to find some reviewers. So, I just thought it was, um, I generally tended to spend too much time, because people would reject me. And I think that is a bit of an issue for the community at large. I don't think I'm the only one who experienced it. I guess I was there 12 years or something and I thought, well, now, now it must be up to something else or somebody else to take over. (P6)*

Another issue that was regarded as problematic is tardiness and a missing review, upon accepting it and the following quotations attest to that:

*Um, there are some people who are, by the state of their knowledge, perfect for a role and really unreliable. And so, it's difficult to figure out what to do about that. One can say when one recruits them- Well, you know, last time you kind of sent your reviews a week and a half late, and we really can't have that happen again. (P10)*

*The main difficulty is to find all these reviewers. Some people may not deliver their reviews at all. So, you need to have backup last-minute reviewers or even write your own review if the conference allows it. (P12)*

Furthermore, to add to the discussion on the occasional inappropriate tone of the reviewer, one participant addresses it the following way:

*Um, where people who are harsh say, I don't know about rude, but harsh in their reviews. Um, I usually try to get them to change the tone. What if this were your student? Or, um, what if this were you earlier in your career; and it usually doesn't take much more than that. You persuade a person to reread what they wrote and say- Oh, no, I didn't mean to be that cruel. Um, very few of us do, but we get carried away at the moment. (P10)*

The challenges that were pertinent to AC roles are related to the lack of transparency of processes for the advancement to the position, but also how those occupying these roles influence citation counts. In the words of one participant:

*I think one of the challenges- sort of observing the whole process now that I'm a postdoc, and I can kind of see things from a higher level- it's like, I've been trying to get on this like AC for CHI for some time, but basically, it's just not happening right now. Uh, even with the number of papers that I have and my experience, it's hard to get up into that trust. Sometimes I'm like, well- how much more do I have to publish?*

*Or like- how do I have to get up to the upper echelon where I can actually change some of the process. And it's always the same group of people too. (P4)*

*Because the thing is that you have to write for your committee. Right? When you're writing a paper, you don't just write it for everybody, you have to write it for the people that are going to read it. So, it's usually the same group of people that you have to write for. I think that is probably more specific to CHI. Because in my case, for example, it's usually the same type of people that are going to review my paper. It's a very self-fulfilling system, right. It's always the same people on the committee, which means I'm always to rank for the same audience, which means I'm going to be citing and probably the same papers, for that group, which means that the citation counts go up. So, it's like a domino effect of things because it never changes. (P4)*

### 3.2.4.1   Strategies when recruiting volunteers

A common approach when recruiting volunteers for any role, but especially for reviewing, is to reach out to one's personal network. That is mainly because of the quality of performance, reliability, accountability and rejection rate from people outside of their network. In the words of a participant:

*If you are an associate chair, you have to assign reviewers for 20 papers then it is kind of good that, every once in a while, you have somebody you know and trust to deliver. (P6)*

Reaching out to one's network is advantageous not only because of the knowledge of quality people that are able to perform but also those that maybe are better not to be invited. Personal opinions about the people are valuable information that is often communicated throughout this community, and one would go to a trusted source to get it, but avoid recording it (P1, P5, P12):

*As TPC and general chair and as an SC, I've always had a co-chair. Because it gives you twice the network immediately. It gives you twice the reach. A lot of the process ...is discussing together and thinking about whether one or other of us knows a person. Because knowing someone doesn't always go in that person's favor, right? If I know someone who knows them, and I was thinking about inviting someone to take on a big role, where it would be a big disaster if they made a mess of it, I might ask the person I know like- Oh would you think they would be good? But that was not a formal part of any process that you would do that kind of...collect that information. (P1)*

Often, those that reject the invitation to review will recommend someone with the expertise from their network, so most commonly the actualized volunteers are from a first or second degree in the recruiters' personal network:

> *Every once in a while, people are kind enough that when they turn you down, to actually return by suggesting somebody else who can do it. (P6)*

However, many recruiters are aware of both the benefits and downfalls this activity. Review recruiters tend to ask people in their social network, especially in the instance of multiple rejections as a fallback and calling on a favor (P15). The same goes in the case of recruiting for higher-level positions, where people report the "trust to get things done" and "reliability" (P10) as the two most important criteria.

> *I'm in a fairly big HCI group and there are many people to choose from who are okay with doing me a favor every once in a while. And so, my general sense is that I do have some fallback options in terms of asking locally from somebody to help out; in particular in some of these last-minute reviews where people just haven't responded or turned you down. I'm not a big fan of only having three or four reviewers who are local to my community. But I'm, I'm quite happy often to go with one who I also sort of can look in the eyes and know that this person will deliver. Right. (P6)*

Considering that reaching your own network is the most prevalent strategy in recruitment, participants are well aware of the necessity to increase diversity, an issue that will be discussed further in section 1.6. Such an approach to recruiting within one's own network leads to the bootstrapping issue:

> *So, I think a lot of that has to do with personal networks. And I think that that's a minus, we tend to, um, reach out to the people that we know. We tend to reach out to the people who you know, and it might be that we are aware that they do great work, but that means that we're missing out on people who we don't know but might also do great work. (P15)*

Pondering on this challenge, one participant raised an interesting question:

> *How do we create opportunities for people to connect to one another and get to know one another, and get to know other people's work, so that they will think of more people? How do we expand people's networks? That's the key thing. It's not the database because the database will only support the biases that already exist in the system as it is. And the dominant voices. (P13)*

When it comes to reviewer recruitment, the main alternative to the discussed approach was through reference chasing and matching with the potential reviewers, based on the PCS or list of people who volunteered to review. PCS was noted as good for looking for reviewers (P12), but it was also noted as not good for recruiting (P14).

To address the issue of lack of reviewers and include new people in the community, several participants referred to **student volunteers** and **newcomers** as crucial. Many participants suggested that an open call for a role for newcomers is beneficial for recruiting (P1, P3, P4, P5):

> *We made an open call for people to volunteer. So, we just did a Google form and we just asked people to give us some basic information about themselves and what they were interested in doing. (P1)*

Recruiting for student volunteers resulted in chairs recruiting from local schools, groups, authority figures, and posts on social media (P11)

> *We recruited out to other schools in the areas like [...], like [....] to like the University of [...]. And then we tried to branch out and also just do local groups. We figured if it wasn't authority figures asking them, like if there wasn't a teacher menacing them to go, then other students that would say in the same interest groups would mean do it better. So, we did a lot of Facebook posts and just reaching out on Instagram and things like that. Um, but again I think we ended up with like something like 12 people that we could recruit. (P2)*

As a strategy for recruiting volunteers, P10 noted that volunteers could roll on to the following year. P13 also noted this

> *It really does involve asking last year's people if they'll do it again. (P10)*

However, institutional knowledge was pointed out by (3) participants as vital and beneficial, so the rollover proved to be a good strategy.

> *This year just so happened that many of our senior senior students, or people who would be under a list of institutional knowledge were either graduating or unable to travel. (P9)*

### 3.2.5 Diversity in volunteering activities

SIGCHI has supported inclusion and diversity in a variety of ways for some time, and our participants discussed how they had addressed this in their own volunteer recruitment and

management practices. Most participants had a clearly expressed view on those topics and offered reflections on (1) recruiting a diverse team; (2) diversity threats and challenges; (3) overcoming diversity challenges.

### 3.2.5.1 Recruiting a diverse team

According to our participants, recruiting a diverse team for volunteer activities is a challenge. The researcher bias shapes recruitment of a team. In order eliminate bias and to recruit a more diverse team, awareness is key. With this in mind, several factors were identified as being assessed when choosing volunteers. The elements are also related to the roles (e.g., student volunteers, reviewers, ACs, and SCs).

> *I don't think there's any dimension of diversity that's more important than the others. I think it can be context specific, some dimensions of my identity that relate to diversity may be more salient or important than others, but I think it's a problem...if we try to say what's more important as the dimension of diversity. So, you know, I think the dimensions of diversity have to be thought about with respect to the roles that you're asking people to take on or what, what matters for that area. So, I think for a paper committee, having a mix of, uh, application, domain areas, methodologies, you know, paradigmatic stances, etc, are really important dimensions of diversity that have to be accounted for, and I'd want them accounted for as a higher priority. (P13)*

Table 3 summarises the issues that managers are faces with when attempting to recruit diverse teams.

**Table 3** – Issues Recruiting Diverse Teams

| Diverse teams | Issues |
|---|---|
| Issues considered for most volunteer positions | 1. Geographical location<br>2. Gender identities<br>3. Ethnicity<br>4. Nationality<br>5. Institutional balance<br>6. Socio-economic access<br>7. Balance of senior and junior people<br>8. Underrepresented groups<br>9. Language - native speakers |
| Issues considered for reviewing activities | 1. Level of expertise in the area<br>2. Level of experience in the area<br>3. Competence<br>4. Continuity<br>5. Network reliability<br>6. Being or not a student |

In terms of geographical location, our data show that there is a consensus that North American people are the most involved in the organization in terms of volunteering and participation in conferences. Participants recognized the need to be more geographically diverse when selecting people to serve in these roles.

> *For the general reviewing, it maybe isn't so much an issue, but that I sometimes have felt, with say the CHI conferences and so on, that a lot of people who are involved come from North America and, I mean there are actually quite good, strong and useful people elsewhere in the world. (P6)*

One of the factors that contribute to this perception of North Americans involvement is that volunteering in the US differs from other countries. For instance, in some cultures, it is not common practice to volunteer for academic international service. To achieve a more diverse team, there is a perception that volunteer recruiters should understand what an "*international community is*" (P7) and should also be aware of cultural boundaries, so that the recruiter should be active in creating Diversity. Acting on this will be worth doing and will create a stronger community. It may motivate our community to advertise and engage others from a diverse background in activities and show the benefits of volunteering.

> *I usually face this "No why should I do that? It seems like sh\*\*loads of work and I don't see the other benefits." While the American ones, they will volunteer voluntarily. they*

*send me emails saying, "can I be an associate editor?" So, it's actually culturally extremely different and it makes the whole these organizations like ACM or IEEE or whatever they are extremely unbalanced and who gets to be involved, so I spent quite some time trying to think about it when I recruit people to make sure that I recruit people from other countries, not just the US or the UK or Australia. And that I recruit men and women. All of these things. And also, actively recruit rather than to wait for someone to volunteer (P7).*

### 3.2.5.2  Diversity threats and challenges

The balance between senior and junior researchers had been noted by participants. Senior people are crucial to have in the committees for many reasons, such as inspiring people in their early careers and demonstrating how the job is done. The experience and credibility of their seniority also assure the papers' quality to be accepted in the reviewing process.

*There's very few places where the community is big enough to have half of half of a CHI organizing committee sort of spread out with the sort of levels of seniority and experience that you need. Um, but I think it's something that I would love to see- that metric of, of, of local as being an access upon which diversity is thought about and measured seems like a good one. (P3)*

It is also recognized the challenges of being an earlier career researcher. When senior researchers did not deliver what was asked for, the young researcher is put in a position to discuss this which is a difficult conversation to have.

Several participants pointed out that there is a need to balance the involvement of early and later career researchers in reviewing. This is supported by P6 and P1:

*I also tend to like, to like find a combination of young and more senior reviewers, because I think the young people should also in a sense, be offered a way into learning and being enrolled in community like that- at the same time, also there's limitations to how much, I mean, not how much they can contribute, but I think my general experiences say that there are different kinds of reviews that you get from senior and from junior people. (P6)*

*I think you always want to have a balance between experienced and reliable people and bringing in new people and providing them with an opportunity and in a way so it's not just for them but it's an opportunity for the community as a whole to train people up, if you like, so that you give them that experience so that in a few years' time they'll be the experienced people who can take home these other roles. (P1)*

The issue of seniority has been raised by three senior interviewers that pointed out how hard it is to get senior career researchers to do reviewing and other roles.

> *A lot of the senior people in our field are reluctant now to do what we all do. Reluctant to write reviews. Are reluctant sometimes to service associate chairs, are really reluctant to serve as mentors, as in say, student reviewer mentoring, um, or in shepherding roles. And this makes me crazy, um, because they're exactly the ones we need to keep on bringing back in... They're getting their publications on our labor, not their labor.*

> *Some people have said, if you send in a paper, well, then you owe us for reviews, because that's the labor that is involved in processing your one paper, send us three papers-you owe us 12 reviews. And I find that point of view pretty persuasive, but I know other people don't, and again, people serve in many, many ways. (P10)*

While few of the participants found the approach of reciprocal submission-review appealing, one of the participants strongly disagreed with it:

> *I have to say that I'm very much against making people review in the same cycle. I really dislike that, and if we go down that route, I might well be thinking about whether I want to participate in the community at all, cuz that does not fit within my community values. I don't like the people who are suggesting that that's appropriate. Because it doesn't take things into account like family, it doesn't take into account particular periods of job pressure. Like, there are a whole set of things. So while there are a few lazy people out there who put lots of papers in and don't review them, the vast majority of people are not like that. (P8)*

Another point noted by two of the participants was strategically positioning senior researchers to the roles of reviewer recruiters, as they might be harder to reject (rather than to the organizing committee roles that require too much energy and time).

> *Um, I, my feeling is a little bit that being a senior person yourself helps when you asking. So if you are a very young associate chair for the conference, and you're asking a random senior person somewhere else in the world, you may not actually get that person convinced that he or she should do the job. I think you raised the most elderly, slightly stronger position for, for actually doing that. And it sometimes upsets me a little bit when I hear how difficult it is to get strong senior people who often submit many, many papers to a conference, to do any review. (P6)*

On that point, it was noted that there is a common belief that more experience (and more papers) translates into a better chance to be invited to perform a volunteer duty (SB), and one of the participants commented on that point with:

> *So if someone hasn't delivered and you need to be able to be a bit straight with them about that, it could be very difficult if you're an early career researcher having that kind of conversation with someone who was very senior. But I think that in some situations people end up looking at things like how many papers someone published in CHI for example. I'm not sure that's a good criterion for us to look at. Is it really telling us something that is important for doing this job? I'm not sure. (P1)*

It was pointed out by (P10) that grad students need to be trained by senior researchers, especially in reviewing CHI/SIGCHI papers:

> *There are promising young scholars who need a chance to show what they can do, and frankly we need to hear from them. Um, and so part of what I think about is who's ready and, and some of the people who are ready are still in graduate school and have more wisdom in their heads than I do. And I've been out of graduate school for kind of a while. And so, so I make those, um, entirely subjective calls in my own head about whose voices I want to hear and who's ready to do it. And sometimes I mentor the reviewers as they review. (P10)*

Generally, recruiting early career researchers and new student volunteers was noted as important for the community to achieve the balance between seniority level and early career volunteers involved in volunteering activities.

**Gender balance** was also mentioned among our participants. In some cases, the volunteers felt they were selected to do the job not because of their competence and set of skills they could bring as a contribution, but because of gender bias.

> *So yes, it's, it's work in progress, but I'm very conscious, although, I mean, I'm very conscious that I probably started working in these roles because I'm a woman and I'm from Europe, you know, so early in an early attempt to diversify you know, a panel or a committee and so on. But you know, in, I think it's, it's, it's something that we need to think about. We need to be conscious about (P14)*

**Time zones and language.** Participants acknowledged the outcome of having virtual committees to allow them to accommodate distance and time travelling issues. On the other

hand, the challenges imposed by different time zones and language are still unsolved as highlighted by (P14).

> *So there was already an improvement on who was able to say yes, [for virtual AC meetings] although of course we had issues with time zones and whatnot, you know, it wasn't easy for them. And we tried and, you know, do meetings times where sometimes it was the Americans had to get up in the middle of the night and some other times it was Australian. So to get up in the middle of the night or the Indians or people in Japan or people in New Zealand and so on. But it was, I think it is, it was an improvement. And definitely I have people say yes to be an AC that I know would not have said yes the year before or two years before. So I think it's not, I know it's not ideal not to be able to meet [face to face] because there's other advantages with it. But also I think it does help the diversity in our community in terms of having people join when they could not have done it when you had to travel. (P14)*

Several participants also mentioned language challenges in writing papers, reviewing papers and that it tends to be time consuming when undertaking those activities without being a native speaker. Both participants(P7) and (P13) express this concern clearly.

> *Oh I have to read 10 papers and recruit three reviewers for each AND so yeah you have to be you know you have to explain that. but I think it's important because it becomes you know Association for Americans otherwise. and English-speaking people I hate you guys! Native language speakers! (P7)*

> *Is it that I'm Australian at a German speaking university? So not a native speaker. Oh, native speakers is another dimension of diversity. That's really important. Um, privileged privilege, native English speakers, we're spoiled brats. And in lots of ways we need to be, need to be more inclusive of that. She said, you're very privileged to speak English and all. Yeah, no, we are. And especially in these academic situations, you know, having, having a review, I sort of said, you need to get your paper read by a native English speaker or, or know the grammar is wrong or whatever. And I'm just going like, yeah. The effort to write a paper and when it's not your first language. Yeah. So there's, I don't think there's any, I think, I don't think there's any dimension of diversity that's more important than the others. I think it can be context specific, um, where, when, you know, like I may some dimensions of my identity that relate to diversity may be more salient or important than others, but you know, I think it's a problem. If we try to say what's more important as the dimension of diversity (P13)*

### 3.2.5.3  Overcoming Diversity Challenges

Participants offered a variety of ways to view and overcome the diversity challenges mentioned above. These can be categorized into the best practices that the community should acknowledge and the actions that need to be taken for the community to grow equitably.

**Open calls.** Participants mentioned that open calls on particular social media platforms exclude those who are not on social media. Participants urged SIGCHI to make sure that these open call opportunities are available to everyone across many platforms. Additionally, the community needs to provide more opportunities to distil information across the volunteer hierarchy.

**Recommendations by seniors' researchers.** Finding reviewers and other volunteers is not an easy task. Participants asked that supervisors provide recommendations for their students as a way to vet them in the community. These recommendations can provide a way for SIGCHI to create a pool of new reviewers each year.

Secondly, participants recommended that if one were to say "no" to reviewing a paper, the person should provide suggestions of other suitable people for the review. Reaching out to and finding relevant people in the community is hard. However, if it becomes a standardised practice or embedded in the reviewing systems to say "no, I cannot review, but here are a few people who might be relevant to review this research", this will make it easier.

Lastly, participants argued that we need to be more aware and conscious of *why* people are saying no to volunteering. In particular, many participants across genders spoke about how gender and ethnicity played a role in whether they agreed to review work. Many spoke about reviewers saying no because they had to attend to their children or that potential volunteers were on multiple committees for diversity and didn't have the time to allocate for a good review.

One major question that was put forward by participants was: "how can the community accomplish this across multiple conferences?"

**Advertise the SIGCHI community.** Another important conversation within the interviews was to not only recruit volunteers, but to increase their engagement in the CHI community. In particular, participants requested that the SIGCHI community engage volunteers who want to be there. It is not just about engagement; it is about community and one participant stated:

> "I think that's one of the biggest roles that you have … as a volunteer is trying to establish a culture of care, um, and kindness while maintaining academic integrity. Um, you know, it's a lot about culture building and career building as well. Cause it's career

building for the people in the volunteer roles, it's career building for the people who get to participate in the conference that you've organized." [P13]

**School for Reviewing.** Participants suggested that we use some conference tracks as opportunities for early-career volunteers to gain reviewing experience (e.g. CHI Late-Breaking Work (LBW). 4 out of 17 requested transparency in the volunteer process and for a mentorship program to be implemented. This involves matching people for mentoring and showing the process of reviewing to new reviewers. This is a fair process.

**Bring and keep senior people in the review committee**. This might involve support for new reviewers, such as a guided review or supporting the understanding of how to write constructive feedback to papers. It could even be a structure for submitting a review. One could even make the entry of information more appealing, such as showing a sample paper and its previous review. Additionally, the interviewees asked to make the process more accessible for disabilities, as well as providing support for it.

> *"For the new version is to also do it in a way that it's more accessible for people. Okay. Like, and this is like on the submission side of things, maybe less than on the reviewing side of things. But, um, I know that's something that comes up a lot when people are reviewing papers, is like people who have like, uh, like a visual disability or something have, like, a hard time dealing with the fact that most of the papers submitted are not accessible. Uh, so if there was some way of like because I know like Adobe has like a basic check of accessibility, if there was some way to incorporate that as in like once a PDF gets submitted, there's like a basic check that gets run and then he goes like, yeah, no, go work on this." [P11]*

**"Green" lists.** Many participants create lists of exceptional and unexceptional volunteers. Many spoke of "black" and "white" lists, in the most part informally. Two quotes below provide some insight into how volunteer managers have used them in our community:

> *"Yeah, we, so we went through the list, we, um, we especially kind of highlighted names of people who had done a really good job. Um, you know, had been like really timely about things, had kind of, um, just been super responsive. And, um, we, we passed- on that list along to the subcommittees. So, we said, you know, if you want to, uh, recruit people from this list, please go ahead. And then some people did as, I don't know if everyone did, but certainly some people went through that list." [P15]*

> *"I don't mind picking up the slack, but I'm getting a bit annoyed about having to do everything on my own if I don't know that you are struggling. They didn't bother replying*

*or anything. And so that person's on my blacklist. And so I'm sure, I'm sure many of us have a list of people .. I have a list of people that I would never invite to work with me, and a list of people I would never invite to review, cuz they might be quite nice people, but their reviews are appalling quality. You know those two-line ones, those you know, so I think that's something, but you have you build your own personal ones of those cuz you can't be going around sharing people's names." [P8]*

**Visibility and transparency in the community and selection for roles**. A few participants discussed how the people applying to the role made them think about how their team could be formed and how to make it more representative, with seniors and junior researchers. To make these teams more accessible to junior researchers, 'living' documents that provided explicit documentation of what the role entailed and the expectations surrounding the role were suggested. In addition to creating documents that dynamically adapt to rolling changes (roles and deadlines / timelines that are important to the success of the role, and which change per ACM rules, among other things), participants said that these helped others manage their expectations of the role.

*"Because the way that things can be approached in the US or Europe isn't the way that things can be approached in India or isn't the way that things can be approached in Africa is really quite different. It's really quite different and you can't assume that everybody has been inducted into the way that things are done. The US EU way that things are done. That's what CHI and the CHI reviewing process is. And oh about your times and actually sticking to deadlines and things like that. yeah it's quite you have to really you have to really work with some people. I think that's just a price that you need to pay if you want to increase diversity. But so the person that I had to do a lot of work with... this time I ended up, at the end, I sent them an email I sort of explained a load of stuff. And they were actually like "Oh ok. I really get it. I'm sorry." And so that really helps I think because it's like then they would know in the future if they want to accept it or not." [P8]*

*"I'm thinking about a very particular case that we had, uh, for [CHI] where one of the track chairs that the pair of that two track chairs, um, in hindsight were not good choices. They were keen and enthusiastic, and we thought we had empowered them to, you know, to perform the role. But in hindsight, um, none of us really understood them nor, you know, neither them nor us really understood all that was involved in this or what sort of things we might be encountering. [...] They felt, um, like they didn't have enough information or didn't know what the processes were and I, so I wish they had, and they felt that for a long time and I wish they had, and there's a lack of role clarity*

*between their track and another track. Um, so I wish they had, uh, said something earlier and we maybe could have checked in more explicitly with them about how they were going earlier, even if we didn't know what we didn't know, we could have maybe surface that and dealt with it in a more practical way."* [P13]

**Visibility into a volunteer's processes.** Many participants addressed the fact that they had no insight into the status of a volunteer. To gain insights, some found workarounds to understand how a volunteer functioned.

*"Um, uh, so as a track chair, you, yeah, you can get a sense of whether people are organized or not, and this and the Slack channel was actually very good because you, that you had some visibility into the processes as, uh, as an AC or a papers committee chair."* [P13]

**Accountability.** Adjacent to volunteer visibility is accountability. Multiple participants discussed how they approached unresponsive volunteers. In the words of one participant:

*"Sometimes people go AWOL and you can't get any response. So you just have to basically go and find someone else, which is difficult."* [P13]

One participant decided that, instead of finding a new volunteer, they would just do the work of that volunteer for them and, afterwards chose to discuss what the volunteer's role entailed.

*"But I was just like. " Ok I was just gonna, rather than assuming they're being lazy, I'm going to work on the assumption that they don't know what they're meant to be doing at that time." Or that they're struggling so there was like.. I sent out a lot of offers for help. And stuff. Which I then ended up having to then help."* [P8]

**Virtual meetings and inclusion.** Virtual meetings and conferences have provided access to those in areas of lower socioeconomic status. In this respect, COVID-19 has lowered barriers to volunteering. This has been one of the advantages of volunteering changes as a result of covid – people may become more visible, as virtual committee meetings allow for much more inclusivity. Nevertheless, there are challenges with time zones across countries, especially for volunteers from smaller SIGCHI communities who may have less critical mass to suggest preferential times – occurring not just once, but regularly.

**Quotas for Diversity inclusion.** There are many dimensions of diversity to meet, and it is recognised by the participants as very complex. Participants discussed implementing quotas as one possibility to get better diversity representation from underrepresented communities

so that they can have a chance to contribute, be valued, and be seen as role models. One of our participants reported how those opportunities boost and open new opportunities:

*I'm very conscious that I probably started working in these roles [Technical committees] because I'm a woman and I'm from Europe, you know, so early in an early attempt to diversify you know, a panel or a committee and so on. But you know, in, I think it's, it's, it's something that we need to think about. We need to be conscious about [...]. It makes me feel that it's an opportunity. So, you know, it's the same as being recruited because you're someone's, male, white friend. I also deal with it by showing that I can do the job that you might have invited me to do because I'm a woman and from Europe, but you know, if you work with me, you'll know that, you know, I can do the job. So it's, you know, then hopefully someone else says, okay, let's maybe let's invite her because she did that and did a good job. So, and I mean, sometimes is quite difficult, you know, just to think about that, but everybody gets invited for a reason [….] And I think that again, when you actually do the work, then people forget why they invited you (P14)*

Opening the opportunities for volunteers considering percentage and balance to have diverse committees can be a win-win situation. Designing this recruiting process is also part of plans for recruiting student volunteers. This challenge is described by P11:

*It's really, really hard. And we're going to see if we can figure out a better way to do that for the coming years [...]. Like we're thinking about maybe having some quota as in like a percentage of people that apply from different countries need to get in because, at least that we like avoid the cases where like one person from like Nigeria applied, but because they're one person, a thousand you didn't get selected. Whereas like this would ensure that at least, even though it was like, we would be skewing, it wouldn't be like a natural lottery, but at least it would be a more diverse lottery. (P11)*

## 3.3 EXISTING TECHNOLOGIES FOR SUPPORTING VOLUNTEERS

There are several existing systems to support volunteers in reviewing. However, not many of these programs support and give transparency to the non-conference-based roles SIGCHI has. The interviews revealed particular challenges and benefits that can inform the design of a SIGCHI system for supporting many volunteer roles. As participants discussed the technologies that they used to facilitate the work they were doing in their SIGCHI roles many commonalities arose despite the differences in their roles. To help parse this section, we separate the discussion by the technologies used.

### 3.3.1.1 Conference Management Tools

As a volunteer manager, participants are granted access to conference-specific tools for managing themselves, other volunteers, and the work. These tools, particularly PCS, evoked mixed reactions amongst the participants. Some participants have had positive experiences with PCS. They found PCS useful for larger scale actions, as noted by P7 below, but they also found it suitable for lower-level actions, as discussed by P5.

> *"I mean for my chair, what PCS does well, has been quite good at, I think providing overview and sort of mass distribution of things that is needed when you deal with a lot of papers." P7*

> *"what's nice about PCS, you've a lot of ...a lot of power over the system. I think in particular for those kind of those chair-level delegation roles of...of...of like silly things like being able to accept and edit other people's reviews. Right? Other systems like [Elsevier] EES for instance, uh you can edit other people's review, but like they have to already accepted. So it kind of put...it puts artificial barriers in place, but there are times in which you need to do things that don't, you know..workarounds are key. PCS enables a whole manner of workarounds...while unintended routes through the system get things in place quickly. Which is useful because CHI relies on a whole lot of reviews being submitted very quickly to a set deadline. So it's usually held up by all the designed systems." P5*

Some leveraged PCS to find new reviewers, integrating it into their process of recruitment.

> *"And so what we would do, we would, we would look into PCS and we would see people who have logged into the system after they had finished their reviews and said-okay, this person has finished their reviews. They're logging into the system for nothing. So they're, you know, they have time on their hands. Let's ask them to do one more." P18*

However, many instead used PCS as a last resort, particularly for finding potential reviewers. There was a general mistrust in the accuracy of the PCS model output. Those who use PCS suggestions for reviewers always check their scholarly profiles (Google Scholar mainly) to confirm their expertise in the topic methodology, sometimes to the level of whom they cite.

> *"You know tools like PCS provide a list with potential reviewers, but at the end, I choose people that I know from my network or from the literature, and I know that their interests are related to the papers. Especially, when you are AC you might have taken 20-30*

*papers to assign to 3 reviewers at least, and there are domains that you might not be familiar with." (P12)*

*"I was working on the PC, I went to the website to assess [??] that was my process back then, and there was a lot of noise, as in, there was a lot of people that seemed to be high-scoring but turned out not to be super-relevant." (P9)*

*"So that's why I usually don't just go with the top choice that PCS is recommending me. I'd rather double check that that's an accurate guess, you know? Yeah, yeah, yeah. It's, it's an algorithm and every algorithms, you know, it's not universally efficient or effective." (P14)*

*"Now it has been with them PCS, the ability to say, based on key words or whatever their algorithm and who are the people who are a good match for this paper. And it'll give you a ranked list. And the problem is that even though there are names there that if you don't know them, it can take a lot of work to go and look up their website and try to assess their expertise and see if you'd ask them. And if there's someone there who's name, you know, you're perhaps I hate to say perhaps more inclined to ask them." (P13)*

### 3.3.2 Other Tools to Facilitate the Internal Process of Volunteer Management

Almost all of the participants found that these supporting tools, such as PCS, EasyChair, and others, are not all encompassing and found alternative tools to help with volunteer management. We found that participants had specific approaches and expectations for tool functionality, depending on the situation and task they were attempting to complete. For example:

*"Email for formal communications, information. You know, informational, yea sharing of the main information. Slack is good for more rapid discussion. Quick questions, quick answers." (P5)*

*"I think email can only do so much. I think email is good at communication. Email cannot handle AC or review assignments, right? So we had to use something like PCS, and all that kind of thing. I'm not saying that we, we should only use email, I think, email in combination with something else." (P16)*

Moreover, they approached their roles and the management of volunteers with not only their tasks they had to complete, but also other valuable metrics in mind. It is important to note that their tools often shifted over their time within roles.

*"I mean the one thing that was a bit of a drag which uhh we've worked...I think this already...already really well documented in other channels in the CHI community, but that whole thing of doing AC assignments, uh was a bit difficult. People doing their bidding, and then allocating ACs to papers. So we ended up relying on this uh google...google sheet. We did some magic. Uhh but that's just outside the scope of what PCS is trying to be doing anyway. I think from the ACs perspective it seems to work pretty well. Um I mean it's probably the usual stuff about making clear who the committee members are and to not assign papers to the same people. Um I think the old things...was you...you..you'd see the famous person who'd been overallocated, send her an email, see if they got...see if they had anyone else who could review. So then you end up falling back on email quite a lot. Emailing people to get their thoughts on who to contact for papers you were stuck on." (P6)*

*I think we also because we kept all of this on the spreadsheet we would code various diversity metrics about people so that we could try to have an easy way to look at whether we were demonstrating some kind of unconscious bias towards a particular group of people so we were trying to keep a check on that cuz we kind of aware that such an easy thing to fall into… (P1)*

*"One of the things that was interesting about chairing CHI and I would be interested in whether you sort of felt the same was, um, I felt they were phases and I lived in different documents for different times. And the document that I lived in for the longest, for the first six months or something, and probably was the longest, because it was sort of in the early stages and there wasn't other stuff taking out, you know, at some point later you live in the budget spreadsheet, like the entire time, but that first bit, all I lived in was the, um, the list of roles, right. It was this spreadsheet with the list of roles. And we had so many considerations that we were trying to balance. Um, we had a little counter up the top in which we counted the number of men, the number of women, the number of people like where they were. So we, weren't just getting basically British people and Americans kind of thing. Um, and, uh, how you sort of fill those roles and how you sort of do this and this sort of talks to the power thing as well, which we, which is sort of the, the, the dirty side that we don't talk about. "(P3)*

Unfortunately, these other tools were not necessarily a catch-all. Participants found themselves adapting to the workflow of others on the team, despite their preferences for other methods.

*"I'm really originally not a Slack user, but everybody's using Slack. I had to use Slack. I tend a lot to do email, to be honest, because like I said, I, I want things to have a record. And I feel like that email has; you can actually track all the way back to God knows when. I just feel like a paper trail is important, especially if you want to document your work and labor and you want to show your work. I think email actually is better, but I don't get to decide what the...the systems, or tools we use. I will go with the majority." (P16)*

Some of the tools helped provide visibility into the SIGCHI hierarchy and how individuals were faring in their role.

*"So as a track chair, you ... can get a sense of whether people are organized or not, and this and the Slack channel was actually very good because you, that you had some visibility into the processes as, uh, as an AC or a papers committee chair." (P13)*

*"The other thing that was really useful was we had a Slack channel for all of the tracks within the organizing committee and we would keep across all of those and just sort of see relative activity. And that was really great because that allowed you to see that they were dealing, they might've been dealing with some really tricky issues and they handled it really well. Or they had a, they had someone complain and how they manage that or that they had more submissions than they expected." (P13)*

*"Yeah, so we did that all relies on volunteer effort as well. And we did, um, have, we... we've started a living document that documents the role and the processes and the timelines. So we've done that for the CSCW papers thing. And we've done that for each of the track each of the tracks within CHI. So there, there are online, you know, Google docs that say, you know, if you are the light breaking work papers chairs, this is what your role is. This is what you need to do by when, and these are the steps and this is even some draft texts that you can send out to reviewers at this point. Yeah. So we've tried to document that and we've tried to document that for papers, chairs, for CSCW and for the ACs and, um, which is great." (P13)*

*"and what we had in another document from the working group about courses and what was in the role description in that living document that was supposed to get handed over to course chairs, there was a lack of alignment." (P13)*

### 3.3.2.1 Using social media for Finding Volunteers and Building Community

Many did not leverage social media to find reviewers; however social media was considered helpful for those in Local and Global Chapters, although this was not well structured for finding information that was directly relevant to volunteering:

> *"Yeah. Um, yeah, social media, I guess in general, but it's only. it's, it's not super effective." (P15)*

This reference to social media being leveraged to provide 'general' information about CHI (and SIGCHI more broadly) was considered useful as a *community* resource, with community-related activity and connections being one of the core considerations for assessing, amongst other things, SIGCHI volunteer availability and suitability. Facebook in particular was referenced as one such community resource, while at the same time recognising that it also posed some difficulties in embedding professional activities with a controversial discussion space:

> *"Facebook, I'm embarrassed, what a remarkably useful tool. I find it professionally, um, like, I think for all, you know, insert every disclaimer you possibly can hear about the problems with Facebook. Right. Cause like, like, I mean, I totally recognize that. Um, but like I love that there is this very rich community of, of, of discussion that goes on there. Like I've really liked CHI Meta. So I know that like it is the official SIGCHI EC policy, that CHI Meta is a horrible, horrible pit of hell that should burn." (P3)*

When used as a means of advertising for roles to fill, social media required more than a simple place to host a call for applications, but also needed its posts to include content and a motivation for applicants to see the value of volunteering and the opportunities it could offer:

> *"Well, our posts had to be really long, not to be long, but just because people didn't necessarily know CHI or ACM, we had to go through the well let's explain to you what it is and then make it seem as if, you know, this is a really opportunity to a great conference and then come and volunteer. So, it wasn't just a call to action." (P2)*

In this respect, while social media offered a platform for broadcasting to its community of practice, this was also not a highly targeted resource, and as a consequence it could also pull in applications from people with insufficient knowledge or expertise, or who were not well versed enough in the community to know the context of roles to assess their own suitability.

### 3.3.2.2   What would be an ideal world of recruiting volunteers?

While respondents discussed developed workarounds for the existing PCS system, and their existing practices and processes, they also offered insights into what an ideal world of recruiting and working with volunteers. It included tools that would help facilitate the volunteer management and volunteering system, and the opportunities these changes would offer, both as improvements to streamlining processes and enabling better, more equitable outcomes. Issues cover finding reviewers, accessing a diverse volunteer base, and managing volunteers once recruited. We examine these topics below:

*The Process of Finding Reviewers is Easy*

While reviewing is not the role for volunteers, it formed a significant part of most interviewee's SIGCHI activity, and in many cases, the points raised about reviewing generally to other aspects of volunteer recruitment. In an ideal world, those interviewed said the system would help them quickly identify reviewers through various methods. Interviewees report that it would be beneficial to increase the transparency around who volunteers are and their current area of expertise. Over a third of interviewees requested some method for visualizing a person's network to aid the reviewer recruitment process. For example, P10 states that they" try *to see beyond the digital library*" or a "*cover letter*" and try "*to find hidden knowledge*" that gets lost in a single view into what a volunteer can offer. Others said that there was value in searching and posting across multiple social networks, such as Facebook, Twitter, CHI Meta, and search tools to find volunteers. Ultimately, many people were looking for a single tool to provide them with the information they need, describing potential value drawn from access to a volunteer's background, conference-relevant dependencies, and professional networks.

*Volunteer background*

Overwhelmingly, interviewees noted that PCS lacked a reliable, up-to-date, consistent or coherent background overview of potential volunteers (we note that for non-reviewing volunteer recruitment, there is currently no tool to support this). It is an area that could be greatly improved with technology support for recruitment. At its simplest, it would be helpful for ACs "*if there was something like a bio, keywords that describe that person, list of titles of papers*" [P9] or if they were given quick and direct access to a researcher's profiles (Google Scholar, dblp, etc.) to search for more information. Although some described this search as 'old-fashioned', most still looked at people's online profiles even though PCS has suggested a list of experts. The interviewees wanted to know the answer to covered prior volunteering activities, personal reliability, and language abilities.

Many interviewees talked about wanting to see a volunteer's career trajectory. It consisted of the person's training (in the role, bias, and diversity training) and explicit area of expertise; and their volunteer history to assess their suitability for advanced roles. One interviewee (P13) mentioned their desire for seeing a seniority indicator.

Some spoke about being able to get a snapshot of a person's reliability. It would allow them to view a person's review (or other volunteering) history and any recommendations a person had that recognized them as a good reviewer. However, one interviewee (P13) raised a concern about tagging volunteers with good/bad labels, and there are clearly likely to be practical, legal, and ethical problems with the use of this as a blunt instrument. Reviewer commendations are currently supported in PCS, but not always deployed, or are used in piecemeal ways over the years within conference series and applied differently across conferences. They wanted to be able to view how timely a person was with responses, their review quality, how many reviews a person had done, and which conferences they played that role. Knowing some, but not all about a person's volunteering background could lead to difficulties, and a system to support this would help:

> *"There is often a bit of a tension between knowing someone who really works in a field who would be a great reviewer but knowing the chances of them writing the review are low, and then you think, so sometimes you might ask them and they might say yes and then they'll be absolutely the last person to deliver the review and it probably be off the deadline." (P1)*

Interviewees also wanted to know what languages a person could speak or use in a technical form. Language ability was critical for many volunteer activities (esp. English), but this was not always easily identifiable from potential volunteer's publication records or online information. Explicitly recording this in a volunteer system could also be beneficial.

### 3.3.2.3  Visualising a person's network

Following the comments in the previous section, access to volunteer networks could be used to augment volunteer selection:

> *"If PCS could show me their personal network in some way as a visualization that might be really helpful because when it does the similarity rating thing, it doesn't really seem to do that. But if it could show me [the] recent collaborators of this person that might help me identify that person's postdocs or PhD students or something, and sometimes they might be a really good reviewer." (P1)*

Four of the interviewees actively spoke about introducing a knowledge graph visualization, allowing them to assess suitability and to identify potential conflicts of interest. They also mentioned its usefulness for helping extend and expand their network (impacting on volunteer diversity). Extending from the idea of a knowledge graph, these four and others spoke about similarity matrices and the ability to quickly see how a person's skills met the metrics of a role. They wanted the ability to match volunteers with others working in similar fields and for the system to show ways of connecting newcomers to other community members. Such network analysis could also help with CoIs: these interviewees wanted the system to automatically filter out potential conflicts of interest by identifying their employer or previous co-workers. Such a system was also considered proper to help identify co-influencers who might be able to help find volunteers in other places and with other nationalities.

### 3.3.2.4 Other Potential Tools

A few other ideas for tools were proposed to help facilitate the process of finding reviewers:

1. Keyword search based on expertise
2. A pool of reviewers based only on candidates who submitted papers to a conference and a pool of existing chairs
3. A list of reliable ACs and reviewers by discipline that could be accessed across conference venues

All of this information is likely to be readily available but is currently siloed across multiple systems.

### 3.3.2.5 The Process of Finding Reviewers Supports Diversity

Interviewees mentioned the advantage of collecting diversity metrics, such as countries, gender, minority, ethnicity, in a user's volunteer profile to help make more informed decisions about volunteer recruitment and provide feedback to the community such that we collectively make more inclusive decisions, and can also track how effectively we deal with diversity from these metrics:

> *"I think it would be brilliant if we [automatically recorded some aspects of diversity]. If we, did it properly. If we, did it formally. We could do it in some way which is like automatically being traced. Then we could really think about where we're lacking. [...] Because I suspect we're also lacking black…. Black reviewers, black ACs from Europe and from the US as well. There are some very prominent, very well-known people. I suspect there are many other people who just don't get asked because they're not at that right university with the right professor. So, people just don't know about them."* (P8)

PCS was suggested as one such place to host diversity information:

*"So, if PCS has diversity characteristics...erm information, right? About all the reviewers… so in your profile when you register as a reviewer, you would tick all the boxes to tell you how old you are and what your ethnicity is, and what your gender is and so on... that gives us information about a pool of reviewers, and then we can see whether we are awarding those excellent review things in a biased manner or not."* (P1)

While recording and using diversity information clearly might have value, there are significant challenges in requesting, hosting and processing such sensitive information (e.g., GDPR).

The introduction of awareness training was brought up several times as a way for volunteer managers to get more insight and feedback into their own potential selection biases:

*"... reminding people about their biases or training them about their biases. And telling them that you want them to pick...to ensure diversity within the reviewers that they select... reminders to people about how they might, that's how they do have a selection bias themselves and how they should actively try to work against it, and things that you can do…. Now you could also… and this would be contentious…. Why not make the system biased the other way? To work against our human biases. So perhaps it could put all the female and black and ethnic minority people at the top of the list. And all the straight white men at the bottom."* (P1)

As this interviewee notes, solutions that push particular groups are likely to be contentious, but the point is an interesting opening for a deeper discussion about how we might want to develop SIGCHI volunteering to become more inclusive.

### 3.3.2.6  The Process of Managing Reviewers is Easy

Many of those interviewed suggested a complete revamp of PCS, while most of those who liked PCS had found workarounds to do what they needed, such as 'hacking' the system to check on reviews, and to smooth out the reviewing process given the often-tight timelines:

*"What's nice about PCS, you've a lot of ...a lot of power over the system. I think in particular for those kinds of, those chair-level delegation roles of...of...of like silly things like being able to accept and edit other people's reviews. Right? Other systems like this EES for instance, uh you can edit other people's reviews, but like they have to have already accepted. So, it kind of put… it puts artificial barriers in place, but there are times in which you need to do things… workarounds are key. PCS enables a whole*

*manner of workarounds...while unintended routes through the system get things in place quickly. Which is useful because CHI relies on a whole lot of reviews being submitted very quickly to a set deadline. So, it's usually held up by all the designed systems." (P5)*

However, those who were not as acquainted with the system requested more transparency. Specifically, people asked for processes to be more automated, such as sending automatic reminders for late reviews, or splitting papers across subcommittees. People asked that the system help prevent them from falling back on their emails through automation, and that it created 'paper trails' of their work to aid event tracking and audits. Requests were made for reusable templates so they would not have to "start everything from scratch" and that those templates were easy to change or update. Opportunities were noted about the possibilities of flagging delayed reviewers, or ACs who were not recruiting reviewers. In order to audit how volunteer recruitment was built on expertise and to explore the breadth of searching for reviewers, a suggestion was also made about a tool to see the connections between people who nominated other reviewers (connecting in with the knowledge graph proposed above).

# 4 FUTURE RESEARCH

The following key points are the volunteering committees future research suggestions.

- Mapping to opportunities to expectations: For many volunteering roles, the necessary skills to perform these arise from prior experience, but this is often tacit, and not visible to people 'outside' the venues being recruited for. Clarifying possible career paths or trajectories for SIGCHI volunteering in a more explicit form would be a useful guide to applicants seeking a path into volunteering across the breadth of roles available.

- Living records of role handover documentation: Although this is currently undertaken in some venues, there is a clear need for information about how to conduct significant responsibilities that are passed from outgoing to incoming post-holders. We note that roles change over time, and that this documentation will need to be ongoingly assessed and adapted. In some cases, this may extend to supporting mechanisms for shadowing (digitally and/or physically) current post-holders.

- 'Open' data across SIGCHI venues and systems: There is huge value in enabling cross-venue SICHI volunteer knowledge transfer (e.g., ACM CHI to ACM HRI conferences), and cross-platform data interactions. Participants report that PCS is currently not optimised for this (technically), as well as presenting potential data/GDPR and ethical implications that could be resolved through refining its terms and conditions over the longer term (noting that these are unlikely to be resolved retrospectively).

# 5 ACKNOWLEDGEMENTS

# 6  APPENDIX A – SURVEY

How do you describe yourself? (Mark one answer)

      Prefer to self-identify (please specify)

      Female

      Male

      Prefer not to say

Please specify your age range:

      18-25 years old

      26-35 years old

      36-45 years old

      46-55 years old

      56-75 years old

      75 years or older

      Prefer not to say

Do you consider yourself to have a disability?

      Yes

      No

What is the nature of your disability? (Select all that apply)

      Deafness or severe hearing impairment

      Blindness or severe visual impairment

      A condition that substantially limits physical activity such as walking, climbing chairs, lifting or carrying

A learning difficulty

A long-standing psychological or mental health condition

Prefer not to say

What is your first (preferred) language?

      All Language options given

What is your nationality? (Start typing to quickly select a country)

      All countries given

Please indicate your primary discipline:

      Computer science

      Design (incl. product design/ user experience)

      Engineering

      Behavioural sciences / psychology

      Social Sciences

      Other (Please Specify)

Where is your organisation based? (please note this is not necessarily where you are physically located)

      Africa

      Asia

      Europe

      South America

      North America

      Oceania (Australia and New Zealand)

Please indicate your primary professional sector:

      Academia / university

Industry researcher

Practitioner/consultant (industry)

Practitioner/consultant(government/NGO)

Practitioner/consultant(self-employed)

At what stage are you in your professional career?

Undergraduate/masters

PhD student

Early-stage career (1 to 5 years)

Mid-stage career (6 – 14 years)

Experienced (+15 years)

How long have you been an active volunteer in the SIGCHI community? (for e.g., reviewing papers, chairing sessions, supporting local chapters, student volunteering, etc.)

Never

<1 year

1-2 years

2-3 years

3-5 years

6-10 years

11-15 years

16 or more years

How did you get involved as a SIGCHI volunteer?

Colleague recommendation

PhD supervisor recommendation

Open application process

Invitation from a conference chair

Making direct contact to reach out to a conference chair

Other (please specify)

How often have you taken on a SIGCHI role in the last three years? (Volunteering in any capacity)

Once

Twice

Three times

Four times

More than four times

Never

Which roles have you taken on in SIGCHI events or activities (Select all that apply)?

Student volunteer

Reviewer

Session chair

Mentor

Associate chair

Organising chair or committee (any capacity)

Local chapter organisation

Other (please specify)

Did you get the last position you applied for? (SIGCHI-related events or activities)

Yes

No

Not applicable

How often do you get the positions that you apply for? (SIGCHI-related events or activities)
    Always
    Usually
    Sometimes
    Rarely
    Never
    Not applicable
How supported did you feel throughout conducting your last role as a SIGCHI volunteer?
    Very supported
    Supported
    Not very supported
How would you describe your feelings about your volunteering experience? (select one or more)
    Enjoyable
    Stimulating
    Exciting
    Inspirational
    Disappointing
    Unpleasant
    Disheartening
    Difficult
Misguided
    Stressed
    Exhausted
    Overwhelmed
    Time consuming
    Neutral
    Other (please specify)
Did you understand what the role would involve?
    Yes
    No
Why didn't you understand what the role would involve?
Open question
How likely will you recommend volunteering for SIGCHI?
    Very likely
    Likely
    Neither likely nor unlikely
    Unlikely
    Very unlikely
Why would you or would you not recommend volunteering for SIGCHI?
Open question
Are you planning on volunteering for SIGCHI again?
    Yes
    No
Select factors that might lead you to taking on another SIGCHI volunteer role from your prior experience (select all that apply)
    I felt connected to the community
    I felt appreciated

I learned a lot and want to learn more

I would like to try other roles

It was fun!

I want to learn more about the reviewing process

It was useful for my career

I made some great friends

I made useful contacts

Other (please specify)

Select any factors might stop you taking on another SIGCHI volunteer role from your prior experience (select all that apply)

I felt excluded, I did not fit in

I felt that too many hours were expected of me

I felt that the amount of work required of the role was more than the proposed hours

Travel / costs unattainable

I felt overwhelmed with what was expected of me

It was different to what I expected

Lack of information about roles

I did not feel connected

Lack of diversity

More work than expected

Could not attend interesting tracks

I felt that I wasted my time

I did not feel skilled enough for the role

International time difficulties

Other (Please specify)

What SIGCHI role would you like to do next?

Open question

If you have volunteered for SIGCHI roles multiple times, why did you decide to volunteer again?

Open question

If you have selected the role of reviewer, what were your motivations for selecting this role (select all that apply)

Improve research scope

Learn something about the area

It was given to me

My supervisor told me to do it

Wanted to contribute to the community

Other (please specify)

Did you get recognition for your role?

It wasn't official

I received an email

I got a certificate

I got recognition at the conference

Nothing

Other (please specify)

Does getting formal recognition for SIGCHI volunteering matter to you?

Yes

No

Why does getting formal recognition for SIGCHI volunteering matter to you?
Open question
Were there any issues in the past that affected your willingness to volunteer?

Yes

No

If there were issues that affected your willingness to volunteer for SIGCHI, please identify these below (select all that apply).

Cultural differences

Linguistic

I have not had the opportunity to volunteer yet

I have applied but not been accepted yet

Family commitments

Care commitments (of others, childcare, eldercare)

Lack of time

Lack of funding

Shyness

Embarrassment at asking / being rejected

Funding

Lack of institutional support

Lack of institutional interest

Physical or mental energy

It's boring

Other (please specify)