

# Diversity, Equity, and Inclusion Needs at Illinois State Bar Association

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ASSESSMENT REPORT

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**ILLINOIS STATE  
BAR ASSOCIATION**

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## EXECUTIVE SUMMARY

The goal of the ISBA’s Diversity, Equity, and Inclusion (DEI) efforts is to ensure that the Association is an organization that respects and values diversity in leaders, volunteers, members, and staff of the Association and that is committed to active and full participation in programs, activities, policy development and decision making. In Spring 2022, ISBA partnered with KJN Equity Consultants (KJN) to receive assistance in assessing the current DEI status. The priorities included providing actionable results, making the process inclusive and transparent, handling data ethically, and being efficient in the use of time and energy. To do so, KJN proceeded with various research methodologies and analyses (details outlined below) to better understand the following areas of emphasis:

1. DEI Education
2. Participation
3. Governance and Policy
4. Programming
5. Social Activities
6. Evaluation

The methodology utilized by KJN for the assessment entailed 1) a review of DEI related ISBA policies, statements, and other KJN documents, 2) a reanalysis of the ISBA’s Diversity survey, 3) an online survey of current council/committee leaders, 4) an online survey of current historically underrepresented group members, and 5) interviews with current council/committee leaders.

The data for each of these methods is presented for each of the areas of emphasis (where relevant) in the main body of the report and appendices. However, the summary of findings for each area is presented below:

***Education.*** Based upon the document review (see appendix for list of documents and hyperlinks to them), the ISBA has made a serious investment in providing a range of DEI education provided by a diverse group of presenters. The evaluations of those modules are positive, but just above the midpoint of the scale. Based upon our surveys and interviews with council/committee leaders, there may be some perceptions that these sessions are “preaching to the choir” rather than attracting a broad audience. Nonetheless, they are believed to be of high quality. The participants suggested that leadership consider more personal invitations to participate in these events by current members and attendees.

***Participation.*** While many of the council leaders were more moderately positive about the ISBA being an inclusive environment and the ISBA’s efforts to diversify its participation and

leadership, minority members responded more in the neutral (‘somewhat’) range. Furthermore, whereas council leaders provided slightly positive opinions on the ISBA’s attempts to communicate its DEI mission, goals, and initiatives, minority members provided slightly negative opinions. Most inclusion and equity questions were rated in the neutral range. The most negatively rated inclusion survey question among minority members was the notion that *The issues of interest to historically underrepresented groups are given due attention in the ISBA*. Approximately 58% of the leaders and 45% of the minority members that we surveyed reported that their council/committee took specific steps to increase the representation of historically underrepresented groups. Most efforts reported focused on targeted recruitment of underrepresented groups. Only 37% of the leaders and 24% of the minority members reported efforts aimed at making their council/committee a more inclusive environment. A notable frequently recommended strategy for increasing representation within ISBA included reaching out to law students who might be relatively more diverse than the current population of practicing attorneys. A common concern was to avoid tokenism, window dressing, and making those who are marginalized responsible for finding the solutions.

**Governance.** With respect to DEI, there is no person primarily in charge. There is a DEI committee, but it is not currently functioning. As constituted, the committee does not appear to have a particular structure or set role. Regarding the structure of the ISBA, there is a perception that involvement is based on “who you know” and can set members on certain trajectories within the organization. Also, the path to leadership was described as a “black box.”

**Programming.** Approximately 21% of our sample of leaders reported that their council/committees had programming related to DEI topics. About 66% of those leaders reported that they were willing to adhere to DEI standards for programming set by the ISBA. However, many of them anticipated that there would be some level of resistance and pushback, primarily from their older White male members.

**Social Activities.** Leaders reported only a moderate amount of diversity in the attendance and/or participation in their social activities. Approximately 60% of those leaders reported that they were willing to adhere to DEI standards for social activities set by the ISBA.

**Evaluation.** The ISBA’s Diversity Survey collected data on the diversity of the organization. The primary content of that survey focused on the statuses of individual ISBA members regarding their tenure with ISBA, roles/ positions held within ISBA, and their primary employment. This information allows for assessments of the representation of diversity within roles/positions within the ISBA. However, the data didn’t appear to be analyzed or reported with any sociodemographic comparisons. A reanalysis of the data was done to provide an illustration of what these analyses might look like. Furthermore, the survey focused solely on diversity, with only one question (an open-ended) focused on inclusion, and no questions on equity.

## GLOBAL DEI STANDARDS

The Global Diversity Equity and Inclusion Benchmarks (GDEIB) is a set of standards collaboratively developed by a group of over 119 Diversity, Equity, and Inclusion (DEI) experts from around the world. The GDEIB the most comprehensive attempt to create standards by which the DEI efforts of organizations might be evaluated. Moreover, this set of standards might also be used as benchmarks for the strategic planning of DEI efforts.

The following recommendations are based upon an assessed gap analysis of the current status of DEI work in the ISBA with the standards of the GDEIB. Using the Global DEI Benchmarks to guide our evaluations and recommendations, the triangulation of data indicates that the ISBA is in a *proactive stage* of DEI efforts, surpassing the preceding reactive stage. Below, we list stages towards best practices.

### Level 1: Inactive

- No DEI work has begun; DEI is not part of organizational goals

### Level 2: Reactive

- A compliance-only mindset; actions are taken primarily to comply with relevant laws and social pressures. Doing the bare minimum.

### Level 3: Proactive

- A clear awareness of the value of DEI; starting to implement DEI systemically. This is what is required and expected of all organizations.

### Level 4: Progressive

- Implementing DEI systemically and showing improved results and outcomes beyond what is required or expected.

### Level 5: Best Practice

- Demonstrating current global best practices in DEI; exemplary.

## METHODOLOGY

### **Document Review**

The KJN team conducted a thorough review of ISBA's DEI-related documents. These documents were reviewed to assess the alignment of policies, structures, and practices with the GDEIB benchmarks and standards presented above. Please see the Appendix for a master list with hyperlinks to all documents reviewed.

### **Reanalysis of Existing Survey Data**

Raw quantitative data from the ISBA's Inclusion Survey provided to our team was analyzed by a statistician to evaluate responses broken down by demographic groups, because the original survey was an aggregate of all members. The data was cleaned and analyzed to observe the response trends of members that hold various marginalized identities.

### **ISBA Leadership and Minority Member Surveys**

Two new surveys were developed in Qualtrics software and distributed to ISBA members. The surveys were relatively similar but focused on different areas of concern for ISBA leaders (e.g., education efforts, attitudes towards DEI standards for section council/committee) and ISBA minority members (e.g., feelings of inclusion). The surveys were sent to emails provided to our team (approximately 250 leaders and 95 minority members) and respondents were given about 2 weeks to complete their responses after receiving two email reminders during this time. The demographic breakdown of survey respondents is listed in Table A1 in the Appendix. Please see Figures 1-4 in the Appendix for a graphical representation of the respondents' demographics.

### **ISBA Leadership and Minority Member Interviews**

60 minutes Zoom interviews were conducted by members of the team with volunteering ISBA leaders and minority members. Using the same contact lists as the surveys mentioned above, ISBA members were randomly selected and sent an email invitation to discuss ISBA DEI-related efforts. Interviews were informal, unstructured, and not recorded to give participants comfortability and anonymity in this process in hopes of retrieving richer data.

## Section

## 2

# Recommendations

After aggregating our findings across all data, we provide several calls to action. These action items were either directly suggested from respondents or were derived from gap analysis assessment using the Global DEI Benchmarks (GDEIB, 2021) as a comparison standard.

**Table 1.** *Overarching Calls to Action*

- 
1. Drive strategy with a clear, organization-wide DEI vision
  2. Appoint DEI champions and create accountability
  3. Have a strong organizational structure around DEI and its implementation
  4. Create consistent and appropriate DEI assessment and measurement
  5. Align and connect with clear, frequent DEI communication across the organization
  6. Broaden the scope and audience for DEI education
- 

Based on the ISBA's current progress and gaps in their DEI efforts, we identified several areas for opportunity, briefly stated in Table 1, but then explained below.

The first three action items reflect what is called the *foundational* aspects of DEI work in that they constitute the pre-requisites for any and all DEI endeavors. These categories include needing to have effective DEI-related operations, a strong DEI vision aligned to organizational goals, and accountable leaders to implement the vision and provide a structure that supports DEI implementation. The last three action items regard what is called the *bridging* aspects of DEI work in that they reflect essential processes that serve to link the foundational work (vision, leader, structure) of DEI with the internal and external processes of the organization. These actions ensure that there is a clear assessment in place to guide and measure DEI decisions, clear communication about DEI goals, DEI education to reach desired DEI competence, and a connection between the organization's sustainability initiatives and their DEI initiatives.

## 1. Drive strategy with a clear, organization-wide DEI vision

ISBA's DEI Vision is currently at a reactive stage where a basic DEI vision, mission, and strategy has been developed and communicated to all members. For example, DEI definitions are broadening beyond gender, race, and ethnicity (e.g., accounting for ability status) and there is compliance with basic legislation.

We would like to get to the proactive stage where:

- A DEI vision, mission, and business impact statement has been developed and widely and consistently communicated to all members. A mission statement has been developed, but members were not aware of the statement and the efforts made towards implementing it.
- A DEI definition includes many identities and acknowledges the breadth of marginalized members.

## **2. Appoint DEI champions and create accountability**

ISBA's leadership and accountability is currently in between a reactive and proactive stage. Leaders are beyond reactive and seemingly proactive in terms of acknowledging that DEI is an essential leadership competency. Leadership is also beyond reactive stage and into proactive actions by engaging with DEI issues and seeking input beyond just meeting regulations. However, leadership is not yet rated on DEI competencies.

We would like to fully move beyond the proactive stage into the progressive stage by having leaders:

- Promote, communicate, champion, and advocate for DEI initiatives and their strategies
- Be rated on DEI competencies and rewarded for demonstrating high DEI competence
- Extend DEI by going beyond recruiting to hosting programs and social activities where underrepresented members feel seen, included, and a sense of belongingness.

## **3. Have a strong organizational structure around DEI and its implementation**

ISBA's DEI structure and implementation is mostly in the proactive stage where the organization has DEI councils/committees, a budget to cover DEI support, and members of DEI functions are called upon for their expertise. One piece that is missing from the proactive stage that we may have missed in data collection is which individuals are clearly communicated to all members as the DEI champion(s).

We suggest the following actions for ISBA to move into the progressive stage of DEI structure and implementation:

- Acquire a DEI leader with authority at the executive level who is knowledgeable about and committed to DEI
- Reconstitute a DEI committee with a clear decision-making role and structure around the bridging functions of the GDEIB (i.e., communication, DEI metric/tracking, training and development)



- Provide a means to have all departments, committees, and section councils collaborate to ensure a holistic and integrated approach to DEI
- Rethink the self-nomination process and how it may introduce discrimination/exclusion and consider a system that educates all members on the processes to attain leadership positions

#### **4. Create consistent and appropriate DEI assessment and measurement**

ISBA's DEI assessment efforts are moving into the proactive stage, such that members are willing to participate in assessment, measurement, and research related to DEI; data has started to be sorted by diversity dimensions to increase learning about different groups; the organizations regularly collect demographic information and monitors representation. There is some room to improve within the proactive stage before aiming towards the progressive stage. We suggest that the following actions occur to solidify current assessment endeavors:

- Appoint a person and/or committee (see #3 above) to assume responsibility for DEI assessments.
- Collect, analyze, and report data disaggregated by demographic variables (e.g., race/ethnicity, sexual orientation, gender identity, ability status, neurodiversity, etc.) and monitor representation across the organization as a whole and within section councils/committees.
- Move beyond diversity data and include measures of inclusion (e.g., acceptance, belongingness, voice, authentic acceptance) and equity (e.g., fairness and transparency in organizational processes and procedures).

#### **5. Align and connect with clear, frequent DEI communication across the organization**

ISBA's DEI communication is sitting in between the reactive and proactive stage of communications. For instance, ISBA is integrating DEI into many aspects of communication and encouraging members to discuss DEI to provide input to DEI initiatives (proactive). However, aspects of communication efforts are still in the reactive stage, such as lack of language translations.

We suggest that ISBA consider the following actions to solidify their proactive stage:

- Appoint a person and/or committee (see #3 above) to assume responsibility for DEI communications
- Provide translations and other accessible formats (e.g., sign language, closed captioning)

- Enable employees to indicate gender pronouns on email signatures or other written communication

**6. Broaden the scope and audience for DEI education**

ISBA’s learning efforts have been making great strides in DEI-related education. The organization has engaged in many of the actions depicted in the proactive stage. For example, employees are exposed to DEI education, members can engage in virtual learning methods, cultural awareness and implicit bias training have been offered. However, there are several actions that can strengthen the positive impact of the Learning category in ISBA.

We suggest that ISBA consider the following actions to solidify their proactive stage:

- Appoint a person and/or committee (see #3 above) to assume responsibility for DEI training & development.
- Put more emphasis on broadening the pool of attendees to learning events by extending personal invitations.
- Employ cultural celebrations and organization-wide activities that combine social interaction with DEI learning

**Table 2. Calls to Action Summary**

<p>1. Drive strategy with a clear, organization-wide DEI vision</p>	<ul style="list-style-type: none"> <li>▪ Develop a DEI vision, mission, and business impact statement and communicate to all employees</li> <li>▪ Develop a DEI definition that includes many identities and share across the organization</li> <li>▪ Emphasize <i>why</i> ISBA is strengthening their DEI efforts beyond because it is a good thing to do (e.g., moral, business, societal)</li> </ul>
<p>2. Drive strategy with DEI champions and accountability</p>	<ul style="list-style-type: none"> <li>▪ Promote, communicate, champion, and advocate for DEI initiatives and their strategies</li> <li>▪ Be rated on DEI competencies and rewarded for demonstrating high DEI competence</li> <li>▪ Extend DEI by going beyond recruiting to hosting programs and social activities where underrepresented members feel seen, included, and a sense of belongingness.</li> </ul>

<p>3. Drive strategy with a strong organizational structure around DEI and its implementation</p>	<ul style="list-style-type: none"> <li>▪ Acquire a DEI leader with authority at the executive level who is knowledgeable about and committed to DEI</li> <li>▪ Reconstitute a DEI committee with a clear decision-making role and structure around the bridging functions of the GDEIB (i.e., communication, DEI metric/tracking, training and development)</li> <li>▪ Provide a means to have all departments, committees, and section councils collaborate to ensure a holistic and integrated approach to DEI</li> <li>▪ Rethink the self-nomination process and how it may introduce discrimination/exclusion and consider a system that educates all members on the processes to attain leadership positions</li> </ul>
<p>4. Align and connect with consistent and appropriate DEI assessment and measurement</p>	<ul style="list-style-type: none"> <li>▪ Appoint a person and/or committee (see #3 above) to assume responsibility for DEI assessments.</li> <li>▪ Collect, analyze, and report data disaggregated by demographic variables (e.g., race/ethnicity, sexual orientation, gender identity, ability status, neurodiversity, etc.) and monitor representation across the organization as a whole and within section councils/committees.</li> <li>▪ Move beyond diversity data and include measures of inclusion (e.g., acceptance, belongingness, voice, authentic acceptance) and equity (e.g., fairness and transparency in organizational processes and procedures).</li> </ul>
<p>5. Align and connect with clear, frequent DEI communication across the organization</p>	<ul style="list-style-type: none"> <li>▪ Appoint a person and/or committee (see #3 above) to assume responsibility for DEI communications</li> <li>▪ Provide translations and other accessible formats (e.g., sign language, closed captioning)</li> </ul>

	<ul style="list-style-type: none"><li>▪ Enable employees to indicate gender pronouns on email signatures or other written communication</li></ul>
6. Align and connect with a broader scope and audience for DEI education	<ul style="list-style-type: none"><li>▪ Appoint a person and/or committee (see #3 above) to assume responsibility for DEI training &amp; development.</li><li>▪ Put more emphasis on broadening the pool of attendees to learning events by extending personal invitations.</li><li>▪ Employ cultural celebrations and organization-wide activities that combine social interaction with DEI learning</li></ul>

## Section

## 3

## Key Findings

**1. DEI Education**

ISBA was interested in the effectiveness of DEI-related CLE events and ways leadership (Board of Governors, Assembly, Section Council/Committee Chairs) can help improve these efforts. Our initial assessment plan was to (a) review educational materials to see if DEI was not only covered but also delivered with application suggestions, (b) assess the participation of DEI education modules, (c) assess the ‘takeaways’ from the education modules, and (d) critique the education evaluation sheets.

**A. Document Review**

After completing a document review (please see Appendix for aggregation of all findings), we found that there was a relatively high number of diverse speakers for CLE programs.

- 2017: 82 (9 different BiPOC groups)
- 2018: 65 (11 different BiPOC groups)
- 2019: 59 (8 different BiPOC groups)
- 2020: 46 (9 different BiPOC groups)

The topics of CLE programs in the On-Demand Catalog (as of October 2021) included the following:

1. Improving and Promoting Diversity and Inclusion in the Legal Profession – Part of the Newly Admitted Attorney Basic Skills Program by ISBA (2021)
2. Gender and Age in the Modern Workplace (2020)
3. Decisions and Diversity: How Our Minds and Experiences Sustain Bias and What to Do about it (2020)
4. Addressing Biases in Your Workplace: How to Advocate for Yourself and Your Co-Workers, Part of Minority Bar CLE (2020)
5. Diversity and Inclusion: Increasing Diversity within the Legal Profession (2019)
6. Diversity and Inclusion: Professionalism at Work in the Law (2019)

Upon critiquing the education evaluation sheets, we suggest that questions be expanded to gather richer data; however, the current evaluation sheet is well designed. Currently, attendees are asked to rate the following questions from 1 (poor) to 5 (excellent): “What is your overall assessment of the program?” and “What is your assessment of the quality of the program materials?”.

Attendees are also asked to rate statements concerning learning objectives, course methods,

critical thinking during the course, expansion of knowledge, and strategies obtained after attending the course. We suggest that every evaluation sheet ask how attendees heard about the course (e.g., Diversity and Inclusion: Professionalism at Work in the Law, 12/6/19). In an attempt to increase and diversify participants, we also suggest that evaluations include questions that (a) assess motivation to continue attending DEI-related CLE programming and (b) ask if attendees would be interested in personally contacting other ISBA members to encourage attendance to the next CLE program.

## **B. Leadership Survey**

Respondents who indicated that they have attended DEI-related CLE programs (either online or in-person) listed they have attended the following programs:

- “Some for basic skills/new lawyers, for bar leaders nationwide, rooting out racial bias”
- “Microaggression”
- “Diversity Leadership”
- “Diversity and Inclusion: Professionalism at Work in the Law”
- “Implicit bias program”
- “Rooting Out Racial Bias”

However, many of the respondents who reported they have attended DEI-related CLE programs were not able to recall the names of the programs. The average effectiveness rating for ISBA DEI-related CLE programs was 3.68 on a scale ranging from 1 = Very ineffective to 5 = Very effective. When respondents were asked why they thought CLE programming was either effective or ineffective, they provided the following information:

Effective:

- “Very high-quality program”
- “Promotes awareness”
- “Thought provoking material”
- “It included stories from the trenches and hard conversations about how allies could help mitigate microaggressions”
- “Lean effective”
- “I think any program that highlights and education regarding DEI is effective”
- “Introducing attendees to concepts”
- “The ISBA works to address many DEI-related areas and includes suggestions on how to act on inclusion.”
- “Because ongoing teaching helps with learning”

## Ineffective:

- “Needs more action in practice, good to open up the conversation but need more conversations from affected populations, leadership changes quickly and if DEI isn't a priority for the president hard to make much change in a year”
- “Solution in search of a problem”
- “More are needed”
- “Preaching to the choir”
- “Too many factors to change”
- “Inability to convince more diverse members that the ISBA is worth their time.”
- “I don't think it is stressed.”
- “We're usually preaching to the choir”
- “It's a subject being forced upon the bar”
- “Often talking to the same group of folks”

Respondents offered the following suggestions concerning further DEI education and training:

- “I think it would be good for every committee member to attend one focused on being a considerate and inclusive leader because every committee member should be a leader in their communities for the ISBA.”
- “Have DEI speakers present at each Section Council - once a year.”
- “Strongly encourage members to take such DEI-related programs.”
- “It is important to discuss the differences between disabilities. Not all disabilities need or desire similar accommodations, and sometimes the accommodations are directly conflicting.”
- “Hoping you will tell me that. Mentorship?”
- “Leadership training. Election coaching.”
- “Webinars and short video messaging”
- “I think the ISBA could provide more training on some of the "hidden" diversity issues (sexuality, gender, etc., ability) to increase sensitivity. I had to go to Google to determine how to answer some of the initial questions.”
- “Keep DEI education regular and keep it varied.”
- “We need to learn how to talk about diversity without hostility or blame. Everyone needs to take responsibility for diversity, including the underrepresented.”

**C. Interviews with Leadership**

**Table 3. Leader Interviews: DEI Education**

Emerging Themes: DEI Education	Notable Quotes
<p>Poor attendance at CLEs</p>	<p>“Programming of CLE aren’t attended as well. It’s good programming though. Even if there is one person there it goes online and shows we are doing something.”</p> <p>“It’s beyond communication, people just are not coming. Don’t think it has to do with topic, it’s just people aren’t coming. Participation was slowing down before pandemic. 83% of hours were online before live even before pandemic”</p>
<p>Content of CLEs</p>	<p>“ISBA comes from overall opposed to individual sections of councils, meaning that it seems like DEI leadership wants to make them bigger programs to let everyone satisfy their requirements.”</p> <p>“Implicit bias program was great.”</p> <p>“Do not recall seeing anything about those DEI programs. My personal organization does their own trainings. There hasn’t been an ask to promote participation within committees.”</p> <p>“Every single CLE has been about implicit bias. Frankly it gets kind of old. It doesn’t address key issues in legal profession. How do we provide tangible solutions to minority members?”</p> <p>“The small and solo firm practice institute had a really engaging speaker so someone like that.”</p> <p>“People are only interested in CLE for so long, it is not sustainable. People are engaged if they accomplish something with a group of people they enjoy being with, people feel belongingness. Even if people had one output that they were responsible for and proud of, it would be more than networking.”</p>
<p>Ideas for Improving Education</p>	<p>“Try to have speakers on panels who can talk about the issue at hand.”</p> <p>“1 on 1 personal contact would help attendance for CLE programming. A personal invitation or someone to be there to show you the ropes in an authentic way. This is part of the inclusion piece.”</p> <p>“Put talk about this in IBJ and other emails.”</p> <p>“Maybe leadership could reach out”</p>



## 2. Participation

ISBA was interested in emphasizing the value of diversity on all ISBA groups through increased messaging and training to boost participation and diversity on committees and section councils. Our initial assessment plan was to (a) reanalyze the inclusion survey data by demographic groups, (b) assess the diversity of sections and committees via documentation, (c) assess what activities have been taken to recruit more diverse people via documentation and surveys, and (d) discuss feelings of inclusion with minority members.

### A. Reanalysis of Survey Data

We reanalyzed the Inclusion Survey that was conducted by ISBA prior to our engagement. A statistician reviewed the data and looked for differences between racial/ethnic groups on several variables that were captured in the survey.

Our results indicate that there was a statistically significant difference in ISBA tenure between racial/ethnic groups ( $X^2 = 89.71$ ,  $df = 28$ ,  $p = <.001$ ). For example, 62% of White members have been involved with the ISBA for 21+ years, where only 31% of Black members have tenure for 21+ years. There was also a statistically significant difference between racial/ethnic groups regarding being a member of a law firm that was primarily owned, operated, or managed by a marginalized group. ( $X^2 = 44.49$ ,  $df = 7$ ,  $p = <.001$ ). For example, 34.5% of White members said they did compared to 45.5% Asian members, 36.8% Black members, 36.0% Latinx and members. However, there was only marginally significant differences between racial/ethnic groups, specifically Latinx members ( $p = .058$ ), for involvement in standing councils/committees.

### B. Leadership Survey

The leader sample (96% White) were asked if they have ever been invited to assume or join a position of leadership within the ISBA. 61% of respondents said they have been invited to serve in the following positions: Chair, Vice Chair, Secretary, VP, Assembly, CLE Coordinator, and President.

Leaders were also asked if their council(s) or committee(s) have taken any specific steps to increase the representation of historically underrepresented groups. Over half of respondents (58%) reported that they have taken steps towards increasing representation. To keep anonymity and confidentiality of participants, we do not break these numbers down by racial/ethnic groups (i.e., less than 2 respondents in several groups).

Of the participants who reported that they *have* seen any specific steps to increase the **representation** of historically underrepresented groups, Table 4 lists their council(s) and committees(s) and the actions they have taken.

**Table 4.** *Councils/Committees Taking Steps to Increase Representation*

<b>Councils/Committees Recognized for Representation Efforts</b>	<b>Examples of Actions Taken for Representation</b>
YLD	Paid attention to who we put on the council encourage people of color and underrepresented populations to join/be active
Judicial Evaluation	Invited underrepresented groups to join
Trusts and Estates	Focuses on access to justice issues
Business and Securities Law	Inclusion; promote to leadership
Racial Ethnic Minorities	Outreach to minority/affinity bar associations
Bench and Bar	In selection of new members/ CLE speakers
Civil Practice Procedure	Listen to concerns for remote access
LEAC	Committee members and ISBA staff have reached out to underrepresented group individuals
Family Law	CLE on diversity and asking for diverse speakers
IBJ Editorial Board	Looking for board members to provide different perspectives
Mental Health	Personal invitation, nominations of underrepresented groups
Rural Practice Initiative	Advertising targeted at minority groups
Professional Conduct	Considering such issues when determining who to recommend for our committee
Disability Law	Attempted to reach out to more diverse attorneys
Board of Governors	Board seats for underrepresented
Criminal Justice	Recruiting for membership and leadership

Leaders were also asked, aside from representation, if their council(s) or committee(s) have taken any specific steps to make them a more **inclusive** environment for historically underrepresented groups. Only 36.8% of leaders said they have taken steps to improve inclusion.

Of the participants who reported that they have seen any specific steps to increase the **inclusion** of historically underrepresented groups, Table 5 lists their council(s) and committees(s) and the actions they have taken.

**Table 5. Councils/Committees Taking Steps to Increase Inclusion**

<b>Councils/Committees Recognized for Inclusion Efforts</b>	<b>Examples of Actions Taken for Inclusion</b>
Trusts and Estates	Newsletter articles on the subjects
Business and Securities Law	Invite participation and engagement
Racial Ethnic Minorities	Welcoming new members/encouraging non-members to be active
Civil Practice and Procedure	Leadership has considered mobility issues
Leadership	Asked for input/insight on general and specific issues
CLE and LEAC Committees	Actively review its collection of programs to attempt to ensure that it includes programs that would appeal to lawyers from historically underrepresented groups. In monitoring law school admissions and graduations, as well as bar passage rates, the LEAC Committee attempts to keep a watchful eye on how those from underrepresented groups are faring in the legal education and bar admission contexts.
ADR	Invite speakers to FIKA, discuss implicit bias
Administrative Law	Made sure our meeting spaces and materials are accessible
Family law section council	Regular seek diverse members and speakers for CLE
IBJ Editorial Board	Discussing access to justice issues at every meeting
Traffic, Criminal, Sentencing	Appointments and speaking engagements
Mental Health	Partnered with other councils and committees on CLE programs.

Finally, leaders were also asked to rate their perceptions of ISBA’s DEI efforts on a scale of 1 to 5. The survey items, averages (means), and spread (standard deviations) of the data are presented in Table 6 below.

**Table 6.** *Perceptions of ISBA’s DEI Efforts*

<b>Survey Items</b>	<b>Mean</b>	<b>Standard Deviation</b>
How inclusive is the ISBA environment for historically underrepresented groups?	3.81	1.01
The ISBA makes good attempts to diversify its participation.	4.12	0.94
The ISBA makes good attempts to diversify its leadership.	3.91	1.01
The ISBA communicates its DEI mission, goals, and initiatives effectively.	3.60	1.21
The ISBA tracks diversity, inclusion, and equity effectively.	3.38	1.04

*Note.* Number of respondents = 55-57

*Note.* Scale Range Item 1: 1 = Very Little, 2 = Little, 3 = Somewhat, 4 = Moderately, 5 = Very much; Scale Range Items 2-5: 1 = Strongly disagree, 2 = Somewhat disagree, 3 = Neither agree nor disagree, 4 = Somewhat agree, 5 = Strongly agree

### **C. New Minority Member Survey**

Minority members were asked about their time serving on ISBA section councils and committees. 23 individuals reported being involved with more than one section council or committee during their time with ISBA. The average tenure across all committees was 4.83 years. Position titles included: Chair, Co-Chair, CLE Liaison, Secretary, Newsletter Editor, and Regular Member. 4 individuals had reported they have held more than 1 position in a specific council or committee over their time on the committee. Further, 2 individuals reported holding multiple *leadership* positions across various councils or committees. The average position tenure across all section councils/committees was 3.34 years.

The minority member sample was also asked if they have ever been invited to assume or join a position of leadership within the ISBA. 55.26% of respondents said they have been invited to serve in one of the following positions: Chair of Section Council, Chair of Committee, Co-Chair of Committee, Board of Governors At Large, Underrepresented Seat for Board of Governors, Assembly, and Secretary of Committee. Table 7 shows invitations into positions of leadership by racial/ethnic groups.

**Table 7. Leadership Positions by Race/Ethnicity**

Race/Ethnicity	Have you ever been invited to assume or join a position of leadership within the ISBA?		
	<u>No</u>	<u>Yes</u>	<u>Total</u>
African American/Black	8 (42.1%)	11 (57.9%)	19 (100.0%)
East Asian	1 (100.0%)	0 (0.0%)	1 (100.0%)
Hispanic/Latinx	4 (57.1%)	3 (42.9%)	7 (100.0%)
Jewish	1 (50.0%)	1 (50.0%)	2 (100.0%)
Multiracial/Multiethnic	3(42.9%)	4 (57.1%)	7 (100.0%)
South Asian	0 (0.0%)	1 (100.0%)	1 (100.0%)
Southwest Asian	0 (0.0%)	1 (100.0%)	1 (100.0%)
<b>Total</b>	17 (44.7%)	21 (55.3%)	38 (100.0%)

Note. Number of respondents = 38

Minority members were also asked if their council(s) or committee(s) have taken any specific steps to increase the representation of historically underrepresented groups. 45% of respondents reported that steps have been taken to increase representation. Table 8 shows the breakdown of these responses by racial/ethnic group.

**Table 8. Representation by Race/Ethnicity**

Race/Ethnicity	Has (have) your council(s) or committee(s) taken any specific steps to increase the representation of historically underrepresented groups?		
	<u>No</u>	<u>Yes</u>	<u>Total</u>
African American/Black	9 (47.4%)	8 (42.1%)	19 (100.0%)
East Asian	0 (0.0%)	0 (0.0%)	1 (100.0%)
Hispanic/Latinx	4 (57.1%)	3 (42.9%)	7 (100.0%)
Jewish	2 (100.0%)	0 (0.0%)	2 (100.0%)
Multiracial/Multiethnic	3 (42.9%)	4 (57.1%)	7 (100.0%)
South Asian	0 (0.0%)	1 (100.0%)	1 (100.0%)
Southwest Asian	1 (100.0%)	0 (0.0%)	1 (100.0%)
<b>Total</b>	19 (50.0%)	16 (42.1%)	38 (100.0%)

Note. Number of respondents = 38

Of the participants who reported that they *have* seen any specific steps to increase the **representation** of historically underrepresented groups, a list of their council(s) and committees(s) and the actions they have taken are in Table 9.

**Table 9.** *Councils/Committees Taking Steps to Increase Representation*

<b>Councils/Committees Recognized for Representation Efforts</b>	<b>Examples of Actions Taken for Representation</b>
Special Steering Committee, REM, DLC	This is our mission. CLE, newsletters, sponsorship/co-sponsorship; Supporting candidates who run for leadership positions and raise issues on diversity; Adding more members
Women & the Law	Encouraging diverse groups to participate in ISBA or run for an ISBA office
Judicial Advisory Polls	Identifying new members from underrepresented groups
Board of Governors	Personal recruitment
Law Related Education	Recruitment
WTLA and Steering Committee on Racial Inequality	Creation and continued programing raising awareness of issues
Disability Law Committee	Outreach and addressing issues leading to disparity or lack of access
Civil Practice	Leadership roles
LEAC	We are looking at doing a CLE and I think some may have been done in the past.

Aside from representation, minority members were asked if their council(s) or committee(s) have taken any specific steps to make it a more **inclusive** environment for historically underrepresented groups. 23.68% said they have seen steps taken to be more inclusive. Table 10 below shows responses broken out by racial/ethnic group.

**Table 10. Inclusion by Race/Ethnicity**

Race/Ethnicity	Aside from representation, has your council or committee taken any specific steps to make it a more inclusive environment for historically underrepresented groups?		
	<u>No</u>	<u>Yes</u>	<u>Total</u>
African American/Black	12 (63.2%)	5 (26.3%)	19 (100.0%)
East Asian	0 (0.0%)	0 (0.0%)	1 (100.0%)
Hispanic/Latinx	6 (85.7%)	1 (14.3%)	7 (100.0%)
Jewish	2 (100.0%)	0 (0.0%)	2 (100.0%)
Multiracial/Multiethnic	5 (71.4%)	2 (28.6%)	7 (100.0%)
South Asian	0 (0.0%)	1 (100.0%)	1 (100.0%)
Southwest Asian	1 (100.0%)	0 (0.0%)	1 (100.0%)
<b>Total</b>	26 (68.4%)	9 (23.7%)	38 (100.0%)

*Note.* Number of respondents = 38

Of the participants who reported that they *have* seen any specific steps to increase the **inclusion** of historically underrepresented groups, Table 11 lists their council(s) and committees(s) and the actions they have taken.

**Table 11. Councils/Committees Taking Steps to Increase Inclusion**

<b>Councils/Committees Recognized for Inclusion Efforts</b>	<b>Examples of Actions Taken for Inclusion</b>
REM, DLC	Programming, sponsorship, co-sponsorship, Seminars to discuss diversity
Women & the Law	Support diverse ISBA Board and Assembly members
Judicial Advisory Polls	Identifying new members from underrepresented groups
Board of Governors	Human Rights - very inclusive and open to newcomers. Racial Equity - focusing on these issues primarily
Law Related Education	Recruitment
WTLA and Steering Committee on Racial Inequality	Continued relevant and informative programing
Disability Law Committee	Outreach and addressing issues leading to disparity or lack of access
Civil Practice	Open and respectful communication
State and Local Taxation	Invited underrepresented groups attorneys to meetings, asked such individuals to join and offered and given positions of the various officers. Steps taken by current members to speak with individuals one on one and in groups

Minority members were asked to rate their perceptions of ISBA's DEI Efforts. The items, averages (means), and spreads (standard deviations) of the data are presented in Table 12. Please see Figures 5-9 in the Appendix for a pictural representation of these responses. In addition, respondents rated their perceptions of ISBA's inclusivity (see Table 13) and ISBA's equity (see Table 14).



**Table 12.** *Perceptions of ISBA's DEI Efforts*

<b>Survey Items</b>	<b>Mean</b>	<b>Standard Deviation</b>
How inclusive is the ISBA environment for historically underrepresented groups?	3.05	1.16
The ISBA makes good attempts to diversify its participation.	3.53	1.01
The ISBA makes good attempts to diversify its leadership.	3.08	1.17
The ISBA communicates its DEI mission, goals, and initiatives effectively.	2.87	1.12
The ISBA tracks diversity, inclusion, and equity effectively.	3.03	0.97

*Note.* Number of respondents = 38

*Note.* Scale Range Item 1: 1 = Very Little, 2 = Little, 3 = Somewhat, 4 = Moderately, 5 = Very much; Scale Range Items 2-5: 1 = Strongly disagree, 2 = Somewhat disagree, 3 = Neither agree nor disagree, 4 = Somewhat agree, 5 = Strongly agree

**Table 13.** *Perceptions of ISBA Inclusivity*

<b>Survey Item</b>	<b>Mean</b>	<b>Standard Deviation</b>
The ISBA is an inclusive organization.	3.35	1.18
The ISBA has a sincere interest in the well-being of its historically underrepresented group members.	3.38	1.02
The ISBA gives its historically underrepresented group members the space to voice their inclusion concerns.	3.26	1.14
The issues of interest to historically underrepresented groups are given due attention in the ISBA.	2.85	1.18
I feel that I can be my authentic self when participating in ISBA events.	3.65	1.30
I feel like I belong when I participate in ISBA activities	3.38	1.33
I can participate in important ISBA decisions to the extent to which I want to participate.	3.68	1.32
I feel respected in the positions I have served in ISBA.	3.39	0.75

*Note.* Number of respondents: 33-34

*Note.* Scale Range: 1 = Strongly disagree, 2 = Somewhat disagree, 3 = Neither agree nor disagree, 4 = Somewhat agree, 5 = Strongly agree

**Table 14.** *Perceptions of ISBA Equity*

Survey Item	Mean	Standard Deviation
I have received the same opportunities for leadership positions in ISBA as everyone else.	3.38	1.28
The process by which leaders are chosen in the ISBA is fair and impartial.	3.15	1.21
The decision-making processes in the ISBA are fair and impartial.	3.26	1.21
The allocation of resources for areas of concern are fair and impartial.	3.09	1.08

*Note.* Number of respondents: 34

*Note.* Scale Range: 1 = Strongly disagree, 2 = Somewhat disagree, 3 = Neither agree nor disagree, 4 = Somewhat agree, 5 = Strongly agree

**D. Interviews**

**Table 15.** *Leader Interviews: DEI Education*

Emerging Themes: Participation	Notable Quotes
Perceptions of ISBA Section Council/Committee Diversity	<p>“Low diversity. White men over 55 is the major demographic. Disability law committee is relatively diverse (a little bit racially and decent among attorneys with disabilities).”</p> <p>“Law office management is not diverse”</p> <p>“For ISBA members that are on diversity related committees, they are a little skewed in terms of working towards diversity whereas legally substantive committees are going to not be as</p>

aware or motivated to diversity. A fair amount of people are trying to reach out though to get more diversity on their committees.”

“Dependent on the specific committee and the committee’s diversity standpoint or influence. Everything is little groups and committees, and so the diversity efforts are siloed along with everything else.”

“We are not turning people down, but there are not a ton of people asking to join. I think our committee is gender balanced, but not diverse in any other respect.”

“Strong push for different viewpoints in many different councils because George Floyd.”

“I see hesitation from minorities to get involved, assuming it’s because they don’t want to be the token Black person.”

“On rural practice initiatives, we have two Black people on our committee who are rural attorneys. As a result, you do not want to over burden them or tokenize them to be the representative. I don’t have a solution, but this is a problem. We shouldn’t be continuing to appoint the same people to get just numbers.”

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Ideas for Improving DEI in ISBA

“Trying to maintain annual programming for law school students. If you can engage students, you can keep them.”

“The selection of meeting locations. Consistently choosing places that are not accessible and barely accessible inside the building. Locations matter. They can borrow from other organizations. ABA will give you the checklist of accessible places.”

“I don’t know if ISBA is trying to recruit more diverse people. ISBA does not advertise to new graduates, and that group is more diverse than the legal population as whole. Depending on the nature of your career, the ISBA may not be important. Find ways to make ISBA important and to cater/be inviting to new diverse members.”

“It would be great to have more diversity generally. I do not feel as a committee chair, I have gotten specific instructions to further that goal. That wasn’t part of the committee selection process. Everyone who wanted to be on the committee could be because my committee is not high demand. If we were given instructions on how to increase diversity we would.”

“Law schools are an opportunity. Officers have discussed this, and the next president knows this too.”

“We could build better relationship with minority and affinity bars.”

“We are currently contemplating minority committee groups. Can we do this more efficiently. Can we get more people to participate? Could it be more synchronized. Programming has happened and we address. We had a young African American women tell them “yeah I’m a leader and represent diversity. I don’t feel like I belong here.” We understand its more than a number games.”

“15 years ago, diversity fellows who got special leadership training with a special spot on some committees. They found the niche they were taken by the hand. They were included and valued. Now they are super involved and prominent leaders in ISBA.”

“The Leadership Academy is trying to achieve getting people new to ISBA and bring them in and getting familiar and getting them to leadership position. It would be great to bring it back and get them 10-12 people and pay for them.”

“We should look at numbers across the state and regional disparity.”

“ISBA members services is no longer a think tank anymore. Now it is like are we responsible for doing these things? We can figure out how to get committee ramped up again. Execution needs help.”

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Especially doing phone calls. “It’s a great idea, you should do it” mentality. We need more directions and goals to meet to motivate”

“ISBA should get better at reverse mentoring. My kids and younger lawyers have taught me so much. I didn’t know what I didn’t know. ISBA can stop having White men being the “mentors” here, they can be taught too.”

“Make it feel like a home game opposed to an away game for diverse members, it needs to be inclusive beyond just getting them at the table.”

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**3. Governance and Policy**

ISBA was interested in better understanding how the Association’s structure and procedures can be better built to promote diversity and inclusion. Our initial assessment plan was to (a) review policies of the Board of Governors and (b) review the structure of the diversity leadership council.

**A. Leadership Survey**

Leaders were asked about their time serving on ISBA section councils and committees. 27 individuals reported being involved with more than one section council or committee during their time with ISBA. The average tenure across all committees was 6.17 years. Position titles included: Chair, Regular Member, Co-Chair, CLE Liaison, Secretary, Newsletter Editor, and Other. 15 individuals had reported they have held more than 1 position in a specific council or committee over their time on the committee. Further, 28 individuals reported holding multiple *leadership* positions across various councils or committees. The average position tenure across all section councils/committees was 4.02 years.

**B. Interviews**

**Table 16.** *Leader Qualitative Interviews: DEI Education*

Emerging Themes: Governance and Policy	Notable Quotes
Leadership Commitment to DEI	<p>“When people are running for office, they often mention diversity but it seems like window dressing. Not that they care really or get what they’re saying or will stay really being involved.”</p> <p>“Race and culture is ISBA leadership’s only focus.”</p> <p>“Leaders are engaged in DEI. Standing agenda item is DEI. An effort is being made, but unclear about the progress being made.”</p>

“Leadership (Board of Governors, Assembly) has commitment to exam where we are and why we are the way we are. Assume we are heavily White and old. Leadership has changed over the last 5-6 years, such that its more well balanced and diverse, but we have more of a way to go.”

“I don’t think any of us are afraid to push DEI. My goal is to have a ISBA not only that people feel comfortable but want to join because it’s good for their career, you can become a leader, and you can have fun while doing it. I want all our members to experience that.”

“We definitely have a commitment to diversity, but execution is where we are at and struggling a bit right now. Its turning to more inclusion and we need to make better execution of inclusion.”

“ISBA is not very committed. Male and white dominated. I see discussion about DEI now, but it’s still who you know and if you are connected to someone.”

“George Floyd’s murder woke ISBA up.”

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Perceptions of Leadership Attainment

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“Think there’s an idea that any leadership position is kind of cliquy. You need to know how these ropes work in order to get a leadership position.”



“ISBA is self-nomination for appointment. If they want to be on any section council or committee, they can vote for themselves. The chair and co-chair see who self nominates and make recommendations based on that.

“Initial ISBA involvement is who you know and can set you up on certain trajectories, so there is bias.”

“Diverse committee composition hasn’t been changed much. This leadership position is more altruistic, it’s not always a career move up the ladder. Just to be on the committee in general, the committee leader looks at self-nominations. They do not have confidence that ISBA reviews it super well, because people have wanted to leave the committee and so they have been left off the list the council sends out. But somehow, they are put back on the committee, so maybe ISBA review is passive?”

“ISBA president go through self-nominations for committees. The existing leadership meets annually as well to say who on the committee and council should stay or go. 5-year rule mainly apply. Some section councils and committee are extremely popular. If you’re not in the list of names, it’s hard for Officer to know what you want. Some areas of law aren’t popular so people stay on the committee for years. Then there are high profile committee appointments. One thing that comes to mind is to maintain institution members and expand the base.”

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“I hung around long enough to get offered secretary and move up to chair. I have no idea how to get to Officer or Board of Governors. It’s still a black box to me to know how to get to leadership positions. I would need really good sources to talk to.”

“There is a particular type of Lawyer that is served very well by being part of ISBA. Other people don’t perceive the value of ISBA. It’s exclusive without intending to be so. What is the purpose of each committee? Certain committees do not have a very defined thing that they do and they enjoy the process, the contribution, and each other. Certain committees do not benefit from networking like family law.”

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“Personal connection and reach out and touch are so important to get on section councils and committees. Saying “I want to nominate you” is more helpful, you should tell people you are really fantastic may be better than self-nomination. We need outreach to people encouraging them to run.”

#### Ideas for Advancing Leadership Attainment Process

“Something with the self-nomination process could be changed. There is no guidance how to recommend folks. It’s so loose at the chair level and then it goes off to the President and I have no idea what happens. It would be interesting to look into how other state bars handle this.”

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## 4. Programming

ISBA was interested in assessing leaders' acceptance or apprehensions towards DEI-related standards (e.g., diversity requirements, review of programs for inclusion and equity) for ISBA programming. Our initial assessment plan was to (a) see if programs had diversity requirements in place, (b) estimate how much programming focused on diversity, and (c) gauge attitudes towards implementing DEI standards for programming.

### A. Leadership Survey

On average, leaders reported that **21%** of their council(s) or committee(s) CLE programming includes a focus on DEI topics. Respondents were asked how they felt about the idea of setting DEI standards regarding the CLE programming that their section(s)/committee(s) conduct(s). **31.25%** said they were *very willing* to set DEI standards, while **35.42%** said they were *somewhat willing* and **33.33%** said they were *not very willing*.

**Table 17.** *Programming and Social Activities*

Survey Items	Mean	Standard Deviation
How inclusive is (are) your council(s)/committee(s) environment(s) for historically underrepresented groups?	3.61	1.02
How diverse is (are) your council(s)/committee(s)?	3.27	0.93

*Note.* Number of respondents = 44-49

*Note.* Scale Range Item 1: 1 = No Inclusivity, 2 = Little Inclusivity; 3 = Somewhat Inclusive, 4 = Moderate Inclusivity, 5 = High Inclusivity; Scale Range Items 2-3: 1 = No Diversity, 2 = Little Diversity; 3 = Somewhat Diverse, 4 = Moderate Diversity, 5 = High Diversity

### B. Interviews

**Table 18.** *Leader Interviews: Programming*

Emerging Themes: Programming	Notable Quotes
Thought on DEI standards acceptance/resistance	“Leadership would support DEI, but a bit of push back from members is likely. And pushback would be that members feel like they are being told what to do. From committee level, there is theoretical support but hard time executing.”

“ISBA is all types of practices areas and practice environments, so sometimes there are outbursts of people that are in solo firms saying they don’t need to be hearing about DEI.”

“One thought is that there is a messaging piece to consider re how ISBA is promoting DEI efforts. Older members are like why are we spending time talking about this. There are opportunities to target old men and talk about why this is important. There is a lot of talk about what we are doing, but not why we are doing it.”

“Seen resistance and acceptance to DEI programming. Heavily old white male, 14% is rural. We know there will be resistance but we have made strides.”

“Acceptance by those who understand the issue.”

“More resistance to redundancy to know what is important to talk about in this DEI sphere.”

“People would be resistant because there has been a historical group of people who are successful and consistently appointed (which has to gender, race, and type of law). So, if there are only so many seats at the table there will be fear that they will lose their seat.”

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“There are very Chicago heavy committees with certain perspectives opposed to people in different regions of the state. A broad leadership all over rather than something rather than people up from Chicago telling everyone what to do.”

“There is the “we have always done it this way” mentality.”

“White people have issues accurately perceive the issue of racism, it’s usually because they feel threatened.”

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“Beyond CLE, the rural program was awesome. This is the program that needs to be done. Committees that serve discrete needs are helpful and ways to advocate.”

“ISBA has taken it seriously. Rural practice initiatives to put lawyers in the rural parts of state. Minority members do not feel welcomed in those parts of the state. It became a central part of what the committee focuses on.”

Ideas for Advancing ISBA Programming

“Work on the accessibility statement because it has been ignored after several requests to change it.”

“Section council is a lot “we will do things for the organization”. There are responsibilities that come along with that. However, committees are not that

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necessarily. There are a lot of wondering who to go to, and a lot of change with what the ISBA committees even are. Once the committee changes, it gets lost and hard to revive. Committees could do more with more structure and organization.”

“Clear directives and goals with committees and how they connect with other committees would be helpful to (a) have a goal and (b) motivate members with events and timelines, and (c) make a structure more intuitive for new members.”

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## 5. Social Activities

ISBA was interested in assessing leaders' acceptance or apprehensions towards DEI-related standards (e.g., review of leaders' inclusion responsibilities) for ISBA social activities. Our initial assessment plan was to (a) estimate how diverse is attendance/participation in social activities and (b) gauge attitudes towards implementing DEI standards for social activities.

### A. Leadership Survey

Respondents were asked how they felt about the idea of setting DEI standards regarding the social activities that their section(s)/committee(s) conduct(s). **32.65%** said they were *very willing* to set DEI standards, while **28.57%** said they were *somewhat willing* and **38.78%** said they were *not very willing*.

**Table 19.** *Social Activities*

Survey Items	Mean	Standard Deviation
How diverse is (are) the attendance/participation in your ISBA-related social activities?	3.09	0.88

*Note.* Number of respondents = 44-49

*Note.* Scale Range Items 2-3: 1 = No Diversity, 2 = Little Diversity, 3 = Somewhat Diverse, 4 = Moderate Diversity, 5 = High Diversity

## 6. Evaluation

ISBA was interested in beginning an annual assessment to measure DEI-related benchmarks. Our initial assessment plan was to (a) critique the previous survey for improvements and (b) rethink the survey to illustrate best practice.

### A. Reanalysis of Survey Data

After thorough qualitative and statistical review of the previous Inclusion Survey, we noted several areas for improvement. The survey was primarily focused on ISBA- and job-related variables, such as tenure with ISBA, break in ISBA membership, positions held within ISBA, and employment type. Several sociodemographic questions were also included, such as age, gender identity, race/ethnicity, sexual orientation, and ability status. The survey report included bar charts to depict the frequency of respondents that selected each response option. At the end of the survey, there were two open-ended questions that asked respondents to provide their thoughts on how to improve both accessibility and inclusivity for programs, events, and meetings.

Although the survey does touch on several important DEI topics, there is room for improvement. We recommend the following to reflect best practices:

- Initially, agree on ways to ensure the survey itself is inclusive, ethical, and accessible by considering aspects such as ability status (e.g., closed captioning, audio description), language preferences (e.g., translations), and inclusive response options (e.g., “check all that apply”, “Other” with open-text box).
- Include an introduction that emphasizes why ISBA is strengthening their DEI efforts to increase survey engagement and motivation.
- Add additional questions that capture perceptions of diversity, inclusion, and equity. Utilize both quantitative and qualitative questions (i.e., scales and open-ended text boxes) to gather richer data for analysis and future DEI implementation strategies.
- Have a system in place to regularly send out a survey to collect a variety of demographic variables (e.g., race/ethnicity, sexual orientation, gender identity, ability status, neurodiversity, etc.) and monitor representation across the organization as a whole and within section councils/committees.
- When reporting results, analyze responses with sociodemographic comparisons to understand differences in experiences and perceptions (i.e., break out perceptions of inclusivity by race/ethnicity, sexual orientation, etc.)



## Section

## 4

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**Table A1. Demographics of Survey Respondents**

<b>Demographic Variable</b>	<b># Leaders</b>	<b># Members</b>
<b>Race/Ethnicity</b>		
White	55	0
African American/Black	0	19
East Asian	0	1
South Asian	0	1
Southeast Asian	0	1
Pacific Islander	1	0
Hispanic/Latinx	1	7
Jewish	0	2
Multiracial/ethnic	0	7
<b>Gender Identity</b>		
Cisgender Man	27	11
Cisgender Woman	23	24
<b>Sexual Orientation</b>		
Heterosexual	50	35
Bisexual	1	1
Lesbian	1	0
Gay	1	0
Pansexual	0	1
Other	0	1
<b>Ability Status</b>		
No Disability	53	35
Hearing Difficulty	2	1
Multiple Difficulty	1	0

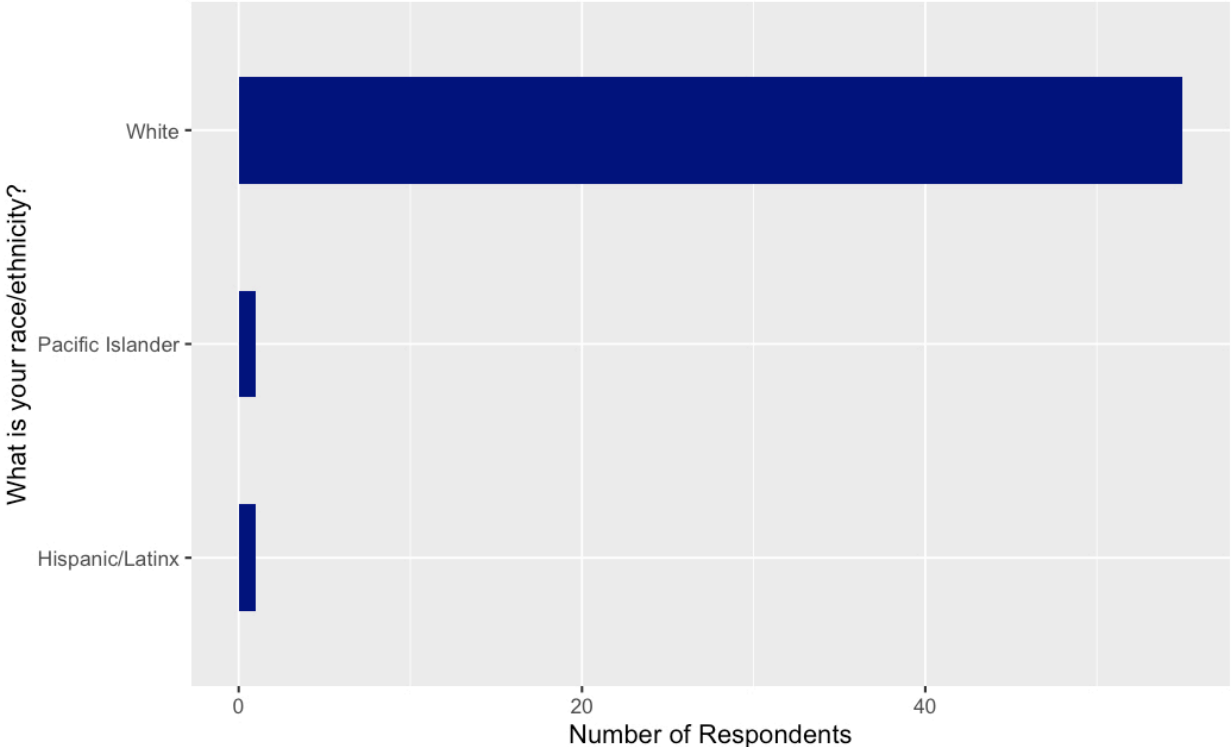
**Table A2.** *Respondents' Section Council(s) and Committee(s)*

<b>Section Council/Committee</b>	<b># Leaders</b>	<b># Members</b>
Administrative Law	1	0
ADR	0	3
Amicus	1	0
Animal Law	1	0
Assembly	2	2
Bench and Bar	5	1
Board of Governors	1	2
Business Advice/Financial Planning	3	0
Business and Securities Law	1	1
Civil and Human Rights	1	0
Civil Practice and Procedure	2	4
CLE	1	0
Commercial Banking	2	0
Commission on Inequality	0	2
Construction Law	1	0
Criminal Justice	2	4
DEI	0	2
Delivery of Legal Systems	3	0
Disability Law Committee	1	2
Diversity Leadership	2	4
Education Law	1	3
Elder Law	1	0
Employee Benefits	1	0
Environmental Law	0	2

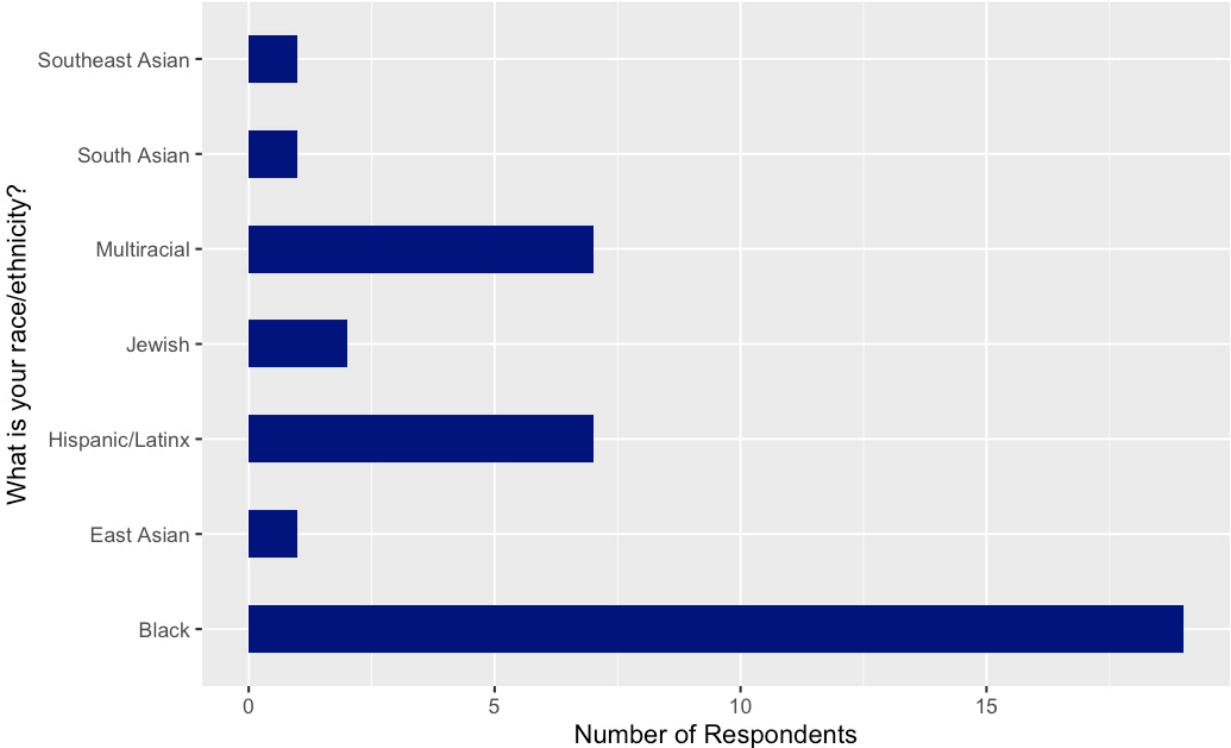
Family Law	4	4
Federal Civil Practice	2	0
Federal Taxation	1	0
General Practice	1	0
Government Lawyers	1	0
Government Lawyers	0	1
Human and Civil Rights	0	1
Illinois Bar Journal	1	2
Insurance	1	0
Insurance Law	0	2
Judicial Advisory Polls	0	1
Judicial Evaluations	1	0
Labor and Employment	1	1
Law Office Management Economics	1	0
Law Related Education to Public	2	0
Legal Education and Admission	2	0
Legislation	3	2
Local Government	3	0
Mental Health	2	0
Military Affairs	1	0
Mineral Law	1	0
Professional Conduct	1	1
Racial and Ethnic Minorities	1	6
Racial Inequality	1	3
Real Estate	3	1
Rural Practice	1	0

Senior Lawyers	1	1
Sentencing	1	0
Sexual Orientation Gender Identity	2	0
Solo & Small Firm	3	1
State and Local Taxation	2	1
Tort Law	1	0
Traffic Courts	3	1
Trusts and Estates	2	0
UPL Task Force	2	2
WATL	0	1
Women in the Law	1	2
Young Lawyers Division	2	1

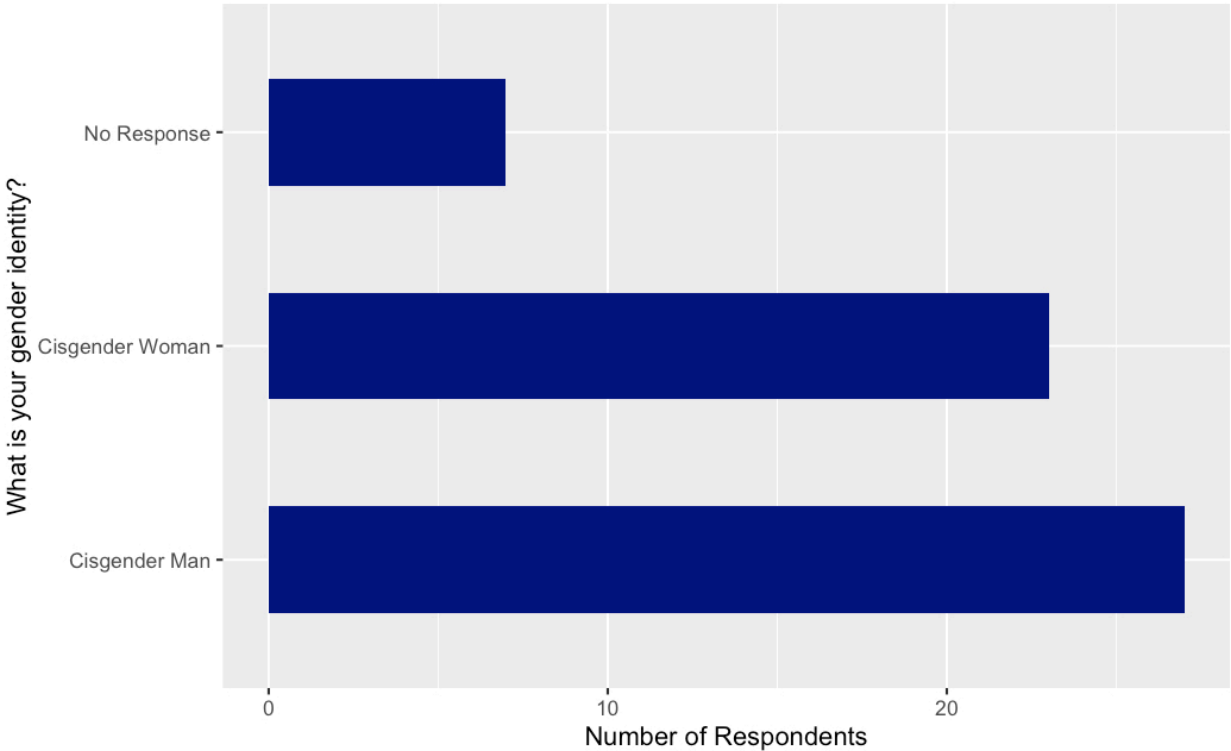
**Figure 1a.** *Leader Survey Demographics: Race/Ethnicity*



**Figure 1b. Member Survey Demographics: Race/Ethnicity**

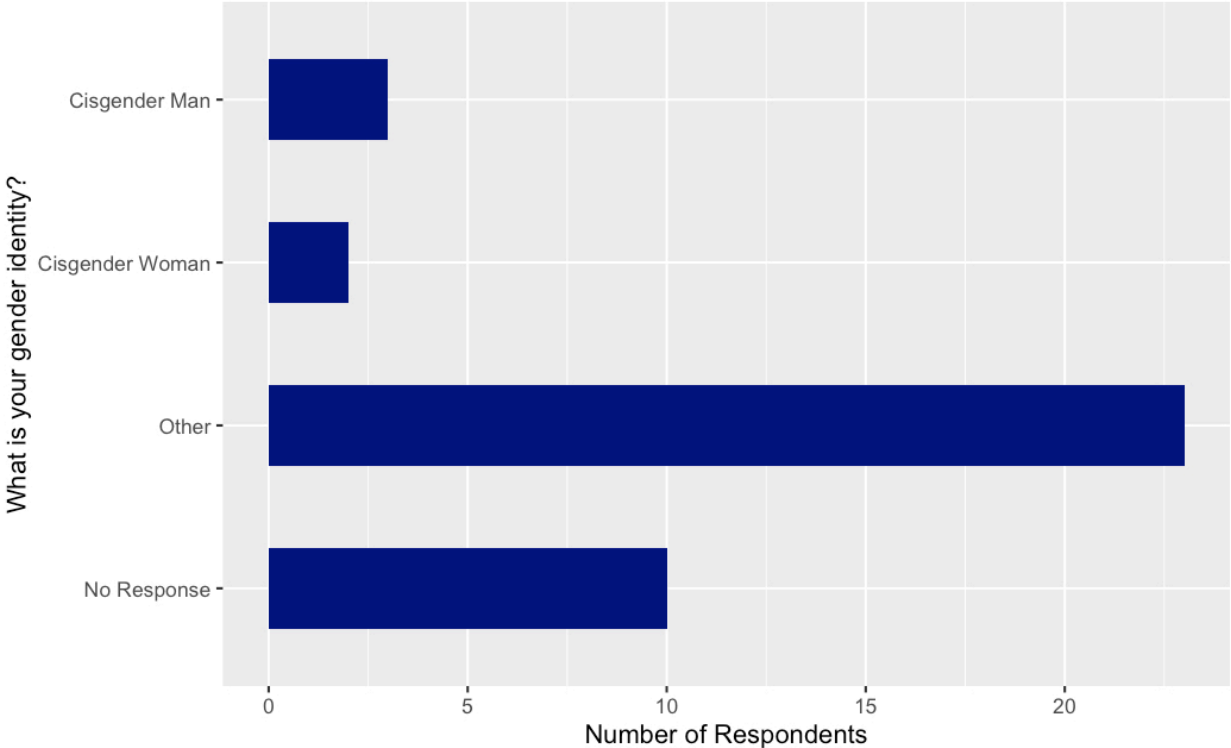


**Figure 2a.** *Leader Survey Demographics: Gender Identity*

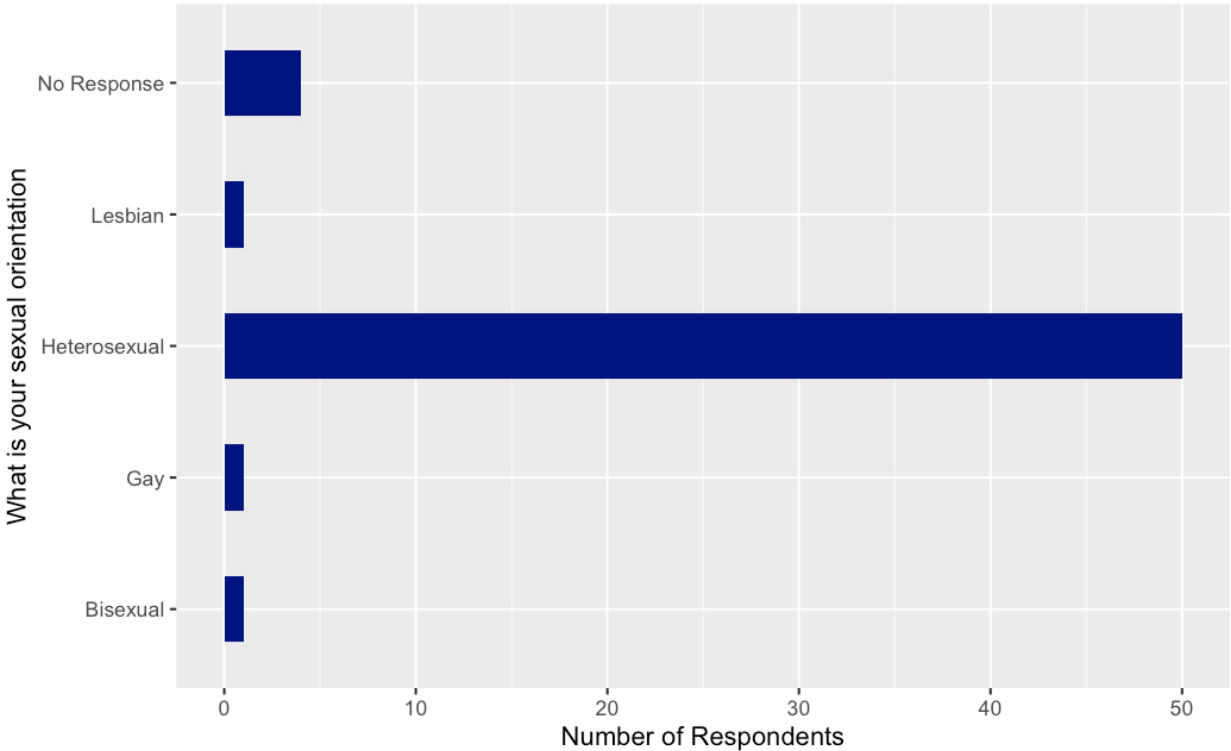




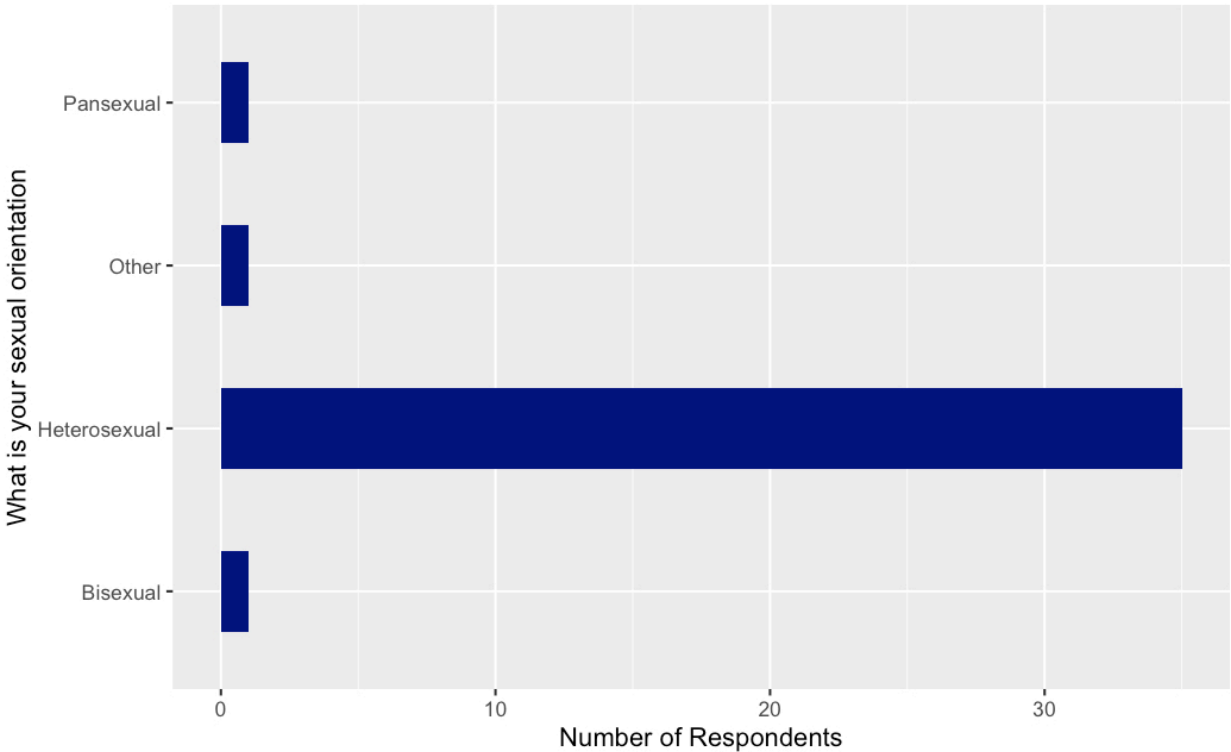
**Figure 2b.** Member Survey Demographics: Gender Identity



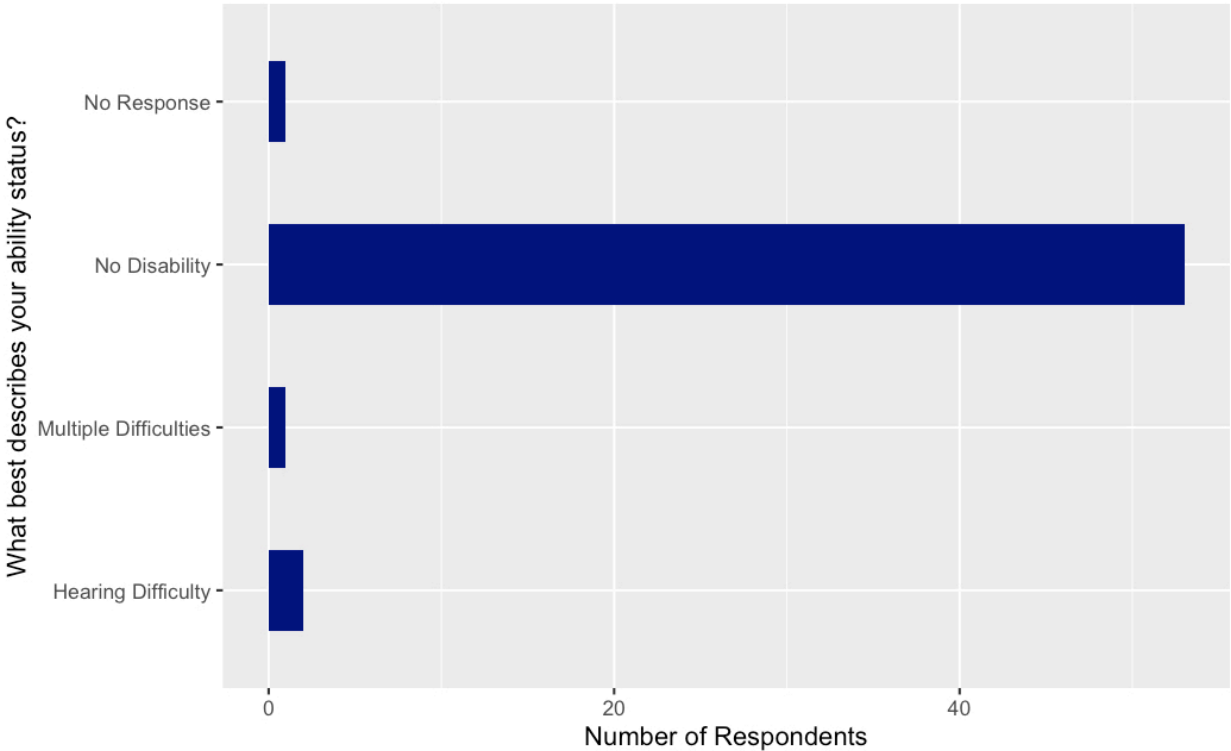
**Figure 3a.** *Leader Survey Demographics: Sexual Orientation*



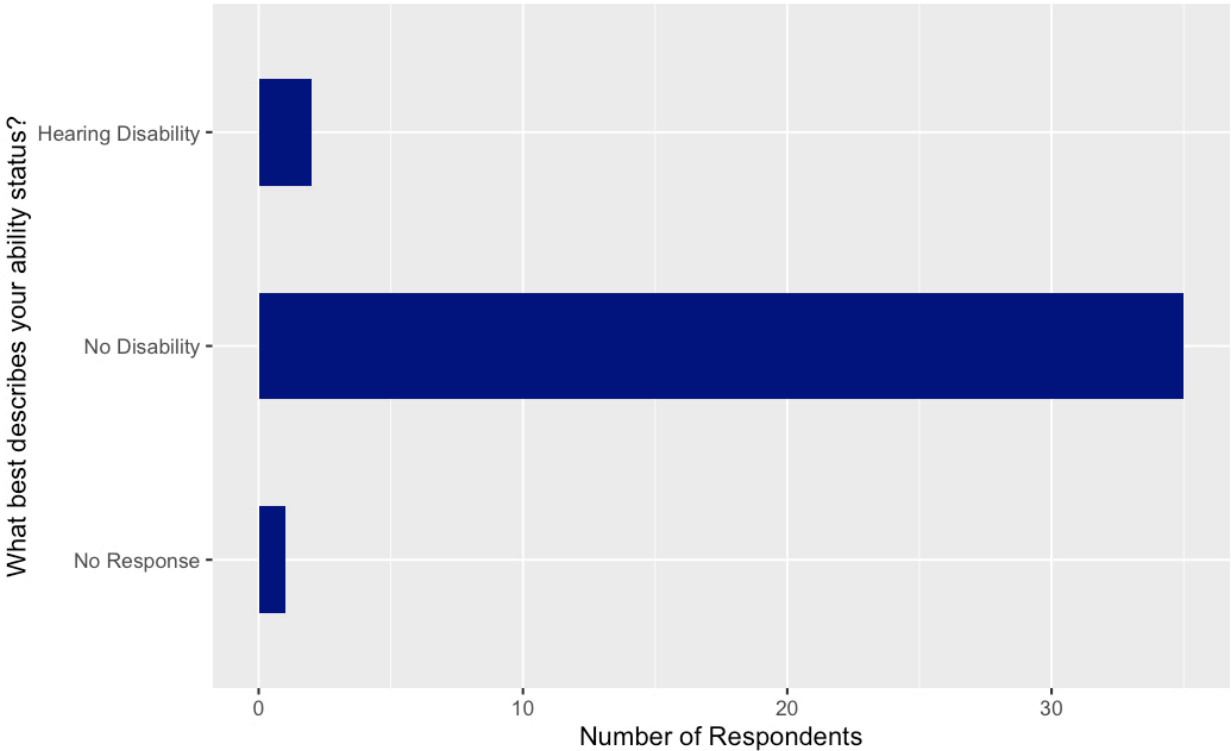
**Figure 3b.** *Member Survey Demographics: Sexual Orientation*



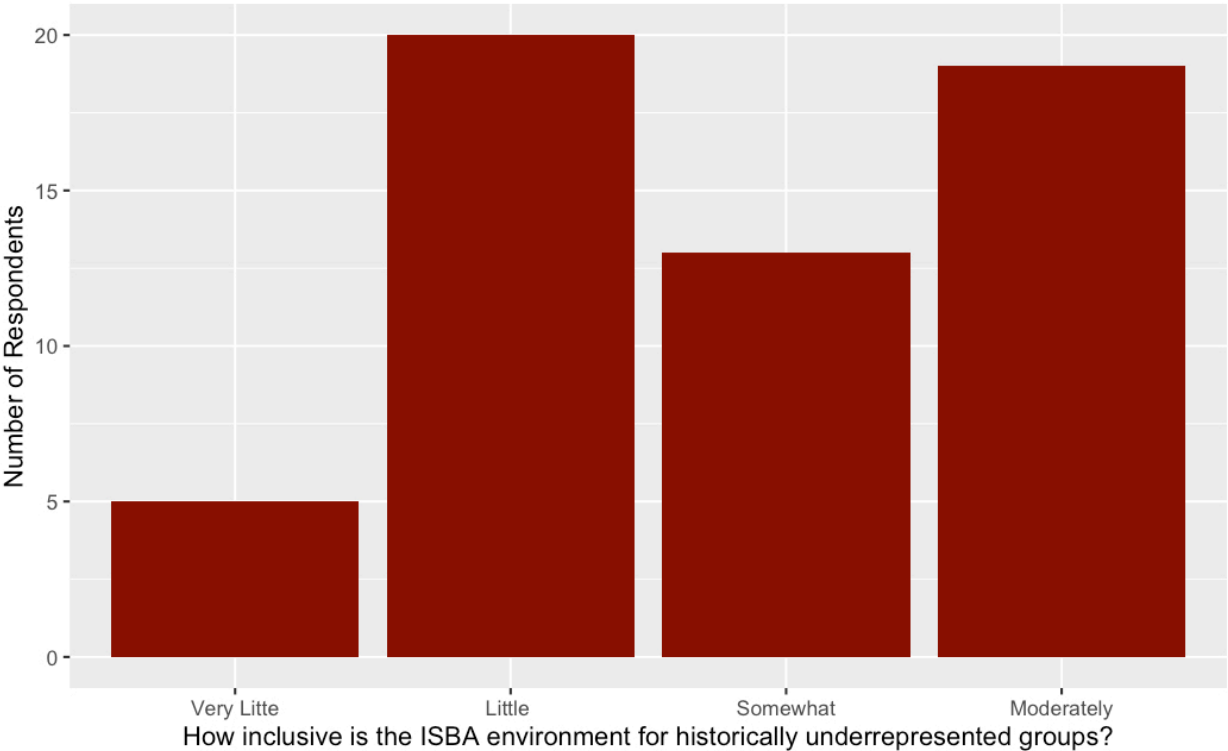
**Figure 4a.** *Leader Survey Demographics: Ability Status*



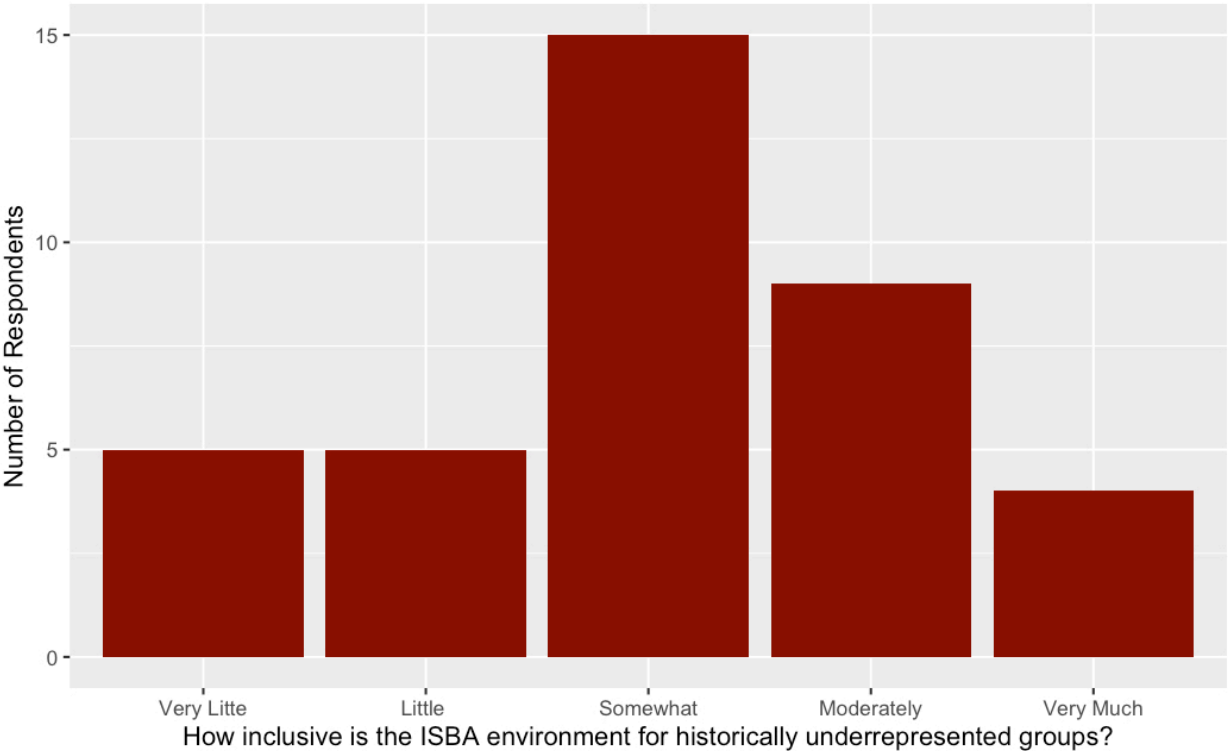
**Figure 4b.** *Member Survey Demographics: Ability Status*



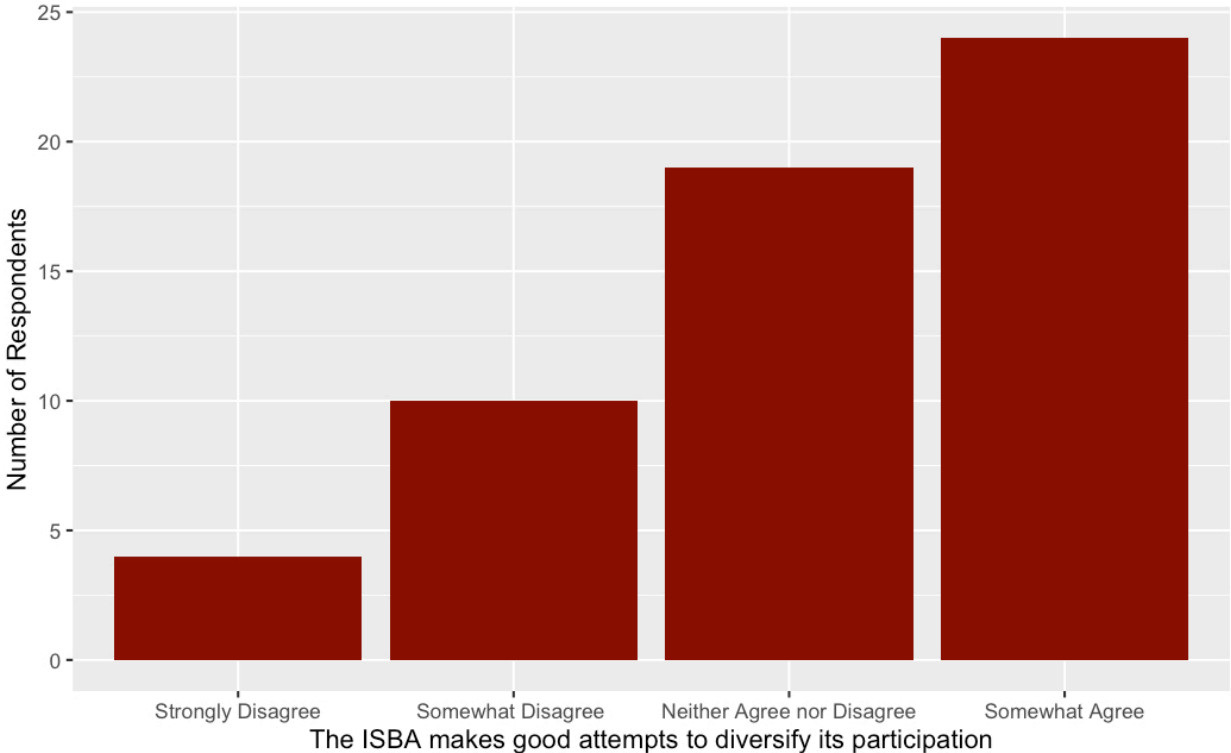
**Figure 5a. Leader Perceptions: Inclusive Environment**



**Figure 5b.** *Member Perceptions: Inclusive Environment*

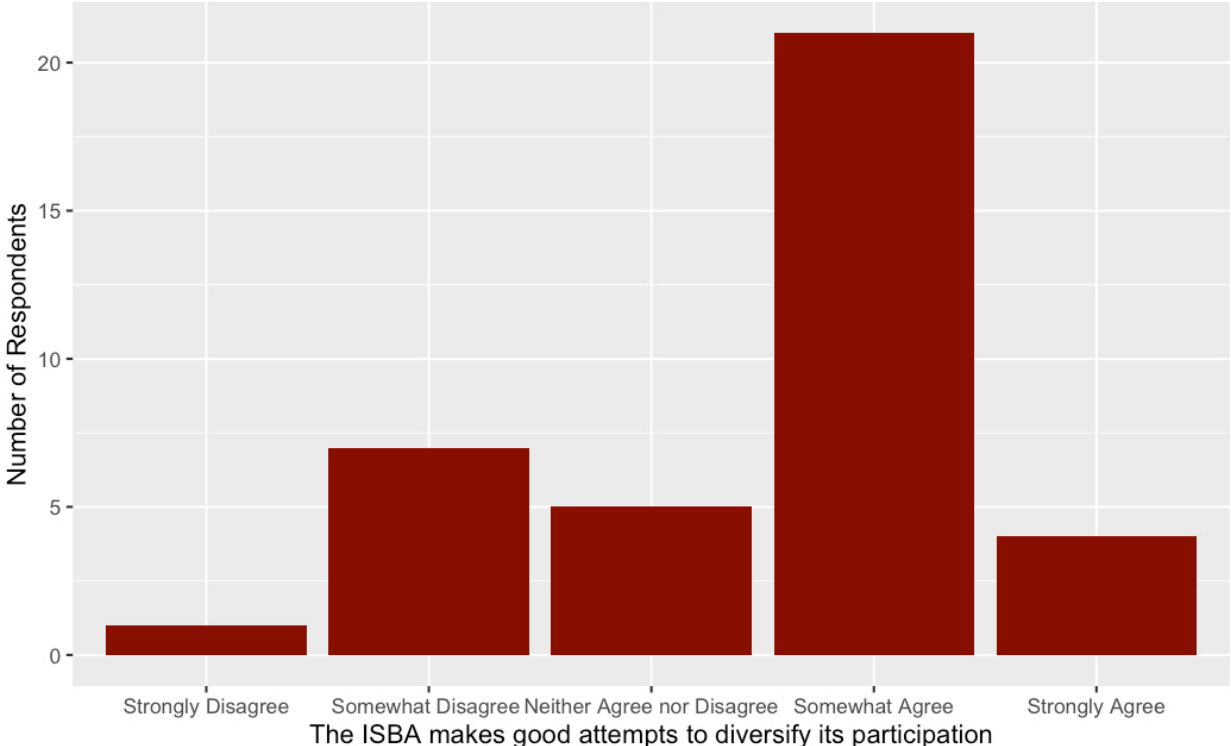


**Figure 6a.** *Leader Perceptions: Attempts to Diversify Participation*

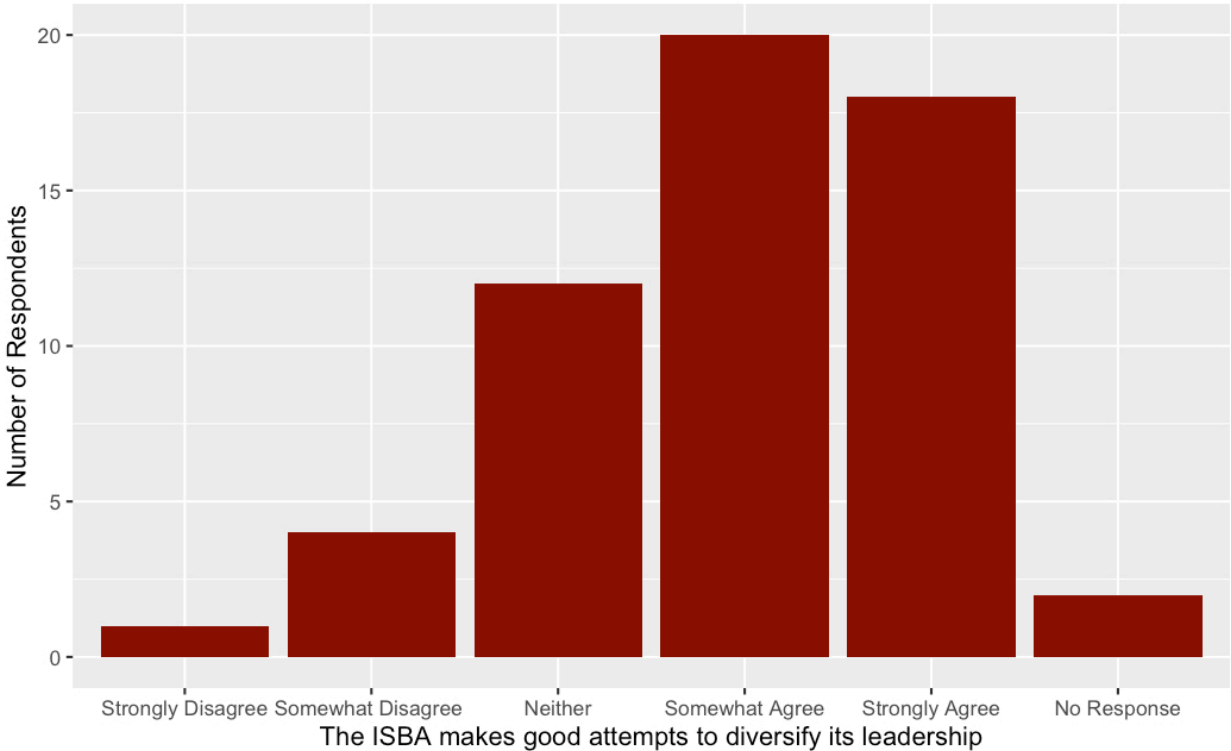




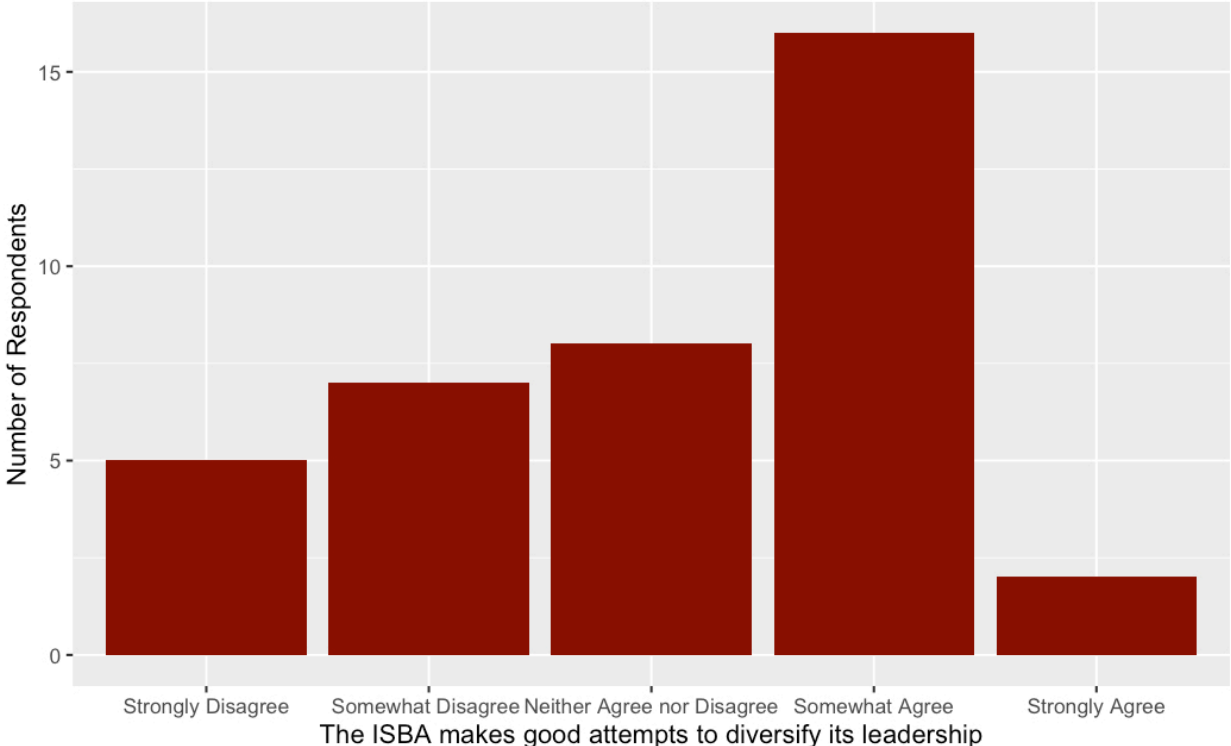
**Figure 6b.** *Member Perceptions: Attempts to Diversify Participation*



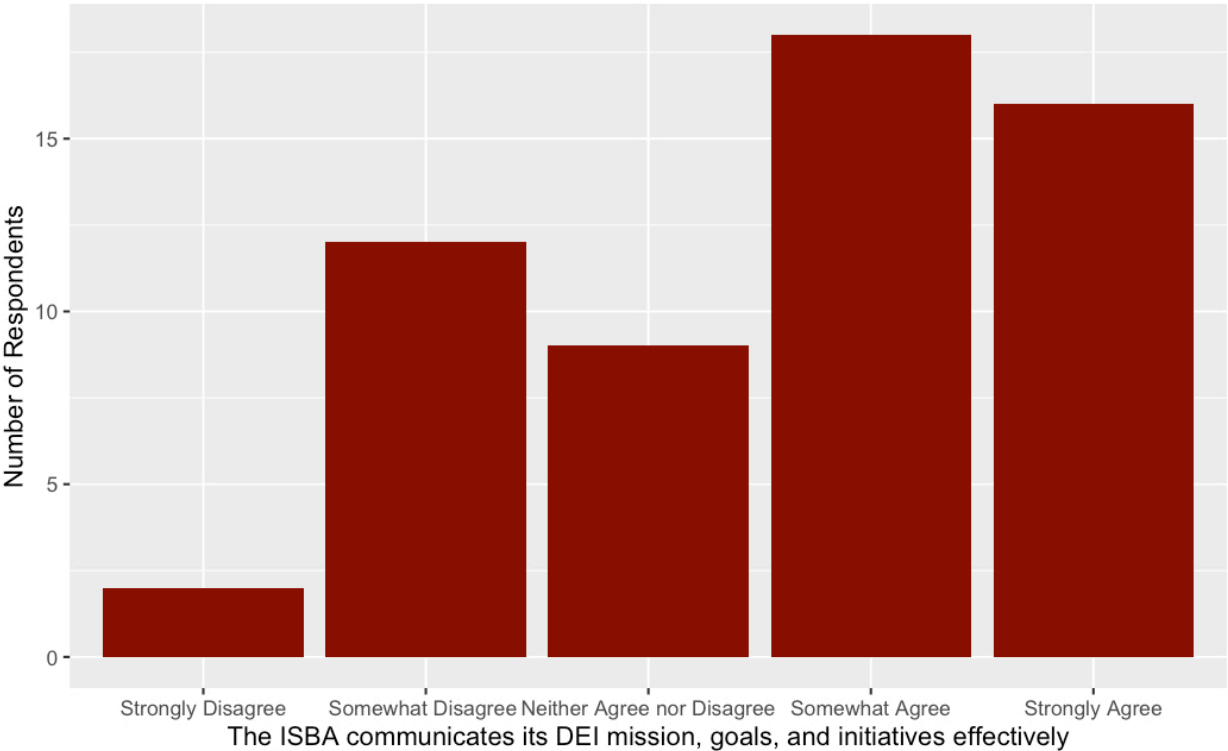
**Figure 7a. Leader Perceptions: Attempts to Diversify Leadership**



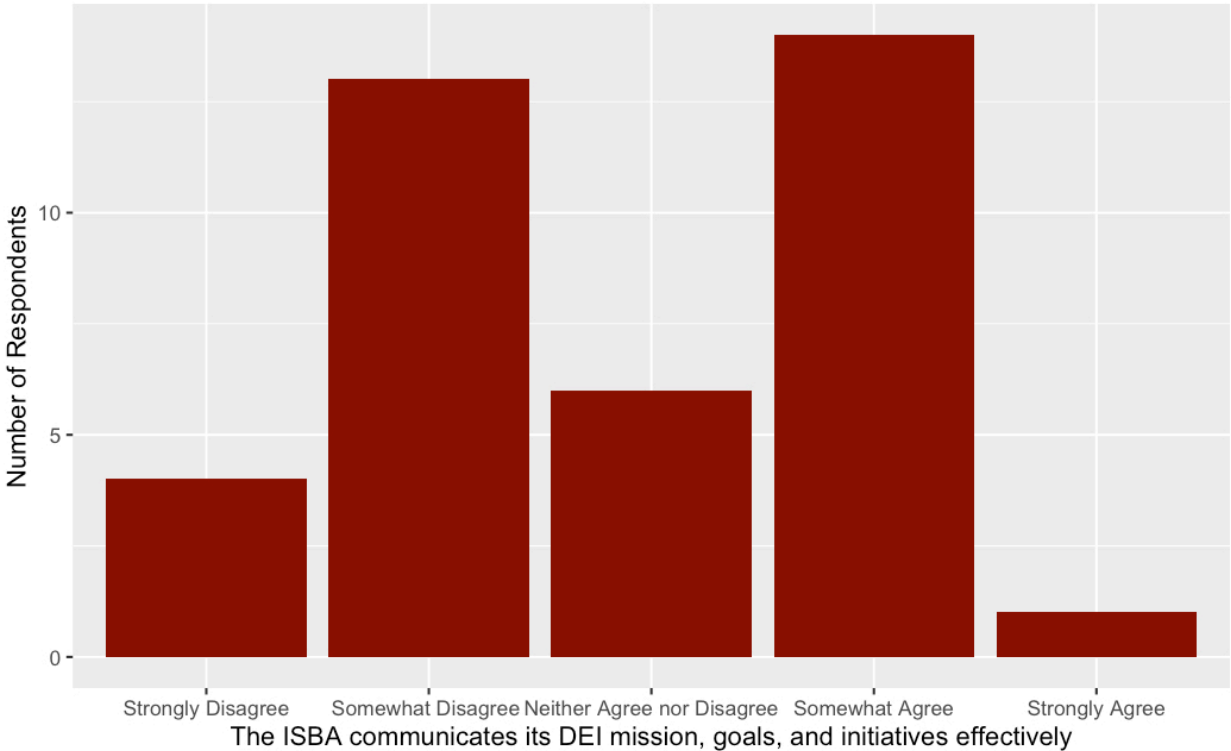
**Figure 7b. Member Perceptions: Attempts to Diversify Leadership**



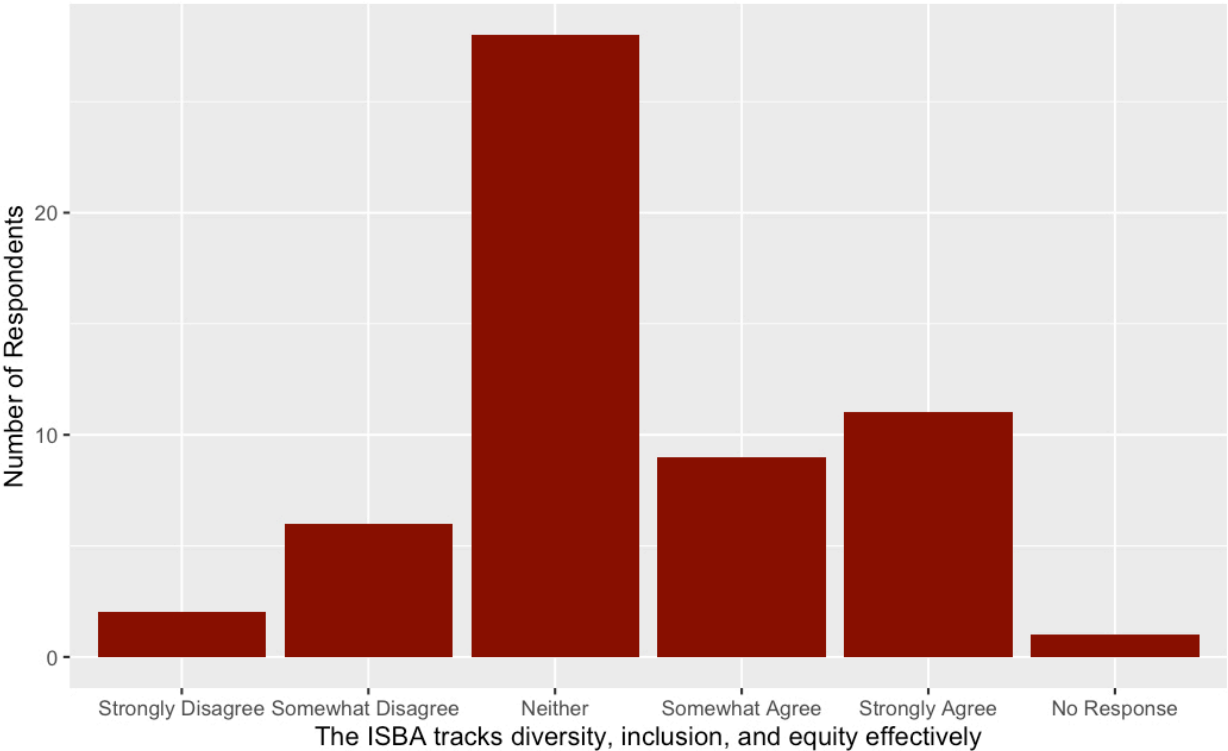
**Figure 8a.** *Member Perceptions: Effective DEI Communication*



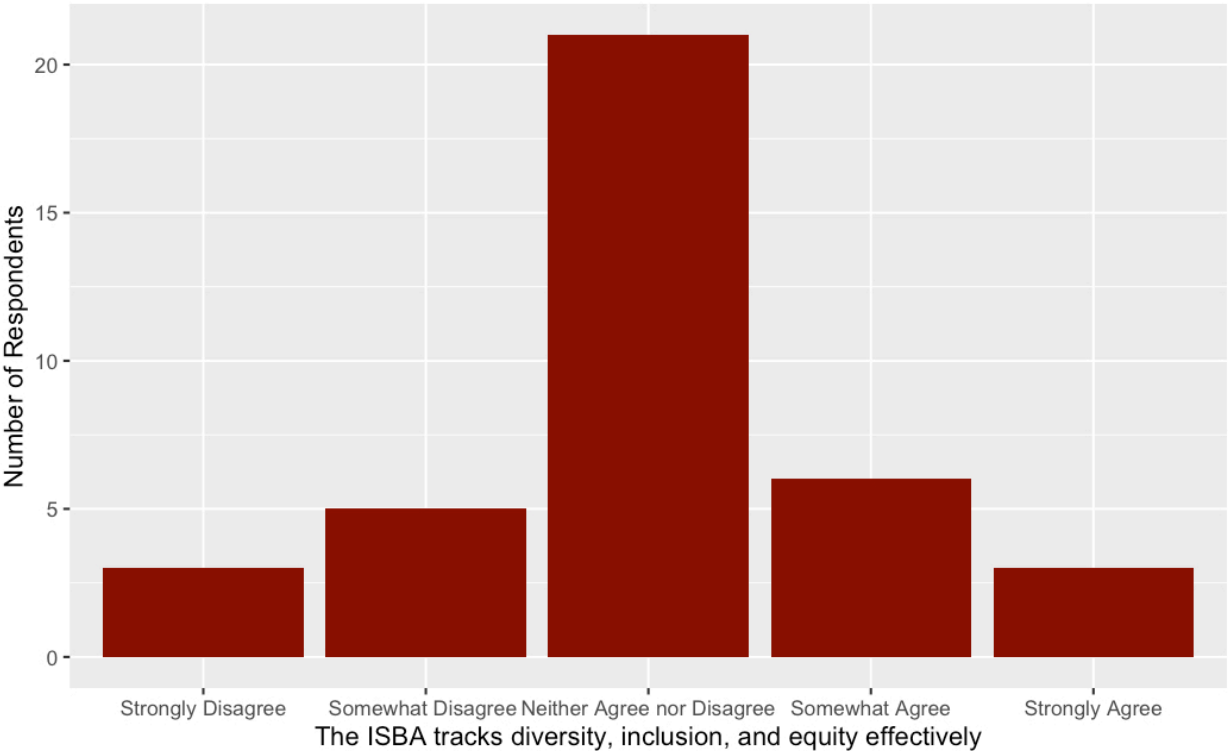
**Figure 8b.** *Member Perceptions: Effective DEI Communication*



**Figure 9a. Leader Perceptions: Effective DEI Tracking**



**Figure 9b. Member Perceptions: Effective DEI Tracking**



## Range of Topics for On-Demand Education

ISBA Diversity and Inclusion\* CLE Programs Currently Available in On-Demand Catalog -as of October 12, 2021. \*At least one hour of diversity and inclusion PR MCLE was first required beginning with the two-year reporting period ending June 30, 2019. S. Ct. Rule 795(d) (ISBA began programming in late 2017 to help attorneys meet this requirement. The credit was limited to courses geared toward improving diversity in the legal profession so the focus was very narrow. The scope is expanding on Nov 1, 2021.)

- 2021. Improving and Promoting Diversity and Inclusion in the Legal Profession – Part of the Newly Admitted Attorney Basic Skills Program by ISBA
- 2020. Gender and Age in the Modern Workplace
- 2020. Decisions and Diversity: How Our Minds and Experiences Sustain Bias and What to Do about it
- 2020. Addressing Biases in Your Workplace: How to Advocate for Yourself and Your Co-Workers, Part of Minority Bar CLE
- 2019. Diversity and Inclusion: Increasing Diversity within the Legal Profession
- 2019. Diversity and Inclusion: Professionalism at Work in the Law

## Past ISBA Diversity and Inclusion\* CLE Programs

(If posted in on-demand catalog, accreditation has expired)

1. Practical Ways to Fight Gender Bias and Sexism in Negotiations Master Series
  - a. Live Event Only – May 8, 2020
2. Diversity and Inclusion: Increasing Diversity within the Legal Profession
  - a. Recorded Dec. 8, 2017 for On-Demand Catalog
3. Professionalism 2018: Understanding How Mental Health/Substance Abuse and Diversity/Inclusion Are Impacting the Legal Profession (General Practice)
  - a. Live Event Recording – March 21, 2018 (no evaluations available)
  - b. On-Demand
4. Diversity in the Judiciary, part of 7<sup>th</sup> Annual Minority Bar CLE
  - a. Live Event Recording June 27, 2019
  - b. On-Demand 2019 as stand-alone segment
5. Minority Female Litigators: the Road to First-chairing and Other Successes, part of the 7<sup>th</sup> Annual Minority Bar CLE program
  - a. Live event June 28, 2019
  - b. Posted On-Demand 2019
6. Diversity in the Legal Profession, part of General Practice Update 2019
  - a. Live Event Recording March 29, 2019
  - b. On-Demand 2019 as stand-alone segment
7. Competence, Excellence and Diversity in the Illinois Real Estate Practice – 2019, part of Competence, Excellence, and Diversity in the Illinois Real Estate Practice
  - a. Live Event Only- April 24, 2019
8. Perfect Pitch: Hitting the Right Diversity Notes and Ethical Considerations as part of Minority Bar CLE
  - a. Live event only – June 22, 2017
  - b. On-demand 2018 as stand-alone segment



9. Promoting Diversity and Inclusion in the Legal Profession part of Real Estate Law Update 2018
  - a. Live events October 16 and 24, 2018
  - b. Posted on-demand as part of full program
10. ISBA Leadership Academy: Diversity and Inclusion
  - a. Live event only Feb 21, 2020 (no evaluations available)
11. Just Mercy and Access to Justice: Illuminating Bias, Confronting Systemic Racism, and Doing the Hard Work that Needs to be Done
  - a. Live event only June 26, 2020
12. Unconscious Bias: The Impact on the Legal Profession and the Justice System as part of the 18 Annual Environmental Law Conference
  - a. Live Event May 10, 2019
  - b. Posted On-Demand 2019
13. Implicit Bias: How It Impacts the Legal Workplace and the Courtroom Dynamics sponsored by REM
  - a. Live event June 14, 2017 (no evaluations available)
  - b. Posted On-demand – 2018
14. The Judge: A Documentary Look at Shari’a Law and a Discussion on How It Intersects with U.S. Law, sponsored by Admin Law and REM
  - a. Live event only Dec. 7, 2018 Midyear Meeting
15. Chicago’s Red Summer, 100 Years Later: The History, Legacy, and Impact of the 1919 Race Riots
  - a. Live event only Dec 6, 2019 Midyear Meeting
16. We the People: How to Overcome Blindspots, Biases, and Stereotypes part of 6th Annual Elder Law Bootcamp: Assisting the Exploited and More - Part 2
  - a. Live event April 26, 2019
  - b. On-Demand 2019
17. Inclusive Leaders: Driving the Future Workforce, part of the 5th Annual Elder Law Bootcamp: Basics and Beyond - Part 3
  - a. Live Event April 27, 2018
  - b. On-Demand 2018
18. Cultural Competency for Attorneys, part of Copyright and Student Records Issues in Education sponsored by Education Law
  - a. Live Event February 28, 2018
  - b. On-Demand 2018
19. Why Buckwheat Mattered to the Little Rascals: Diversity in the Practice of Law, part of the Solo and Small Firm Practice Institute Series
  - a. Live event September 28, 2018
  - b. On-Demand 2018
20. They Still Call Me Nanny: How Attorneys can Recognize and Interrupt Unconscious Bias, part of ISBA’s Basic Skills for New Attorneys
  - a. Live event
  - b. On-Demand 2018 – Fall 2021

## Review of DEI Documents

Use the following links to take you to the desired document(s).

### 1. DEI Assessment Plan

#### 1. Agenda PowerPoint

[https://drive.google.com/file/d/1CID\\_YnGbL\\_C2ZMNgd-A0gJk2viHudoqV/view?usp=sharing](https://drive.google.com/file/d/1CID_YnGbL_C2ZMNgd-A0gJk2viHudoqV/view?usp=sharing)

#### b. DEI Mission Document

[https://docs.google.com/document/d/1iNOhoCdSy5Cdxu7eKjuejU\\_3o4F8azey/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true](https://docs.google.com/document/d/1iNOhoCdSy5Cdxu7eKjuejU_3o4F8azey/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true)

### Diversity-Related Documents for Documentation Analysis

#### a. Diversity Restructure Proposal

<https://docs.google.com/document/d/1uXoS8TEIEUCNXxFIZuXWUqOw2OqJqH/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true>

#### b. Diversity Task Force Reports

##### i. 2008 Diversity Task Force Status Update

[https://drive.google.com/file/d/1ynJrz9hZHkM\\_iDQu80P-XD8qxs-\\_Ion-/view?usp=sharing](https://drive.google.com/file/d/1ynJrz9hZHkM_iDQu80P-XD8qxs-_Ion-/view?usp=sharing)

##### ii. 2009 Diversity Task Force Large Report

<https://drive.google.com/file/d/1UcHQUicIjMkwSYw-CiMukOFK4yksxbSI/view?usp=sharing>

##### iii. 2016 Diversity Task Force Restructuring Proposal

[https://drive.google.com/file/d/1Uaxmx1\\_AG5W7EqnO8-WBwwVaDVqr9Y7e/view?usp=sharing](https://drive.google.com/file/d/1Uaxmx1_AG5W7EqnO8-WBwwVaDVqr9Y7e/view?usp=sharing)

#### c. DLC Scope Statement

<https://docs.google.com/document/d/1B1TfdFiMYCWOAGSKjMfj5AOMLvXzsQz/p/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true>

#### d. Appointments

##### i. Not appointed in 2020

[https://docs.google.com/spreadsheets/d/1v0gdVdw8P\\_8jk-9bfuB2iqVdOmWMOrup/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1v0gdVdw8P_8jk-9bfuB2iqVdOmWMOrup/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true)

##### ii. Not appointed in 2021

<https://docs.google.com/spreadsheets/d/1nFOTKRrSLSD2jYT4BenVmy3hHdqL3kT/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true>

### 3. CLE Program Documents

#### a. Current Program Catalog

[https://docs.google.com/document/d/1ZetS\\_hbnOKSw0AaZcxa-yZi6qhh6DUdr/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true](https://docs.google.com/document/d/1ZetS_hbnOKSw0AaZcxa-yZi6qhh6DUdr/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true)

#### b. Past Program Evaluations Folder

<https://drive.google.com/drive/folders/1rpRjl-kw8xwe3SxNkASD0ScMDUa9Ob7a?usp=sharing>

**c. Current Program Evaluations**

i. [https://drive.google.com/drive/folders/1S0eWZWnaqOEC\\_MDIBQEsDMY\\_dLAHddoS?usp=sharing](https://drive.google.com/drive/folders/1S0eWZWnaqOEC_MDIBQEsDMY_dLAHddoS?usp=sharing)

**4. Unique Speaker Counts**

<https://drive.google.com/drive/folders/1ZDxkHyWYRbBHpThrGWW3kXHEAtGQeU5m?usp=sharing>

**5. Readex Survey**

[https://drive.google.com/file/d/1rrwq\\_drXZ4vFRW5T8bD5WPHSS\\_43\\_ByS/view?usp=sharing](https://drive.google.com/file/d/1rrwq_drXZ4vFRW5T8bD5WPHSS_43_ByS/view?usp=sharing)

**6. Inclusion Survey**

**a. Data in Excel**

[https://docs.google.com/spreadsheets/d/1Y3J9dqLAWXf5OIOFemTTbAexk-8xNow\\_/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1Y3J9dqLAWXf5OIOFemTTbAexk-8xNow_/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true)

**b. Results PDF**

<https://drive.google.com/file/d/1BpkdzKcQDLJC5KfGTS8fm4r6bYc6eTXe/view?usp=sharing>

**c. Excel sheet of contacts for interviews/new survey**

<https://docs.google.com/spreadsheets/d/1H1njMB-rKpdJ42xIUkbWLF8nGGkpkPU/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true>

**7. Participation Excel Files**

**a. Diversity Program Attendance**

[https://docs.google.com/spreadsheets/d/1iSpfoTq6Clr\\_LBRthAs\\_tWij6aH81\\_Ib/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1iSpfoTq6Clr_LBRthAs_tWij6aH81_Ib/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true)

**b. Participant information with Position Key (in second tab)**

<https://docs.google.com/spreadsheets/d/1e9MbHAGNFy9Ne3Mx6-JiWjJmFmfk2nN5/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true>

**c. Assembly Participation**

[https://docs.google.com/spreadsheets/d/19wQHq2Jb3Ui2rVb47\\_0bDcIbJGbn7Ux7/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/19wQHq2Jb3Ui2rVb47_0bDcIbJGbn7Ux7/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true)

**d. BOG Participation**

[https://docs.google.com/spreadsheets/d/1WKbBEIzLY99y6g6K9P61Z\\_o3sOycDf-F/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1WKbBEIzLY99y6g6K9P61Z_o3sOycDf-F/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true)

**e. Council Committee Participation**

<https://docs.google.com/spreadsheets/d/1DBNJUttXxD9qQmNbK4mHcs8CF4DveGB/edit?usp=sharing&oid=103921668821765820354&rtpof=true&sd=true>