

PLANNING, EXECUTING, AND
DOCUMENTING THE 2022 INAUGURAL
GRACIELA OLIVÁREZ LATINAS IN THE
LEGAL ACADEMY (“GO LILA”)
WORKSHOP – A CHAIR’S ACCOUNT
AND INTRODUCTION

*Maritza I. Reyes**

Graciela Olivárez became the first Latina law professor in 1972,¹ thirty-two years after the first Latina was admitted to a state bar in the United States.² Fifty years after Graciela Olivárez became a law professor, a group of Latina law professors

* Professor of Law, Florida A&M University College of Law; Harvard Law School Post-Graduate Research Fellow (2008–2011), LL.M., Harvard Law School; J.D. *summa cum laude*, Nova Southeastern University Shepard Broad College of Law. I dedicate this Article to the Latinas, especially Graciela Olivárez, who came before me and questioned, challenged, and mobilized in furtherance of their (and our) freedom of thought, freedom of speech, freedom of association, and freedom to live and pursue life, liberty, and happiness, thereby opening doors for the ones who followed. I have, in my own way, opened doors for the ones who will follow. This workshop is one such door. I also broke down a door when I became the first Latina/o/x hired in the tenure track in the law school where I began my academic career and where I remain. I stayed and fought for the tenure and full professor title I earned. *See generally* Danné L. Johnson, *It’s a Scandal: Can Minority Women in the Legal Academy Be Gladiators?*, 12 SEATTLE J. FOR SOC. JUST. 349, 355 (2013) (“On the day that I decided to stand up for myself, to complain and agitate, the voice [of self-doubt] went away . . . I was standing up for myself as an educated professional: a grown-ass woman.”). *Cf.* Elvia R. Arriola, *Tenure Politics and the Feminist Scholar*, 12 COLUM. J. GENDER & L. 532, 536 (2003) (“Some of you may know the rest of my story—the lawsuit I decided not to file after I resigned from the tenure track, and the writing block that lasted for several months because I was so devastated by the trauma of my decision to give up the fight.”). However, the struggles continue. *See* Angela Mae Kupenda & Tamara F. Lawson, *‘Truth and Reconciliation’: A Critical Step Toward Eliminating Race and Gender Violations in Tenure Wars*, 31 COLUM. J. GENDER & L. 87, 91 (2015) (explaining that the harms inflicted based on inherent characteristics, such as race and gender, continue after tenure). I am thankful that I did some of what I hoped to do when I entered the legal academy; unfortunately, I paid a high personal and professional price for staying. I pray for the strength to continue to shine my little light wherever I am for the time I am here, and for the courage to speak and write my experiences. “[W]e must engage in some continued forms of consciousness raising and we do that best by communicating in our work the voices of experience.” Arriola, *supra*, at 537. This publication would not have been possible without the dedication and editing efforts of Editor-in-Chief Rosa Vargas, who worked under tight deadlines and helped me as I worked through many challenges during the writing and editing process.

¹ Henry P. Weihofen, *History of the Law School 1947-1987—University of New Mexico School of Law 128* (1987) (unpublished manuscript) (on file with author); Hearing Before the *Graciela (Grace) Olivarez, of New Mexico, to be Director of the Community Services Administration*, Hearing on Nomination Before the Comm. on Hum. Res., 95th Congress 4–5 (1977) (resume of Graciela (Grace) Olivarez).

² Mary Estella Cota-Robles became the first Latina admitted to a state bar in the United States, in Arizona, in 1940. Jennifer Martin, *Hispanic/Latina Attorneys: Barriers of their Past and Present*, and a Proposal for their Future (Apr. 10, 2022) (on file with author) (citing

gathered for the 2022 Inaugural Graciela Olivárez Latinas in the Legal Academy (“GO LILA”) Workshop. As a result of the workshop, we learned that we have accomplished much despite many obstacles. We also learned that we lag behind, including in our efforts to organize a collective movement to improve our professional opportunities in the legal academy. There is much work left to do. The GO LILA Workshop will hopefully create a space for Latinas in the Legal Academy (“LILA” or “LILAs”) to come together una para todas y todas para una.³ This paper documents what we hope will be the first of many GO LILA Workshops, to memorialize the event for LILAs who come after.

TABLE OF CONTENTS

I. INTRODUCTION	203	R
II. INTRODUCING THE ESSAYS	207	R
III. DOCUMENTING THE ORIGINS OF THE GO LILA WORKSHOP	208	R
IV. MAKING INITIAL DECISIONS	210	R
A. <i>The Planning Committee</i>	211	R
B. <i>Meetings</i>	213	R
C. <i>Mission</i>	214	R
D. <i>Name of the Workshop</i>	215	R
E. <i>Date of the Workshop</i>	217	R
F. <i>Distribution of Information About the Workshop</i>	218	R
V. KEEPING THE COMMUNICATIONS, WORK, MATERIALS, AND WORKSHOP ORGANIZED	220	R
A. <i>TWEN</i>	220	R
B. <i>E-mail</i>	220	R
C. <i>GO LILA Website & Zoom</i>	220	R
VI. PREPARING PARTICIPANTS FOR THE WORKSHOP AND BUILDING COMMUNITY	221	R
A. <i>Communications</i>	221	R
B. <i>Breaks</i>	222	R
C. <i>Presentations</i>	222	R
VII. HIGHLIGHTS FROM THE WORKSHOP SESSIONS – DAY 1	222	R
A. <i>Opening Remarks by Stanford Law School Dean Jenny S. Martinez</i>	223	R
B. <i>Opening Remarks by Planning Committee Chair Professor Maritza Reyes</i>	224	R
C. <i>LILA History and Identities</i>	224	R
D. <i>A Conversation with U.S. Supreme Court Associate Justice Justice Sonia Sotomayor and N.Y. State Court of Appeals Judge Jenny Rivera</i>	226	R

Brooke D. Coleman, *A Legal Fempire?: Women in Complex Civil Litigation*, 93 IND. L.J. 617, 623 (2018)).

³ I introduced the “*una para todas y todas para una*” or “*todas para una y una para todas*” mantras in my role as chair of the Inaugural GO LILA Planning Committee. It is a *mujerized* take on the phrase from Alexandre Dumas’s 1844 novel, *Les trois mousquetaires* (*The Three Musketeers*), “un pour tous, tous pour un!,” which translated means “one for all and all for one” or “tous pour un, un pour tous,” which means “all for one, one for all.”

Spring 2023	A Chair’s Account and Introduction	203	
	<i>E. WIPs and Incubators – Breakout Sessions</i>	228	R
	<i>F. Closing</i>	230	R
	<i>G. Social – Kahoot!</i>	230	R
VIII.	HIGHLIGHTS FROM THE WORKSHOP SESSIONS – DAY 2	233	R
	<i>A. A Conversation with California Supreme Court Associate Justice Patricia Guerrero and 136th Harvard Law Review President Priscila Coronado</i>	233	R
	<i>B. Identifying and Overcoming Presumptions of Incompetence for Latinas in the Legal Academy</i>	234	R
	<i>C. Having an Impact, Creating a Legacy Breakout Sessions</i>	235	R
	<i>D. Wellness and Closing Session</i>	236	R
IX.	FUTURE GO LILA WORKSHOPS	237	R
X.	PERSONAL EXPRESSIONS OF GRATITUDE	239	R
XI.	CHAIR’S CLOSING REMARKS	241	R
XII.	APPENDIX A	246	R

“Awareness of our situation must come before inner changes, which in turn come before changes in society. Nothing happens in the ‘real’ world unless it first happens in the images in our heads.”⁴

I. INTRODUCTION

On June 24–25, 2022, Stanford Law School hosted the 2022 Inaugural Graciela Olivárez Latinas in the Legal Academy (“GO LILA”) Workshop. Due to the COVID-19 pandemic, the workshop was held virtually via Zoom.⁵ Stanford Law School Dean Jenny S. Martinez and the Planning Committee of the 2022 Inaugural GO LILA Workshop welcomed over 70 participants who joined for two days of programming aimed at supporting and mentoring Latinas in and aspiring to enter, succeed, and lead in the legal academy. Participants included fellows, law professors at all stages of academic careers (including deans), and retired law professors. The members of the Planning Committee for this inaugural workshop were nine law professors, including one dean: Raquel E. Aldana, Leticia M. Diaz, Nadiyah J. Humber, Emile Loza de Siles, Solangel Maldonado, Rachel F. Moran, María Pabón, Laura Padilla, and Maritza Reyes (collectively the “Planning

⁴ GLORIA ANZALDÚA, BORDERLANDS LA FRONTERA—THE NEW MESTIZA 109 (3d ed. 2007).

⁵ The COVID-19 pandemic forced us to engage in virtual professional interactions like never before. At first, I was hesitant. However, I found benefits to the type of forum provided by Zoom. I had to become sufficiently technically knowledgeable about the platform to teach classes during the country’s shutdown and to lead committees and this workshop. “Zoom is a video conferencing platform that can be used through a computer desktop or mobile app, and allows users to connect online for video conference meetings, webinars and live chat” that surged in popularity during the COVID-19 pandemic. *Explained: What is Zoom?*, webwise.ie, <https://www.webwise.ie/parents/explainers/explained-what-is-zoom/>, archived at <https://perma.cc/TS8Z-NVLC>.

Committee”).⁶ The work and time devoted to this project was a labor of love in furtherance of our community.

The first GO LILA Workshop was historic as the “first” during a time when our schools and workplaces were adjusting to our changed realities due to the global pandemic and the national and global changes it caused.⁷ The workshop included plenary sessions for conversations with guests of honor who were the “first.”⁸ On Day 1, U.S. Supreme Court Associate Justice Sonia Sotomayor,⁹ the first Latina and woman of color Supreme Court Justice, joined for a conversation that was moderated by N.Y. Court of Appeals Associate Judge Jenny Rivera (previously a tenured law professor at CUNY Law).¹⁰ On Day 2, recently-appointed Supreme Court of California Justice Patricia Guerrero, the first Latina on that court,¹¹ and recently-elected president of the *Harvard Law Review* Priscila Coronado, the first Latina in this role,¹² joined for a Q&A discussion. Dean Martinez, our host, was the first Latina dean of Stanford Law School.¹³

My interest in starting a workshop for Latina law professors began after I learned about the Lutie A. Lytle Black Women Law Faculty Writing Workshop (“Lytle Workshop”). During a LatCrit Conference, a fellow Latina law

⁶ Our academic titles and affiliations are as follows: (1) Raquel E. Aldana, Martin Luther King Jr. Professor of Law, University of California Davis School of Law; (2) Leticia M. Diaz, Dean, Professor of Law, and Founding Faculty, Barry University Dwayne O. Andreas School of Law; (3) Nadiyah J. Humber, Associate Professor of Law, University of Connecticut School of Law; (4) Emile Loza de Siles, Assistant Professor of Law, University of Hawai’i at Mānoa William S. Richardson School of Law; (5) Solangel Maldonado, Eleanor Bontecou Professor of Law and Associate Dean for Faculty Research and Development, Seton Hall University School of Law; (6) Rachel F. Moran, Founding Faculty and Distinguished Professor of Law, University of California Irvine School of Law; (7) María Pabón, Dean Brian Bromberger Distinguished Professor of Law, Loyola University New Orleans College of Law; (8) Laura Padilla, Professor of Law, California Western School of Law; and (9) Maritza Reyes, Professor of Law, Florida A&M University College of Law. In this Article, I write in the first person but I also write in the plural first-person when I include the Planning Committee.

⁷ See *Preface*, 25 HARV. LATIN AM. L. REV. i (2022).

⁸ See 2022 INAUGURAL GRACIELA OLIVÁREZ LATINAS IN THE LEGAL ACADEMY (“GO LILA”) WORKSHOP, <https://conferences.law.stanford.edu/go-lila-workshop/>, archived at <https://perma.cc/5AF3-8FVC>.

⁹ Justice Sotomayor was appointed to the Supreme Court of the United States in 2009, around the same time when I began teaching. See *Current Members*, U.S. SUPREME COURT, <https://www.supremecourt.gov/about/biographies.aspx>, archived at <https://perma.cc/C47F-43JT>. I met her briefly before during an Association of American Law Schools (AALS) luncheon when Professor Michael Olivas was AALS President. That moment was captured in a group picture with other Latina law professors that I included in Michael’s Memory Book. See *infra* PART VIII.C.

¹⁰ *Honorable Jenny Rivera*, COURT OF APPEALS—STATE OF NEW YORK, <https://www.nycourts.gov/ctapps/jrivera.htm>, archived at <https://perma.cc/L5H2-DNCK>.

¹¹ *Chief Justice Patricia Guerrero*, SUPREME COURT OF CALIFORNIA, <https://supreme.courts.ca.gov/about-court/justices-court/chief-justice-patricia-guerrero>, archived at <https://perma.cc/P59N-JJAA>.

¹² *Harvard Law Review elects Priscila Coronado ’23 as its 136th president*, HARVARD LAW TODAY (Feb. 2, 2022), <https://hls.harvard.edu/today/harvard-law-review-elects-priscila-coronado-23-as-its-136th-president/>, archived at <https://perma.cc/AG45-EXVH>.

¹³ See Jennifer Rosato Perea, *Reflections on Eleven Years as a Latina Dean (emphasis added)*, 23 U. PA. J.L. & SOC. CHANGE 58, 58 n.16 (2020).

Spring 2023

A Chair's Account and Introduction

205

professor asked one of the Black¹⁴ female law professors involved in the Lytle Workshop whether she could attend. The professor asked the Latina: “Are you Black?” This question helped us to understand that Black female law professors wanted this space for Black women. I respected the forthrightness of the message and considered that Latinas face similar and different circumstances that warrant having a space for ourselves. My Latina colleague and I started asking if there was a similar workshop for Latinas. Everyone we asked said no. We could not understand why not. I asked Latina law professors why there was no sense of urgency about starting a workshop, like the Lytle Workshop, in light of the challenges we face as Latinas. I also asked for their concerns about starting a workshop. These are some responses I received via e-mail:

Response #1:

There was lack of solidarity.

Response #2:

The very successful women in legal academia often pretend that their experience was a walk in the park and do not tell the truth.

Response #3:

[U]niversities routinely pit people of color from a given group against each other. This is incredibly common, but no one who experienced it has been willing to write about it. As a result, it has not been “named” as a common pattern and folks pretend to be shocked, shocked that something like this could go on.

Response #4:

Many Latinas, especially those who practiced law, are shocked at the lack of the most basic workplace protections. Black women have a history of struggle and solidarity that goes back centuries. Those traditions are deeply empowering. There is also a societal expectation that Black women stand up and fight. I am not surprised that they wind up in leadership positions. Many Latinas, by contrast, came to the US as children or are not far from our immigrant roots. The social support is not there for them. The social stereotypes are quite different—and the penalty for violating those stereotypes is swift and fierce—mimicking what happens in stu-

¹⁴ This Article capitalizes Black and White in the same way as African American, Asian, and Latino when the terms are used to refer to race. See Maritza I. Reyes, *Constitutionalizing Immigration Law: The Vital Role of Judicial Discretion in the Removal of Lawful Permanent Residents*, 84 *TEMPLE L. REV.* 637, 672 n.268 (2012) (citing Laura Ho, Catherine Powell & Leti Volpp, *(Dis)assembling Rights of Women Workers Along the Global Assembly Line: Human Rights and the Garment Industry*, 31 *HARV. C.R.-C.L. L. REV.* 383, 384 n.5 (1996)).

dent teaching evaluations but with consequences that are far more dire.

Response #5:

I, too, experienced the lack of social support. . . . My experience trying to share my story with Latinas is that I was not believed or supported. I was left to fend for myself, which I did. . . . It was only when I read the first volume of *Presumed Incompetent* that I understood what had happened to me. She was literally telling my story without knowing it had happened to me. Why did I not get support from Latinas? Why was everyone pretending that they had never encountered any difficulties on the road to tenure and full professorship when I later learned that this was not true? Probably because Latinas feel so marginal in academia that they regard truth-telling as an admission of weakness. They continue to overwork and to “fake it until you make it.” In short, I see lots of things going on here. Greater headwinds due to culturally engrained expectations and stereotypes—and harsher penalties for violating those stereotypes. Lack of social support. Lack of truth-telling. Lack of the cohesive community that Black women have always had—even before Lutie Lytle At the end of the day, Latinas are more likely to make sense of what is happening to them from reading a book than from talking to other Latinas. I was wary of the GO LILA project. More often than not, it seems that Latinas are complicit in the abuse around them (by their silence, by their willingness to criticize women [a Latina who is no longer in the legal academy] who spoke up over and over). The criticism of [that Latina] has shocked and disappointed me.

These responses demonstrate the pain and internal dynamics we have not addressed as a community. I wanted to fulfill the goal of getting this workshop started before I leave the legal academy; I wanted to pay it forward and hopefully create a support system for the Latinas who need it most and also for the ones who may not need it as much but will still benefit from the support and resources this community will provide. I began my work as organizer of the workshop and Planning Committee. I was subsequently elected chair by the Planning Committee. During the planning of the workshop, the Planning Committee discussed the importance of documenting the history of the workshop. I reached out to the *Harvard Latin American Law Review* (*HLALR*) about a symposium issue to do this. The *HLALR* editors agreed to include a special symposium issue for the Planning Committee’s contributions. Six members of the Planning Committee participated in this symposium issue.

This Article is my account of the decisions, collaborations, and work required to convene the first gathering of Latinas in the Legal Academy (collectively “LILA” or plural “LILAs”) for a two-day workshop we hoped

would be the first of many to come. It includes some of my perspectives as I led the effort and some of my reflections about why we needed this workshop. It documents what happened during the planning and execution of the inaugural GO LILA Workshop from my perspective as chair of the Planning Committee. It also provides some of my goals and reflections as I did the work and moved forward—*pa'lante*.

Part II introduces the essays submitted by members of the Planning Committee. Part III describes the origins of the inaugural workshop. Part IV outlines our initial decisions, including those about the selection of the Planning Committee, our meetings, the mission, the name of the workshop, and how to distribute information about the workshop. Part V explains how we kept the communications, work, materials, and workshop organized via the TWEN platform, e-mail, the GO LILA Workshop website, and Zoom.

Part VI describes how we began to build our community and prepared participants for the workshop by keeping them informed through detailed communications and thoughtful consideration of comfort matters, such as breaks and ready access to share presentations. Part VII showcases highlights from the first day of the workshop, session by session. Part VIII does the same for sessions that took place during the second day of the workshop. Part IX informs about the interest in future GO LILA workshops and how the Planning Committee ensured that there is a solid foundation for future workshops. Part X expresses my gratitude to several stakeholders, supporters, and allies who helped me to fulfill my goals as chair of the Planning Committee and get this long overdue workshop started. Part XI includes my closing remarks.

II. INTRODUCING THE ESSAYS

Six members of the Planning Committee, myself included, participated in this symposium issue. Dean Leticia M. Diaz authored an individual essay and Professors Raquel E. Aldana, Emile Loza de Siles, Solangel Maldonado, and Rachel F. Moran co-authored an essay.¹⁵ I encouraged members of the Planning Committee to publish in this symposium because it is important to record what we did and what we learned through our work in the inaugural GO LILA Workshop. This way, we document as well as share our experiences and knowledge through a Latina lens.¹⁶

¹⁵ Leticia M. Diaz, *A Seat at the Table: Advancing, Leading, and Deaning while Battling Presumed Incompetence*, 26 HARV. LATIN AM. L. REV. (forthcoming June 2023); Raquel E. Aldana, Emile Loza de Siles, Solangel Maldonado & Rachel F. Moran, *Latinas in the Legal Academy: Progress and Promise*, 26 HARV. LATIN AM. L. REV. (forthcoming June 2023).

¹⁶ Two additional members of the Planning Committee published articles, after serving in the Planning Committee, about the experiences of LILAs. See María Mercedes Pabón, *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia* by Yolanda Flores Niemann, Gabriella Gutiérrez y Muhs & Carmen G. González, eds., *Utah State University Press* (2020), 37 BERKELEY J. GENDER, L. & JUST. 267 (2022) (reviewing the book and sharing her own experiences); Laura M. Padilla, *The Black-White Paradigm's Continuing Erasure of Latinas: See Women Law Deans of Color*, 99 DENV. L. REV. 683 [hereinafter Padilla,

The essay by Dean Diaz, *A Seat at the Table: Advancing, Leading, and Deaning while Battling Presumed Incompetence*, provides a firsthand account of the career trajectory of the longest-serving Latina dean in the legal academy.¹⁷ She also shares how she has been presumed incompetent despite her credentials and accomplishments. Her story demonstrates that even deans need to connect with other LILAs.¹⁸ Dean Diaz explained that she committed the time to serve on the Planning Committee because it was a way to find community and contribute to the future of LILAs. She also said that “[t]he GO LILA Workshop greatly reinvigorated [her] enthusiasm for future innovative work in the academy.”¹⁹ Her essay serves not only to document our history but also to be a source of lessons learned with the benefit of hindsight, which may help other LILAs.²⁰

The essay by Professors Aldana, Loza de Siles, Maldonado, and Moran, *Latinas in the Legal Academy: Progress and Promise*, analyzes the data we collected through the workshop registration form and places the findings in historical, current, and future contexts. As they explain, LILAs are an accomplished group, but they have not attained full representation within the legal academy. Many of us are the “firsts.” “Those who joined the Workshop clearly demonstrated their staying power in the world of professional legal education.”²¹ LILAs who remain in the legal academy continue to strive for and find success in various ways, including attaining tenure, promotion, and awards. They publish across the spectrum of academic/legal scholarship. They provide substantial service within their academic institutions and beyond. However, they have not received the full recognition they have earned, and the number of Latina law professors and deans remains low. The authors concluded that the GO LILA Workshop will develop opportunities and pipelines for LILAs.

III. DOCUMENTING THE ORIGINS OF THE GO LILA WORKSHOP

The discussion of this workshop started in the “Latina/o/x Law Professors Listserv,” of which I am a part.²² Professor Michael Olivas often sent e-

The Black-White Paradigm] (analyzing data about “the dearth of Latina law deans” and describing how the Black-White paradigm erases Latinas and excludes them from institutional efforts to develop future leaders in the legal academy).

¹⁷ Diaz, *supra* note 15.

¹⁸ During one of the informal conversations (during a break) on the second day of the workshop, Dean Diaz connected with Dean Jennifer Rosato Perea, another Latina who has served as dean over the same time period as Dean Diaz. E-mail from Leticia Diaz to author (Feb. 6, 2023, 6:25 PM) (on file with author).

¹⁹ Diaz, *supra* note 15.

²⁰ Dean Diaz regrets not having had a mentor; however, her “main career regret is not doing more [her]self to be a mentor to the brilliant Latinas in legal education.” *Id.* at 10.

²¹ Aldana, Loza de Siles, Maldonado & Moran, *supra* note 15.

²² Some authors introduced Latino/a and Latina/o to depict gender-neutrality rather than the Latino masculine version of the word. See Ian F. Haney López, *Race, Ethnicity, Erasure: The Salience of Race to LatCrit Theory*, 10 LA RAZA L.J. 57, 57 n.1 (1998). Terminology changes with changes in society. In this Article, I use Latina/o/x to be all-inclusive. See Mariela Olivares, *The 1986 Immigration Reform and Control Act as Antecedent to Contempo-*

mails to the listserv informing us of issues and news that impacted our community. On July 26, 2021, Professor Olivas sent an e-mail to the listserv questioning the reported percentage of Hispanic law deans in the TaxProf Blog.²³ Professor Olivas stated, in his humorous way: “5.4% of ABA law deans are Hispanic? That would be 11 deans, which I believe is every Hispanic dean in history. Or, they’re counting deans who’ve eaten in Mexican restaurants.”²⁴ His e-mail sparked a discussion about the number of Hispanic deans. Dean Reynaldo Valencia responded with the list of all Hispanic law deans.²⁵ I replied to question the lack of Latina law deans. I pointed out that we needed “intentional and systematic initiatives,”²⁶ specifically referencing the success of the Black women law professors’ workshop—the Lytle Workshop. In response, Dean Jenny S. Martinez volunteered that Stanford Law School could host an inaugural workshop similar to the Lytle Workshop, but stated that she did not have time to organize it.²⁷ Because I raised the issue, I took responsibility for organizing a planning committee and getting the workshop started.²⁸ On August 9, 2021, to have a contemporaneous record of the origins of the workshop, I sent an e-mail to the Latina/o/x Law Professors Listserv with a document titled “Origins,” which included the original e-mails that opened the discussion about the need for and planning of what became the inaugural GO LILA Workshop.²⁹

During the fall of 2021, I engaged in due diligence before convening a planning committee. I met with Dean Martinez via Zoom to discuss the extent of the support she and Stanford Law School could provide. Dean Martinez and I decided to hold the inaugural workshop virtually due to the ongoing COVID-19 pandemic. She made available a team of Stanford professionals to assist us (the “Stanford Team”). I also met via Zoom with Boston University School of Law (“BU Law”) Dean Angela Onwuachi-Willig, organizer of the first and subsequent workshops for Black women in the legal academy, the Lytle Workshop.³⁰ Dean Onwuachi-Willig informed me that the initial gathering of Black women law professors in 2007 was

rary Latina/o/x Migration, 37 *CHICANA/O-LATINA/O L. REV.* 65, 65 n.1 (2020) (citations omitted). When referring specifically to a female or male person, I use Latina or Latino respectively, including in plural form. Latina/o/x and Hispanic are used interchangeably in the main text and in the footnotes unless the source cited makes a distinction.

²³ Posting of Michael Olivas to Latina/o/x Law Professors Listserv (July 26, 2021, 6:59 PM) (on file with author).

²⁴ *Id.*

²⁵ Posting of Reynaldo Valencia to Michael Olivas & Latina/o/x Law Professors Listserv (July 26, 2021, 9:51 PM) (on file with author).

²⁶ Posting of author to Reynaldo Valencia, Michael Olivas & Latina/o/x Law Professors Listserv (July 30, 2021, 7:32 PM) (on file with author).

²⁷ Posting of Jenny Martinez to author, Reynaldo Valencia, Michael Olivas & Latina/o/x Law Professors Listserv (July 31, 2021, 12:28 AM) (on file with author).

²⁸ Posting of author to Jenny Martinez, Reynaldo Valencia & Latina/o/x Law Professors Listserv (July 31, 2021, 11:16 AM) (on file with author).

²⁹ Posting of author to Latina/o/x Law Professors Listserv (Aug. 9, 2021, 4:15 PM) (on file with author).

³⁰ Rebecca Beyer, *A Support System for Black Women Law Professors*, *THE RECORD BU LAW* (July 27, 2022), <https://www.bu.edu/law/record/articles/2022/a-support-system-for-black-women-law-professors/>, archived at <https://perma.cc/X5C2-6JCA>.

structured by invitation only, initially to professors whom she knew. The 16th Annual Lytle Workshop was held at BU Law in June 2022.³¹ I also met via Zoom with Penn State Law Associate Dean Shoba Sivaprasad Wadhia and corresponded via e-mail with Southwestern Law School Professor Meera E. Deo, organizers of the Inaugural Workshop for Asian American and Pacific Islander (AAPI) Women in the Legal Academy.³² Their inaugural workshop was held virtually via Zoom on August 5–6, 2021.³³ The schedule for their workshop³⁴ provided a great starting point when the Planning Committee considered the schedule for the inaugural GO LILA Workshop.

I also communicated with Professor Alexander (Alex) Boni-Saenz, one of the organizers of a “virtual workshop series” that held its first Zoom workshop on August 12, 2020.³⁵ Professor Boni-Saenz sent the initial workshop announcement to ten Latina/o/x law professors on July 29, 2020.³⁶ The e-mail specified: “In order to maintain an intimate environment, at this stage we ask that you not circulate this invite publically.”³⁷ I conferred with Professor Boni-Saenz before starting the planning for this workshop, to make sure we were not replicating what he is doing. He wrote me, “I see the projects as complementary and mutually reinforcing.”³⁸ Professor Boni-Saenz provided candid advice and offered his support. I also communicated with seasoned, mid-career, and junior Latina law professors about the need for this workshop, and inquired about their interests and concerns. I asked the more seasoned colleagues why they thought this workshop had not happened before. Some mentioned a lack of solidarity, that people were busy, and that no one dedicated the effort to start it. Additionally, I corresponded with Latina/o/x law professors who responded privately to me after the e-mail discussion in the Latina/o/x Law Professors Listserv; they provided advice and warnings about dynamics and strategies that may sabotage the efforts. After all of this due diligence, I felt ready to convene a meeting of the Latina professors who expressed an interest in organizing this workshop.

IV. MAKING INITIAL DECISIONS

I decided that I wanted to adopt a consensus model of decision-making for the work of the Planning Committee. When I began the work to organize the project, I did not assume that I would be selected as chair of the Planning

³¹ *Id.*

³² *Inaugural Workshop for Asian American and Pacific Islander (AAPI) Women in the Legal Academy*, PENN STATE LAW, <https://pennstatelaw.psu.edu/events/asian-american-women-workshop>, archived at <https://perma.cc/XY8N-4YHG>.

³³ *Id.*

³⁴ *Id.*

³⁵ E-mail from Alexander Boni-Saenz to several law professors (July 29, 2020, 1:15 PM) (on file with author).

³⁶ *Id.*

³⁷ *Id.*

³⁸ E-mail from Alexander Boni-Saenz to author (Aug. 9, 2021, 6:33 PM) (on file with author).

Committee. In fact, I did the work without a title for several meetings. I accepted the designation only after the Planning Committee had experienced and observed my leadership style and work ethic. Decisions by consensus are sometimes difficult. However, I was confident that our shared commitment to making the best decisions for the workshop would always guide our decision-making. That is how I framed the decisions we had to make. We put our collective intellectual abilities to full use and made good and thoughtful decisions. During the preparation of this Article, I reviewed all the agendas, materials, and e-mails I prepared before and after our weekly meetings. I am proud of my efforts, as chair, and all the work the Planning Committee members accomplished together, setting a good foundation for future GO LILA Workshops. I cannot state all of our decisions in this Article,³⁹ so I will describe only some of them in the sections that follow.

A. *The Planning Committee*

On December 10, 2021, I sent the first group e-mail to all Latinas who expressed an interest in helping with the planning of the workshop.⁴⁰ We met via Zoom for our first meeting on December 13, 2021. The initial selection of the Planning Committee started from the same e-mail exchange that led to the start of the workshop. Several Latina professors responded to that e-mail exchange, volunteering to help.⁴¹ I saved their e-mails and invited them to join the first Zoom meeting.⁴² During that first meeting, I wanted the group to start considering the time required to (1) do the planning work; (2) attend the weekly meetings during the spring of 2022; (3) organize and lead the workshop sessions in the summer of 2022; and (4) review works-in-progress (WIPs) submitted by participants for comment and feedback during the workshop.⁴³

During our second meeting, on January 10, 2022, we discussed the work expectations for the Planning Committee. A participant voiced her ex-

³⁹ We made decisions during every meeting. Some may seem trivial, such as the decision to use the lilac (*lila*) color, but they were intentional and meant something to us—and hopefully to future LILAs.

⁴⁰ E-mail from author to Rachel Moran, Laura Padilla, Leticia Diaz, Luz E. Herrera, Nadiyah Humber, Mariela Olivares, Jennifer Rosato Perea, Raquel Aldana, Elena Marty-Nelson, Sherley Cruz, Eloisa Rodriguez-Dod, Emile Loza de Siles, Solangel Maldonado, Berta Hernández-Truyol & María Pabón (Dec. 10, 2021, 2:32 PM) (on file with author).

⁴¹ The professors who voiced an interest in that e-mail exchange were Raquel E. Aldana, Sherley Cruz, Leticia M. Diaz, Berta E. Hernández-Truyol, Luz E. Herrera, Nadiyah J. Humber, Emile Loza de Siles, Solangel Maldonado, Elena M. Marty-Nelson, Rachel F. Moran, María Pabón, Mariela Olivares, Laura Padilla, Maritza Reyes, Eloisa C. Rodriguez-Dod, and Jennifer Rosato Perea.

⁴² The date and time of the meeting (5:00 PM – 6:00 PM) were selected after review of preferences posted in a Doodle poll.

⁴³ A law professor with lots of experience organizing conferences and workshops advised me that I should put on the table, early on, that planning committee members must attend meetings and review WIPs. She told me that this would help to determine who had time to prioritize the time and effort required to organize and implement this type of inaugural workshop.

perience chairing a conference with a large planning committee that was listed in the program; however, some individuals did not attend meetings or do any work. There was consensus that this would not be fair. Therefore, we discussed meeting attendance and work requirements, in order to ensure that Planning Committee members attended the meetings and did their share of the work. I was glad we were having this discussion as we began the planning process; this way, no one would feel singled out. I shared that the organizers of other workshops advised me that only colleagues committed to attending meetings and doing the work should be part of the Planning Committee. We discussed that there should be some flexibility for attending meetings. However, there should also be accountability. Someone mentioned requiring eighty-five percent of meeting attendance.

On January 14, 2022, I sent a one-and-a-half page memorandum to all professors who had volunteered, summarizing some of the meeting attendance expectations we had discussed. I reminded everyone that we all have the same twenty-four hours in a day to meet our personal and professional responsibilities. Therefore, it was a matter of deciding, individually, whether we were able to prioritize the work of the Planning Committee. I started my memo with the following:

I have learned that some things are better said earlier rather than later. I am very happy to be sharing in this project with all of you. We are a diverse group of Latina law professors. How often do we find a group like this one in academic spaces? I want us to enjoy this experience and the fruits of our labor. This is why I hope you will receive my words with the sentiment with which I express them – collegially, in solidarity, and with *cariño*.

I ended my memo with this message:

I appreciate each of you. ¡Juntas, podemos! (Together, we can!). When we are retired *viejitas*, I hope we will look back on this time together with fondness. I am sharing these words with you to do my best to set an atmosphere of mutual respect and a positive tone as we move *pa'lante* with this project. Gracias.⁴⁴

Between the time when law professors initially voiced interest in doing the work to start the workshop and the time we began meeting, some professors acquired additional institutional duties, including as associate deans, or had other reasons that made them decide that they could not participate in the Planning Committee. By February 8, 2022, we had met six times and engaged in preliminary work and decision-making. Therefore, professors who had not attended any meetings by that point were presumed not to have the time to prioritize the Planning Committee's meetings and work. We ulti-

⁴⁴ Memorandum from Maritza Reyes to law professors interested in planning the workshop (Jan. 14, 2022) (on file with author).

mately had nine professors who remained on the committee throughout the months it took to plan the workshop.⁴⁵ I introduced the mantra “*una para todas y todas para una*” and reminded ourselves of this as we pulled together to do the work.

The members of the Planning Committee are accomplished each in their own right. Their diverse talents, knowledge, experiences, and skills helped to get this workshop started. Members of the Planning Committee identified our Hispanic/Latina/o/x ancestry as follows: Cuban (1), Dominican (2), Mexican (2), Mexican-Spanish (1), Nicaraguan (1), Puerto Rican (1), and Salvadoran (1).⁴⁶ Although we did not know it at the time we started the planning process, the Hispanic/Latina/o/x ancestry composition of the Planning Committee mirrored the ancestry background of LILAs who attended the workshop, except that the Planning Committee did not have anyone from South America.⁴⁷ Our academic ranks were: assistant professor (1), associate professor (1), full professor (6), and full professor/dean (1).⁴⁸

B. Meetings

The Planning Committee met weekly via Zoom. We held twenty-four, one-hour meetings in advance of the workshop, two half-hour meetings during the workshop, and our final one-hour meeting after the workshop. These were the meeting dates and times, in Eastern Standard Time (EST):

1. Monday, December 13, 2022, 5:00 PM – 6:00 PM
2. Monday, January 10, 2022, 12:00 PM – 1:00 PM
3. Monday, January 17, 2022, 12:00 PM – 1:00 PM
4. Monday, January 24, 2022, 12:30 PM – 1:30 PM
5. Monday, January 31, 2022, 12:30 PM – 1:30 PM
6. Monday, February 7, 2022, 1:30 PM – 2:30 PM
7. Friday, February 18, 2022, 12:00 PM – 1:00 PM
8. Monday, February 21, 2022, 1:30 PM – 2:30 PM
9. Monday, February 28, 2022, 1:30 PM – 2:30 PM
10. Monday, March 7, 2022, 1:30 PM – 2:30 PM
11. Friday, March 25, 2022, 1:00 PM – 2:00 PM
12. Friday, April 1, 2022, 2:00 PM – 3:00 PM

⁴⁵ We were not required to attend all meetings; however, most members attended the majority of the meetings and I attended all meetings. At my suggestion, Planning Committee members agreed that professors who initially volunteered but did not end up in the Planning Committee should be invited to participate as presenters, panelists, moderators, and facilitators. Every one of those professors, except one who said she was preparing to go on leave and needed to prioritize other matters, participated in one of those roles.

⁴⁶ 2022 Inaugural Graciela Olivárez Latinas in the Legal Academy (“GO LILA”) Workshop, Workshop Application Database (Apr. 25, 2022) (unpublished database) (on file with author) [hereinafter GO LILA Database].

⁴⁷ See Aldana, Loza de Siles, Maldonado & Moran, *supra* note 15.

⁴⁸ See *Planning Committee, 2022 INAUGURAL GRACIELA OLIVÁREZ LATINAS IN THE LEGAL ACADEMY (“GO LILA”) WORKSHOP*, <https://conferences.law.stanford.edu/go-lila-workshop/committeel>, archived at <https://perma.cc/4CLL-F36R>.

13. Friday, April 8, 2022, 2:00 PM – 3:00 PM
14. Friday, April 15, 2022, 2:00 PM – 3:00 PM
15. Friday, April 22, 2022, 1:30 PM – 2:30 PM
16. Friday, April 29, 2022, 1:30 PM – 2:30 PM
17. Friday, May 6, 2022, 1:00 PM – 2:00 PM
18. Friday, May 20, 2022, 1:00 PM – 2:00 PM
19. Friday, May 27, 2022, 1:00 PM – 2:00 PM
20. Friday, June 3, 2022, 1:00 PM – 2:00 PM
21. Friday, June 10, 2022, 1:00 PM – 2:00 PM
22. Friday, June 17, 2022, 1:00 PM – 2:00 PM
23. Monday, June 20, 2022, 1:00 PM – 2:00 PM
24. Thursday, June 23, 2022, 1:00 PM – 2:00 PM
25. Friday, June 24, 2022, 12:00 PM – 12:30 PM (Workshop Day 1)
26. Saturday, June 25, 2022, 12:00 PM – 12:30 PM (Workshop Day 2)
27. Friday, July 1, 2022, 1:00 PM – 2:00 PM

C. *Mission*

During the Planning Committee's second meeting, we discussed our goal to start a workshop that would repeat annually to provide a space where Latina law professors could come together to share our scholarship, explore our identities and history, engage in professional development, participate in wellness activities, and build community. We also wanted to nurture pipelines to increase the number of Latina law professors and support Latina law professors to succeed in the legal academy, including as deans. Professor Laura Padilla suggested that we draft a mission statement to guide the work of the Planning Committee. She volunteered to review other mission statements and inform the Planning Committee. On January 10, 2022, immediately after our meeting, Professor Padilla sent the mission statement of the Lytle Workshop via e-mail to the group.⁴⁹ On that same day, I sent the mission statement of the Inaugural Workshop for Asian American and Pacific Islander (AAPI) Women in the Legal Academy.⁵⁰ Professor Padilla prepared

⁴⁹ "The Lutie A. Lytle Black Women Law Faculty Writing Workshop (the 'Lytle Workshop') is an annual workshop for current and aspiring black women law faculty. Although the Workshop's primary focus is legal scholarship, it also offers opportunities for mentoring, career support and fellowship." E-mail from Laura Padilla to author, Rachel Moran, Leticia M. Diaz, Luz E Herrera, Nadiyah Humber, Mariela Olivares, Jennifer Rosato, Raquel E Aldana, Elena Marty-Nelson, Sherley Cruz, Eloisa Rodriguez-Dod, Emile Loza de Siles, Solangel Maldonado, Berta Hernandez-Truyol, Maria Lopez & Laura Padilla (Jan. 10, 2022, 1:00 PM) (on file with author).

⁵⁰ "The Inaugural Workshop for Asian American and Pacific Islander (AAPI) Women in the Legal Academy is aimed at supporting and mentoring Asian American and Pacific Islander (AAPI) women aspiring to enter or are in the legal academy. This workshop will include a space for workshoping incubator or works in progress, exploring our shared identities and history, dialoguing about professional development and wellness, and building community."

Spring 2023 A Chair's Account and Introduction 215

a draft mission statement, which the Planning Committee considered, edited, and approved at our January 17, 2022 meeting.⁵¹

Approved Mission Statement

The Graciela Olivárez Latinas in the Legal Academy (“GO LILA”) Workshop is dedicated to supporting and mentoring Latinas in and aspiring to enter, succeed, and lead in the legal academy through an annual workshop, beginning with the 2022 Inaugural Workshop. Workshops will dedicate time to:

- scholarship, including incubator projects or works in progress
- prepare for the job market as an entry level or lateral candidate
- explore the panorama of our identities and history
- engage in professional development training
- participate in wellness activities
- build community

D. Name of the Workshop

During the first meeting to organize the workshop, I suggested that we should consider naming the workshop after the first Latina law professor. I asked Professor Rachel Moran if she knew her name. She responded that, to her recollection, it was Graciela Olivárez, but she recommended that I confirm this with Professor Michael Olivas, the “historian” of the Hispanic/Latina/o/x law professors.⁵² Coincidentally, Professor Steven Bender invited me to speak during the virtual Association of American Law Schools (AALS) Latina/o/x reception event, on January 5, 2022, about the planning of the workshop. Professor Olivas and his wife, Dr./Prof. Augustina (Tina) Reyes, attended that gathering. I described that, according to my research, Graciela Olivárez was the first Latina law professor but wanted confirmation from Professor Olivas. He confirmed during that get-together.

I presented my research to the Planning Committee during the second meeting. One of the participants requested additional research. I provided additional research prior to our third meeting and, on January 17, 2022, the

E-mail from author to Laura Padilla, Rachel Moran, Leticia M. Diaz, Luz E Herrera, Nadiyah Humber, Mariela Olivares, Jennifer Rosato, Raquel E Aldana, Elena Marty-Nelson, Sherley Cruz, Eloisa Rodriguez-Dod, Emile Loza de Siles, Solangel Maldonado, Berta Hernandez-Truyol & Maria Lopez (Jan. 10, 2022, 1:20 PM) (on file with author).

⁵¹ This meeting date, January 17, 2022, fell on MLK Day. I began the meeting by reading Dr. Martin Luther King, Jr.’s telegram to Cesar Chavez, followed by a minute of silence to honor Dr. King’s legacy. Jocelyn Sherman, *Dr. King’s telegram to Cesar Chavez during his 1968 fast for nonviolence* (Jan. 18, 2018), <https://ufw.org/dr-kings-telegram-to-cesar-chavez-during-his-1968-fast-for-nonviolence/>, archived at <https://perma.cc/CC6F-BMUQ>.

⁵² It took a decade after Graciela Olivárez became a law professor for the next two Latinas to join the legal academy in 1982: Professors Rachel Moran and Berta Hernández-Truyol. E-mail from Rachel Moran to author (Feb. 6, 2023, 6:33 PM) (on file with author); E-mail from Berta Esperanza Hernandez-Truyol to author (Feb. 8, 2023, 9:32 PM) (on file with author).

Planning Committee approved naming the workshop after Professor Graciela Olivárez. Thereafter, in e-mail exchanges from February 15 to February 16, 2022, the Planning Committee agreed on the final title of the workshop. Professor Rachel Moran noted the acronym “GO LILA” and we decided to include it in a parenthetical in the title. We also decided to include the year at the beginning of the title for ease of reference and recollection.⁵³ The Planning Committee defined “Latinas in the Legal Academy” to describe Latina-identified academics at U.S. law schools. The term was adopted with due deliberation to include any person who self-identified as female and Latina/e/x.

When I learned that Graciela Olivárez was the first Latina law professor, I did not know anything about her. I prayed that my research would indicate that she was someone after whom we should name this type of workshop. God answered my prayers. She was known as “Amazing Grace.”⁵⁴ As a brief biographical account, Graciela was born in 1928 in a small mining town in Sonora, Arizona.⁵⁵ She dropped out of high school and became a community activist on behalf of the Latino community in Arizona.⁵⁶ She “spent her life advocating for Mexican-American farmworkers and the poor in the Mexican-American community.”⁵⁷ She died young, of cancer, at the age of fifty-nine.⁵⁸

Graciela was the first woman to graduate from Notre Dame Law School, in 1970, when she was forty-two years old.⁵⁹ When she attended law school, “she was older. She had substantial work experience. She was divorced. She was a mother. She was a woman. She was a Latina.”⁶⁰ “She was smart and driven.”⁶¹ During law school, she was the president of the Hispanic Law Students Association.⁶² In 1972, she moved to New Mexico and became the Director of the Institute for Social Research and Development at the University of New Mexico; this position included appointment as a law professor at the University of New Mexico Law School (UNM Law) in Al-

⁵³ E-mail from author to author, Rachel Moran, Laura Padilla, Leticia M. Diaz, Nadiyah Humber, Raquel E. Aldana, Emile Loza de Siles, Solangel Maldonado & Maria Lopez (Feb. 15, 2022, 11:19 AM) (on file with author).

⁵⁴ See generally Jimmy Gurulé, “Amazing Grace” - A Tribute to Graciela Olivárez, NOTRE DAME LAWYER 18–19 (2006).

⁵⁵ Graciela Olivárez, NEW MEXICO HISTORIC MARKER PROGRAM, <https://www.nmhistoricwomen.org/location/graciela-olivarez/>, archived at <https://perma.cc/LV4X-WFFH>.

⁵⁶ See Jennifer Mason McAward, *The Civil Rights Legacy of Fr. Theodore M. Hesburgh*, C.S.C., 28 NOTRE DAME J.L. ETHICS & PUB. POL’Y 309, 321 (2014) [hereinafter Mason McAward, *Civil Rights Legacy*].

⁵⁷ Jennifer Mason McAward, *Lay Down a Plank: The Path to Law School Diversity*, 99 NOTRE DAME L. REV. Reflection 222, 223 (2021) [hereinafter Mason McAward, *Lay Down a Plank*].

⁵⁸ Mason McAward, *Civil Rights Legacy*, *supra* note 56, at 321.

⁵⁹ *Id.* Notre Dame Law School was the last law school in Indiana to admit women and the second to last law school in the United States to admit women. Hon. Betty Barteau, *Thirty Years of the Journey of Indiana’s Women Judges 1964-1994*, 30 IND. L. REV. 43, 72 (1997).

⁶⁰ Mason McAward, *Lay Down a Plank*, *supra* note 57, at 225.

⁶¹ *Id.*

⁶² *Id.* at 222.

buquerque.⁶³ UNM Law Dean Sergio Pareja sent me an internal document from the school that stated that Graciela Olivárez was a law professor there from 1972–1975.⁶⁴ Professor Olivárez left academia to serve in government positions, including as the highest-ranking Latina during the Carter Administration.⁶⁵ She also served as chair of the Mexican American Legal Defense Fund (MALDEF).⁶⁶ “Amazing Grace,” our “first,” was a great role model and someone whose contributions LILAs should be proud of. Professor Olivárez’s legacy will live on through the LILAs who come after her and the GO LILA Workshops.

E. Date of the Workshop

Selecting the date of the workshop depended on when Stanford Law School was able to host and when members of the Planning Committee were able to attend. Initially, the Committee was not able to select dates from the ones initially provided by Dean Martinez. Therefore, Dean Martinez suggested that the Planning Committee propose dates, keeping in mind that Stanford Law School would close the week of July 4, 2022. I set up a TWEN Forum for Planning Committee members to suggest dates by January 14, 2022. I also requested that members review the dates posted and comment in the TWEN forum by January 16, 2022, to confirm whether any of the suggested dates conflicted with conferences or other important events. This timeline allowed us to consider the comments and suggestions at our January 17, 2022 meeting.

The Planning Committee came up with eight possible sets of dates for the workshop. I provided the dates to Dean Martinez. Some of the dates conflicted with Stanford Law School’s commencement ceremony. Others conflicted with Dean Martinez’s travel schedule; however, she told me that she would try to attend even if she was traveling. Dean Martinez and I narrowed the options to three sets of dates, which I presented to the Planning Committee for final consideration at our January 31, 2022 meeting. During this meeting, we approved the dates of the workshop as June 24–25, 2022.⁶⁷

⁶³ Gurulé, *supra* note 54, at 19.

⁶⁴ Weihofen, *supra* note 1, at 128.

⁶⁵ Lisas Shaw Roy, *Roe and the New Frontier*, 27 HARV. J.L. & PUB. POL’Y 339, 357 n.94 (2003).

⁶⁶ Gurulé, *supra* note 54, at 19.

⁶⁷ Unfortunately, by the time we selected dates, other conferences had selected theirs, so we had fewer options. The dates of the workshop conflicted with some conferences, including the Lytle Workshop, which was held at Boston University College of Law on June 22–29, 2022. Because the inaugural GO LILA Workshop was held virtually during two days, we thought participants who were interested in attending other conferences could attend at least some GO LILA Workshop sessions virtually. One of the Planning Committee members attended both the GO LILA and Lytle workshops.

F. Distribution of Information About the Workshop

The Planning Committee needed to decide how to distribute information about the workshop. We had deep discussions about this. We raised many questions: Should it be by invitation only? If so, who should we invite? Or, should we just send an open call for participants? I suggested that we should start by sending information via the Latina/o/x Law Professors Listserv, because that is where the idea for the workshop began. We decided to send a “Save the Date” e-mail to the listserv. Professor Nadiyah Humber and I reviewed samples and prepared this Save the Date (in lilac font), which I sent on February 1, 2022.⁶⁸

Save the Date!**Inaugural Graciela Olivárez Latinas in the Legal Academy (“GO LILA”) Virtual Workshop**

**Join us via Zoom on
Friday, June 24, 2022 & Saturday, June 25, 2022**

Hosted by Stanford Law School

Details will be provided in a subsequent notification

Thereafter, at our February 18, 2022 meeting, we decided to distribute information about how to register for the workshop in a targeted way through (1) the Latina/o/x Law Professors Listserv and (2) the AALS list that Professor Emile Loza de Siles agreed to obtain and review in order to ascertain which law professors self-identified as Latinas.⁶⁹ The e-mail list we prepared based on this information included 164 self-identified Latinas. I sent them the first targeted e-mail on April 6, 2022 with information about how to register for the workshop (through a Stanford Law School password-protected registration form, which was posted in the Stanford Law School 2022 Inaugural GO LILA website).⁷⁰ I sent a second e-mail to the 164 self-identified Latinas on April 12, 2022. To account for anyone we may have

⁶⁸ Posting of author to Latina/o/x Law Professors Listserv (Feb. 1, 2022) (on file with author) (lilac became a color theme for workshop materials. *Lila* means lilac in Spanish).

⁶⁹ Professor Loza de Siles undertook the work of going through the AALS Section on minority groups membership list and identifying professors who self-identified as Latina/o/x. She compared the AALS list with a list of all Latina/o/x professors that was provided to her by Professor Mariela Olivares who updated the list that was provided to her by Professor Jennifer Chacón. Professor Olivares updated the list by sending it to the Latina/o/x law professors listserv once a year and asking if there were any changes. Professor Loza de Siles identified duplicates in the list and Latinas who appeared in one list but not the other. She sent e-mails to Latinas who appeared only in the AALS list and asked them if it would be okay to share their information with the Planning Committee and the Stanford Team for purposes of sending information about the workshop. E-mail from Emile Loza de Siles to author (Mar. 11, 2022, 8:21 AM) (on file with author).

⁷⁰ E-mail from GO LILA 2022 to 164 Latina law professors (Apr. 6, 2022, 1:26 AM) (on file with author).

Spring 2023

A Chair's Account and Introduction

219

missed because they did not self-identify in the lists, on April 12, 2022, I sent an e-mail to the Latina/o/x Law Professors Listserv stating:

Last week, the planning committee of the 2022 Inaugural Graciela Olivárez Latinas in the Legal Academy (“GO LILA”) Workshop sent email invites to Hispanic/Latina (female identifying) law professors. If you are a Hispanic/Latina law professor and did not get an email with information about the workshop, please let me know. The inaugural workshop is being sponsored by Stanford Law School and will be held virtually on June 24-25, 2022. There is no fee to attend. However, interested registrants must apply no later than **April 25, 2022 (11:59 PM EST)**. If you know any Latina visiting assistant professors, please let me know.⁷¹

On April 15, 2022, Professor Rachel Moran sent an e-mail to the 164 self-identified Latinas reminding them of the upcoming deadline and the process to register.⁷² On April 22, 2022, Professor Raquel Aldana sent them another reminder e-mail.⁷³ On April 25, 2022, I sent another e-mail to the Latina/o/x Law Professors Listserv stating:

FYI - The planning committee of the 2022 Inaugural Graciela Olivárez Latinas in the Legal Academy (“GO LILA”) Workshop will honor Michael at the inaugural workshop, which is being sponsored by Stanford Law School and will be held virtually on June 24-25, 2022. There is no fee to attend. **However, the deadline to register is today, April 25, 2022 (11:59 PM EST)**. The committee sent email invites to Hispanic/Latina (female identifying) law professors. We distributed email invites several times and sent an email to this listserv. If you are a Hispanic/Latina law professor and did not get an email with information about the workshop and would like to attend please let me know immediately (today is the deadline). If you know any Latina visiting assistant professors, please let me know.⁷⁴

The Planning Committee did our best to reach out to as many LILAs as possible. Seventy-four LILAs registered for the inaugural workshop.⁷⁵ Once registration closed on April 25, 2022, the Planning Committee began the work of organizing participants and communicating with them.

⁷¹ Posting of Maritza Reyes to Latina/o/x Law Professors Listserv (Apr. 12, 2022, 4:05 PM) (on file with author).

⁷² E-mail from Rachel Moran to 164 Latina law professors (Apr. 15, 2022, 6:17 PM) (on file with author).

⁷³ E-mail from Raquel Aldana to 164 Latina law professors (Apr. 22, 2022, 8:21 PM) (on file with author).

⁷⁴ Posting of Maritza Reyes to Latina/o/x Law Professors Listserv (Apr. 25, 2022, 2:26 PM) (on file with author).

⁷⁵ GO LILA Database, *supra* note 46. Four law professors who registered were not able to attend for varied reasons, including Covid illness and other personal circumstances.

V. KEEPING THE COMMUNICATIONS, WORK, MATERIALS, AND WORKSHOP ORGANIZED

As chair of the Planning Committee, I considered it one of my duties to manage our work and records in an organized manner. I used technological tools that many of us use in our academic jobs. I even introduced a couple of Planning Committee members and a few participants to a new platform, TWEN, which I have used since I became a law professor fourteen years ago. TWEN allows me to go back to the first course I taught and find the materials I posted in that course page. I wanted to create a similar repository for the inaugural workshop.

A. *TWEN*

I created a TWEN page for the Planning Committee titled: “Planning Committee GO LILA Inaugural Workshop.” I added all members to the TWEN page. The TWEN page’s features, including forums, helped us to address some matters between meetings; this way, we used the meeting time more efficiently and productively. The TWEN forums provided a way to communicate about specific matters in addition to e-mails. This added flexibility to our work and discussions. I also posted materials on TWEN to make them readily accessible.

After participants registered for the workshop, I also created a TWEN page for them titled: “2022 Inaugural GO LILA WORKSHOP.” Participants submitted questions for Justice Sotomayor, WIPs, incubators, and entries for Professor Michael Olivas’s Memory Book through TWEN.⁷⁶ I opened a TWEN forum for participants to post questions about the workshop, and I answered their questions in the forum. This way, participants could access the questions and answers at their convenience.

B. *E-mail*

I set up an e-mail account, “GO LILA 2022,” for questions, comments, or requests for assistance. The e-mail account was created exclusively to receive e-mails for the inaugural workshop and respond as promptly as possible. I fulfilled this duty. The Planning Committee members also communicated with participants through our e-mail accounts regarding the different sessions we were organizing as session leaders.

C. *GO LILA Website & Zoom*

I met in weekly meetings with two members of the Stanford Team, Gisele Darwish Brown and Maria O’Neill, to discuss the technology and

⁷⁶ See *infra* PART VII.C.

Spring 2023

A Chair's Account and Introduction

221

develop the content for the GO LILA website over six months. After each meeting, I reported the information to the Planning Committee. I served as the contact person between the Planning Committee and the Stanford Team.⁷⁷ When the time was nearing for the workshop, I invited the Stanford Team to meet with the Planning Committee during a couple of meetings and they explained how the Zoom technology would work during the workshop. We did a run-through of the technology, and Planning Committee members asked questions and received answers in preparation to lead their individual sessions. We were ready.

The Stanford Team sent registered participants the Zoom meeting information via e-mail prior to the workshop. The information was also posted in the password-protected "Logistics" tab on the GO LILA Workshop website. We used the same Zoom meeting link for the entire workshop, including the breakout sessions.⁷⁸ I informed participants via e-mail that they should access the Zoom link a few minutes before the workshop was scheduled to begin because they had to first enter a Zoom waiting room while the Stanford Team verified registration credentials.⁷⁹ Participants were automatically transferred by the Stanford Team to the breakout sessions to which they were assigned (based on sign-up sheets and random assignment for those who did not sign up).

VI. PREPARING PARTICIPANTS FOR THE WORKSHOP AND BUILDING COMMUNITY

I was cognizant that a virtual workshop would not be the same as an in-person gathering. I wanted to ensure that participants felt a personal connection to the Planning Committee members even before the workshop began. I wanted them to know that we cared about making the workshop a positive and joyful experience for them, including by providing detailed information about how everything would work virtually, and letting them know that we were thinking about their needs.

A. *Communications*

Once we had a list of registered participants, we sent group e-mail communications and kept participants informed. This way, we began to develop a sense of community even before we gathered for the workshop. Early during the planning process, once we decided on the number of sessions, the Planning Committee divided responsibility for each of the sessions. We as-

⁷⁷ The Stanford Team preferred this arrangement and I agreed.

⁷⁸ Because Justice Sotomayor requested a meeting format rather than a webinar (to be able to see all attendees), the Planning Committee, in consultation with the Stanford Team, decided to keep the same format for the entire workshop. This way, all participants were able to see everyone who had the video on, which was the overwhelming majority, if not all, participants.

⁷⁹ E-mail from GO LILA 2022 to Registered Participants (June 24, 2022, 8:17 AM) (on file with author).

signed more than one Planning Committee member to lead each session. Session leaders had primary responsibility over the structure of their sessions. Session leaders communicated with participants in their sessions. They provided information to me, and I, as chair, provided comprehensive e-mails to all participants about the ongoing preparations for each session. The goal was to keep participants in touch with us and informed. This way, we became a community even before the workshop began.

B. Breaks

We scheduled ten-minute breaks between sessions. We also included longer breaks to allow for lunch meals for participants in different time zones. Those of us on Eastern Standard Time could plan our meals before the workshop began at 1:00 PM (EST). We also informed participants that, if they needed, they could turn off their videos and take individual breaks as needed. However, we encouraged them to stay on video as much as possible. Because we asked participants to remain signed-on to the Zoom meeting during the breaks, some participants used the breaks to engage in informal conversations and catch up with other participants. These impromptu chats generated interesting discussions, including personal stories.

C. Presentations

All workshop presenters were able to share their screens on Zoom and were welcomed to use PowerPoint or other presentation tools. Because presenters were able to share their screens, the Stanford Team did not need to load their materials in advance. Given that technology does not always work as expected, we gave presenters the option of e-mailing their presentations in advance to the Stanford Team by June 22, 2022.

VII. HIGHLIGHTS FROM THE WORKSHOP SESSIONS – DAY 1

On Friday, June 24, 2022, at 1:00 PM (EST), we opened the inaugural GO LILA Workshop with pre-recorded remarks by Stanford Law School Dean Jenny Martinez. Dean Martinez was traveling in Europe and did not have a reliable Internet connection when the workshop began.⁸⁰ In consideration of this type of eventuality, Dean Martinez pre-recorded her remarks and the Stanford Team played the video to begin the workshop. Dean Martinez provided her talking points to me for inclusion in this Article.⁸¹

⁸⁰ Dean Martinez was able to join us later in the afternoon for the conversation with Justice Sotomayor. I acknowledged Dean Martinez's presence and Justice Sotomayor expressed her appreciation to her for sponsoring this inaugural workshop.

⁸¹ E-mail from Miguel Ibarra to author & Jenny S. Martinez (Jan. 26, 2023, 6:36 PM) (on file with author).

A. *Opening Remarks by Stanford Law School Dean Jenny S. Martinez*

- I am thrilled to welcome you all to the inaugural Graciela Olivárez Latinas in the Legal Academy Workshop. The workshop is intended for Hispanic/Latina (female identifying) law professors, and I am so pleased that Stanford Law School is able to be the first sponsor of this event.
- I had to pre-record my remarks as I am currently traveling in Europe, and I am truly disappointed that due to my travels I am not able to join you virtually for the opening of the workshop, which has an agenda that is jam-packed with what I'm sure will be fascinating and useful discussions. If the Internet connection and my travel schedule permit (including the different time zone), I will try to join other workshop sessions.
- I am deeply honored to welcome members of the judiciary as guests of honor: U.S. Supreme Court Associate Justice Sonia Sotomayor, California Supreme Court Justice Patricia Guerrero, and New York State Court of Appeals Judge Jenny Rivera. We are so grateful that they are able to join us for this groundbreaking event, and I am sure their remarks and contributions will be fascinating—I will try to Zoom in to hear from them along with all of you.
- I also want to extend my thanks to some other special guests: Professor Dolores Atencio, Founder of the *Luminarias de la Ley* Project and past president of the Hispanic National Bar Association; Poet Laureate Raquel Salas Rivera; Priscila Coronado, 136th president of the *Harvard Law Review*; and New Mexico State Senator Antoinette Sedillo López (a former law professor).
- This event could not have come together without the inspiration and effort of the GO LILA Planning Committee, which consisted of a host of esteemed academics: Prof. Raquel Aldana, Dean Leticia Diaz, Prof. Nadiyah Humber, Prof. Emile Loza de Siles, Prof. Solangel Maldonado, Prof. Rachel Moran, Prof. María Pabón, Prof. Laura Padilla, and Prof. Maritza Reyes. Professor Reyes served as chair of the committee and deserves special recognition for her leadership, vision, and dedication to starting this long overdue workshop.
- I also want to extend my gratitude to the Programs Group at Stanford Law School who assisted with putting this event together, particularly Maria O'Neill, Gisele Darwish Brown, Monique Chao Norquist and Jodie Carian. I know it will go flawlessly due to their expertise and dedication.
- You will now hear from Professor Reyes as she goes into information about the workshop. I hope you all enjoy what promises to be an inspiring and useful two days. I very much look forward to the next installment of this event, which I am happy to announce will be held in person at Stanford Law School during summer 2023 on dates yet to be determined. Thank you.

*B. Opening Remarks by Planning Committee Chair Professor
Maritza Reyes*

After Dean Martinez's opening remarks, I made remarks, on behalf of myself and the Planning Committee, starting by thanking Dean Martinez for her invaluable support and for making the resources of Stanford Law School available for the workshop. I also thanked the Stanford Team that was assigned to work with the Planning Committee.⁸² I then discussed preliminary logistical matters, including information about how to reach the Stanford Team for technical assistance. I reminded participants of the Workshop Policies that were distributed via e-mail prior to the workshop, and were also posted in the "Logistics" tab of the GO LILA website.⁸³

I communicated to participants the assumption that we were all comfortable being addressed on a first-name basis during the workshop unless titles mattered for the purpose of a particular panel or introductions. There was no rigid rule. I explained that we were trying to avoid hierarchy in favor of viewing ourselves as peers regardless of rank or title. That said, I recognized that we would use formal titles sometimes, including during introductions and when addressing members of the judiciary and guests who were not law professors (because they were not our peers in a professional sense).⁸⁴ After I finished my remarks, we took a ten-minute break. We reconvened for the second plenary session.

C. LILA History and Identities

Professor Rachel F. Moran and I co-led the 'LILA History and Identities' plenary session.⁸⁵ I began the session with the presentation of

⁸² I communicated exclusively with two members of the Stanford Team, Maria O'Neill and Gisele Darwish Brown, and met with them for weekly meetings, including during the workshop. They went above and beyond to assist me and the Planning Committee over several months. Their professionalism and solidarity were key factors in the seamless execution of the technical and logistical aspects of the workshop.

⁸³ The Workshop Policies are included in this Article as Appendix A; they include agreements regarding the conduct of participants in the workshop.

⁸⁴ In this Article, which will be accessed by a broader audience, including law students, I use our formal academic titles and last names. See Mary-Antoinette Smith, *Free at Last! No More Performance Anxieties in the Academy 'Cause Stepin Fetchit Has Left the Building*, in PRESUMED INCOMPETENT: THE INTERSECTIONS OF RACE AND CLASS FOR WOMEN IN ACADEMIA 408, 409 (Gabriella Gutiérrez y Muhs, Yolanda Flores Niemann, Carmen G. González & Angela P. Harris eds., 2012) [hereinafter PRESUMED INCOMPETENT I] (explaining that some women of color insist on students calling them by their academic titles inside and outside the classroom to challenge the resistance by some to recognize us as professors).

⁸⁵ For me, co-leading this session with Professor Moran was meaningful because I admired her accomplishments since I joined the legal academy when she was the AALS president. *Rachel Moran*, LAW AND SOCIETY, <https://www.lawandsociety.org/rachel-moran/>, archived at <https://perma.cc/3XXV-FS4M>. We sat next to each other during a breakfast at the AALS Workshop for New Law Faculty the summer before I began teaching. And, now, we were peers joining together for a common purpose.

“Michael’s Memory Book.”⁸⁶ We were joined by Professor Michael Olivas’s wife, Dr./Prof. Augustina (Tina) Reyes, and Dr. Sylvia Hurtado. The Planning Committee decided that we should do something to honor Professor Olivas’s legacy. Most of us learned of Professor Olivas’s passing during one of our weekly meetings, on April 22, 2022, the day he passed. We had to end the meeting early because we were emotionally distraught by the news. However, before we ended our meeting, several members of the Planning Committee shared stories about how Professor Olivas provided guidance, mentorship, and support to them. That is how the idea for Michael’s Memory Book began.⁸⁷ Professor Olivas is part of the origins history of the inaugural workshop.⁸⁸ During this session, I also presented some of my research about Professor Graciela Olivárez to explain to participants why we named the workshop after her.

Next, Professor Moran introduced Professor Dolores Atencio and her *Luminarias de la Ley* Project.⁸⁹ Professor Atencio’s presentation was inspiring and helped us to learn about the history of Latinas in the legal profession and the legal academy. There was an opportunity to pose questions. Professor Moran called on participants who raised their hand and I monitored for questions that were sent via the chat function. Some participants had first-hand accounts of “first” Latina/o/x law professors because they were the “first.” After Professor Atencio’s informative presentation, Professor Moran presented her analysis of the data we collected through the registration form for the workshop. Her analysis is being published in one of the essays in this symposium issue.⁹⁰ Professor Moran’s PowerPoint presentation and the facts she shared with participants gave us a sense of who LILAs are collectively.

⁸⁶ I suggested to the Planning Committee that we should present this memory book during the ‘LILA History and Identity’ session because, as the stories in Michael’s Memory Book illustrate, Professor Olivas was part of the professional stories of several Latina law professors who participated in the inaugural workshop.

⁸⁷ We invited participants who had a personal connection with Professor Olivas to submit entries for inclusion in Michael’s Memory Book. We told them they could write whatever they wanted to share within 500 words. I asked Professor Emile Loza de Siles to take an active part in helping me to prepare Michael’s Memory Book because I recalled an e-mail Professor Olivas sent to the Latina/o/x Law Professors Listserv, on March 7, 2022, praising a virtual presentation by Professor Loza de Siles (invited by the University of Houston Law Center). Therefore, I thought Professor Olivas would be pleased.

⁸⁸ See *supra* PART III.

⁸⁹ Professor Moran secured the attendance of Professor Dolores Atencio, the Founder of the *Luminarias de la Ley* Project and past president of the Hispanic National Bar Association (1991–1992). *Luminarias Legal History Project*, UNIVERSITY OF DENVER, <https://portfolio.du.edu/Dolores.Atencio/page/54484>, archived at <https://perma.cc/7GCE-HEEM>; Dolores S. Atencio, THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF LAW, <https://law.utexas.edu/cwil-power-summit/dolores-s-atencio/>, archived at <https://perma.cc/87XF-4TPS>.

⁹⁰ See generally Aldana, Loza de Siles, Maldonado & Moran, *supra* note 15.

D. A Conversation with U.S. Supreme Court Associate Justice Sonia Sotomayor and N.Y. State Court of Appeals Judge Jenny Rivera

Professor Solangel Maldonado and I co-led the session with Justice Sonia Sotomayor. Judge Jenny Rivera, Justice Sotomayor's former law clerk, agreed to moderate the session. Professor Maldonado was instrumental in securing Justice Sotomayor's attendance. Judge Jenny Rivera readily accepted our invitation to moderate this conversation. Judge Rivera, or Jenny, as some of us knew her when she was a law professor, understood the importance of this workshop for LILAs and supported our efforts. Professor Maldonado introduced Justice Sotomayor and I introduced Judge Rivera. A dream came true for me when Professor Maldonado and I started this session in a separate, private Zoom session, which Justice Sotomayor requested to check the Zoom audio and video prior to joining the plenary session. Professor Maldonado had to leave that private session to begin the plenary session, so I stayed alone with Justice Sotomayor and Judge Rivera. Justice Sotomayor was very gracious and engaged in a brief conversation with Judge Rivera and me.

During this plenary session, eight participants asked pre-selected questions directly to Justice Sotomayor. The Planning Committee did our best to make the question selection process as fair and transparent as possible. We extended the deadline for questions to give ample opportunity for all participants to submit a question. Participants were able to submit their questions via the TWEN assignment box or via e-mail. Fourteen participants submitted questions. Those fourteen questions were narrowed to twelve based on criteria provided by Justice Sotomayor's staff.⁹¹ After that, Justice Sotomayor made an initial blind selection. Subsequently, Judge Rivera made an additional blind selection. In the end, Justice Sotomayor made a final blind selection and selected eight questions. Justice Sotomayor and Judge Rivera selected questions without knowing the identity of the professors who submitted them. Judge Rivera decided the order in which the questions would be asked. All participants whose questions were selected received an e-mail from Professor Maldonado notifying them of the selection. Participants were instructed to read their questions as submitted.

I was thrilled that my question was selected through the blind selection process. It was the last question during the plenary conversation with Justice Sotomayor.⁹² As part of my question, I cited experiences Justice Sotomayor shared in *My Beloved World*. I asked her how she exercised professional judgment when her act of speaking up, for what she decided was ethically and professionally correct, may upset people in positions of higher power

⁹¹ We provided the guidelines to participants, so they would keep them in mind when they drafted their questions.

⁹² Because my question was the last one, I was watching the clock and wondering if there would be time for me to ask it. Thankfully, Judge Rivera did a great job moderating the conversation and we were able to ask all the questions.

and authority. She answered that she acted when she identified a higher purpose. This is in line with how I have made similar professional decisions. I appreciated her words as confirmation that this is a good approach.

We delayed announcing Justice Sotomayor's attendance to participants until May 20, 2022, because we had to comply with protocols of the U.S. Supreme Court and Justice Sotomayor's Chambers. We had to wait until after registration for the workshop closed to provide the names of all participants to the Supreme Court and wait for confirmation of her attendance. We understood that they had to check the names of all participants. The process for confirming Justice Sotomayor's attendance occurred around the same time the pending *Dobbs*⁹³ decision was leaked.⁹⁴ Professor Maldonado and I were worried that Justice Sotomayor may not be able to attend, in light of the tense circumstances surrounding an investigation of the leaked draft opinion. We waited for Justice Sotomayor's Chambers to take the time they needed to follow their protocols. Thankfully, we received confirmation of her attendance.

The *Dobbs* decision interfered with the workshop once again when the opinion was released the morning of the first day of the workshop. I did not know it had been released because I was busy getting ready to start the workshop and meeting with the Stanford Team for last-minute logistics. Fortunately, Professor Aldana sent me a text alerting me to the news. The Planning Committee met for our thirty-minute pre-scheduled meeting right before the start of the workshop. I had envisioned that this would be a time of sheer happiness. Instead, the mood in the meeting was somber. We briefly discussed what we should say and when we should say it. I voiced a message I could share, but one of the Planning Committee members reminded me that we had agreed, since the beginning of the workshop, that we would not take political positions.

I had no time to think about how to handle the situation. I decided to call Judge Rivera and share our concerns, especially because Justice Sotomayor was scheduled to meet with us that afternoon. By the start of the workshop, I still did not know what I was going to say or when I was going to say it. The Planning Committee was afraid that, if we deviated from our prepared content, right at the beginning of the workshop, we could derail the entire agenda and schedule. We also considered that, if we did not say anything, participants may think that we did not care. Thankfully, Justice Sotomayor addressed the elephant in the room as soon as we started the plenary session with her. Her words and encouragement helped us to come together and forge ahead with the workshop. Many participants voiced that Justice Sotomayor's contribution was the most inspiring part of the program.

⁹³ *Dobbs v. Jackson Women's Health Org.*, 142 S. Ct. 2228, 2228 (2022).

⁹⁴ See Josh Gerstein & Alexander Ward, *Supreme Court has voted to overturn abortion rights, draft opinion shows*, POLITICO (May 2, 2022), <https://www.politico.com/news/2022/05/02/supreme-court-abortion-draft-opinion-00029473>, archived at <https://perma.cc/JS3J-R3WT>.

In the three reports we received from the wellness closing session, participants stated:

“Justice Sotomayor’s intervention was amazing and special, and it helped to glue our community stronger. Her message of not giving up despite all the challenges facing us resonated strongly with many in our Latina/Latinex community.”⁹⁵

“Justice Sotomayor: the timing, her warmth, and brilliance, HER INVITATION to host us in the future.”⁹⁶

“Justice Sotomayor was fantastic.”⁹⁷

The Stanford Team included a Latina from El Salvador, Maria O’Neill. She said this in an e-mail she sent me after the workshop:

“As a Latina, I felt so fortunate to have been involved on the back-end of this workshop. To see it finally come to fruition was amazing. I cannot put into words how lucky I felt hearing Justice Sotomayor’s words this morning, I was brought to tears.”⁹⁸

E. WIPs and Incubators – Breakout Sessions

Professors Nadiyah Humber, Solangel Maldonado, and María Pabón co-led the WIPs and Incubators’ sessions. Beyond the usual feedback provided to presenters, these sessions provided opportunities to elevate our collective scholarship and to forge potential future collaborations between LILAs in areas of common academic interest. We started together in a plenary session for one or two minutes for a brief introduction and, immediately thereafter, we were sent to pre-assigned breakout groups. Initially, the WIPs and incubators were made available via a Dropbox to presenters, commentators, and facilitators. Subsequently and prior to the workshop, all WIPs and incubators were posted on the workshop website in a password-protected tab that was made available to workshop participants. The deadline to sign up for breakout groups was June 20, 2022, at 11:59 PM (EST). We informed participants that if someone did not sign up by this date and time, and did not inform us otherwise, we would assume that she preferred to be randomly assigned. I provided the list of breakout group assignments via e-mail on June 21, 2022. The list was also posted in the Workshop Materials folder on TWEN.

WIP presenters were instructed to submit a minimum of fifteen pages but were welcomed to submit a full draft. One commentator was assigned to

⁹⁵ Report from Professor Elizabeth Trujillo to author (on file with author).

⁹⁶ Report from Professor Julia Vázquez to author (on file with author).

⁹⁷ Report from Professor Rachel Lopez to author (on file with author).

⁹⁸ E-mail from Maria O’Neill to author (June 24, 2022, 9:17 PM) (on file with author).

each WIP based on the author's abstract and the commentator's areas of interest and expertise. There were seven WIP breakout groups and two presenters per WIP breakout group. Each presenter had eight to ten minutes to present her work. Each commentator had eight to ten minutes to provide feedback. This format left ten to fourteen minutes for other participants to provide feedback. Commentators and authors were free to follow a different format or time allocation. Commentators were not expected to provide the author with comments in advance of the workshop, but were welcomed to do so.

Incubator presenters were instructed to submit a short summary of one to five pages describing their project. One facilitator hosted three incubators in each of the four incubator breakout groups. Each incubator breakout group had twenty minutes total, and the time was allocated based on the facilitator's and authors' preferences. A suggested time frame was five to seven minutes for each author to present their project and thirteen to fifteen minutes for discussion of each project, including participation from attendees. Facilitators provided comments and reminded attendees that presenters were seeking reactions to their ideas and suggestions for framing the project and for further reading or research strategies. Facilitators were instructed to keep track of the time to make sure that each incubator received equal time, and to account for transition time between presenters.

These were the participants in the WIPs and Incubators breakout sessions:

WIP Presenters:

Jasmine Abdel-Khalik, Emilie Aguirre, Alexandra Franco, Natalie Gomez-Velez, Nicole Iannarone, Jacqueline Lainez Flanagan, Emile Loza de Siles, Florencia Marotta-Wurgler, Isabel Medina, Yxta Maya Murray, Ana Otero, Evelyn Rangel-Medina, Daria Roithmayr, and Catherine J.K. Sandoval

WIP Commentators:

Emilie Aguirre, Raquel Aldana, Angélica Cházaro, Laura E. Gómez, Berta Hernández-Truyol, Nadiyah J. Humber, Nicole Iannarone, Jacqueline Lainez Flanagan, Emile Loza de Siles, Florencia Marotta-Wurgler, María Pabón, Enid Trucios-Haynes, Elizabeth Trujillo, and Esther Vicente

Incubator Presenters:

Sara Bronin, Diane Lourdes Dick, Verónica Gonzales-Zamora, Rachel Lopez, Alma Magaña, Melinda Molina, Maria Ontiveros, Maybell Romero, and Tania Valdez

Incubator Facilitators:

Christiana Ochoa, Mariela Olivares, and Susan Serrano

F. Closing

Professors Solangel Maldonado and María Pabón co-led the closing session. Poet Laureate Raquel Salas Rivera joined us during this session.⁹⁹ “Rivera holds a PhD in comparative literature and literary theory from the University of Pennsylvania and lives, teaches, and writes in Puerto Rico.”¹⁰⁰ He read poetry (in English and Spanish) from his book *while they sleep (under the bed is another country)*,¹⁰¹ including a poem which was the title for the groundbreaking exhibit *no existe un mundo poshuracán: Puerto Rican Art in the Wake of Hurricane Maria*, at the Whitney Museum of American Art.¹⁰² Professor María Pabón suggested and coordinated his participation. Poet Salas Rivera’s poems were moving and thought-provoking. I especially enjoyed hearing Spanish spoken at the workshop. The closing session was followed by the social.

G. Social – Kahoot!

Professor Raquel E. Aldana and Dean Leticia M. Diaz co-led the social session.¹⁰³ Under their leadership, the Planning Committee considered options for a virtual social gathering at the end of the first day of the workshop. Professor Aldana suggested a Kahoot! activity, which was intended as a fun way to start to share (and correct) some of our LILA history/story through the questions we had about our trajectory in the legal academy. We hoped to have fun as we learned about ourselves, to encourage reflection, and to correct the record through our own collective knowledge. Initially, the Planning Committee corrected some of the answers by relying on our shared knowledge and participants’ answers on the GO LILA registration form. In the end, we knew we may still not have all the correct answers because our history has not been well documented.¹⁰⁴

Over three decades ago, Professor Michael Olivas’s “dirty dozen” list highlighted the absence of Latina/o law professors at U.S. law schools, a list

⁹⁹ Poet Rivera’s website lists the additional name “Roque” and he/they pronouns. *Bio*, ROQUE RAQUEL SALAS RIVERA, <https://www.raquelsalasrivera.net/bio>, archived at <https://perma.cc/6CZX-VMF2>.

¹⁰⁰ *Raquel Salas Rivera*, POETRY FOUNDATION, <https://www.poetryfoundation.org/poets/raquel-salas-rivera>, archived at <https://perma.cc/XM5K-8AQ8>.

¹⁰¹ RAQUEL SALAS RIVERA, *WHILE THEY SLEEP (UNDER THE BED IS ANOTHER COUNTRY)* (Birds LLC 2019).

¹⁰² *no existe un mundo poshuracán: Puerto Rican Art in the Wake of Hurricane Maria*, WHITNEY MUSEUM OF AMERICAN ART, <https://whitney.org/exhibitions/no-existe#exhibition-artists>, archived at <https://perma.cc/2VWC-E9E3>. Professor María Pabón provided information for this section about poet Raquel Salas Rivera’s participation.

¹⁰³ This section includes material provided by Professor Aldana for inclusion in this part.

¹⁰⁴ Professor Aldana and Dean Diaz, with assistance from Barry Law School’s Interim Assistant Dean of Faculty Development, Compliance and Diversity, Louis Rosen, spent many hours trying to obtain answers that were as accurate as possible.

that included but did not disaggregate Latinas.¹⁰⁵ The Planning Committee considered the time ripe to examine representational gains and gaps that also considered gender, especially given the unique experiences of women and women of color professors at U.S. law schools.¹⁰⁶ We asked ourselves a series of twelve preliminary questions that, beyond counting the overall number of Latina-identified faculty, documented the types of and longevity of Latinas in leadership roles within the academy as well as their distributional presence and absence across U.S. law schools.¹⁰⁷ The answers to some of these inquiries required some research but were readily available. Others, however, required extensive research that included law school websites and previously collected self-reported data from faculty who had chosen to join lists or listservs on which Professor Aldana and Dean Diaz relied to cross-check the information.¹⁰⁸ This important research and their preliminary findings were presented during the social as a series of Kahoot! questions. This provided an opportunity to learn about our trajectory, celebrate our individual and collective gains, but also to recognize that U.S. legal education still has a long way to go to seize the talent and potential of existing and future Latina-identified law professors.

At this time, the Planning Committee feels comfortable sharing a few of our findings. For example, we acknowledge Dean Leticia M. Diaz as the longest-serving Latina-identified dean of fifteen years and counting, and Dean Jennifer Rosato Perea as the first Latina-identified dean appointed at a U.S. law school.¹⁰⁹ We count a total of only eight Latina-identified deans in

¹⁰⁵ See generally Ediberto Román & Christopher B. Carbot, *Freeriders and Diversity in the Legal Academy: A New Dirty Dozen List*, 83 IND. L.J. 1235 (2008).

¹⁰⁶ MEERA E. DEO, *UNEQUAL PROFESSION: RACE AND GENDER IN LEGAL ACADEMIA* 3 (Stanford Univ. Press 2019).

¹⁰⁷ The twelve preliminary questions that Dean Diaz and Professor Aldana identified to research, with input and consultation from the Planning Committee, were: (1) Who is the longest serving Latina-identified dean in legal education?; (2) Who is the first Latina-identified dean in U.S. legal education?; (3) How many Latina-identified deans are serving today at U.S. law schools?; (4) How many Latina-identified deans have ever served at U.S. law schools?; (5) How many Latina-identified law professors (or other professionals) serve as Associate Deans at U.S. Law Schools?; (6) Which law school (excluding Puerto Rico) has the largest number of Latina-identified law professors of any rank?; (7) How many U.S. law schools do not have a single Latina-identified faculty of any rank?; (8) Which law school hired the first Latina-identified law faculty?; (9) Name all the U.S. law schools that have had Latina-identified deans?; (10) What is the oldest law school in the U.S. yet to hire a Latina-identified law faculty?; (11) How many top 10 law schools (US News 2022) have at least two Latina-identified (non-visiting) law faculty of any rank?; and (12) How many Latina-identified law faculty were identified to be invited to the GO LILA inaugural workshop?

¹⁰⁸ The Planning Committee members thank Dean Leticia Díaz and Interim Assistant Dean Louis Rosen of Barry University for lending their resources and time to conduct a lot of the research. Professor Raquel Aldana also worked with her research assistant, Jenny J. Ballesteros Magdalena, to solidify the data and findings. They worked with a list of 199 self-identified Latina professionals at U.S. law schools, the majority of whom were professors.

¹⁰⁹ Dean Diaz, a member of the Planning Committee, is one of the founding faculty of Barry University Dwayne O. Andreas School of Law and was appointed dean in 2007. She remains in this position to this day. She has been a dean at the same law school for fifteen years. *Leticia M. Diaz*, BARRY UNIVERSITY, <https://www.barry.edu/en/c-vitae/professors/leticia-m-diaz>, archived at <https://perma.cc/42XL-QWF3>. Dean Jennifer Rosato Perea is cur-

the history of U.S. legal education, six of whom are still serving today.¹¹⁰ We feel our other preliminary findings require more verification, but, generally, we note that we were surprised to find too few (only about two dozen) Latina-identified professionals (not all faculty) currently in associate dean positions, and too many law schools (over 80 by our preliminary count) without a single Latina-identified law faculty.¹¹¹ Our intent is to continue to do the hard work of verifying the accuracy of our preliminary findings and to consider ways to make the information public. Beyond the GO LILA participants, we aim for these findings to raise awareness and inspire action.

The first day of the workshop was a day of celebration. It was a day of speaking and learning our history. We also made history. Our guests helped us to make history. As a result of the programming, we knew more about where we started as LILAs and confirmed that we are not properly represented in the legal academy. Despite this, we have strived for excellence, each in our own ways and within our own spaces, and charged ahead. The programming for the second day was aimed at helping us to continue our work in the legal academy and beyond. We also sought to encourage reflection. We all need support.

After the celebrations of many accomplishments during the first day, the Planning Committee thought we may send a wrong message to more junior colleagues if we did not also discuss some of the challenges some of us have dealt with on the road to tenure, full professor, and deanship. In an e-mail I sent to participants before we began the second day of the workshop, I encouraged them to identify participants who needed extra help, participants who were facing survival challenges (making it or not making it in the legal academy), participants who were ashamed to speak about the challenges they were facing (and, as a result, the accomplishments they were not

rently dean at DePaul College of Law since 2015, but served as dean from 2009–2015 at Northern Illinois University College of Law and as acting dean from 2006–2007 at Drexel University College of Law. *Jennifer L. Rosato Perea, JD*, DEPAUL UNIVERSITY, <https://www.depaul.edu/about/administration/Pages/rosato-perea.aspx>, archived at <https://perma.cc/G2BB-VFEU>. Even though Dean Rosato Perea began deaning in 2006 and remains a dean, she is not the longest serving dean because she took a break from deaning between 2007 and 2009 (two years), which puts her one year behind Dean Diaz. *Id.* Dean Rosato Perea takes the award for the Latina who has been dean at the greatest number of schools: a total of three. *See id.*

¹¹⁰ The six deans who are currently serving are: Leticia M. Diaz (Barry) since 2007; Vivian I. Neptune Rivera (Universidad de Puerto Rico) since 2011; Jennifer Rosato Perea (DePaul) since 2015; Jenny S. Martinez (Stanford) since 2019; Kathleen Guzman (Oklahoma) since 2021 and interim dean from 2019–2021; and Christiana Ochoa (Indiana University) since 2023 and interim dean from 2022–2023. *Deans by Ethnicity-Listed Alphabetically*, ROSENBLATT'S DEANS DATABASE, <https://lawdeans.com/results.php?s=14>, archived at <https://perma.cc/9S6R-2R36>.

In addition to the six deans, Rachel F. Moran served as dean of UCLA from 2010–2015. *Rachel F. Moran*, UC/ACCORD, <https://ucaccord.gseis.ucla.edu/about/executive-board-1/rachel-f.-moran>, archived at <https://perma.cc/Y9P6-R2YJ>. Additionally, María Pabón served as dean of Loyola New Orleans from 2011–2015. *María M. Pabón*, LOYOLA UNIVERSITY NEW ORLEANS, <https://www.loyno.edu/academics/faculty-and-staff-directory/maria-pabon>, archived at <https://perma.cc/MY4D-SSKF>.

¹¹¹ Data and findings on file with Professor Raquel E. Aldana.

Spring 2023

A Chair's Account and Introduction

233

achieving).¹¹² I reminded the group that, for some, survival within their own institutions takes all the energy, time, hard work, grit, and endurance they can humanly give. Yet, that accomplishment does not get celebrated as other accomplishments we celebrated in the workshop. I also prompted that some participants were juggling many responsibilities beyond the academic work. I shared a message I share with students about success: Success should not be measured by what we achieve in comparison to what others achieve, but by what we achieve in comparison to where we started (often not by our own choice or design), the challenges we faced, the resources we had, and the results we achieved despite less-than-optimal circumstances.

VIII. HIGHLIGHTS FROM THE WORKSHOP SESSIONS – DAY 2

On Saturday, June 25, 2022, at 1:00 PM (EST), we began the second day of the inaugural GO LILA Workshop. I had already sent information to participants with reminders about the content of the sessions for the day. Therefore, I only provided brief remarks with logistical information to begin the day.

A. *A Conversation with California Supreme Court Associate Justice Patricia Guerrero and 136th Harvard Law Review President Priscila Coronado*

Professor Raquel E. Aldana and I co-led the first plenary session on the second day of the workshop. Dean Jenny S. Martinez secured the attendance of Justice Patricia Guerrero, a Stanford Law School alumna and the first Latina appointed to the Supreme Court of California.¹¹³ Professor Aldana secured the attendance of Priscila Coronado, the first Latina elected as president of the *Harvard Law Review*.¹¹⁴ Professor Aldana communicated with Ms. Coronado and I communicated with Justice Guerrero. We agreed on a Q&A session and Professor Aldana and I prepared the questions, which were subsequently approved by Justice Guerrero and Ms. Coronado. Profes-

¹¹² See Cynthia Lee, *Surviving a Difficult Tenure Process—Tips for Junior Faculty of Color*, in *PRESUMED INCOMPETENT II: RACE, CLASS, POWER, AND RESISTANCE OF WOMEN IN ACADEMIA* 54–56 (Yolanda Flores Niemann, Gabriella Gutiérrez y Muhs & Carmen G. González, eds., 2020) [hereinafter *PRESUMED INCOMPETENT II*] (describing the psychological hazing that “is often deployed as a weapon to cripple another person’s scholarly productivity.”); Pamela J. Smith, *The Tyrannies of Silence of the Untenured Professors of Color*, 33 U.C. DAVIS L. REV. 1105, 1119 (2000) (“The racism I experienced silenced my scholarly voice for several years. Until I decided to speak about my experiences, I found it difficult to speak in scholarship at all.”).

¹¹³ As of the writing of this Article, Justice Guerrero is now Chief Justice. She is the 29th Chief Justice of California and the first Latina Chief Justice. She had just been elevated to Associate Justice of the Supreme Court of California when she attended the 2022 Inaugural GO LILA Workshop. *Chief Justice Patricia Guerrero*, *supra* note 11.

¹¹⁴ *Harvard Law Review elects Priscila Coronado '23 as its 136th president*, *supra* note 12.

sor Aldana and I took turns asking the same questions to both panelists. These were the questions:

1. You are each the first Latina to occupy a very important post in your legal careers – Justice Guerrero as the first Latina Justice of the California Supreme Court – Priscila as the first Latina president of the *Harvard Law Review*. How does being the first influence the way you consider your role in your position? – Professor Aldana
2. How have you balanced the cultural expectations some Latina *familias* place on Latinas, in terms of family time and prioritizing family, with the time you have devoted to your professional endeavors? – Professor Reyes
3. So far, what challenges have you faced or what challenges do you anticipate facing in your respective roles and how have you handled or anticipate handling them? – Professor Aldana
4. What do you most look forward to in your role? – Professor Aldana
5. The American Psychological Association defines “marianismo” as a cultural Latin American or Hispanic “idealized traditional feminine gender role characterized by submissiveness, selflessness, chastity, hyperfemininity, and acceptance of machismo in males.” Have you faced expectations of “marianismo” and how have you dealt with them? – Professor Reyes
6. Who have been your most important mentors and do you count Latina women lawyers among them? – Professor Aldana
7. When you were in law school, did you have a Latina law professor? How do you think having (or not having) one influenced your experiences in law school? – Professor Reyes
8. Can you share with us a moment in your life when you had to be brave? How did your upbringing and identity as a Latina help you (or perhaps hinder you) to find your voice? – Professor Aldana

Once Justice Guerrero and Ms. Coronado provided answers to these questions, participants were welcomed to ask their own questions via the chat function. Justice Guerrero’s and Ms. Coronado’s responses resonated with many LILAs. These two Latinas in different stages of their lives and professional careers were dealing with some of the same issues many LILAs have endured and continue to endure.

B. Identifying and Overcoming Presumptions of Incompetence for Latinas in the Legal Academy

Dean Leticia Diaz and Professor Laura Padilla co-led the ‘Identifying and Overcoming Presumptions of Incompetence for Latinas in the Legal Academy’ session. They invited several speakers, including three members of the Planning Committee, to share their knowledge, experiences, and tools they used to challenge presumptions of incompetence in the legal academy.

The session was informed by the books *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (“*Presumed Incompetent I*”) and *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia* (“*Presumed Incompetent II*”). Professor Carmen G. Gonzalez, one of the editors of *Presumed Incompetent I* and *II*, and Professor Laura M. Padilla, the author of one of the chapters in *Presumed Incompetent II*,¹¹⁵ introduced the topic. Professor Gonzalez’s remarks were:

Women of color in academia frequently experience bullying by powerful colleagues, including ridiculing, threatening, and yelling. They also experience mobbing—orchestrated, coordinated attacks that include exclusion, isolation, malicious gossip, unjustified accusations, and character assassination, including concerted action to secure hostile peer reviews of scholarship and efforts to stoke student hostility against them to produce negative teaching evaluations. Three of the law professors who contributed to *Presumed Incompetent II* describe their experiences with stalkers who lurked outside their classrooms, questioned their students, followed them on social media, and disrupted their scholarly presentations. One of the most important lessons of *Presumed Incompetent II* is that bullying, mobbing, and stalking are rampant in academia. When the person who has been targeted turns for help to senior colleagues or administrators, her observations are sometimes questioned or dismissed, causing her to wonder if she has lost her mind. We need to listen when colleagues approach us in distress. We also need to name the patterns of misconduct so that we can develop strategies to combat them.¹¹⁶

Professors Raquel E. Aldana and Solangel Maldonado discussed “Teaching Strategies to Survive and Thrive: Subverting Presumptions of Incompetence in the Classroom.” Professor Berta Hernández-Truyol discussed “Service: Invisible Labor and Righting Imbalanced Service Work.” Deans Leticia M. Diaz and Jennifer L. Rosato Perea discussed “A Seat at the Table: Advancing, Leading, and Deaning.” The wealth of information these LILAs shared during the workshop was invaluable.

C. *Having an Impact, Creating a Legacy Breakout Sessions*

Professors Nadiyah Humber, Emile Loza de Siles, and Rachel F. Moran co-led the ‘Having an Impact, Creating a Legacy’ breakout sessions. The session began with some brief opening remarks before participants were sent to their pre-assigned breakout sessions. The deadline to sign up for breakout

¹¹⁵ Laura M. Padilla, *Presumptions of Incompetence, Gender Sidelining, and Women Law Deans*, in *PRESUMED INCOMPETENT II*, *supra* note 112, at 117–28.

¹¹⁶ E-mail from Carmen Gonzalez to author (June 28, 2022, 3:31 PM) (on file with author).

sessions was June 20, 2022, at 11:59 PM (EST). As we informed participants, if a participant did not sign up by this deadline and she did not inform us otherwise, we assumed that she preferred to be randomly assigned. I provided the list of breakout session assignments via e-mail on June 21, 2022. The list was also posted in the Workshop Materials folder on TWEN. A few minutes before the session ended, participants returned to the plenary session for some concluding comments. There were three breakout sessions:

Transformative Teaching

Session Leader: Professor Nadiyah J. Humber

Moderator: Professor Sherley Cruz

Speakers: Professors Emily Behzadi, Karen Pita Loor, and Julia Vázquez

Showcasing Our Scholarship

Session Leader: Professor Emile Loza de Siles

Moderators: Professors Eloisa C. Rodriguez-Dod and Elena Maria Marty-Nelson

Speakers: Professors Laura E. Gómez, Jasmine E. Harris, and Tanya Kateri Hernández

Leveraging Our Leadership

Session Leader: Professor Rachel F. Moran

Moderators: Professor María Pabón and New Mexico State Senator Antoinette Sedillo López (Professor Emerita)

Speakers: Dean Vivian I. Neptune Rivera and Professor Jennifer M. Chacón

D. Wellness and Closing Session

The Planning Committee and participants co-led the wellness and closing session. The session was structured to provide an opportunity for all participants to reflect on specific facets of the two-day workshop and voice their thoughts. We wanted participants to be fully engaged; therefore participants led the breakout sessions. We could not pre-assign participants, like we did in prior breakout sessions, because we did not know how many participants would remain present by that point in the workshop. Accordingly, we announced during the workshop that the Stanford Team would count the participants who remained once the ‘Having an Impact, Creating a Legacy’ session ended, right before the ten-minute break, and assume that those participants would return for the wellness and closing session. During the break, the Planning Committee used this count to determine the optimal number of groups and participants in each group. Based on this determination, the Stanford Team randomly assigned participants to breakout sessions.

At least one member of the Planning Committee was randomly assigned to each breakout session, but only to facilitate the selection of the moderator and reporter, to assist with any questions, and to help keep time. This was an opportunity for full involvement and discourse by participants.

We informed participants that the assignment of the moderator and reporter would be as follows: Volunteers were assigned first. If there were no volunteers, participants were assigned by last name in reverse alphabetical order with an option to decline. If someone declined, the next person in the alphabetical order was invited to help lead the breakout session. These were the two questions we asked participants to consider and discuss:

1. What were the highlights of the Workshop for you, and why?
2. How do you envision this Workshop could contribute to your wellness as a law professor?

We reconvened to a plenary session and participants reported back.¹¹⁷ The overall sentiment expressed in the reports was gratitude for the workshop. The main highlights from the workshop for participants were Justice Sotomayor's presence and conversation, the sense of community, being around many Latina peers, and having a space where they felt comfortable sharing and being vulnerable and authentic LILAs. Participants voiced that they envisioned returning to the workshop every year to promote their wellness as LILAs. They also envisioned that the sense of community provided by the workshop will contribute to their wellbeing.

After the reports from the breakout sessions, we continued an informal conversation. The closing session was scheduled to end at 5:30 PM (EST). However, I arranged to extend the session for as long as participants wanted to remain. Because the wellness session was meant to be led by participants, we could add more time to speak more informally. I kept the Zoom meeting open for as long as anyone who wanted to stay remained. After the last person left, I ended the workshop at approximately 6:00 PM (EST). We closed the inaugural workshop with the strength of numbers and solidarity.

IX. FUTURE GO LILA WORKSHOPS

The overwhelming feedback we received from participants confirmed that the workshop was very much needed. In this section, I include quotes from some of those e-mails (with permission) as representative samples of what this inaugural workshop meant to participants and why we need future workshops. Right before the workshop, Professor Angelica Guevara sent me an e-mail stating: "Thank you and your team for organizing and coordinating us all. It is a labor of love. Many of us desperately need a community in the academy. I can't wait to meet people that look like me."¹¹⁸ After the workshop ended, we received many e-mails. These are quotes from a few of them:

¹¹⁷ I requested that participants designate a person to report back in writing after the workshop. I received reports from the following professors: Rachel Lopez, Elizabeth Trujillo, and Julia Vázquez.

¹¹⁸ E-mail from Angelica Guevara to author (June 24, 2022, 11:41 AM) (on file with author).

Professor Rachel López:

I cannot thank you all enough for organizing the inaugural Go LILA Workshop! It was exactly what I needed in this most difficult time. In fact, the sense of community I felt during the workshop is something I always knew I was missing, but didn't know where to find until now.

I realize that all of this is only possible because of the long hours and thoughtfulness that you put into creating this for us. As someone said in the reflection, community doesn't just happen, it is built. And you built it for us. What special gift you've given to the future generation of Latina law profs.¹¹⁹

Professor Laura Hernandez:

Thank you so much for your leadership in founding the GO LILA conference and community. The conference made such a profound impact on me. I needed a day to sort through the emotion so that I could properly thank you.

First, there was simply seeing all of us together. I was so proud to be in the room where this happened.

Second, there was the excellent advice given by the panelists, from all stages of an academic career. The amount of work you had to do to stage this effort – amazing!

Third, your work as moderator to keep everything moving in a timely and concise manner.

There is so much more I could say but I do not want to make this e-mail a novel. So, THANK YOU. I appreciate you very much.¹²⁰

Professor Carmen Gonzalez:

Thank you so much for organizing such a successful inaugural GO LILA workshop! It was spectacular!¹²¹

Professor Ana Otero:

I wanted to thank you and the planning committee for this wonderful and enlightening conference! I know full well how much work goes into planning this type of event. It was masterfully and seamlessly carried out. The discussion with Justice Sotomayor is some-

¹¹⁹ E-mail from Rachel López to author (Jun 26, 2022, 10:05 AM) (on file with author).

¹²⁰ E-mail from Laura Hernandez to author (June 26, 2022, 11:30 AM) (on file with author).

¹²¹ E-mail from Carmen Gonzalez to author (June 25, 2022, 5:58 PM) (on file with author).

Spring 2023

A Chair's Account and Introduction

239

thing that I will remember always. What an amazing treat.
CONGRATULATIONS!¹²²

The e-mails, including from recently hired law professors, confirm that the seeds are now planted for the GO LILA Workshop to continue for years to come. At the end of the workshop, I informed participants that my plan all along was to serve as chair of the inaugural workshop and open the space for additional leadership after that. However, in my role as outgoing chair, I wanted to make sure that the Planning Committee approved the site and chair for the next workshop. We accepted Dean Martinez's offer to have Stanford Law School once again host the workshop. We thought it fitting that Stanford Law School should also host the first in-person GO LILA Workshop because Dean Martinez volunteered to host the inaugural one virtually due to the COVID-19 pandemic.

During the Planning Committee's post-workshop meeting on July 1, 2022, I proposed that Professor Jennifer M. Chacón serve as chair of the Planning Committee for the next workshop and the Committee approved my recommendation.¹²³ On September 11, 2022, I sent an e-mail to participants of the inaugural GO LILA Workshop announcing that Professor Chacón agreed to serve as chair of the next workshop.¹²⁴ I also informed them that there would be continuity in the next Planning Committee because the two more junior professors, Professors Nadiyah J. Humber and Emile Loza de Siles, remained as members. I agreed to remain in the background, but mainly to assist Professor Chacón if she needed my prior knowledge as chair. Professor Chacón would be in charge of coordinating the additional members of the next Planning Committee and selecting dates for the next workshop. The second GO LILA Workshop will be held on May 30–31, 2023.¹²⁵

X. PERSONAL EXPRESSIONS OF GRATITUDE

I start this part with a thank you to all Latinas who made time to attend the inaugural GO LILA Workshop, including the speakers, presenters, moderators, commentators, and facilitators. The Planning Committee appreciated

¹²² E-mail from Ana Otero to author (June 26, 2022, 4:54 PM) (on file with author).

¹²³ Professor Chacón began working at Stanford Law School on July 1, 2022. E-mail from Jennifer Chacón to author (Mar. 7, 2023, 12:38 PM) (on file with author).

¹²⁴ I was thrilled with how the stars aligned. I have known Professor Chacón since my first years in the legal academy when she served as commentator for an article I presented at a LatCrit conference. I delayed making the announcement to all participants because I thought it prudent to wait until after Professor Chacón had time to fully transition to Stanford Law School in the fall of 2022. Press Release, Stephanie Ashe & Jessica Wu, Stanford Law School, Leading Immigration Law Scholar Joins Stanford Law School Faculty (July 27, 2022), <https://law.stanford.edu/press/leading-immigration-law-scholar-joins-stanford-law-school-faculty/>, archived at <https://perma.cc/7E66-7LAV>.

¹²⁵ 2023 INAUGURAL GRACIELA OLIVÁREZ LATINAS IN THE LEGAL ACADEMY ("GO LILA") WORKSHOP, <https://conferences.law.stanford.edu/go-lila-workshop-2023/>, archived at <https://perma.cc/A5VK-5Y6T>.

your words of gratitude, understanding regarding the time limitations, and support with the efforts to get this much-needed and long overdue workshop started. Thank you to the Planning Committee members who took responsibility for the work of co-leading the different sessions. Thank you to the Stanford Team who provided invaluable support during the planning and execution of this project. And, thank you to Dean Jenny Martinez who readily volunteered her assistance when I raised the issue of the need for this type of workshop.

We appreciated the financial support provided by Stanford Law School. Thanks to Stanford Law's resources and the virtual nature of the inaugural workshop, we did not need to fundraise. However, we accepted two financial donations with meaning that transcended the fiscal assistance. The first one, in the amount of two-thousand five-hundred dollars, was provided by Dean G. Marcus Cole, on behalf of Notre Dame Law School, in honor of their alumna Graciela Olivárez.¹²⁶ This donation was acknowledged during the 'LILA History and Identities' plenary session when I presented my research about "Amazing Grace." The funds were held in reserve to be used for need-based travel assistance during the 2023 GO LILA Workshop. The second donation, in the amount of three-hundred dollars, was made by Professor Steven Bender from funds collected for the Annual Latina/o/x Law Professors Dinner (2020). This donation was acknowledged during the social plenary session. We appreciated the symbolic support of the Latina/o/x law professors through this donation.

I want to once again convey my appreciation to two women law professors who started similar workshops and readily met with me via Zoom to provide information. Dean Angela Onwuachi-Willig (BU Law) and Associate Dean Shoba Sivaprasad Wadhia (Penn State Law) answered my questions and provided advice, which I considered as I began to organize the Planning Committee. They both remained available to provide additional information and responded promptly. I appreciated that they understood that this type of workshop was also important for LILAs.

I thank the Planning Committee members; despite rough waters at times, we stuck together, *una para todas y todas para una*, until we got it done.¹²⁷ We stepped in to help each other whenever someone needed help to get our tasks done. Thank you for the thoughtful gifts, card, and words of appreciation you bestowed upon me during the social session. They meant a lot to me.¹²⁸ We travel a challenging road; however, like Justice Sotomayor

¹²⁶ I reached out to Dean G. Marcus Cole to extend an opportunity for Notre Dame Law School to memorialize Professor Graciela Olivárez. Dean Cole offered and approved the symbolic donation.

¹²⁷ After the workshop ended, in an e-mail to the Latina/o/x Law Professors Listserv (in response to my e-mail with information about what transpired during the inaugural workshop), Professor Raquel Aldana referred to the Planning Committee as "the hard-working dream team." Posting of Raquel Aldana to Latina/o/x Law Professors Listserv (June 29, 2022, 4:09 PM) (on file with author).

¹²⁸ I wanted the Planning Committee to have a token of appreciation with sentimental value, to remember the work we did together and what it meant and will mean to many LILAs.

Spring 2023

A Chair's Account and Introduction

241

said, we have a purpose. We accomplished the purpose of this Planning Committee and, as chair, I want to express my appreciation to each one of you. On a more personal note, I thank Professors Raquel E. Aldana, Nadiyah J. Humber, and Solangel Maldonado for providing moral support during my time as chair. They also volunteered to help me when I was overwhelmed with the amount of work I undertook as chair. During meetings, they were sometimes my wingwomen. I also want to express my appreciation to Professor Jennifer Chacón for taking over the leadership role as chair of the next GO LILA Workshop. The legacy of the inaugural workshop is in good hands.

I convey my deep gratitude to my mother and my former program assistant and Brazilian sister and friend, Celia Westbrook, for encouraging me through their prayers and positive messages. They were the wind beneath my wings. They are strong, genuine, good, loving women who have stood by me throughout the many hardships I have faced in pursuit of my academic career. They celebrate with me when I accomplish my goals despite negative circumstances. Last but certainly not least, I thank the editors of the *Harvard Latin American Law Review*, especially Rosa Celina Vargas, Editor-in-Chief; Eric Gordon, Executive Editor; and Jason Brovich, Matias Mayesh, and Pedro Ribeiro Morais e Silva, Articles Editors, for helping me and my fellow authors to document and memorialize the 2022 Inaugural GO LILA Workshop in this symposium issue.

XI. CHAIR'S CLOSING REMARKS

Most LILAs in the U.S. legal academy teach in predominantly White institutions (“PWIs”) because most law schools in the United States are PWIs. I teach in the only historically Black college and university (“HBCU”) law school in the Southeast where I was the first Latina/o (man or woman) hired in the tenure track. I was the first Latina/o (man or woman) to achieve tenure and the only one thus far. I was also the first non-Black woman to be tenured and remain as the only non-Black woman tenured professor to date. The challenges I faced on the road to tenure did not get better after tenure. As Professor Marcia Allen Owens described, achieving tenure, for some Black women, does not necessarily mean that the conditions of

I asked Professor Solangel Maldonado to find out if Justice Sotomayor could sign copies of her book, *My Beloved World*, for members of the Planning Committee. She asked and Justice Sotomayor once again said yes. We used the funds donated by Professor Steven Bender from the Annual Latino/a/x Law Professor Dinner (2020) to purchase the books (except for Professor Maldonado who declined because she said that she already had her signed copy). Justice Sotomayor signed each copy with an individualized dedication based on information provided to her about each of us by Professor Maldonado. The Stanford Team received the signed books from Justice Sotomayor's Chambers and mailed them to the Planning Committee after the workshop. I thank Professor Maldonado for her invaluable assistance in obtaining these special commemorative gifts. We are forever grateful to Justice Sotomayor for her kindness.

employment improve within HBCU academic workplaces.¹²⁹ Professor Allen Owens, an African American woman, teaches in the same HBCU where I teach.¹³⁰ The experiences of Latina law professors in HBCU law schools have not yet been published, perhaps because there are few of us and we are the “first.” Because the diversity of professors is important, similar to a diverse student body,¹³¹ the number of Latina/o/x law professors in HBCUs should continue to increase.

There are six HBCU law schools.¹³² The first Latina hired in the tenure track in one of them was Ana Otero, hired in 1998 at Texas Southern University Thurgood Marshall School of Law (Houston, Texas) and tenured in 2008.¹³³ I was the first Latina/o hired in the tenure track at Florida A&M University (FAMU) College of Law (Orlando, Florida) in 2009 and tenured in 2015. Mariela Olivares was the first Latina/o hired in the tenure track at Howard Law School (Washington, D.C.) in 2011 and tenured in 2017.¹³⁴ Willmai Rivera-Perez was the first Latina/o hired in the tenure track at Southern University Law Center (Baton Rouge, Louisiana) in 2011 and tenured in 2017.¹³⁵ After Professor Olivares, Professor Rivera-Perez, and I were hired, there have not been additional Latinas/os/xs hired in the tenure track in the law schools where we work. My anecdotal and website research indi-

¹²⁹ See Marcia Allen Owens, *Closet Chair and Committee Side Piece*, in PRESUMED INCOMPETENT II, *supra* note 112, at 234 (“One would expect that post-tenure, there would be fewer [microassaults, microinsults, and microinvalidations], but this is not the case.”). “Like women in the modern civil rights movement, Black women at HBCUs are forced to choose race over gender, and men with status are sometimes manipulatively paternalistic in their attempts to control choices and outcomes.” *Id.* at 235.

¹³⁰ See Andrew Skerritt, *FAMU Among Cohort of Schools To Participate in AAC&U Institute on Reframing Institutional Transformation to Include Non-Tenure-Track STEM Faculty* (July 20, 2022), <https://www.famu.edu/about-famu/news/famu-participate-in-aacu-institute-on-reframing-institutional-transformation-to-include-non-tenure-track-stem-faculty.php>, archived at <https://perma.cc/HV6P-58KJ>. Professor Allen Owens identified herself as “the first African American woman to earn tenure in her science, technology, engineering, and mathematics (STEM) field at her historically Black college and university [FAMU].” Allen Owens, *supra* note 129, at 233.

¹³¹ HBCUs cannot limit their admissions to Black students because that would be considered *de jure* segregation according to the Supreme Court of the United States. See L. Darnell Weeden, *Historically Black Colleges Advance Reverse Academic Diversity*, 13 N.Y. CITY L. REV. 1, 2 (2009) (citing *United States v. Fordice*, 505 U.S. 717 (1992)). Moreover, increasing race diversity in HBCUs “may be the key to their own survival.” *Id.* at 1 (citing Sean B. Seymore, *I’m Confused: How Can the Federal Government Promote Diversity in Higher Education Yet Continue to Strengthen Historically Black Colleges?*, 12 WASH. & LEE J. CIVIL RTS. & SOC. JUST. 287, 309 n.126 (2006) (citing Paul Ruffins, *In a Society that is Increasingly Diverse, What’s an HBCU to Do?* Black Issues in Higher Educ., Jan. 7, 1999, at 22).

¹³² Research & Studies, *Black Enrollments at the Law Schools at Historically Black Universities*, THE JOURNAL OF BLACKS IN HIGHER EDUCATION (Dec. 23, 2019), <https://www.jbhe.com/2019/12/black-enrollments-at-the-law-schools-at-historically-black-universities/>, archived at <https://perma.cc/ED9W-S3MR>.

¹³³ E-mails from Professor Ana Otero to author (Feb. 8, 2023, 4:58 PM & 6:33 PM) (on file with author).

¹³⁴ E-mail from Professor Mariela Olivares to author (Feb. 13, 2023, 12:46 PM) (on file with author).

¹³⁵ E-mail from Professor Willmai Rivera-Perez to author (Feb. 9, 2023, 9:24 AM) (on file with author).

cates that North Carolina Central University School of Law (Durham, North Carolina) and University of the District of Columbia David A. Clarke School of Law (Washington, D.C.) have not hired a tenure track or tenured Latina/o/x professor.¹³⁶

My hope is that the GO LILA Workshops will provide a forum where we can explore the experiences of Latinas in the legal academy, including in HBCU law schools. There is an increasing Latina/o/x presence in the large cities where the six HBCU law schools are located; therefore, Latina/o/x law professors may be best positioned to analyze, research, and publish how those demographic changes affect the different communities within those law schools.¹³⁷ LILAs who teach in HBCU law schools may also be able to share different perspectives, including about the erasure of Latinas in the Black-White paradigm of race within the legal academy.¹³⁸ I expect that LILAs who teach in PWIs (the large majority of LILAs) will consider that LILAs who teach in HBCUs (the small minority of LILAs) also need a space where we can discuss our experiences and receive support as we navigate some similar and different workplace dynamics and situations.

I considered that my participation in this type of initiative on behalf of LILAs may not be well-received within my institution and even beyond. However, I was not going to leave the legal academy without at least trying to start a workshop for LILAs. The GO LILA Workshops will help Latinas in the legal academy to find community and get advice beyond generic teaching, scholarship, and service information we can get at other conferences. My hope is that there will be a holistic approach to the GO LILA Workshops – to provide a venue where we can discuss matters we may not be able to discuss within our law schools, including because we are the first, the only, or simply because other people do not want to hear what we face because they do not face the same challenges and situations. I also expect that Latinas coming together will help to develop scholarship that tells our stories in the legal academy without whitewashing our experiences. Why should Latinas not contribute our voices and experiences? Let's develop our community and tell/write our stories.¹³⁹ GO LILAs! ¡Si Se Puede!

¹³⁶ See *Faculty Directory*, NCCU SCHOOL OF LAW, <https://law.nccu.edu/faculty-directory/>, archived at <https://perma.cc/WX2Z-BLLU>; *Faculty & Full-time Instructors*, UDC DAVID A. CLARKE SCHOOL OF LAW, <https://law.udc.edu/faculty/>, archived at <https://perma.cc/J2RL-5VLB>.

¹³⁷ Cf. Maritza I. Reyes, *Opening Borders: African Americans and Latinos Through the Lens of Immigration*, 17 HARV. LATINO L. REV. 1, 27–28 (2014) (analyzing some of the reasons for the reported “increasing” “[c]onflict between African Americans and Latina/os for group position, status, and political power . . . as most immigrants of Hispanic ancestry settle in areas proximate to African American populations in the nation’s largest cities.”) (citing Frank Morris & James G. Gimpel, *Immigration, Intergroup Conflict, and the Erosion of African American Political Power in the 21st Century*, Background, Center for Immigration Studies (Feb. 2007)).

¹³⁸ See generally Padilla, *The Black-White Paradigm*, *supra* note 16, at 683.

¹³⁹ I already started my contributions. See Maritza I. Reyes, *Professional Women Subjugated by Name-Calling and Character Attacks*, 23 J. GENDER RACE & JUST. 397 (2020); Maritza I. Reyes, *The Female Body in the Workplace: Judges and the Common Law*, 114 N.W. U. L. REV. ONLINE 177 (2019); Maritza I. Reyes, *Professional Women: Silenced by Men-Made*

Norms, 47 AKRON L. REV. 897 (2014); Maritza I. Reyes, Angela Mae Kupenda, Angela Onwuachi-Willig, Stephanie M. Wildman & Adrien Katherine Wing, *Reflections on Presumed Incompetent: The Intersections of Race and Class for Women in Academia Symposium—The Plenary Panel*, 29 BERKELEY J. GENDER L. & JUST. 195, 207 (2014); Maritza I. Reyes, *Opening Borders: African Americans and Latinos Through the Lens of Immigration*, 17 HARV. LATINO L. REV. 1, 27–28 (2014).

Spring 2023 A Chair's Account and Introduction 245

XII. APPENDIX A

Workshop Policies

At the start of the workshop, I reminded participants to adhere to the Workshop Policies, including the specific instructions for the session with Justice Sotomayor and Judge Rivera. We provided the policies via e-mail days before the workshop. They were also posted on the TWEN page and the password-protected Logistics tab of the workshop website. I also sent them to participants again via e-mail the morning before the workshop began.¹⁴⁰

No Recording

Because we aimed to provide a space in which participants may speak freely and ask questions they would not wish to have shared with persons not present in the session, attendees were strictly prohibited from recording (including voice recording) any sessions.

Photographs/Screenshots

We advised that we wanted to memorialize our first GO LILA convening through pictures. Therefore, we informed participants that a member of the Stanford Team would take a screenshot of each session. To maximize quality and safeguard privacy, we notified participants each time screenshots were to be taken. If participants did not wish to appear in the picture, we advised them to hide the video by adjusting their video settings on Zoom. We provided a link with instructions on how to do hide self-view. We made images available to all participants and advised them that their participation in the Stanford screenshots signified their permission to capture their photographic likeness and for participants to post those images as may contain their likeness on social media and on institutional and personal websites. To safeguard participants' privacy and preferences, we asked that participants refrain from taking their own photos or screenshots during the sessions. They were permitted to use the screenshots provided by the Stanford Team when posting on social media. The Stanford Team shared the screenshots with participants soon after the workshop.

Chat Function

During the workshop, participants were able to chat with the Stanford Team members who were hosting the event as well as the session leaders, commentators, facilitators, moderators, and speakers who were designated as co-hosts. During breakout groups for the WIPs and incubators, participants were able to chat with all participants.¹⁴¹ We informed participants that the

¹⁴⁰ The Planning Committee, in consultation with the Stanford Team, considered and decided upon the policies that would serve the best interest of the workshop.

¹⁴¹ During the workshop, after participants requested it, we opened the chat function for postings to everyone, except during the sessions with members of the judiciary.

Spring 2023 A Chair's Account and Introduction 247

chat function would be saved by the Stanford Team hosts and may be saved by the co-hosts (the session leaders for each session).

Social Media

The social media policy applied to all GO LILA Workshop sessions other than the plenary session with Justice Sotomayor and Judge Rivera.¹⁴² With the exception of that plenary session, we encouraged participants to feel free to post to their professional and personal social media accounts and to share their excitement about participating in the GO LILA Workshop. In accordance with the no recording policy, however, the only screenshots participants were allowed to share on social media were those taken by the Stanford Team. As a professional courtesy to participants, out of respect for their privacy, and to further the goals of the GO LILA Workshop to foster our community and to provide a safe space for our open dialogue, we asked that participants first obtain other participants' consent before posting about remarks they made during the workshop.

¹⁴² For social media purposes, for the session with Justice Sotomayor and Judge Rivera, participants were only permitted to post the link to the GO LILA Workshop tab titled "Justice Sotomayor Session Photos," which included blurbs approved by Justice Sotomayor's Chambers.

