

BEFORE THE
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

Citizens Redistricting Commission (CRC)
Applicant Review Panel (ARP) Public Meeting

555 Capitol Mall, Suite 300
Sacramento, CA 95814

THURSDAY, AUGUST 12, 2010
1:00 P.M.

PM SESSION

Reported by:
Peter Petty

APPEARANCES

Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano

Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

Candidates

Carl J. Luna

Leland T. Saito

Ann Marie Machamer

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P R O C E E D I N G S

AUGUST 12, 2010 1:00 P.M.

MS. RAMIREZ-RIDGEWAY: We're back on record, the hour's almost one o'clock.

We have with us today Carl Luna. Welcome, Mr. Luna, are you ready to begin?

MR. LUNA: Yes, I am.

MS. RAMIREZ-RIDGEWAY: Secretary, please start the clock.

What specific skills do you believe a good Commissioner should possess? Of those skills which do you possess, which do you not possess and how will you compensate for it?

Is there anything in your life that would prohibit or impair your ability to perform all of the duties of a Commissioner?

MR. LUNA: Well, there are a variety of skills a good Commissioner should have. No one Commissioners will probably have maxed out all of these, but between all of the bodies on the Commission, ideally, you'll get the right mix of people to do a very difficult and important job.

You need administrative and organizational ability, the ability to get an organization really building from the ground up, hitting the ground running to

1 reach a really tight deadline in September. You're
2 building a substantial framework of hiring consultants and
3 staff, so you need people who know how to manage a group
4 like that, who know how to hire, how to process, how to
5 keep on people to reach tasks.

6 You're also going to need to be able to handle
7 the statistics, there's the technical aspect of it. Not
8 everybody has to be a master in statistics, but you have
9 to have basic ideas of what's involved in looking at the
10 data that's coming to you.

11 You have to have good communication skills,
12 writing and oral communication. Because one of the big
13 tasks of this Commission will be to sell itself and its
14 legitimacy to the people of California, so that there will
15 be a buy-in to the process when you reach September.

16 There is no doubt about it, this process will be
17 challenged, it is a very controversial process. The
18 better that your Commission can communicate to the public,
19 the better it can achieve its goals.

20 Part of communication skills are listening
21 skills. The Commission members have to be able to listen
22 to the public, listen to their experts, listen to their
23 consultants, listen to other interests which are going to
24 be watching the process, so that you can explain what
25 you're doing at each step down the pipe.

1 In addition to that you need some subject area
2 mastery. You're dealing with the Voting Rights Act,
3 you're dealing with Supreme Court cases, you're dealing
4 with Proposition 11, the background statutes and the
5 constitutional law that go into that.

6 So, you need a variety of different skills.

7 Myself, my communication skills are reasonably
8 well developed, I talk for a living, both in the
9 classroom, with groups in the public, in the media. I
10 have learned how to listen in that capacity. I'll talk
11 more about that with question five.

12 Administrative, I've been chair of a department,
13 president of an academic senate in community colleges.
14 We're used to working on a shoestring budget, no
15 resources, where we tend to be jacks of all trade.

16 One of my weaknesses was going to be to learn to
17 delegate, to have a staff and to actually know how to use
18 a staff, as opposed to having to do everything from
19 running down to the copying machine, to going to the
20 mailroom to mail off everything we do.

21 I would hope that there will be people on the
22 Commission that will have more substantial large group
23 administrative capacity.

24 MS. RAMIREZ-RIDGEWAY: Is there anything in
25 your --

1 MR. LUNA: Oh, one more thing to add to that.
2 As far as my capacity to do the job, I think the biggest
3 challenge is going to be time. There is a very tight
4 timeframe to get this job done. I'm a community college
5 professor, I'll still be teaching in the spring. I won't
6 be teaching during the summer.

7 And my plan would be, if I were to be appointed
8 to the Commission, to reduce my teaching load. I can have
9 the luxury of moving my classes around so that it
10 accommodate. By the time we would get into real crunch
11 time in the summer, I would be planning to put pretty much
12 full time and beyond into the job.

13 I also have a wife, four kids, and my youngest
14 is graduating from high school this year. My number three
15 plays basketball for Chapman University. So, balancing
16 family, the job, and this Commission would be a lot of
17 time management skill, but it would be my first priority
18 to meet the obligation, should it be entrusted to me.

19 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
20 from your personal experience where you had to work with
21 others to resolve a conflict or difference of opinion,
22 please describe the issue and explain your role in
23 addressing and resolving the conflict?

24 If you are selected to serve on the Citizens
25 Redistricting Commission, tell us how you would resolve

1 conflicts that may arise among the Commissioners?

2 MR. LUNA: Back in '99-2000, I had the good
3 fortune of being a Fullbright Scholar to the Russian
4 Federation in Nizhny Novgorod for a year. And while I was
5 there I was at several conferences that dealt with the
6 issue of Chechnya.

7 When I got back to the United States I had
8 contacts in the Russian Academy of Sciences and I thought
9 wouldn't it be nice, with the war going on in Chechnya to
10 get a few Chechens, a few Russians in an informal, below-
11 the-radar sort of environment where they could simply
12 breath the same air and maybe start to talk, a little bit
13 of a dialogue that could develop.

14 So, long story short, I used my contacts in the
15 Russian Academy of Sciences to line up some Russians who
16 were interested in participating. I made contact with the
17 Chechen community.

18 I ended up in Washington, meeting with the
19 American Committee for the Peace in Chechnya and got to
20 meet Zbigniew Brzezinski, Carter's National Security
21 Advisor, President Carter's.

22 And was there with the Chechen foreign minister,
23 the Chechen/American Ambassador to the United States.

24 At one point the Swedish Ambassador to the
25 United Nations was interested in providing a venue in

1 Sweden for potentially bringing this group together.

2 This was a very interesting process for me
3 because I'd never quite worked at that level before.

4 Ultimately, after about a month or two went on
5 the whole thing fell apart when the Russian government
6 pulled the plug. Basically, all of my contacts in Moscow
7 and in Nizhny Novgorod stopped returning my e-mails, and I
8 learned that the government had said no, we're not
9 involved in this.

10 Now, I had made two mistakes in the process.
11 First, I had thought that perhaps you could operate below
12 the Russian government radar in such an issue. In Russia
13 then and now you really can't.

14 And second, my hope was, the conflict was not
15 going particularly well for anybody and there might be
16 buy-in by both parties to at least explore talking about
17 talking.

18 The Russian government had no real desire to do
19 that and the war played out for the political purposes.

20 What I learned from that, you cannot run a
21 process forward unless everybody at the table, at the
22 outset, is dedicated to some common goal. It may not be
23 the same goal, they don't know in advance what they've
24 agreed to, what they're going to finalize as their final
25 achievement, but they all have to be willing to play the

1 game.

2 There was a high price tag for that failure.
3 Several of the people that I was working with from the
4 Chechen side ended up killed by Russian security forces a
5 couple of years later.

6 Now, with a Commission like this, we're not
7 dealing with so direct matters of life and death, but this
8 is a very important Commission, it is going to be shaping
9 the political lives of Californians for the next decade.

10 Wars have been fought over who's going to be in
11 what polity, who's going to be under what system of
12 government, who's going to get the vote for whom?

13 This Commission and its members need to be
14 united, at least agreeing that they are going to work
15 toward some good outcome for the people of California,
16 that they are going to obey the laws, that they're going
17 to put together a districting plan that meets Proposition
18 11.

19 Now, you have to put together communities.
20 What's a community? There will be debate in the
21 Commission what constitutes a good community. You're not
22 going to have everybody agree on every line that's drawn,
23 but at the end of the day the Commission members have to
24 agree that the lines they drew were the best they could do
25 and they all will buy into it.

1 To do that you need team building. Early on,
2 everybody has to get their cards on the table for what
3 their interests are in this process. What is it that they
4 see to define a good outcome, a successful outcome where
5 the ideal and the legal can coincide nicely.

6 I mean, it may not involve having to take
7 everybody out to a Karaoke bar and have them sing "Lean On
8 Me," but you're going to have to get them to be willing to
9 work cooperatively, together.

10 So, team building's going to be essential.
11 Understanding what everybody's agendas may be in advance
12 so you can mitigate that, balanced impartiality, as it
13 were and knowing where you are not impartial and how to
14 correct for that will be a major effort for the team.

15 MS. RAMIREZ-RIDGEWAY: How will the Commission's
16 work impact the State? Which of these impacts will
17 improve the State the most? Is there any potential for
18 the Commission's work to harm the State and, if so, in
19 what ways?

20 MR. LUNA: This is probably the most substantial
21 reform of California politics since the days of the
22 progressive era on Hiram Johnson. I always want to say
23 Hiram Walker for some reason. Hiram Johnson.

24 You basically are going to introduce a new way
25 of distributing power in California. That being the case,

1 it's going to impact the State three or four different
2 ways.

3 First, communities that may not be participating
4 as much as you would like to see in a fully robust
5 democracy might see more reason to buy in if they have
6 communities that really are reflected in the political
7 process.

8 Voting is a funny thing. We expect people to go
9 out to vote even though the tangible result to them is not
10 immediate and sometimes they never see it.

11 You tell me to go to the wall over there, bang
12 my head into it and all I get is a headache, I'm not going
13 to do it.

14 Now, I go to the wall, bang my head into it, get
15 a headache, but a hundred dollar bill falls out of the
16 wall, you better replace the wall down the pike and my
17 head's going to hurt for a while.

18 When people see a return on their voting, when
19 they see that the people that represent them are
20 representing things they care about and the general
21 welfare is improved, you get more participation, more
22 groups will be included.

23 And that's the second issue, participation in
24 California elections are abysmal and one of the big
25 reasons, we have a gerrymandered system where the primary

1 election is the dominant election.

2 If you're not a stalwart party member, and who's
3 thinking about elections in November, or June, or whenever
4 you hold the primaries, earlier in presidential years, you
5 get low turnouts and that skews the voting pool.

6 And that's one of the big reasons why, in
7 California, we elect typically very liberal and very
8 conservative members of the Legislature who get to
9 Sacramento and can find no middle ground. And they don't
10 have to because when they go home to their voters, their
11 voters representing, oh, maybe 20 percent of the actual
12 voters in a district, are going to keep them in office.
13 And California has become largely ungovernable.

14 One hope would be, by having better drawn
15 districts that represent Californians, and most
16 Californians on most issues fall somewhere in the mushy
17 middle. They're not far to the right, they're not far to
18 the left, they'd like to see some compromise.

19 If you could get more moderate candidates, who
20 are viable, you would be able to get more moderate voters
21 to turn out and, ideally, solve some of the log jams we
22 have in Sacramento.

23 And producing a more legitimate system,
24 hopefully, as more Californians think they have access to
25 the system.

1 Now, potential downsides of this -- well, the
2 most important of all, I think, by the way, is the
3 moderate, the moderation of California politics, making
4 the general election, possibly, by November more important
5 than the primaries.

6 That doesn't mean every district in California
7 will be 40 percent Republican, 40 percent Democrat, 20
8 percent Independent, but it will create more contested
9 seats, as opposed to two or three seats in the California
10 Legislature that can actually turn over.

11 There's no incentive to compromise. I hope this
12 system may solve that.

13 Now, where it may cause problems? You draw bad
14 lines. You don't actually achieve what you want it to in
15 terms of getting more people in the communities to form
16 and come into politics, to get voter turn out up, to
17 produce more moderate candidates.

18 You could produce a process which could be
19 challenged in the courts, challenged by the public because
20 the Commission did not do its task correctly, did not
21 follow the law, did not pay attention to the legal over
22 the ideal and loses legitimacy.

23 If you lose the legitimacy, the legitimacy of
24 the voters in all this, it's going to be hard to see your
25 plan adopted and the challenges could go on for years.

1 Bad case scenario, come 2012 you don't have solid
2 districts drawn or the court has had to take over, and the
3 Commission hasn't done its job.

4 And worse case, the Commission simply cannot
5 function as a group, there are too many agendas, too many
6 disagreeing ideas about what the purpose of the Commission
7 is, what makes for good districts and come September you
8 miss the deadline.

9 I would be optimistic with a well-constructed
10 Commission, with good members that that would not be an
11 outcome. But again, transparency in the process and
12 actions of the Commission and establishing its legitimacy
13 with the public is the number one task that the Commission
14 has to make its work viable.

15 MS. RAMIREZ-RIDGEWAY: Describe a situation
16 where you've had to work as part of a group to achieve a
17 common goal. Tell us about the goal, describe your role
18 within the group and tell us how the group worked or did
19 not work collaboratively to achieve this goal?

20 If you are selected to serve on the Citizens
21 Redistricting Commission, tell us what you would do to
22 foster collaboration among the Commissioners and ensure
23 the Commission meets its legal deadlines?

24 MR. LUNA: I spent five in the Share of
25 Governments at our college, where I was the Chair of the

1 Chairs Committee, which is where all the academic
2 department chairs meet and largely complain. Because, as
3 I would always report to our higher bodies, where all the
4 other leaders would sit, the chairs are an unhappy bunch.
5 They are always faced with major deadlines, which are hard
6 to meet, rising workloads because of outside mandates, cut
7 budgets and all the while trying to provide great
8 education to their students.

9 I was the President of the Senate for a couple
10 of years, sat in on all the district meetings, and what I
11 discovered was, again, transparency and openness is the
12 most important thing to make any organization work.

13 Because for whatever reasons, we being human
14 beings, when there's an absence of good, firm information
15 we tend to assume the worse. You walk through a room and
16 people are laughing, you think they're laughing about you.

17 If an e-mail can be misconstrued, someone's
18 going to misconstrue it.

19 One thing I would have is have very little of
20 the work that the Commission does done by e-mail. Yeah,
21 it's very easy to screw things up with e-mail.

22 But beyond that, just one little example, I
23 mean, we had to deal with hiring issues. The faculty did
24 not feel like they were as involved as they should be in
25 the hiring process, but legally there are limits to how

1 far the faculty could be involved.

2 We had to deal with budget cuts, with
3 reallocation of resources.

4 One time the district, just to make a little
5 extra money, figured out it could make 20 grand by putting
6 a cell phone tower on top of one of our academic faculty
7 buildings. Seemed like a no-brainer, a quick 20,000 you
8 could throw into school events.

9 What they forgot was or didn't count on was that
10 some of the faculty in that building, for whatever reason,
11 legitimate science or not, were really upset about having
12 a microwave cell phone tower above their heads, they
13 thought it would impact their health.

14 There were hours of discussion about that in the
15 Academic Senate, there was a lot of complaints,
16 discussion, having votes of no confidence.

17 One of my tasks in that was to let everybody
18 have their say, speak their peace, get it out on the table
19 so they know they're being listened to and then come up
20 with a compromise. The cell phone tower was already
21 there.

22 The compromise, if you didn't want to have your
23 office in the building, near it, they would relocate you
24 to a similar office.

25 Which, in the Rubik's Cube of assigning

1 classroom space and offices on a campus, is no small
2 issue.

3 What I learned from that was you need to not
4 just assume any little action you have is not going to
5 impact somebody and they're going to get mad about it,
6 which is going to slow down time. Plus, you're not giving
7 people the respect they deserve.

8 And another thing is I discussed with the
9 leadership of the campus of the college and of the
10 district, don't do that again. I mean, if it's a little
11 thing like that, ask somebody. Just send out a little,
12 like, we're thinking of doing this.

13 Now, you're going to get complaints, but then
14 you can figure out how to manage that and not have a big
15 brouhaha over something relatively small.

16 Now, again, dealing with this Commission,
17 openness, lines of communication, face time. It's very
18 important for people working under a deadline to know that
19 everyone's carrying their weight, everybody is working on
20 the same side, that there aren't side agendas going on,
21 anyone's being side-cared in terms of, you know, shunted
22 off to the side of what they consider to be important.

23 Now, not everybody's interests can always be
24 addressed to their full satisfaction, but I found that if
25 people have the opportunity to at least speak and hear

1 feedback on it, and feel they've had a fair say, they're
2 more accepting of the outcome.

3 MS. RAMIREZ-RIDGEWAY: A considerable amount of
4 the Commission's work will involve meeting with people
5 from all over California, who come from very different
6 backgrounds and very different perspectives. If you were
7 selected to serve on the Commission, tell us about the
8 specific skills you possess that will make you effective
9 in interacting with the public?

10 MS. HAMEL: Five minutes.

11 MR. LUNA: Okay. Again, I make my daily bread,
12 you know, talking to people, I talk to students, I
13 lecture. And I've discovered, you know, over the 20 years
14 I've been doing this, that listening is just as important
15 than talking.

16 And that at the end of the day, in the
17 classroom, what I have to say I already know. The real
18 measure of what's going on is what the students have been
19 able to learn and they're able to apply.

20 Part of that means that when I'm talking about
21 politics, that's what I talk about, I can't be one side or
22 the other. You know, I'm an independent because I don't
23 want my students to be told one party line or another
24 party line, it's up for them to decide.

25 Now, not all. We often like to say that

1 everybody's opinion should be respected. That's not true.
2 I mean, if somebody comes into a Holocaust discussion
3 saying the Holocaust didn't occur, that's an opinion that
4 really shouldn't have a lot of time spent on it because it
5 distracts from the greater good and the greater whole.

6 But when you are advancing ideas to new, young
7 minds, you have to present to them all the sides of the
8 equation and then help them to be able to critically
9 understand them.

10 I speak to groups around San Diego and sometimes
11 in different parts of the State, I cross geographic,
12 generational, ideological lines. I've spoken to
13 conservative groups, and liberal groups, and I've gotten
14 compliments and I've gotten catcalls from both sides.

15 So, if everybody doesn't like you when you write
16 something for the Union Tribune, or for the City Magazine,
17 you know you've done something right if you're getting
18 yelled at from all sides.

19 I have traveled the State. Not extensively,
20 I've camped around the State, I've been up and down the
21 State for various business, professional activities. I'm
22 aware of the diversity of the State.

23 We are, again, four or five different states
24 trying to live together.

25 Los Angeles County is bigger than 40 other

1 states out there. So, it is running a country running
2 California and I'm aware of many of these differences.

3 One of the things, one of the reasons I believe
4 I'm called on once or twice a week, or more in election
5 season to give comment on local media, sometimes State,
6 and even occasionally national, is that I can take complex
7 concepts and not dumb them down, but just get to the
8 essence so that in a short period of time you can
9 communicate what's important. Cut out all the extraneous
10 and get into what's interesting and I can sometimes do it
11 with a little glibness and humor that lightens the
12 tension, if you will, on some of these issues.

13 Now, within this Commission I believe I'll be
14 able to bring my ability to write, my ability to speak, my
15 ability to listen to the Commission. And help with,
16 again, what I think is an important task of the
17 Commission, beyond its basic nuts and bolts creating these
18 districts, the sales job that will be required to show
19 that this is a legitimate system.

20 And those who will oppose it, and right now
21 there's Prop. 27 to overturn this to begin with, there's
22 going to be people fighting this to the bitter end, the
23 better the Commission is able to express itself and win
24 the public to the activities that it is doing and show
25 it's working for the public good, the better the

1 Commission will be able to achieve its final job and,
2 hopefully, improve politics in California.

3 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

4 MR. AHMADI: Thank you. Good afternoon, Mr.
5 Luna.

6 MR. LUNA: Good afternoon.

7 MR. AHMADI: Some of the questions that I had
8 wanted to ask you, you have already touched on and I see
9 you have given a response.

10 I'm going to start with a few follow-up
11 questions that I have on some of the statements that you
12 just made, just to make sure that I'm clear on what I
13 heard.

14 The first one is in regards to your
15 availability. I believe you mentioned something about
16 some limitations in terms of your current involvement,
17 with your teaching and writing projects, and your class
18 and all that.

19 Did I hear you correctly that you will have some
20 challenges being available on a full time basis?

21 MR. LUNA: With lead time, I can always readjust
22 my schedule. I'll be teaching three days a week and I can
23 back load and front load.

24 I'm in a unique program, where I teach in the
25 high schools for the college courses, which is an

1 interesting experience in and of itself, you get to meet
2 students of all different backgrounds. I'm talking the
3 richest and the poorest areas of San Diego. It's just the
4 teaching process which is the most fascinating.

5 But I have the luxury of being able to move,
6 like one week teach five days, another week teach one day.
7 I don't usually do that, but when I've had to do things --
8 for example, last spring I had to do six debates, I
9 moderated debates in the San Diego area at a social and
10 political club that my Chancellor had asked me to be at.

11 And so I was doing city council and the State
12 Assembly debates. And that's an interesting process,
13 moderating a debate, it really makes you listen and be
14 nonpartisan, and not being biased, so you can really get
15 the audience to know what the candidates stand for.

16 I just had to rearrange schedules and move
17 classes that would normally meet on the day of a debate to
18 a different day.

19 I typically teach at the University of San
20 Diego, also, but if I were to be on this Commission, I'm
21 going to strip down to my basic teaching assignment. And
22 I got spring break and I'll have summer off. And I don't
23 believe it will be an impossible hurdle.

24 But I'm one of those people who also has a day
25 job in addition to doing this job and I will balance off

1 both.

2 MR. AHMADI: Thank you, sir. Thank you.

3 And in response to question number one, the
4 standard question, you also mentioned about one of the
5 challenges that you may have which is delegating some of
6 the work to maybe consultants, or contractors, or staff
7 members.

8 And the question is not about that challenge but
9 it's more about, you know, in your mind what are some of
10 the types of tasks or responsibilities of the Commission
11 that you think should or should not be delegated?

12 MR. LUNA: Well, when it comes to gathering the
13 data, the various maps that are going to be generated for
14 the Commission to look at, you want to set the guidelines
15 for what you want, but you don't want to be actually
16 running the computer code or whatever to pull those out of
17 the voter registration logs and the rest, out of the
18 demographic logs, things like that.

19 Running the office, because there's going to
20 have to be payroll being met and the rest, I assume.
21 State services, the Auditor's Office, Secretary of State
22 will be working with that, but you're going to have to
23 have some management for the hiring and maintenance of
24 consultants, because consultants don't always do the
25 consulting they're supposed to do.

1 So, it's more of the administrative day-to-day
2 stuff that if you have an office manager, and I'm not sure
3 how they'll structure this, somebody who will be the
4 administrative personnel director, that you're going to be
5 saying I want to get a pool of candidates, they'll put
6 together the packages and show you, put out the RFP or the
7 request for hire. And then you can lay out what you want,
8 but then the staff does the work for you.

9 Like at the college, when we do hiring, in my
10 department I got to do the hiring, from sending out the
11 announcements to meeting with the people, to everything
12 else.

13 When we do it college wide, we have
14 administrative support staff to arrange travel for people,
15 things like that.

16 So, it's that sort of stuff, doing the copying.
17 I mean, when I say on my level I'm doing all, a lot of
18 basic stuff, I do that.

19 Now, I can learn to delegate. If you give me
20 the luxury of having staff, I will greatly learn to use it
21 to the utmost ability of the Commission, for the
22 betterment of the Commission.

23 MR. AHMADI: So, if selected on the Commission,
24 what will you think you might assume within a group of
25 diverse backgrounds and levels of knowledge for the

1 Commission to function effectively?

2 MR. LUNA: I'm typically working with different
3 groups, my experience in the Senate, my experience working
4 with groups in the community. I'm a good person for
5 helping to form a nexus to bring people together, to not
6 push my agenda as much as helping others to shape theirs.

7 And, you know, I'll have things I would like to
8 see done with this Commission, use about what are good
9 lines, what constitutes a community.

10 But I like to listen, I like to talk with people
11 and I like to build a sense of camaradity such that you
12 can see past differences, acknowledge differences, but
13 still work ahead.

14 Another role I think I would be good at doing is
15 communicating to some degree what the Commission does to
16 the public. I do a lot of news interviews, I write a lot.
17 Hopefully, I could use some of those skills to the
18 advantage of the Commission, to be able to, again,
19 establish its legitimacy before the public.

20 MR. AHMADI: Thanks again.

21 On your application you mentioned that you have
22 seen impact of social benefits from good government. Can
23 you be a little more specific and give me some examples of
24 what good government means to you?

25 MR. LUNA: I live in San Diego. San Diego's

1 only there because of good government. San Diego's a
2 desert, without good government there would not be water
3 reaching San Diego. That's an example.

4 Also, I got here today by driving on a road
5 build by government, to an airport built by government,
6 flying on jets which are regulated by government, and
7 landed safely. Stopped off at a Starbuck's, well before I
8 was waiting the whole time here, got to eat food that
9 wasn't going to kill be because of good government.

10 There are a variety of things government can do
11 for us.

12 Looking at social engineering, the GI Bill, my
13 dad was the first of his family of 14, and we've got four
14 and I can't imagine 14, to go to college, got a degree as
15 an engineer. Went on to have a great career in the
16 nuclear industry and working for Westinghouse.

17 He went on the GI Bill. The GI Bill was one of
18 the greatest pieces of social legislation ever done, it
19 turned us into the middle class society we are today.

20 There are things government does and can do well
21 and better than any other entity, because all government
22 is, is all of us, the polis, the many being turned into
23 the -- or the poly, the many being turned into a
24 community. If you do it right, we all benefit.

25 I like to tell my students government is --

1 well, what was that line from Lilo and Stitch, government
2 means community and community means nobody gets left
3 behind, Ohana.

4 Now, the private sector can do incredible things
5 in driving the economy, driving development. But I think
6 too often we've gone off on a government bashing mode
7 when, if the government is the enemy of the people, then
8 the people are the enemy of themselves.

9 MR. AHMADI: Thanks again.

10 What do you think are -- on your application you
11 mentioned about your understanding of some of the issues
12 that unify California, and I was just wondering if you can
13 share with me in some details, like how would that
14 understanding and knowledge be of value to you, should you
15 be selected as a Commissioner, on your work on the
16 Commission?

17 MR. LUNA: I just drove to Houston to see good
18 friends and drove back, and I was thinking as I was
19 driving out to Yuma, you know, we drove through El Centro,
20 there's not a thing on the shelf in El Centro that for the
21 most part didn't come through Los Angeles, San Pedro.
22 There's not much in restaurants or, if you're eating
23 vegetables in Los Angeles, that didn't come out of the
24 Imperial Valley or the Central Valley.

25 We are an interconnected economy. You know,

1 basically, if the Central Valley is failing, the coasts
2 aren't going to be doing well. If the coastal markets are
3 failing, it impacts the Central Valley.

4 We are, again, interconnected and economically
5 we need each other. Socially, we share a tradition from
6 the baseball and football teams we root to, to the natural
7 beauty we get to enjoy in California, to a sense of
8 Californianess.

9 I don't know as we're as profoundly Californians
10 as, say, Texans are Texas, but California has a sense of
11 identity and it is a great State.

12 I mean, you look at the other 49 states, which
13 each have their advantages, California is one of the most
14 dynamic entities on the planet as far as community.

15 I think we've allowed that to erode a bit and
16 our gerrymandered districts have helped to do that,
17 creating very solid political blocks, red counties and
18 blue counties. Which at some point, unless you fix that,
19 are going to wake up one day and say, hey, I'm out in
20 Eastern California, you know, near Nevada, why am I in the
21 same state as people in Southern California or in
22 Berkeley?

23 And there have been moves to break up this State
24 and I think that would be a tragedy because everybody
25 benefits by the mixture of that diversity.

1 MR. AHMADI: Thank you, sir.

2 A follow-up question on your response to
3 standard question number three, if I heard you correctly,
4 you mentioned something about there may be or there is too
5 many agendas about what the Commission should be doing.
6 First, did I hear you correctly?

7 MR. LUNA: I think I was referring to the
8 individual Commissioners, and that you're going to get 14
9 people around the table, all looking toward some goal.
10 Like, we want to go out and have dinner. All right.
11 What's dinner? You know, Chinese, Mexican, Thai,
12 Vietnamese. You need to understand what's everybody
13 looking for and you discover somebody doesn't want to go
14 do one thing. Why? Well, they had it for lunch.

15 While that's a simplistic example, one of the
16 things, one of the most important things this Commission
17 will be tasked with doing is drawing districts that
18 reflect community, you know, the homogeneity community,
19 geographic kind of contiguousness and all that. It's
20 going to be kind of a bit of a Rorschach test for what, to
21 each Commissioner, constitutes those things, where's the
22 threshold, and there's always tradeoffs.

23 If you put it on this street, you lose the
24 connection between these two blocks, if you're drawing a
25 line.

1 Should this community be in the same voting
2 district with here because they share the following
3 things, or because of the economic ties they need to be a
4 little bit closer to another one.

5 And it's not always intuitively obvious what
6 would be the best approach. But unless you understand how
7 everyone's looking at things, how they're seeing the idea
8 of community, how they see the mandate of the Commission
9 and I, again, would expect that we will have sessions as
10 the Commission is formed, where you'll have tutorials from
11 constitutional experts, state statutory constitutional
12 experts to be sure that everybody understands the Voting
13 Rights Act and the rest.

14 Again, I've taught it. Okay, teaching it and
15 applying it two different things. So, you're going to
16 have to learn these things more directly.

17 So, learning our limitations and our
18 differences, and how to make those work, I think will be a
19 major part of the group.

20 MR. AHMADI: In your mind, what are some of the
21 challenges of identifying communities of interest?

22 MR. LUNA: Well, again, you can draw community
23 based on geography, you can draw it based on demographics,
24 you can draw it based on economic ties.

25 If you were to assume that if you're in the

1 Imperial Valley, you have a lot of people engaged in
2 farming, but then you have El Centro and other areas that
3 have other light industry going on.

4 You have -- now, the Supreme Court has directly
5 said you cannot draw a district solely based on
6 racial/ethnic lines, but that has to be a component you
7 want to look into. But socioeconomics can sometimes
8 influence that.

9 I also don't want to have districts which are
10 just too entirely pasteurized. It is good to have people
11 that share enough in common they can work together, but
12 bring new things to the table. You don't want to have all
13 the poor in one community, all the rich in another,
14 because they are still part of a broader community.

15 So, there's a variety of ways to conceptualize
16 it and you've got to work out, with having that mandate of
17 having the districts being geographically, relatively
18 proximate to each other, and then the State Senate
19 districts having to try to be two Assembly districts into
20 a State Senate district.

21 I do hope that one of the things that you'll do
22 with these -- the people that are applying, is have them
23 try a Rubik's Cube, because there's going to be a lot of
24 that technique involved in that, you're going to have a
25 good puzzle solver.

1 I kind of think that in part one of the jobs you
2 four people are struggling with is -- and we've had
3 Ocean's 11. You're trying to create Auditor's 14, bring
4 14 people with the right skills together to pull off this
5 job. And this is one of the bigger jobs in California
6 history.

7 MR. AHMADI: So, related to, you know, that
8 ability to be able to play and have some flexibility,
9 where you're redrawing the lines, how would that aspect of
10 the work be limited by the Voting Rights Act and how do
11 you see the Voting Rights Act play a role in that process?

12 MR. LUNA: One goal people on the Commission and
13 statewide might have is to have certain groups that tend
14 to be under-represented in Sacramento, be they people of
15 ethnicity, of race, of language increase their
16 representation.

17 And that's an important issue because -- I have
18 a maxim I teach my students, I call it Luna's maxim, and
19 it may not be the more original thing in the world, but
20 there's a saying that says people make decisions to
21 benefit themselves. That's not always true, but people
22 make decisions to benefit people like themselves.

23 I have my values, you have your values and,
24 inevitably, the decisions I make are going to come out of
25 my value system. And if you share them, you may do better

1 if I'm the decision maker.

2 Hugh Hefner would not do well if the world had
3 been run by Mother Teresa, simply as that.

4 So, within that you might want to be able to
5 draw a district and say we need more, a better chance to
6 get an Hispanic representative, or an Italian American, or
7 a Filipino American.

8 If you draw the district solely for that and
9 there's no other argument for why you went from this block
10 here, 18 blocks down there, made a right and then put
11 these three houses in, you're going to run into legal
12 trouble and I can understand why that is a case. But it
13 can be a factor in what you're looking at, it just cannot
14 be the only factor in what you're looking at.

15 MR. AHMADI: Thank you, sir.

16 How much time do I have?

17 MS. HAMEL: Just a little over five minutes.

18 MR. AHMADI: Five minutes.

19 Could you share with me, or with us, what is
20 your favorite place in California and why?

21 MR. LUNA: Yosemite. I mean, just for natural
22 beauty you cannot walk into Yosemite without being just
23 overawed. I mean, as soon as you go on the back trails
24 and start hiking around it gets quiet, it gets beautiful.
25 You get away from the crowds over by Curry Village, buying

1 the ice cream and all that stuff.

2 And, yeah, my family and I have camped there on
3 numerous occasions. But as I've got older, making the
4 trek up and down the hills have gotten a little bit more
5 challenging.

6 So, number one, if I had any place to be in
7 California and that was the only place, I would go to
8 Yosemite.

9 Other than that, San Francisco, Fisherman's
10 Wharf. I mean, if you want seafood, a wonderful place to
11 be.

12 MR. AHMADI: Thank you, sir.

13 MR. LUNA: You're welcome.

14 MR. AHMADI: I don't have anymore questions.

15 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

16 MS. CAMACHO: Hello, Mr. Luna.

17 MR. LUNA: Hello.

18 MS. CAMACHO: In your application you made a
19 statement and I just kind of wanted to clarify it because
20 people on, seeing the video might not have read your
21 application.

22 You stated, "I am fully cognizant of the
23 prevailing and controlling constitutional provisions,
24 statutory law and judicial precedence as applied to voting
25 redistricting having taught and written about them for

1 many years."

2 My question relates to that. Could you describe
3 the statutes and judicial precedence of greatest
4 importance with regard to redistricting?

5 MR. LUNA: Voting Rights Act, you know,
6 compliance with strictly sections 2 and 5. The Supreme
7 Court cases, Shaw v. Reno, Shaw v. Hunt, Miller/Johnson.
8 You know, I was surprised by that in the 1990, when the
9 Rehnquist court basically put in those restrictions you
10 couldn't use just race.

11 You're not going to be benefiting just by race,
12 you're benefiting it by the majority, as opposed to the
13 minority, but I could see the logic within that.

14 California law I am not as roll-off-the-tongue
15 cognizant to it. I've read Proposition 11 and understand
16 where it's changed the statutes. The things it's added,
17 for example, the major change of changing all the Senate
18 districts have to be aligned.

19 I never did understand how we used to draw --
20 well, I knew how we drew Senate districts in the past, it
21 was simply to maximize party advantage.

22 And the way the statutes had been written prior
23 to Proposition 11, whatever party controlled Sacramento
24 had a largely free hand in drawing pro-partisan
25 boundaries.

1 Oh, and by the way, I apologize for that
2 sentence you wrote -- or you read, every now and then too
3 much jargon comes out of the brain. That should have made
4 another edit.

5 MS. CAMACHO: Okay.

6 MR. LUNA: I sounded like Al Gore talking about
7 the controlling legal authority, yes.

8 (Laughter.)

9 MS. CAMACHO: You state in your application,
10 also, that you are aware of major faults in California,
11 social and political map. Could you explain what you
12 meant by that?

13 MR. LUNA: If you've ever driven up the 99,
14 going toward Yosemite, because we'll come out of San Diego
15 and go the back route through Mojave and the rest,
16 beautiful drive, you'll see billboards up, which you don't
17 see if you're driving through downtown L.A., or through
18 San Francisco, United States out of the United Nations,
19 talking about a fluoridated water.

20 There is a more rural, more conservative base in
21 the Central Valley and in parts of the Imperial Valley.

22 You go to San Francisco, I always, effectually,
23 call Berkeley "The People's Republic of Berkeley."

24 Yeah, you end up with very different political
25 views and you get some concentration in particular areas.

1 For the most part, if you look at the typical
2 voter across California, they're not that extreme. But
3 because the process is so partisanized the people who talk
4 for California at the State level tend to be speaking
5 farther to the right or left than you see within the
6 public as a whole.

7 Another fault line, where money goes, where
8 money comes from. Northern California feels it sends its
9 money to Sacramento and then it goes down to San
10 Francisco, Los Angeles. San Diego always tend to feel it
11 doesn't get its fair share out of Sacramento.

12 You've got north/south interests. That was the
13 idea of dividing California up, one of the plans to cut it
14 north, cut in half, the Northern California versus
15 Southern Cal. The question, where do you put Berkeley --
16 or put San Francisco, because people up near the Oregon
17 border really don't want to be with San Francisco, but it
18 doesn't work without it, they're interdependent.

19 There's also the eastern divide. Again, you go
20 up the 5, you look at election results, it tends to be
21 very different depending on what side of the 5 that you
22 are on.

23 So, there are political, there's also tremendous
24 economic. We have an agrarian economy, one of the
25 greatest in the world, and a huge high tech economy

1 coexisting.

2 So, you name it, California has everything
3 America has to offer and with that, with all that
4 diversity can come division if you don't have a political
5 system that can help unite the community.

6 MS. CAMACHO: So, with that in that concept,
7 you've kind of explained that the Commission could help
8 with that. Do you think that is what they could do and,
9 if so, how could they do that or to ensure that?

10 MR. LUNA: See, now, that would be speculation
11 and many people who have favored such a redistricting
12 plan, as a nonpartisan commission to put together the
13 districts have been saying that should be the case.

14 Empirically we don't have a lot of evidence that
15 it will actually happen because, of the 12 states that
16 have commissions, all of them have a much higher degree of
17 political involvement in selecting the Commissioners than
18 the process developed by Proposition 11.

19 You've got other states thinking of adopting
20 what we do, depending on how well this works.

21 That being said, the theory would be if you were
22 to pick like a community, I don't know, take Fresno, if
23 you go around the urban and suburban areas of Fresno, you
24 probably get a more moderate voter than in the more rural
25 areas, for whatever the reason.

1 One thing you might tend to do is see, to
2 maximize Republican seats in the Central Valley, so you
3 can then maximize Democratic seats on the coast, you
4 figure out how to partition off the moderate voice and the
5 liberal voice in the Central Valley and do it with
6 Republicans more conservative.

7 And then on the coast you do the same thing to
8 Republicans so that they end up, while they're 30 percent,
9 35 percent, 40 percent of the registered voters in areas,
10 they're always just under that level where they could
11 actually advance a candidate.

12 So, the Democrat, whoever's going to run, has to
13 appeal to the primary Democratic voter who, because
14 moderate voters just don't turn out as much in primaries,
15 is going to have to skew to the left and the Republican to
16 the right.

17 I don't think that means that out of 80 Assembly
18 districts you will produce 80 competitive seats. There
19 are areas that are very cohesive and have a political view
20 and that is their right and in that community that's the
21 issues they'd want to advance, and their voice should be
22 heard in Sacramento.

23 But there are a lot of districts that could be
24 looked at in such a way that you are not drawing districts
25 that have no relationship to community, no relationship to

1 the population, or demographics, or to general interest
2 other than to provide enough solid primary voters for that
3 party to get somebody in the State Assembly or Senate.

4 So, I think it would add, to some degree, to the
5 competitiveness in California.

6 MS. CAMACHO: Okay. You've lived in San Diego
7 for quite some time?

8 MR. LUNA: Yeah, the early seventies. Moved
9 from Pennsylvania because my dad said he was never going
10 to shovel snow again.

11 MS. CAMACHO: So, you were in San Diego when the
12 2000 San Diego redistricting of the City took place. Were
13 you aware of what was going on, and did you take part, and
14 what did you learn from that, if you did?

15 MR. LUNA: I was not involved in the process
16 then. Of course, now, San Diego has a big issue because
17 it's adopted a new strong mayor system. Well, it
18 reaffirmed it and added to it, and they have to redistrict
19 out a ninth council district out of the existing eight.
20 That will be an interesting battle to go on.

21 The big switch was when San Diego moved to
22 district-only elections as opposed to at large elections.

23 And what you ended up with that was an attempt
24 to create, well, cohesive community districts, but you
25 also had, in our nonpartisan local races, some partisan

1 desire to see the San Diego, at the time, conservative
2 base maintain it's -- let's say it's advantage at city
3 hall, by drawing districts and attempting to push a large
4 hunk of the Latino population, for example, into the
5 eighth district, our southern most district, and it tends
6 to be the forgotten district. That area finally got its
7 own district and could elect somebody to the city council,
8 Ben Hueso, who is now the Council President.

9 But it still is always at the short end because
10 you have one council vote, which is supposed to be, for
11 the lack of a better word, the San Diego Latino vote. And
12 that's not right because every district in San Diego has a
13 strong Latino presence.

14 And so, it was things like that which become an
15 issue, which they're going to have to look at in the new
16 redistrict thing.

17 And when you carve out this new ninth district
18 are you going to try to carve and bring in areas of middle
19 class, or upper class, or working class, or more cohesive
20 communities. Like in our Claremont area in San Diego, you
21 have Tierra Santa, which is working to middle class, you
22 have working class areas in Claremont. But as you go over
23 the hill toward the ocean, you get more upper middle
24 class.

25 Do you want to partition them off that way or do

1 you want to keep them into one district? And I'm not
2 certainly exactly how they're going to divide that up.

3 MS. CAMACHO: During this time did you, since I
4 heard that they had some public meetings and stuff, did
5 you see any of those?

6 MR. LUNA: That year I was in Russia.

7 MS. CAMACHO: Oh, okay.

8 MR. LUNA: Yeah, '99-2000 I was in Russia and
9 2001 I was catching up from being in Russia. And I had a
10 reincarnation as a pundant around 2003, when the City
11 melted down. And I suddenly, for the first time, got a
12 lot of media calls, and that's when I started to talk to
13 the press, started to write for the Union Tribune.

14 So, prior to that I spent more of my time in the
15 classroom and looking, actually, at other issues.

16 Since then I've become much more cognizant of
17 it. Thought I have to say, now that we've passed that
18 strong mayor system and they have to redistrict, how
19 they're going to do it is still kind of cloudy.

20 MS. CAMACHO: This Commission has a very tight
21 timeframe, as you know. How would you, if you were a
22 Commissioner, ensure that the timeframe was met?

23 MR. LUNA: Red Bull.

24 (Laughter.)

25 MR. LUNA: And get a nice, ongoing account at

1 Starbucks.

2 The most important month of the Commission is
3 going to be its first month, when it's going to come
4 together, everybody's got to meet each other, figure out
5 who's got what skills to do what, organize the office,
6 organize the consultants and the rest, and figure out what
7 we should be doing for meetings, where in the State should
8 you be traveling. Set that itinerary as far in advance as
9 you can so that the members of the Commission can also
10 plan out their regular lives to accommodate to it.

11 And then during the summer, as you gather the
12 data, you get the public feedback, drawing the maps,
13 crunching the data, and coming out with a plan that the
14 Commissioners can support.

15 You know, I believe that you need to have -- I'm
16 not sure of the statistics out of 14, but about two-
17 thirds, you've got to have nine or more Commissioners to
18 support.

19 If you really want this to fly, though, the
20 whole package, the closer to unanimity you can get for the
21 whole package, the better.

22 They'd have to disagree on individual ones, but
23 they need to work together the whole package.

24 But beginning and end is going to be
25 extraordinarily busy and then everything in between will

1 just be insane.

2 MS. CAMACHO: That's all the questions I have,
3 thank you.

4 MR. LUNA: Thank you.

5 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

6 MS. SPANO: Thank you. Good afternoon.

7 You mentioned earlier about how you moderated
8 debates in San Diego, for the city council, and
9 nonpartisan. Can you describe that for us?

10 MR. LUNA: In the past I've moderated debates
11 for mayor back in 2006 -- no, I take it back, 2008.
12 Moderated debates for some locals, City of Coronado, for
13 their city council race. And I moderated six debates.

14 There were two others, and I can't pull them
15 together, but most recently I did six debates for the
16 Catfish Club, which is a Reverend Walker Smith's Social
17 Organization in San Diego. It dates back 50 years, it has
18 strong attendance from the African American community, the
19 Latino community, the San Diego business community.

20 Reverend Walker asked, through my Chancellor,
21 because I've appeared at them numbers times to talk about
22 elections, if I'd moderate. And when you're Chancellor
23 asks you, of course you're going to moderate.

24 And I got to do sheriff, city council, State
25 Assembly, State Senate, two different city council. All

1 told there were six debates. County Board of Supervisors.

2 The fascinating thing in doing a moderation is
3 that you have to learn that you're not the attraction.
4 Your job is to be up there and run a balanced show,
5 everybody gets their time.

6 Your job is to start the discussion by coming up
7 with questions that all the candidates can fairly ask.
8 The audience will hand in, always, little cards with their
9 questions, and there's always going to be cards intended
10 as a ringer, a softball to one candidate or to attack
11 another candidate. And I'm not going to use those because
12 I want something that can go to everybody, but I will take
13 the basic essence of that question and turn it into
14 something that is more generic, that each of the
15 candidates would have a chance to answer.

16 And then ask good follow-up questions. The most
17 important thing in moderating a debate is that your
18 audience walks out more informed than when they came in.

19 The candidates are trying to sell themselves,
20 your job is to try to be sure that enough good information
21 reaches the audience to make it worth their time.

22 MS. SPANO: Okay. How do you see yourself
23 applying this experience to Commission work?

24 MR. LUNA: Well, in the public hearing process
25 you're going to be listening to people from across the

1 State, and you're going to want to be able to engage in a
2 forum where everybody gets to express their viewpoint, and
3 then select from that the stuff that's important, that is
4 necessary to be able to do the job of the Commission.

5 I'm not the biggest fan of public forums when it
6 comes to issues like this. Like city council meetings.
7 My own prejudice is you get the gadflies and the few
8 people who will try to hog the mike, and talk, talk, talk,
9 talk.

10 You need to control the meeting process, move
11 things along with that, and understand that while the
12 people who show up at a forum are very important, they
13 don't speak for everybody in California because everybody
14 in California doesn't have time to go to the forums.

15 But in the forums, be able to put aside whatever
16 partisan interests you have in terms of what a person in
17 the audience may be saying that, you know, you really just
18 don't agree with. Still, you want to hear what they're
19 saying, otherwise not invite them.

20 So, you must treat them with respect, get the
21 information from them, and also know how to control time
22 and move things along, and try to get to the important
23 stuff in the meeting.

24 MS. SPANO: Thank you.

25 Is this kind of the same philosophy you apply

1 when you're chair, when you have meetings with your other
2 chair --

3 MR. LUNA: Well, when I used to be Chair of
4 Chairs, and then the Senate, when all the faculty would
5 come together, inevitably, there's two to three people
6 who, when they get the floor, they're going to go that way
7 on a topic you've been talking about for 20 years and
8 you're never going to resolve. And you let them have a
9 little say and then you say, okay, we'll put that off to
10 the side, now, and now we'll move on with the right
11 business.

12 Every now and then, though, many of those people
13 who are gadflies, also, they know the system pretty well
14 because they pay so much attention to it, and you can
15 really discover some interesting things you didn't know
16 about.

17 So, when you're like dealing with the chairs,
18 one of my biggest things was to make them feel better
19 about themselves and to contain revolutions that would
20 break out every now and then. You know, we're not in an
21 animosity with the administration, everybody's got their
22 job to do, how can we work so that everybody feels that
23 they're part of the process?

24 And too often, when we're trying to, in our
25 personal and professional lives, get things done we cut

1 corners. And when you cut corners, you sometimes cut out
2 people and that is the source of a lot of conflict.

3 MS. SPANO: Okay. Tell us how you provide the
4 middle voice related to media commentary when you provide
5 balance to positions to the left and the right?

6 MR. LUNA: For example, I was just asked
7 yesterday, day before, haven't even heard the interview,
8 in San Diego they finally voted to put through a sales tax
9 increase. It has to go to the voters. A quarter or a
10 half-cent sales tax. The City's facing a \$100 million
11 shortfall, this will close some of it and all.

12 One of the ways I tend to be a more moderate
13 voice is a pox on both your houses, because both the
14 Democrats and Republicans on the council have
15 systematically avoided the pain that they have been
16 causing by not balancing their books and doing the hard
17 things that need to be done.

18 Republicans don't want to vote for the sales tax
19 increase, the Democrats have a hard time cutting the
20 spending.

21 So, I can be universally condescending, I guess
22 it would be, and show fault on both sides. But also the
23 mayor, who's a Republican and one of the chief members of
24 the council, Donna Frye. I call her, in my writings,
25 Darling Donna Frye and Gentleman Jerry Sanders. They

1 actually worked out this plan and that's a nice
2 compromise, they were able to work together.

3 And one of the questions I was asked was what
4 about their relationship that, you know, they were rivals
5 in the mayoral race and the rest, and I could lay out the
6 background of that with each party because I've talked to
7 both of them, what each party knows what's happening and
8 try to be balanced in the approach of it.

9 MS. SPANO: Okay. Is this an approach you'd
10 probably take on the Commission, if you had Commissioners
11 with strong opposing views?

12 MR. LUNA: Most certainly. I mean, when I say
13 I'm independent, I haven't registered with one political
14 party or the other, it doesn't mean that I don't have
15 political viewpoints, things I think are right, the things
16 I think were wrong.

17 I think some of the things Ronald Reagan did
18 were great and other things were lousy. And the same
19 that, you know, that I think the New Deal, in general, was
20 much better than alternatives there could have been at the
21 time. So, I have a viewpoint.

22 But for the most part that's not relevant to the
23 real job of the Commission, which is figuring out what is
24 a workable definition of community, how are we going to
25 develop voting communities that will function and, if

1 possible, create more moderation, less elections which are
2 resolved in the primary, and figure out what groups really
3 are under-represented, or their voice is too diluted and
4 how can we fix that?

5 MS. SPANO: Okay, thank you.

6 What hands-on experience do you have working
7 with California communities of interest?

8 MR. LUNA: As a community college professor, and
9 first start in my classroom as the micro level. As I said
10 before, in our program we teach all of the City of San
11 Diego, so I've taught in every socioeconomic venue within
12 the City.

13 And it's interesting to see difference in
14 attitudes among students, difference in problems and
15 concerns.

16 At the more affluent schools they can do the
17 internet and they have all the computer things.

18 Back in the day, when we first started with this
19 stuff, you couldn't do that in the less affluent schools
20 because the kids didn't have access to things. So, how do
21 you deliver the same quality to that.

22 Within the community college system there is no
23 more diverse educational environment in the world than the
24 California community colleges, another example of
25 government done correctly.

1 Though, a little plug, it would be nice if
2 somebody here would give us more money for all the things
3 we need to do for all these students.

4 You have all different manner of recent
5 immigrants, students returning to work, older students
6 coming in. I am told, and given the invitations I get to
7 speak around town, I seem to be able to communicate to
8 audiences, whatever the audience is. And older audiences,
9 in particular, I seem to be able to relate to and speak to
10 them. But then I spend my days with 18 and 17 year olds,
11 and I can relate to them.

12 So, being able to understand what's important to
13 people, what their life experience is, the jokes I use
14 when I'm with an older audience, referencing pop music and
15 the rest, are different than the ones I use with my
16 students, like M.C. Hammer. Yeah, that's still jiggy,
17 isn't it?

18 But, you know, I talk to my students and try to
19 not talk down to them, but to talk to them and engage
20 them. Plus, having four daughters helps with that.

21 MS. SPANO: I'll bet it does.

22 Describe how your experience affects your
23 recognition of how the State benefits by having all the
24 demographic characteristics, from all geographic locations
25 participate in an electoral process.

1 MR. LUNA: Again, that little maxim of mine,
2 people make decisions to benefit people like themselves,
3 doesn't mean that if you were an old white person you
4 would not be able to look after the interest of a young
5 Latino person, or vice-versa.

6 But if you are in one group, you may not know
7 all of the particular life experiences of another group,
8 what's important to this group.

9 You don't have to have a Legislature that is
10 exactly demographically balanced to the population. You
11 do need to have all the voices at the table. You need to
12 get people in there from different age groups -- well, no
13 matter what, it's going to be 40, 50 and above, for the
14 most part.

15 But who represent different demographic
16 interests, linguistic, immigrant experiences and all the
17 rest, who can at least get a good discussion going.

18 And within that, my corollary to my maxim is
19 when you try to limit the power of powerful people, the
20 powerful people will try to get around the limits.

21 This measure, if done correctly, will
22 redistribute some degree of power in California. It's not
23 going to revolutionize it, but it will give some groups
24 more of a voice, which means others might get less of a
25 voice, and there will be blow-back to that. And you got

1 to figure out how to show this is a benefit to everybody.

2 MS. SPANO: Okay, thank you.

3 Describe the best and worst experience you've
4 had while participating in group decision making and what
5 role did you play in managing the conflict and conflict
6 resolution?

7 MR. LUNA: Gee, best and worst. Worst was the
8 outcome of the Chechen process. While it was exciting to
9 be involved and the rest, to actually have sat at a table
10 with people who were later killed, that's kind of a
11 sobering experience that you don't typically get, you
12 know, living the comfortable life of an academic, you
13 know, in the classroom.

14 So, the fact that we couldn't do more with that,
15 that upset me. But on the flip side, there are things
16 that are way beyond anybody's control because that's just
17 the way the process played out.

18 More directly, managing people and dealing with
19 people in my role as Chair and as Senate President, and
20 Chair of Chairs, every now and then you have to tell
21 people things they just don't want to hear. You have to
22 make decisions and allocations of resources or personnel
23 that somebody's not going to like.

24 I had to let go a bright adjunct we had because
25 of a budget cut and you have to sit them down and tell

1 them that it's not you, if I could do anything else, I
2 would have kept you. The worse part of my job is when we
3 have to let somebody go.

4 You know, because if we went to the effort to
5 hire them, they've got to be good because we wouldn't have
6 hired them otherwise.

7 So, that's toward the bottom.

8 The best, I'll tell you from a personal
9 professorial approach, the best is when you look at your
10 students and you realize that you have taught them, and
11 they can come up with something that coming in the door
12 they couldn't have come up with.

13 At the administrative level, the best is when
14 people who are contentious in a meeting can walk out of
15 the meeting and have a cup of coffee and still like each
16 other.

17 If you can manage debate within your community
18 such that we can disagree, but we'll still be a community,
19 you're doing well. When that breaks down, you can't
20 govern.

21 MS. SPANO: Yes, yes.

22 Describe for the Panel the issues you're aware
23 of regarding public confidence in the integrity of the
24 redistricting process?

25 MR. LUNA: The Proposition 11 passed by a really

1 narrow margin. You know, you're talking 50.9 percent.
2 You've got Prop. 27 that seeks to roll the whole thing
3 back. Meanwhile, you've got Prop. 20 that wants to expand
4 it and include the Congressional districts in it. And if
5 it goes to the Congressional districts, that's a whole
6 'nother kettle of the level of effort and the rest that
7 will have to be done, and a lot more contention will come
8 into it.

9 One of the arguments that was used to defeat
10 Arnold Schwarzenegger's attempt, the Governor's attempt to
11 introduce a new redistricting plan, was that his plan had
12 called for a Commission of Judges.

13 And what you heard from the opponents were this
14 is not legitimate because they're not elected, they're not
15 accountable. Accountability is an issue.

16 The Commission members can't be fired by the
17 public if the public doesn't like their job. That will be
18 a source, that you have to show them that, you know, you
19 don't have to always vote for everybody in government for
20 a government to do its job. You can always vote to change
21 this, you voted for it, and the Commission, if it does --
22 works in good faith and transparency, should be able to
23 accomplish its basic mission.

24 I think it was William Buckley who said that he
25 would rather be governed by the first 15 names out of the

1 New York phonebook than 15 names off the Harvard faculty.
2 In other words, average people know something about it.

3 I think I would rather redistricting be done by
4 15 names picked at random out of the phonebooks of
5 California, than by the State Legislature, because you
6 know how that is going to play out in terms of
7 partisanship.

8 But the people in that, professional
9 politicians, whatever you want to call them, understand
10 what a threat this is to the way of life and if they can
11 figure out a way to change it, they're going to try to
12 change it.

13 MS. SPANO: Yeah. What factors are within the
14 Commission's control to positively and negatively affect
15 the public confidence?

16 MR. LUNA: Transparency, being sure that at all
17 times the Commission is meeting all the requirements of
18 open meetings, it's not advancing agendas that are in
19 violation of the various codes and statutes, not violating
20 the Voting Rights Act.

21 That Commission members don't start sending
22 stupid e-mails to each other that get intercepted, that's
23 always a problem in this modern day and age.

24 But most importantly, just to be able to explain
25 to the public, in an open and forthright manner, what

1 they're doing. Because most of the public, when they
2 voted for this, the majority of the public, if you add in
3 who didn't vote and who voted against it, didn't vote for
4 this. You're going to have to explain, there's going to
5 have to be press conferences, there are going to have to
6 be public meetings around so the public understands that
7 this Commission is trying to work in their interest.

8 And it's an experiment, if it doesn't work, the
9 public can change it back.

10 MS. SPANO: Uh-hum. What can the Commission do
11 to manage the factors that are not within the Commission's
12 control?

13 MR. LUNA: The concept of prayer comes to mind.
14 (Laughter.)

15 MR. LUNA: What you can do is try to influence.
16 What you can't control, you try to influence, again by
17 sharing information, identifying, also, where is the
18 necessity. Groups who have a positive role to play in
19 this process and will provide support, run interference
20 for you, if necessary. And work with your staff, work
21 with the various resources the State provides to you to be
22 able to do the job that you were assigned.

23 MS. HAMEL: Five minutes.

24 MS. SPANO: I'm sorry, five minutes?

25 MS. HAMEL: Yes.

1 MS. SPANO: Okay. Describe the concerns and
2 issues affecting the citizens in the area that you live
3 in, in the Southern California region?

4 MR. LUNA: Water is always a big one. You know,
5 San Diego has been under water restrictions, that's one of
6 those fault lines between Northern California and Southern
7 California.

8 The economy, which affects everybody right now.
9 But San Diego, I was just reading that the housing market
10 is now project to climb another nine, ten percent in the
11 first quarter of next year, so I think there's a good
12 chance we may be slipping, at least locally, and statewide
13 into another recession, so that's an issue.

14 Immigration is, interestingly, not a hot button
15 issue in San Diego. For as diverse as -- and I think it's
16 one of the nice aspects of San Diego being a fairly
17 diverse and reasonably integrated community that way.

18 We do have issues in terms of equity, certain
19 areas of the City tending to be more people of color,
20 simply, which is I guess common across the country, don't
21 live as well as in the whiter, northern part. And trying
22 to keep the northern part of the City feeling connected to
23 the southern part of the City.

24 La Jolla, California, a very wealthy, the area
25 of San Diego, ten years ago -- no, 20 years ago, now,

1 wanted to secede, form it's own little town, because then
2 it could capture it's own tax revenue. That's kind of
3 died down.

4 But then there's all the basic issues that
5 affect Californians, how are you going to get the money
6 that San Diego sends to Sacramento back down fairly? San
7 Diego tends to get less money back than it sends in.
8 Those are issues that raise concern.

9 That and the fact that the City keeps on heading
10 toward bankruptcy.

11 MS. SPANO: Really.

12 MR. LUNA: The county's doing good, but the city
13 is not.

14 MS. SPANO: What's the biggest issue with regard
15 to that and the cause, you think?

16 MR. LUNA: Well, the cause is simple. When
17 people say that they don't like government, they mean they
18 don't like other people's government. The part of
19 government that they get, they like. They like their
20 libraries, and their police departments, and their
21 schools. They like the subsidies to their various local
22 interests.

23 But during the flush times, after the dot com
24 boom and then with the housing boom, revenues were coming
25 in, you could write a lot of checks out.

1 One of the other issues that everybody is
2 dealing with is how do we pay for old people. Old people
3 have betrayed us all, they don't die anymore. They just
4 keep on going in their seventies, eighties and nineties.
5 I want to be an old person, I want to live a long time.

6 We have not, as a society, set enough -- away
7 enough money, particularly to meet the promises that we
8 have made for, you know, long-term retirement and
9 healthcare. I think the City has a billion dollars
10 unfunded healthcare liabilities for its retirees.

11 So, one of the issues is, well, let's take away
12 benefits from City workers, let's roll them back. Except
13 they worked in good faith, that's not fair to roll it
14 back. But if you don't do that, maybe we'll give new
15 workers less.

16 Whenever you do that, that doesn't work well.
17 Well, maybe we'll raise taxes a little bit. We don't want
18 to raise taxes.

19 Maybe we'll close a fire station, everybody
20 yells. No one has figure out an adequate solution to
21 that.

22 I mean, indeed, they have not really admitted
23 how deep the problem was. Just a year or two ago the
24 council was talking about how they've survived all of
25 their problems, even though a -- a grand jury report said,

1 you know, bankruptcy, you may not have to go there, but
2 start reading up on it.

3 MS. SPANO: Okay. So, there are serious issues
4 down there?

5 MR. LUNA: And it's serious across the State.

6 MS. SPANO: Yeah. These are the types of issues
7 you think the Commission's going to be hearing about as
8 you draw the lines?

9 MR. LUNA: I don't think you'll be hearing as
10 much about practical political issues as that, as you'll
11 hear more about sense of community. You'll hear about
12 what's this going to do to my sense of self, and who I am,
13 and who are you guys really going to benefit?

14 You say you're nonpartisan, ha, ha, ha, that
15 means you're going to try to help this group and not let
16 this group know about it. You need to be able to
17 establish trust with people that you're just trying to do
18 the best job you have.

19 And I think that's where you'll get a lot of the
20 blow back, but you also have the vested political
21 interests that, you know, you would think the Republican
22 Party would be strongly endorsing redistricting, because
23 anything would do better than their perpetual minority
24 status.

25 But if you're a member of the Legislature and

1 you have a safe seat, a safe seat's better than a
2 competitive seat.

3 I don't see that applies to all members of the
4 Legislative Branch, but it is an issue that will have to
5 be dealt with.

6 MS. SPANO: Okay. Thank you.

7 MS. RAMIREZ-RIDGEWAY: Panelists have follow-up
8 questions?

9 MS. CAMACHO: Not at this time.

10 MR. AHMADI: No.

11 MS. RAMIREZ-RIDGEWAY: I have a number of
12 questions. How sensitive are you to the plight of the
13 poor and under-represented?

14 MR. LUNA: When you look at the students I
15 teach, you know, I get in the car and I will drive from --
16 at one point I was driving from Morris High School, which
17 is in southeastern San Diego. I remember one morning I
18 was in the faculty parking lot early, and I was reading
19 the newspaper discussing two gangland drug related
20 shootings at Morris High School over the weekend. And I
21 lower my paper, there's the police tape, they'd been
22 killed right in front of where I was parked.

23 Then you get in the car and you drive 20, 30
24 minutes over the hill and you're at Henry High School, and
25 the more affluent, upper middle class, Del Cerro

1 community.

2 And I look at it and I say why? Why would one
3 community -- why must one community be poor and the other
4 community rich? I want everybody to be rich. I love
5 rich, rich is good.

6 We fail as a community when we don't provide the
7 access to everybody to move up. Because I think it was
8 Harry Truman used to remark about desegregation, "If
9 you're going to keep a black man in the gutter, there's
10 got to be a white guy down there holding him down."

11 When people are poor, it's terrible for
12 everybody else. Capitalism hates poverty. Capitalism
13 wants everybody to be right. The problem is a lot of
14 people who play the game of capitalism want to be little
15 kings and they're not moving the money around effectively.

16 So, I'm sensitive at an abstract level to that.

17 I also, you know, for a time lived poor because
18 in between -- I mean, never poor poor, but between -- or
19 during the graduate school days had no health insurance,
20 had two babies without health insurance. My wife had a
21 gallbladder undiagnosed by the doctor we were going to,
22 she almost died, all because we didn't have adequate
23 health care at that time.

24 One of the things I guarantee is my kids, they
25 get healthcare, whatever I have to pay, they get it.

1 A lot of people, their best healthcare's going
2 to be an emergency room. Well, you can say at least it's
3 something. Something's not necessarily good enough.

4 So, I have experienced a little bit of poverty,
5 but I have been very fortunate in my life. My parents
6 grew up poor. They came through the Great Depression when
7 they didn't -- you know, bread was a nickel, and a movie
8 was a nickel, and the State of Rhode Island was a nickel
9 and they didn't have two nickels to rub together.

10 And they taught me the appreciation for what you
11 have. That when you get something good, when you're
12 leading a good life it's not because you're special, it's
13 not because you deserve it, it's because you have been
14 lucky and fortunate. And one of your responsibilities is
15 to try to do something to help the community at large.

16 Now, I make light of it that community means
17 Ohana, no one's left behind, but that's what it means.
18 Otherwise, we're the poly, a bunch of people running
19 around and not working cooperatively.

20 MS. RAMIREZ-RIDGEWAY: So, how do you apply that
21 philosophy to the Commission's work?

22 MR. LUNA: One of the important things the
23 Commission must be looking at when it's drawing boundaries
24 is that you give everyone a voice. It's the little name
25 that this Commission's been using, "we draw the lines,"

1 you might also throw in "we give voice." It's a chance to
2 give people, who may not have because of the way their
3 various boundaries are driven, have as effective a voice
4 as what they need to get the things from the government,
5 that as part of government, as part of the community they
6 deserve as much as anybody else.

7 Now, socioeconomic justice is not the only thing
8 the Commission can look at. It has to look at, you know,
9 continuity of geography, it has to look at issues
10 regarding -- well, you can't rule out the partisanship
11 within areas that if you have an area that's predominantly
12 Republican, to divide it up into 16 swatches with other
13 areas may not form true communities.

14 But to create communities and, again, until you
15 get the data, look at the maps and really get into it,
16 it's going to be more challenging than simply saying it.
17 But to create communities which better represent the
18 diversity of California may give a better chance for
19 impacted communities to move up a little bit.

20 MS. RAMIREZ-RIDGEWAY: I want to turn to your
21 application and I just, actually, have a clarifying
22 question.

23 You indicated, in response to essay one, that
24 you've done some things in the field of politics in your
25 professional life. And I wondered what those were? Is

1 that in reference to your political science education
2 career or do you have a political background?

3 MR. LUNA: I've never run for elected office,
4 except for helping George Azar get elected senior high
5 school president at Mira Mesa High School.

6 I've never -- well, I've put up signs for
7 people, like in our community and all that, but I've never
8 like advised -- well, I take that back. Occasionally,
9 some people running for office have asked my opinion, what
10 should I do for this, what should I do for that, and I've
11 given them my advice.

12 MS. RAMIREZ-RIDGEWAY: What kinds of people
13 running, for what kinds of offices?

14 MR. LUNA: Oh, a State Assemblyman, who I knew,
15 was asking for like his ad campaign. And his last name
16 rhymed with Barack. So, I said, well, you know, you're
17 running as a Democrat, it's a no-brainer. You know, it's
18 vote for me, and cast one for Block, vote another for --
19 cast one for Barack, case one vote again for Block. I
20 gave him an idea.

21 A Republican running for -- a nonpartisan race,
22 but running for mayor of Coronado, gave an idea of what
23 you might do in a campaign. Never for money for that.
24 That was just sit over a cup of coffee and express things.

25 MS. RAMIREZ-RIDGEWAY: So, are those -- you're

1 friends with them and they happened to pick your brain?

2 MR. LUNA: Yeah, just they'll be more informal
3 friends.

4 Now, I was politically involved in our community
5 when they wanted to close our street and we didn't want
6 our street closed, so we got the petitions together,
7 organized the community groups, advocated before our city
8 council and we won that one, they didn't close the street.
9 Had to do that a couple of times. So, things like that.

10 I was, back in '92, when Ross Perot was running,
11 I thought it would be interesting to get a third party, so
12 that was the one time I was actively involved in politics,
13 in that I was part of the petition movement in my
14 community just to get the guy on the ballot. And then he
15 went deranged and the whole thing fell apart.

16 So those -- I did do consulting work for a group
17 in San Diego, which wasn't actively political, but they
18 were looking with an idea to get a new airport built, a
19 new location for an airport. And all they wanted was for
20 the local airport authority to listen to them and they
21 couldn't get them to listen to them.

22 And they came to me and asked ideas, and I
23 consulted with them and came up with a plan to go to
24 community groups around San Diego, get the idea out there,
25 get people talking about it and maybe that would put

1 pressure on the elected body to at least hear their idea.

2 Then, when they got their patent on their
3 planned design, the Union Tribune leaked the story and the
4 whole thing died.

5 But that's pretty much my only direct political
6 experience, other than writing about it, and commenting on
7 it, and doing debates.

8 MS. RAMIREZ-RIDGEWAY: So, do you have ongoing
9 personal relationships with members of the Legislature, or
10 the Governor's office, BOE, or their staff?

11 MR. LUNA: I don't know anybody in the
12 Governor's office, except I like the -- some of the
13 Governor's movies. I think Last Action Hero was terribly
14 underrated.

15 At the State Legislative level, I know one State
16 Legislator, Marty Block, because he was the Chairman of
17 our Board at the Community College District. So, I would
18 sit down at dinners every now and then with him, so I knew
19 him through that.

20 And I know a couple of the State Legislators
21 from San Diego through debates and public forums, nothing
22 personal.

23 MS. RAMIREZ-RIDGEWAY: So, what would you do if
24 one of them approached you to talk about the -- called you
25 at ten o'clock on a Friday night and said, hey, let's talk

1 about those maps?

2 MR. LUNA: Well, I would imagine at some point
3 will be sitting down with our legal counsel and going
4 through the ethics provisions of what you can and cannot
5 do, and I would imagine any sidebar discussion with an
6 elected representative has got to be pretty high up on the
7 list of not do.

8 So, they called at that point. More than
9 likely, if they're calling me late at night on Friday, I'm
10 already asleep, so I'm not taking the call.

11 And I'd refer it immediately to counsel and let
12 them know when the contact was made.

13 You know, those are the things that you also
14 like learn in the classroom, when somebody inappropriately
15 approaches you, for their protection and your protection
16 you report it to your EEOP office, you report it to your
17 dean, you get the written record out there.

18 You know, you cannot have -- you don't just blow
19 it off, you don't just say, oh, I can't talk to you. You
20 need to have it documented at some point, in case it comes
21 back at the Commission. Anything that smacks of
22 impropriety is going to be used against the Commission.

23 MS. RAMIREZ-RIDGEWAY: I don't know if you can
24 answer this question, it came to my mind when you were
25 talking about having been in Russian for a year.

1 California has some communities with a large
2 influx of Russian immigrants. And I wondered what issues
3 are important or most impact them, and how those are
4 either the same or different from some of our racial
5 minority groups, how they might be affected by the
6 Commission's work? I know that's a lot of questions.

7 MR. LUNA: No. I have only peripheral
8 relationship to the Russian community in San Diego, I knew
9 a few people who run restaurants and things like that.

10 The typical, from what I can tell, from having
11 talked with students and the rest, I just had a student
12 from Russian in my class last year and we got to share
13 experiences and talk about things, it's the typical
14 immigrant issue of getting established. You know, getting
15 your job, getting your kids self-assimilated into the
16 community.

17 But also the ties back home, you know, because
18 things aren't always going as well in Russia as one might
19 hope, so there are concerns from that.

20 I don't think that the experience of the Russian
21 community, as an immigrant population is different in kind
22 or different in form from that of other immigrant
23 communities. But there are certain issues they're much
24 more sensitive to, Chechnya, the Balkans, Russia's role in
25 the world, declining role.

1 I'm not sure how any of that really plays into
2 public policy decisions at the State level, though.

3 MS. RAMIREZ-RIDGEWAY: Okay. I noticed, in
4 looking at your application, that you actually teach or
5 taught simultaneously at the University of San Diego, as
6 well as San Diego Mesa College, which I assume is a junior
7 college?

8 MR. LUNA: Yeah, Mesa College is a community
9 college, the largest community -- or second largest
10 community college district in the State.

11 MS. RAMIREZ-RIDGEWAY: So, in teaching at those
12 two different types of learning institutions, what are
13 some of the differences between the students you encounter
14 at both places and what are your thoughts about those
15 differences?

16 MR. LUNA: Well, I teach at Mesa College full
17 time, I'm a tenured faculty member there, I've been there
18 for 20 years. And for the last 10 years I'll teach, on
19 occasion, at USD. Partly because it's extra classes, I've
20 got four kids going through college and the rest, money's
21 always good to make. And I also get to teach things other
22 than what we normally teach.

23 Our community college repertoire is general ed.,
24 lower division poly sci., and American government, into to
25 political science.

1 At USD I've taught international political
2 economy and international relations. It's an interesting,
3 different level. I've managed to teach -- got to teach
4 several master's sections, which is interesting.

5 Now, when it comes to like the students
6 involved, I've taught at Mesa College day and night. The
7 day students are divided between those who are trying to
8 get through a two-year degree and go on to college. Those
9 who are going to do two years get what skills they can and
10 go out in the workplace. Those are just trying to decide
11 what they're going to do with their life.

12 Night classes, you will get 30, 40, 55, 60 year
13 olds coming in for retraining. I'll tell you, talk about
14 the best students you're going to get, give me a 55 year
15 old back in the classroom. We really shouldn't go to
16 college until we're 40, that's when we seem to know enough
17 to do it well.

18 In my high school program, I teach the best
19 students in the city schools, which is a nice advantage,
20 in terms of how far you can push them. Some of my
21 students are going to Harvard, and to Berkeley, and to
22 Stanford. They're going to the UCs and the States. But
23 we teach, again, in very demographically diverse
24 neighborhoods and each one has something to offer to it.

25 I mean, my students at Morris always have the

1 problem of not having the resources and the, like all the
2 college level courses going up into taking my class that
3 students at La Jolla are going to have. They made up for
4 it by trying really, really hard. And it was just a
5 delight to teach those classes.

6 University of San Diego, the freshmen, they come
7 in a -- there's a variety of students there, but they're
8 mostly middle, upper middle class, upper class students
9 coming through. And there's a different sense of what
10 they're going to be doing with their lives and degrees
11 than you see at the more impacted schools.

12 Students at USD assume that life's generally
13 going to work out for them.

14 Students at some of the other schools I teach at
15 can't make that assumption, and many of them are the first
16 kids in their families going to college.

17 So, it's wonderful to have the experience of all
18 kinds of different students.

19 Now, at the end of the day the course is the
20 course, my lecture is -- I give the same lecture to
21 everyone, the same tests to everyone, the same evaluation
22 to everyone.

23 But the different things you can bring out in
24 conversation, very interesting.

25 MS. RAMIREZ-RIDGEWAY: Can you expand a little

1 bit on that?

2 MR. LUNA: Well, when the Rodney King case came
3 down, I was teaching at Morris High School, and we did a
4 around -- I went to all my schools and we would just sit
5 around and talk about our justice and all that.

6 And at the more affluent high school it was a
7 more abstract discussion about the law and politics.

8 Morris High School had one fellow, a very bright
9 kid, he was African American, and he was talking about
10 being pulled over by the police just for basically being
11 black while driving.

12 And he said, you know, the first two, three
13 times it happens to you, you're mad. By the fifth, sixth
14 time you just let's get this over with as soon as we can
15 and all, and they put the little things on you, and they
16 put you on the curb and then they let you go.

17 And I'm thinking, you know, when I'm at the
18 airport and it takes too long to get through security, I'm
19 ready to sue.

20 Subway or Starbucks doesn't get my order right I
21 got to remember this person's just trying, but you have a
22 sense of entitlement like, ah, I should be treated better
23 than that.

24 You know, if a cop pulled me over where I live,
25 and handcuffed me for no good reason, I'm calling a lawyer

1 after that.

2 It's a very different experience people have.

3 And one of the things I try to communicate to my
4 students across the board is that old, walk in another
5 person's moccasins. You have to understand different life
6 experiences because you're in the same boat as these
7 people, whether you acknowledge it or not.

8 MS. RAMIREZ-RIDGEWAY: Do you think your
9 teaching experiences have sort of given you that unique
10 opportunity to walk in other people's moccasins, at least
11 vicariously?

12 MR. LUNA: At lease vicariously. It's made me
13 more sensitive to the different realities people face.

14 Yeah, it's teaching is a great reward to the
15 instructor, done rightly, because it makes us grow as
16 people, we can learn things from it.

17 Now, there's always the old expression, "those
18 who can't do, those who can't teach." And those who can't
19 teach, teach PE, according to Woody Allen.

20 (Laughter.)

21 MR. LUNA: One thing that I find with the
22 opportunity, should I be allowed with this Commission, it
23 would be a fantastic opportunity to be out in more of a
24 real world environment and apply many of the things that
25 I've learned in the classroom, and then I get to bring

1 this back to my students.

2 You know, this is a fantastic teaching moment
3 for what I can then share with the next generations as
4 soon as I have -- until I make it to retirement. And
5 since my retirement is guaranteed by the State of
6 California, I can sleep well at night.

7 MS. RAMIREZ-RIDGEWAY: I think I just have a
8 couple more questions, but I don't want to hog the mike.
9 Are you guys still okay?

10 MR. AHMADI: You're doing fine.

11 MS. CAMACHO: Yeah.

12 MS. RAMIREZ-RIDGEWAY: You talked a little bit
13 about how important it is for the Commission to get it
14 right, and if they get it right, they might get sued.

15 I think one of the things that I've learned in
16 the process of my exposure to redistricting is that you
17 might get sued even if you do it right.

18 So, I'm wondering how comfortable you are with
19 the prospect of being either named a defendant or
20 participating as a defendant in litigation?

21 MR. LUNA: Well, that's going to be part and
22 parcel of the process because you're right, it's not a
23 question of if there's going to be lawsuits, there will be
24 lawsuits. The question is how much validity they'll be
25 able to build on.

1 And if the Commission does not do a good job of
2 dotting its I's and crossing its T's, it will make its
3 job that much more comfortable.

4 Now, like most people, I just live for the
5 chance to be named to a lawsuit, that will be a
6 fascinating, wonderful experience. I'm being completely
7 facetious.

8 (Laughter.)

9 MR. LUNA: It will be something that the members
10 of the Commission will have to be appraised of by counsel,
11 and understand what the liabilities are, the fees, and the
12 costs, and all the rest, so that they can be able to
13 prepare for this.

14 I don't actually know how that would play out,
15 since I'm not being a part of that, you know, when you're
16 a Commission member and you're named in a lawsuit, how
17 much you have to give for private counsel versus other
18 counsel. I'll have to ask my lawyers about that.

19 MS. RAMIREZ-RIDGEWAY: Don't worry about that
20 now.

21 MR. LUNA: Good.

22 (Laughter.)

23 MS. RAMIREZ-RIDGEWAY: I just have one final
24 question for you. In reading your application and
25 listening to you talk today, it's really clear that you

1 have a pretty good understanding of the applicable laws
2 and that you've had some exposure to the cases related to
3 redistricting, including those that come from our Nation's
4 highest court.

5 And I'm wondering, if you had to sum up, very
6 briefly, sort of a fundamental philosophy or precept that
7 applies to the task of redistricting, and tell it to your
8 other Commissioners, what you would tell them?

9 MR. LUNA: Ever since the 15th Amendment,
10 guaranteeing the right to vote, nothing ever said you had
11 to make it easy for people to vote. In the history of our
12 country, since the Civil War, it has been one effort after
13 another to put roadblocks in the way of people's right to
14 vote.

15 The history has also been knocking those
16 roadblocks down.

17 And one of the things that I'm most amazed at is
18 that almost a century after the 15th Amendment was passed,
19 they had to pass the poll tax amendment, that said when we
20 say you get to vote, we actually kinda really mean it, and
21 you can't put rinky dink taxes in the way.

22 So, that is one of the issues, that not
23 everybody wants everybody to be able to vote. Not
24 everybody wants every group to have power for fear that
25 they'll lose power.

1 I think that these groups that will operate this
2 way, whatever vested interest it might be, are mistaken
3 that ultimately everybody benefits more when everybody is
4 included in the process. But that's a mindset that's hard
5 to deal with.

6 So, just understand that there will be enemies,
7 there are going to be people who will not like the
8 redistricting process.

9 And that doesn't mean that you can't do the
10 process, but you have to be prepared, if you are really
11 committed to the work you've done, to be willing to fight
12 for it, to get it to become the law of the State and to
13 benefit the State, if you'd done your job right.

14 MS. RAMIREZ-RIDGEWAY: I have no further
15 questions.

16 Panelists, have questions?

17 MR. AHMADI: I don't have any questions.

18 MS. SPANO: No.

19 MS. CAMACHO: No.

20 MS. RAMIREZ-RIDGEWAY: We have about just under
21 eight minutes, if you care to make a closing statement or
22 anything?

23 MR. LUNA: Well, again, my catch phrase, I use
24 with my students and community groups, is that politics is
25 not a four-letter word. Politics is a noble thing, it

1 comes from turning the poly, the many, into the polis, the
2 community, and it is what has made mankind, mankind.

3 The Ancient Greeks used to hold that being a
4 politician was the highest calling because you were
5 serving mankind, you were serving your community.

6 And we've gone from that to hating our
7 government, which is a schizophrenic as you can get in a
8 democracy.

9 My hope would be that if I have the opportunity
10 to serve on this Commission that I can be part of a
11 process that would bring back a sense of ownership of our
12 society and our government by the people of California, so
13 that they could work collectively, cooperatively, with
14 differences to be sure, and partisan debate, to try to
15 accomplish what's necessary for the good of the State.

16 In 1960, John Kennedy would say, "Both
17 Republicans and Democrats want what's best for America,
18 the question is how you accomplish it."

19 Largely, in a lot of the debate that goes on
20 today, we don't credit each other with looking out for the
21 good of America, the good of California.

22 I think this Commission could play a major role
23 in helping to change that, bringing back a positive voice
24 that we, the people of California, can make California a
25 better place for ourselves and for our kids.

1 MS. RAMIREZ-RIDGEWAY: Thank you so much for
2 coming to visit us.

3 MR. LUNA: Thank you for having me here.

4 MR. AHMADI: Thank you.

5 MS. SPANO: Thank you.

6 MS. RAMIREZ-RIDGEWAY: We'll recess until 2:44.

7 (Recess at 2:25 p.m.)

8 (Back on the Record at 2:45 p.m.)

9 MS. RAMIREZ-RIDGEWAY: The hour being 2:44 and
10 our next -- our next applicant is here, his name is Leland
11 Saito. Mr. Saito, are you ready to begin your interview?

12 MR. SAITO: Yes, I am. Thank you.

13 MS. RAMIREZ-RIDGEWAY: Wonderful. Secretary,
14 please start the clock.

15 What specific skills do you believe a good
16 Commissioner should possess? Of those skills, which do
17 you possess, which do you not possess and how will you
18 compensate for it?

19 Is there anything in your life that would
20 prohibit or impair your ability to perform all of the
21 duties of a Commissioner?

22 MR. SAITO: I think that strong analytical
23 skills are key because Commissioners have to analyze vast
24 amounts and varied forms of information, such as public
25 testimony, economic, social and political data.

1 Also, communication skills. Commissioners will
2 have to be both excellent listeners and be able to ask
3 questions that would generate relevant information.

4 As part of being good communicators, discussion
5 skills will constantly be at play at public hearings,
6 among Commissioners, working with staff and consultants.

7 Another skill is to be able to work on a team.
8 Commissioners will be working with other Commissioners,
9 but also, again, working closely with staff and
10 consultants.

11 Also, skills to acquire and quickly absorb large
12 amounts of new information are crucial. Commissioners
13 will have to learn about the redistricting process and
14 redistricting criteria.

15 Now, I believe that my education, my training,
16 my experience as a social scientist and as the Vice-Chair
17 of the San Diego City Council Redistricting Commission
18 have prepared me for the skills I would need on the
19 Citizens Redistricting Commission.

20 In terms of skills that I might not have and how
21 I would compensate for this, I think that in my
22 professional life I'm constantly working on ways to
23 improve my skills. And if I were on the Commission, this
24 would certainly continue, my working on and acquiring or
25 improving the skills I would need.

1 Now, as part of the learning process, I believe
2 that the staff and consultants are key, the key to filling
3 the gaps that the Commissioners might have regarding
4 skills and knowledge.

5 For example, mapping software, such as
6 geographic information systems, is a central part of the
7 redistricting process and the Commissioners definitely
8 need to understand how this program, how this software
9 works.

10 But because this kind of software is constantly
11 being improved, and I think requires de-training and
12 specialized knowledge to take full advantage of its
13 capabilities, I think there should be a staff person or a
14 consultant who runs this software.

15 Similarly, legal knowledge regarding the Voting
16 Rights Act and redistricting criteria. I think I've
17 learned quite a bit about these areas from my research and
18 also from my service on the San Diego Commission.

19 But it's been about a decade since I served on
20 the San Diego Commission and several years since I've
21 researched redistricting. You know, I imagine that I've
22 forgotten a lot since then. I would need to review this
23 information.

24 And there are probably new court cases since
25 then that, with court decisions that affect redistricting,

1 and those are things that I'd have to learn about.

2 But again, as with the mapping software, I think
3 it would be best to have staff or consultants who can
4 educate and advise the Commissioners on these kinds of
5 matters.

6 In terms of something that might impair my
7 ability to perform the duties of a Commissioner, I think
8 the major issue for me is time. Redistricting is a time
9 consuming process and would certainly affect my family
10 life and my work.

11 So, while thinking about whether or not to apply
12 for the Commission, I first spoke to my spouse about this.
13 And in our discussions we talked about it but, in the end,
14 she believes that this kind of work is very important.
15 And because she's very community minded and very involved
16 in public service, and she understands my interest in
17 redistricted, she encouraged me to apply.

18 Also, because of the impact on my work, I spoke
19 to the dean of my college and discussed my interest in
20 applying for the Commission, and he was fine with this,
21 and mentioned other professors at USC who have been
22 involved with public service, and USC's support for this
23 kind of work.

24 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
25 from a personal experience where you had to work with

1 others to resolve a conflict or a difference of opinion.
2 Please describe the issue and explain your role in
3 addressing or resolving a conflict?

4 If you are selected to serve on the Citizens
5 Redistricting Commission, tell us how you would resolve
6 conflicts that may arise among the Commissioners?

7 MR. SAITO: Well, conflict, I went to school at
8 UCLA and I teach at USC, so there's this kind of conflict
9 already there.

10 (Laughter.)

11 MR. SAITO: But besides that, I chaired three
12 committees, so I've chaired three committees that involved
13 the hiring of professors, and served on more than a dozen
14 other hiring committees in total.

15 And so in this process we may have 50, to a
16 hundred, to more applications. And so, we decide -- and
17 so going through the applications we decide on a list of
18 three or four people to bring to campus to interview, and
19 then we select who we think is the best candidate.

20 And this is done all in conjunction with our
21 department faculty.

22 Now, as you can imagine, there's often very
23 varied and very strong opinions on who the best candidate
24 is. But one advantage of working on a committee is that
25 we have a vast and deep pool of collective knowledge and

1 varied perspectives.

2 So, one of my main tasks to share with the
3 committee, then, is to be sure that each committee
4 member's input is heard and valued, so that the collective
5 expertise of the group can be utilized.

6 Also, as chair, to keep meetings on track,
7 right, to keep meetings on track in terms of our hiring
8 criteria and our time constraints and to tactfully guide
9 the discussion to be sure we consider the research and
10 teaching needs of the department, and who might best fit
11 those needs.

12 And I think, similarly, with the Redistricting
13 Commission, it will be important to effectively utilize
14 the knowledge and experience of the committee members, the
15 staff and consultants.

16 There will be a range of varied and conflicting
17 opinions on how to draw boundaries and I think that's
18 inevitable, and I think it should happen. Right, if
19 people feel free to express their ideas and their
20 analysis. I think that the important thing is to be sure
21 that the climate created is open, it's respectful, and
22 that everyone's input is heard and given serious
23 consideration.

24 MS. RAMIREZ-RIDGEWAY: How will the Commission's
25 work impact the State? Which of these impacts will

1 improve the State the most? Is there any potential for
2 the Commission's work to harm the State and, if so, in
3 what ways?

4 MR. SAITO: Well, going back the other night,
5 looking again at Proposition 11, the proposition stated
6 that historically or traditionally redistricting was done
7 by politicians and their main goal was to protect
8 incumbents, rather than voters.

9 Now, in contrast, the goal of redistricting by a
10 Citizens Commission is to create districts that follow and
11 implement redistricting criteria according to the
12 constitution, to the Voting Rights Act, and that the
13 districts pay attention to traditional and State criteria,
14 and that they recognize communities of interest.

15 So, by implementing these criteria in
16 redistricting, attention is paid, right, so attention is
17 paid to the rights of residents and voters, rather than
18 the elected officials.

19 So, how can this improve the State? I think it
20 can improve the State, especially in the area of voter
21 turn out and voter registration, which are low in
22 California, as they are in the United States, in general.

23 Redistricting is an important factor for
24 political activity because it creates districts from which
25 people vote. It directly impacts our civic society and

1 can encourage or discourage people from political
2 participation.

3 I think this can happen in two ways. First,
4 since the redistricting process is supposed to be done in
5 a much more open and transparent way than it has in the
6 past, this can encourage more public participation in
7 redistricting.

8 Second, if people believe that districts are
9 formed in ways that pay attention to communities, rather
10 than politicians, this can encourage political
11 participation, such as registering to vote, voting,
12 participating in political campaigns, and running for
13 office.

14 MS. RAMIREZ-RIDGEWAY: Describe a situation
15 where you've had to work as a part of a group to achieve a
16 common goal? Tell us about the goal, describe your role
17 within the group, and tell us how the group worked or did
18 not work collaboratively to achieve this goal?

19 If you are elected to serve on the Citizens
20 Redistricting Commission, tell us what you would do to
21 foster collaboration among the Commissioners and ensure
22 the Commission meets it's legal deadline?

23 MR. SAITO: Well, I think the most relevant
24 example is in 2000-2001, when I served as Vice-Chair of
25 the San Diego City Council Redistricting Commission.

1 Then, we were chosen by a panel of three retired judges.

2 Now, originally, we were scheduled to complete
3 the task in 14 months. But since, at that time, the
4 California primary had been moved from June to March, we
5 lost three months for the redistricting process.

6 Now, in our process we held more than 50 public
7 meetings, many more than actually was required. And when
8 technically possible, the hearings were broadcast on City
9 Access TV.

10 There were seven members on the Commission, with
11 extremely varied backgrounds, such as the owner of a chain
12 of restaurants, a high school teacher, an active community
13 member and a retired military person.

14 I believe, looking back, that we worked very
15 well together. I mean, we certainly had varied opinions,
16 but we all recognized how important it was to utilize
17 everyone's expertise. And by everyone I mean the public,
18 other Commissioners, staff, and our consultants.

19 And we worked hard to be sure that the
20 discussions were carried out in a very respectful and
21 courteous manner.

22 And in the end I believe that we were
23 successful. We had a great deal of public input, about
24 2,500 people attended the public hearings, and more than
25 450 residents provided public testimony.

1 Our plan, despite losing three months, was
2 delivered on time and was seen by the public as fair.
3 There were no legal challenges or referendums to challenge
4 the plan.

5 Also, the Commission work was completely
6 voluntary. Right, it was completely voluntary. We
7 received no stipends or expense fund for our work.

8 But we made sure, we made sure that we met as
9 often as needed, including multiple meetings each week,
10 when necessary, to be sure we got the work done, and to do
11 everything public, in an open and completely transparent
12 manner.

13 MS. RAMIREZ-RIDGEWAY: A considerable amount of
14 the Commission's work will involve meeting with people
15 from all over California, and come from very different
16 backgrounds and very different perspectives.

17 If you were selected to serve on the Commission,
18 tell us about the specific skills that you possess that
19 will make you effective in interacting with the public?

20 MR. SAITO: I think my life, in terms of my
21 professional work and my personal experiences has involved
22 meeting with people of different backgrounds and different
23 perspectives.

24 I do research, I teach about race, class, gender
25 and politics in society, and specifically about

1 California.

2 And my research as a professor is based on field
3 work. That is, I go out in the public and observe and
4 participate in events. I conduct extensive interviews
5 with people.

6 So, as part of my research, I think I've worked
7 hard to try to develop my communication skills, to be able
8 to listen, to speak in public, and to ask questions
9 tactfully.

10 And as a professor, I interact with a varied
11 student body. So, I'm a professor down at UCS, and it
12 might surprise you to know that UCS, even though it's a
13 private university, has a varied racially and economically
14 diverse student body because of the outreach and
15 scholarship programs that the school has.

16 In fact, in compared to my years teaching at UC
17 San Diego, the students in my courses at USC are much more
18 racially diverse than my classes were at UC San Diego.

19 And also at USC, I've had students who were
20 homeless at some point in their lives, so it's an
21 extremely varied group.

22 And in terms of my personal life, I grew up in
23 Boyle Heights in Los Angeles, which is a low income and
24 working class community, and Montebello, which is a mixed
25 income suburban area. So, both of these are in the Los

1 Angeles area.

2 And these communities are multi-racial, Latino,
3 Asian American and white.

4 And I've lived in the San Francisco Bay Area,
5 when I was a student at UC Berkeley and, of course, I
6 lived in San Diego when I was a professor, and when I was
7 a professor at UC San Diego.

8 And currently I live a block away from USC, in a
9 neighborhood that historically has been African American,
10 but now it's a large and very rapidly growing Latin
11 population.

12 So, in sum, I think I've lived in a range of
13 neighborhoods, from low income, to middle class, from
14 urban to suburban, with whites, African Americans,
15 Latinos, and Asian Americans, immigrants and U.S. born.

16 But also I recognize that even though, say, for
17 example, Los Angeles, a place that I lived in for many,
18 many years, a place that I've studied in my research, a
19 place that I've written about in my books and articles,
20 that there's still a lot about Los Angeles that I've yet
21 to learn. And so, I recognize that learning about these
22 places is an ongoing experience.

23 And in other, informal ways, for example, I also
24 love to camp, and backpack, and fish. So, I've spent time
25 exploring different areas of the State. And every week I

1 grab my surfboard and I head to the coast, so I've
2 explored a number of beach communities, also, in Southern
3 California.

4 So, understanding that there is still a lot to
5 learn about areas that I live in now, and the State in
6 general --

7 MS. HAMEL: Five minutes.

8 MR. SAITO: Okay. I think that's one of the
9 exciting things about work on the Commission, right,
10 through public hearings, and census data, reading reports,
11 the Commissioners learn a tremendous amount about
12 California and I think that would be a wonderful,
13 wonderful opportunity.

14 So, I've had a long, a lifelong interest in
15 learning about people and other places. So, for example,
16 I lived six years outside the United States, living,
17 working and traveling in Europe, in South Asia, and North
18 Africa, places where many immigrants in California are
19 from.

20 And considering how many immigrants we have in
21 the State, I think that has been important to help me
22 understand something about the countries people come from
23 and the varied ways that they adapt to life in the United
24 States.

25 And in traveling in other countries, it has also

1 helped me see things in the United States that I may not
2 have noticed before.

3 For example, when I was in India, in Bombay, I
4 saw many, many people living on the streets, including
5 entire families. And my first thought was that these
6 people were unemployed. But while in India, I read a
7 number of English language newspapers and books trying to
8 gain an understanding of what was happening in the
9 country.

10 And I learned that many of the people living on
11 the streets actually were employed full time, but because
12 of the scarcity and cost of housing, right, they couldn't
13 afford housing.

14 I was surprised by this. But later, when I
15 moved to UC San Diego, reading a local San Diego paper, I
16 started reading about the Latin American immigrants who
17 were living in the canyons and along the rivers in the San
18 Diego region, but who were also working full time.
19 Working in the service industry, working at nurseries,
20 working in the fields, so these are people working full
21 time, who are also living in these kinds of circumstances.

22 But again, because of the scarcity and cost of
23 housing in San Diego, that's where they lived.

24 So, in short, I served on a Redistricting
25 Commission, I've done research on redistricting, I study

1 and teach courses on race and politics. So, in many ways
2 I believe that I've spent my life preparing for the work
3 that the Redistricting Commission will perform.

4 And it's very, very important work and that's
5 why I'm applying for the position.

6 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

7 MR. AHMADI: Yes, thank you.

8 Good afternoon, Dr. Saito.

9 You have already answered two of my questions,
10 and one of which was about your time limit and because
11 you're still actively involved with your profession, and I
12 appreciate your comments on that.

13 The other question that I have is about your
14 experience working on the San Diego Redistricting
15 Commission, back in 2000, I believe.

16 MR. SAITO: Yes.

17 MR. AHMADI: I have a number of questions on
18 that.

19 MR. SAITO: Sure.

20 MR. AHMADI: First, can you share some of your
21 thoughts and lessons learned from that experience?

22 The first one I want to ask is if you put that
23 experience in perspective, in terms of the statewide
24 redistricting task that you will be charged with, should
25 you be selected, what are some of the similarities and

1 some of the differences and how would you use or
2 compensate for those?

3 MR. SAITO: When I was involved in the
4 redistricting in San Diego, I thought it was a huge task.
5 But we only had eight city council districts and one city
6 to deal with. Redistricting in California, where you have
7 the State Assembly, the State Senate, and the State Board
8 of Equalization, so it will be a much, much more
9 complicated task.

10 And so, I think what's going to be very
11 important is that when our commission started, and it was
12 the first time this was done in San Diego, and so it's
13 similar to the State's, which is starting for the first
14 time, but we didn't have a budget. We had to negotiate a
15 budget with the city and I think it's different for this
16 Commission. I think the State Legislature's already
17 putting a budget into place. And so, that's going to be
18 very important.

19 And so, we couldn't hire our staff, that we --
20 everything was delayed for us, hiring staff, hiring our
21 consultants, getting our mapping software. And so, I
22 think that's going to be critical for the State is for the
23 Commission to be able to begin their work as quickly as
24 possible, so that they know what their budget is, they
25 know which staff they're going to be able to use, they'll

1 know what's in their budget for hiring consultants.

2 And so I think, even though I learned a lot from
3 the redistricting in San Diego, the State of California is
4 going to be a much more larger task.

5 And it's going to be different in so many ways.
6 So, for example, when we were carrying out the process in
7 San Diego, I think we had great public participation. But
8 many of the groups that will participate in this process,
9 because back in 1990 and 2000 I was part of Asian American
10 groups that got involved in redistricting, and testified
11 at the State hearings and so forth.

12 So, many of the groups that are going to
13 definitely be involved in the State process were not
14 involved in San Diego.

15 The Mexican American Legal Defense and Education
16 Fund, the Asian American Legal Center, the NAACP. These
17 are groups that certainly will be involved in the State
18 process, that weren't involved in San Diego.

19 And so, it will be a very different kind of
20 process. I think there will be a much higher level of
21 involvement and there will also be a much higher level of
22 scrutiny.

23 I think you'll have more newspapers and more
24 outside parties of interest who will be examining the
25 process.

1 So, I think it's going to be a very different
2 kind of process, it's going to be the San Diego process
3 multiplied a number of times.

4 MR. AHMADI: Was there -- in the discussion that
5 governed that redistricting practice, was there any
6 requirement to ensure the number of public meetings or how
7 many should be held?

8 MR. SAITO: I think there was. But what we did,
9 though, this is ten years ago, and so I'm relying a lot on
10 memory here. There were -- but I think there was a number
11 of meetings and that we hold the meetings in the city
12 council chambers.

13 But we wanted to go beyond that. And so, there
14 are eight city council districts, so instead of holding
15 all the meetings in the council chambers, we held two
16 meetings in each of the districts, or 16 additional
17 meetings.

18 And so, we held one at the beginning of the
19 process in each of the eight council districts, to get
20 public testimony.

21 And then when we had a set of preliminary maps,
22 we held another set of eight meetings, one in each
23 district, to get public input.

24 And we were very much focused on getting input
25 from residents and especially residents who may not have

1 participated in the redistricting process beforehand.

2 As I mentioned, we wanted to be very open, very
3 transparent to try to get as much community involvement as
4 possible.

5 And in the end I think we, as a Commission,
6 were -- even though we had, as I mentioned, about 450
7 people present testimony, we had a lot of our meetings
8 were packed, we had hundreds and hundreds of people who
9 attended, we had thousands in total at the end, looking
10 back, as a Commission, we weren't satisfied with the
11 public participation.

12 Because if you look at the people who attended,
13 if you looked at the people who gave testimony, there were
14 many of the usual groups who were involved in these
15 things, members of organizations, members of -- for
16 example, homeowners organizations.

17 But residents, especially low income residents,
18 non-English speakers, immigrants were largely absent.

19 And so, what explained this? Because we held
20 the meetings in the communities, in well-known community
21 centers, we thought that might attract people. We held
22 them in the evening, at night, when people were off work.

23 We had translators, I think we also had daycare.

24 But I think several things happened. One is
25 because we went from a 14-month time for doing this to 11

1 months, we didn't have as much time to prepare the
2 material we needed for outreach, for outreach and to
3 explain what redistricting was, why it was important, why
4 people should come and testify. So, I think that is one
5 thing is we didn't have enough time to do the proper
6 outreach.

7 And I think the second thing is perhaps we were
8 a little naïve, a little naïve to think that people who
9 felt disenfranchised, who felt that the political system
10 excludes them would suddenly say, oh, they want to hear my
11 voice, if I go down there it's going to make a difference.

12 So, maybe, we were naïve in thinking that, that
13 we could create a major change in the way that people felt
14 about the city, politics and redistricting.

15 MR. AHMADI: All right. Thank you.

16 Did you have any varied opinions when you
17 were -- during the time that you were on the Commission,
18 and what were they and how did you handle that?

19 MR. SAITO: One area, and it's an area that I
20 still think about, it's a neighborhood called City
21 Heights. It's a neighborhood where there are over 30
22 languages spoken, where there are refugees from Africa,
23 refugees from Asia, as well as immigrants from Latin
24 America, where it has a huge low income population.

25 And it's split into -- and at the time of our

1 redistricting process it was split into three different
2 city council districts.

3 Now, in my research on my redistricting in
4 California and in New York City, I read through, I don't
5 know, thousands and thousands of pages of public
6 transcripts, of people in these areas talking about what
7 they would like for their neighborhood.

8 And what's most often said is that we want our
9 community united within one district, because that helps
10 to consolidate our political strength.

11 So, again, and again, and again this is what
12 residents are saying in the transcripts that I've read in
13 public hearings in California and New York City.

14 So, looking at City Heights, it was in three
15 separate districts. Now, City Heights is a neighborhood
16 that's also going through a transformation, and it's a
17 neighborhood with a lot of -- it's a neighborhood that's
18 about 15 minutes from downtown San Diego, and it has a lot
19 of nice, old homes and canyons, so even though it has this
20 heavy, low income, immigrant community, it also has a fair
21 number of homeowners.

22 And it was the homeowners, basically, and the
23 members of the homeowner associations and neighborhood
24 groups that came to speak at our public hearings. And
25 they spoke with one voice, saying we have very good

1 relations with our city council members, we want to retain
2 the districts the way they are. We want to be kept three
3 city council districts because we believe -- we believe
4 that this gives us a stronger voice in council because we
5 have three members of the council that can speak for us.

6 And so, because we gave public testimony quite a
7 bit of weight, because we had so many public hearings, and
8 again because we were -- our budget was not what we had
9 hoped, because it was very late in the process in hiring
10 our consultants, and because other groups that might --
11 that would get involved in this, that did not get involved
12 in San Diego, such as MALDEF, that might have done an
13 analysis of the neighborhood and look at the socioeconomic
14 indicators, look at their -- the voting habits, see if
15 there's polarized voting, that might do some kind of
16 analysis that could give us additional ways of thinking
17 about that neighborhood, that was not there.

18 So, basically, we had to go by what we heard,
19 the information we had, which is public testimony. And
20 so, this public testimony was clear, was strong, it was
21 consistent, and it said please keep the districts the way
22 they are, in three separate council districts.

23 But what we didn't hear, though, were from the
24 lower income residents and if their interests were being
25 served by that formation. We didn't hear from them, we

1 didn't have the time or the resources to do the kind of
2 analysis that might have indicated whether it did serve
3 their needs or not.

4 And so, going into this, that was one thing that
5 I thought should have happened was that City Heights
6 should have been united in one council district.

7 But because we didn't have the information to
8 support that, we kept the boundaries as they were.

9 And so, in our final map it was kept in three
10 different city council districts.

11 So, that was one of the tough issues. And it
12 was something that we revisited a number of times in our
13 meetings, and our opinions were varied but -- and I spoke
14 strongly in terms of uniting them in one district, but I
15 understood the other members of the Commission and the
16 public said, well, this is what the public is asking for,
17 and that's all the data that we basically have, and so
18 that's the way it went.

19 MR. AHMADI: So, how would you go about to
20 ensure that that doesn't happen with California
21 redistricting?

22 MR. SAITO: I think we need -- well, first of
23 all, public hearings are key, they're important. And I'm
24 not sure if there's a required number of meetings that the
25 Commission has to have, but the public -- I don't want to

1 downplay or in any way negate the importance of public
2 hearings, we need public hearings, because that's the way
3 you're going to get information that doesn't appear in the
4 census data. Right, it doesn't appear in other forms,
5 that information.

6 You need to hear from the public to hear about
7 what they think is their community, what they think is
8 their neighborhood, what unites them as a community. You
9 have to have them, you have to have public hearings.

10 But, also, you can get voting data, how do
11 people vote? Are there differences? Is it polarized by
12 neighborhood, by region, by party, by race, by gender?
13 You can look at the census data and you can look at the
14 economic statistics, look at their economic level and see
15 what that says about the community.

16 You can even look at transportation patterns,
17 you can look at shopping patterns, you can look at
18 residential patterns.

19 There are other ways to look at ways to define
20 what is a community, what is a community of interest.

21 So, we didn't have the time or the resources to
22 do that. And I wish we could have used our consultants
23 much more. We had great -- we actually -- we had great,
24 great consultants and we just didn't get to utilize their
25 expertise in the way that -- that we -- that would have

1 been, I think, optimum.

2 MR. AHMADI: So, let's say that you have done
3 all that with the California Redistricting, should you be
4 selected, and in the situation where the data suggests
5 otherwise than what you're hearing from the public
6 testimony, how would you go about resolving that or who do
7 you rely on the most? What are you relying on?

8 MR. SAITO: I think that that's -- I'm sure that
9 will happen. And I think -- and with many of the
10 districts it's going to be that way. It's going to be
11 ambiguous. There is no clear cut, easy way to do this.

12 If there were, they wouldn't have been -- right,
13 there wouldn't have been all these redistricting battles
14 through the years. So, it's not going to be clear, it's
15 going to be ambiguous.

16 Because in any geographic area there's going to
17 be multiple ways that you can create districts. There's
18 going to be no easy way to pick any district in terms of
19 economics, in terms of politics, in terms of race that all
20 of these districts are going to be kind of complex and
21 messy. So, it's not going to be clear cut, you're going
22 to have these ambiguities, you're going to have these
23 differences.

24 So, I think in the end you're going to have to
25 really -- you're going to have to weigh what the testimony

1 is.

2 MS. HAMEL: Five minutes.

3 MR. SAITO: Who's giving the testimony, what are
4 the interests that they're supporting? And you're going
5 to have to weight the data, how strong is this data, how
6 complete is this data, how clear is this data in terms of
7 what it's indicating? Is it strong, is it weak?

8 And so, it's going to be a complex decision
9 where all is going to have to weighed in competing
10 factors. And this is going to be the case over, and over,
11 and over again.

12 And I think that's one of the things that the
13 Commissioners are going to have to deal with. They're
14 going to have to deal with ambiguity, complexity and
15 conflicting data, and I think that's a given.

16 MR. AHMADI: Thank you, sir.

17 I'm switching here just a little bit, going back
18 to your application. I came across a few statements that
19 I just wanted to get a clarification, so I have a
20 clarification question, actually, which is about you've
21 been involved with many activities that are related to
22 very specific organizations. For example, Japanese
23 American Museum.

24 MR. SAITO: Yes.

25 MR. AHMADI: Could you elaborate on that, why is

1 that, or what is the motives for you to get involved with
2 those race-specific organizations?

3 MR. SAITO: Okay. That's -- why the Japanese
4 American Museum? I'm Japanese American.

5 MR. AHMADI: I'm just using that as an example.

6 MR. SAITO: And I'm a Yonsei, fourth generation
7 Japanese American. But that's a terrific example, I
8 think, because it speaks to the kind of activities I'm
9 involved in.

10 For instance, I was a consultant for the
11 Japanese American Museum on a research project and exhibit
12 that they did for a community called Boyle Heights. And I
13 was also attracted to that because that's where I lived in
14 as a child.

15 And Boyle Heights is sort of like the lowly site
16 man for Los Angeles, it was traditionally an immigrant
17 community.

18 But this exhibit, though, even though it was run
19 by the Japanese American National Museum, was in
20 conjunction with the Jewish Historical Society, with the
21 Mexican American Historical Group. Because Boyle Heights
22 has been a multi-racial community.

23 And that's been the same with a lot of my
24 involvement. Even though I've been with an ethnic or
25 racially-specific organization, such as the Asian American

1 Redistricting Group in 1990 and 2000, those efforts
2 involved multi-racial. That is, in 1990 and 2000 the
3 Native American group worked very closely with the Latino
4 group, the African American group, and other interested
5 groups in redistricting.

6 And so, I start where I have a base and my base
7 is in the Asian American community. But these works,
8 though, have all been about building alliances, building
9 coalitions, working with other groups.

10 And, for example, my last book is about -- the
11 focus is on Asian Americans, but I used these case studies
12 of Asian Americans to look at whites, to look at Latinos,
13 and to look at African Americans.

14 So, all my work, I think, then has been on
15 looking at all groups and on building alliances, building
16 coalitions and to getting, I think, a broad view of
17 society, a broad and in-depth view of society.

18 MR. AHMADI: Thank you so much. No other
19 questions.

20 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

21 MS. CAMACHO: Hell, Mr. Saito.

22 MR. SAITO: Saito, yes.

23 MS. CAMACHO: Thanks. You have been involved in
24 one of the redistricting or the only one that I know of
25 that's taken place in California. I have a few questions,

1 kind of like what Mr. Ahmadi had, just to kind of a get a
2 little bit of information on the work that you did.

3 You stated that there was no legal challenges to
4 the maps that you provided. Can you explain, how did you
5 avoid these challenges in your efforts in this
6 redistricting?

7 MR. SAITO: I think one of the key things is
8 that when we drew the maps, we did it in public. That is,
9 we had our meetings, we had our consultants, we had our
10 city staff there and we discussed the boundaries in public
11 meetings. And so these maps were on the screen and they
12 were discussed in public. So, where we would draw lines
13 and so on, all of this was discussed in public.

14 And then we had a -- before we finalized it, we
15 had the maps published, they were available to the public.
16 And as I mentioned earlier, once we had the preliminary
17 maps we held meetings, again, in each district so that the
18 public could come, comment on the maps, and then we could
19 go back, address these comments and see what sort of
20 changes we could make.

21 So, I think that was the key thing is that when
22 we finally came out with the maps, the final maps, it
23 wasn't a surprise to anybody. People knew what those
24 districts would look like and they knew the process we
25 went through to create those districts.

1 And I think because it was so open and
2 transparent, and because people understood why we put the
3 lines where we did, I think that's -- I think that really
4 contributed to the end product and a map that most people
5 thought was fair.

6 MS. CAMACHO: Okay. As you were saying, San
7 Diego originally had 14 months to complete the assignment,
8 it went down to 11 months. You wish there was more time.
9 How much time was devoted to getting the budget and
10 getting the staff on board before you even started your
11 job? And then comparing that to what California does and
12 the months that they have to complete their task.

13 MR. SAITO: I think that I can't remember the
14 exact -- I can't remember the timeframe. But I remember
15 that we were very frustrated that here we were, we were
16 assigned to do this task, this very important task and we
17 had -- again, I hope I'm speaking accurately. I mean, I'm
18 going from memory so I'm not -- I'm not sure how accurate
19 I can be.

20 But to the best of my memory, I just remember we
21 were just extremely frustrated that here we were, we were
22 given this task, we're supposed to move forward, and we
23 had to negotiate with the city for a budget. We had to
24 argue with the city for a budget.

25 And we were surprised that it was so hard to get

1 a budget and to get this moving, and so that slowed down
2 everything.

3 And then to get the staff, and we use Aptitude.
4 Aptitude was our software that we used for creating the
5 districts, and that took time. We used the city staff
6 persons, we sent them off for some specialized training
7 for the company, that took time.

8 Hiring our consultants, that was delayed, and so
9 everything was delayed.

10 And so, I would hope that when the district --
11 when the Commission comes together that the State gives
12 that Commission the budget and the power to move ahead, to
13 start moving. To starting knowing what staff you'll have
14 to work with, what consultant, how many consultants they
15 can hire, and I think it has to happen as quickly as
16 possible.

17 And so, when the census data's available, and
18 then so they can know when they can set their hearing,
19 their schedule for public hearings, I think the more time
20 they have at the beginning, to start, I think the better
21 the process will be.

22 Ours was -- so, we had this time in the
23 beginning when we were struggling to just -- we were
24 struggling with the bureaucracy where we couldn't do our
25 actual redistricting work.

1 So, for the State of California, I hope the
2 Commission is able to start right from the beginning to
3 get down to the work they need to do.

4 MS. CAMACHO: So, when this Commission is put
5 together, you're seeing that the Commissioners doing the
6 job, and then maybe having an executive staff person that
7 would deal with all these other issues?

8 MR. SAITO: Well, for example, we had a person
9 who worked for the City of San Diego, who was then -- her
10 job was then to work with us.

11 And, actually, she was -- if I remember right, I
12 don't even -- I don't think -- I think her job was
13 divided, so she continued part of her work for the city
14 and then part of her work with the Redistricting
15 Commission.

16 So, she had to learn how to use Aptitude, learn
17 how to use this software, help us create maps while she
18 was performing her other duties.

19 If I remember right, I think this was what was
20 happening and it was one of the points of frustration.
21 And so, there was a lot of delays, right. We were trying
22 to put together a map and she's basically doing two jobs.

23 But I think there should be somebody, then, that
24 handles the software. I don't think that is something
25 that the Commissioners could do, because there's -- are

1 there 14 Commissioners?

2 MR. AHMADI: Correct.

3 MR. SAITO: And so, I think there should be --
4 and now, certainly, the Commissioners should use the
5 software and to analyze the data, and do things on their
6 own. But sort of the group map that the Commission puts
7 together, I think this should be handled by a single
8 person. And especially because there's going to be
9 multiple, multiple, multiple iterations of this map, and
10 just to keep things straight I think there should be one
11 person, a consultant, or a team of consultants who are
12 making these maps, can keep all the data straight, and
13 keep all the iterations straight, and all the information
14 that's going into it.

15 And so, I think that should be the work of a
16 consultant, not the work of the Commission members.

17 And then you'll need other people. I think, for
18 example, an attorney. An attorney who's versed in the
19 Voting Rights Act and the constitution, and redistricting.
20 Because this is intensive and specialized knowledge that I
21 don't think the Commission members will have.

22 And so, I think that's important.

23 And so then -- right. So, I think your question
24 was about the work of consultants versus the work of
25 the -- Ms. Camacho, I'm sorry, I may have missed your

1 question there.

2 MS. CAMACHO: What I was wondering is would it
3 be best to have an executive director deal with all those
4 administrative tasks, so the Commission can do their job,
5 so they wouldn't have to worry about the items that you
6 had to in San Diego?

7 MR. SAITO: Right. And actually we did -- we
8 did have a person that was hired. You mean an executive
9 director as a staff person, not the chair of the
10 Commission?

11 MS. CAMACHO: Correct.

12 MR. SAITO: Right. And actually, we did have
13 that later, we actually did hire somebody that was our
14 executive director then, that coordinated these
15 activities, and that was -- that was extremely helpful.
16 And I think that would probably be necessary, especially
17 if you have 14 Commission members, who are scattered
18 across the State, I think an executive director that can
19 keep things together and can organize it, I think that
20 would be very, very helpful.

21 MS. CAMACHO: When you were working with the San
22 Diego Redistricting, there's various different balls and
23 I'm sure regulations, and probably even city charter that
24 you had to look at to ensure that you complied. Did you
25 work or deal with the Voting Rights Act during this

1 redistricting in San Diego?

2 MR. SAITO: Yes. And so, one of the attorneys
3 in the City Attorney's Office worked with us on this. And
4 she was wonderful in many ways. She worked very hard, she
5 gave us -- and I was curious about many of the decisions
6 that went before the Supreme Court on redistricting, so
7 she gave us these cases, copies of the decisions, gave us
8 her interpretation of it.

9 And this was sort of an interesting time because
10 in 1990, in Los Angeles, in the -- with the Los Angeles
11 County Board of Supervisors, there was a decision
12 regarding redistricting called Garza, Garza versus the
13 L.A. County Board of Supervisors.

14 And in this decision, this court decision, the
15 decision said that Latinos had been disenfranchised and it
16 was a violation of the Voting Rights Act because their
17 population had been fragmented into different districts,
18 and this took away their political power.

19 And so as a result, the L.A. County Board of
20 Supervisors districts had to be redrawn. And they were
21 redrawn, and a Latino was elected to the L.A. County Board
22 of Supervisors. And because of redistricting, and to show
23 you the impact of district lines, Gloria Molina was the
24 one who was elected, and it was the first time in over 100
25 years that a Latino had been elected to the L.A. County

1 Board of Supervisors. So, it shows the impact of
2 boundaries on communities of interest and political power.

3 And so, this was decided in the early nineties,
4 and so the redistricting at that time was heavily impacted
5 by the Garza decision. Across the country, in the
6 research I did on New York City redistricting, for
7 example, they cited the Garza decision.

8 But between 1990 and 2000, when we started our
9 work, there was another -- a number of other court
10 decisions, especially at the Supreme Court level, such as
11 Shaw versus Reno. And these decisions declared that race
12 could not be a predominant factor used in redistricting.

13 So, from 1990 to 2000, the redistricting legal
14 climate radically changed and the interpretation of the
15 Voting Rights Act radically changed.

16 And so, it was important for us then to talk to
17 the attorney who was working with us, to get her
18 interpretation of the Voting Rights Act, and what we could
19 do in terms of our redistricting.

20 And that was one of the other issues. I talked
21 earlier about the case of City Heights, this neighborhood
22 that had been divided up into three different districts,
23 and because of the court decisions that said this could
24 not be the predominant decision, that was another factor
25 that weighed on us, is that would we be violating the

1 Supreme Court decisions if we united that neighborhood?
2 Would we be relying too heavily on race?

3 So, yes, the Voting Rights Act, interpretations
4 of it, the court decisions dealing with it, those were a
5 very important part of the deliberations.

6 MS. CAMACHO: Thank you.

7 Do you know, I'm not familiar with the process
8 during the 2000 San Diego Commission selection. Do you
9 know how and why you were selected to be a Commissioner?

10 MR. SAITO: It was kind of an odd process. So,
11 we all put in our applications and on -- I think if I
12 remember right, on one day, people who had put in
13 applications and were interested came to the city council
14 chambers. And then the three -- so, the three retired
15 judges were up there and they had gone through all the
16 applications, and then they asked us questions, and then
17 they voted on people. And then, I think as soon as
18 somebody received two votes or something like that, then
19 they became part of the fold.

20 And then, I think it was all pretty much decided
21 that day.

22 And so, from the questions that they asked me
23 and the things that they discussed with me, I think I was
24 chosen because of the research that I had done on
25 redistricting, because I had done research and published

1 on redistricting in New York City and California, I think
2 they felt that that background would be useful on the
3 Commission.

4 MS. CAMACHO: Go ahead.

5 MR. SAITO: Okay. And the other thing is
6 because I think they felt because of my educational
7 training, because I have a PhD in sociology, and because
8 as a social scientist, somebody who's heavily involved in
9 research, that I'm constantly dealing with large amounts
10 of data. And so, the analytical skills that I brought to
11 that sort of thing, as a social scientist, I think they
12 also thought that would be helpful.

13 So, the combination of background on
14 redistricting, and the research and analytical tools as a
15 social scientist, I think they felt that would be an
16 attractive combination.

17 MS. CAMACHO: Thank you. One of the questions
18 that you asked -- or answered from Mr. Ahmadi's question,
19 I have just a follow-up question on that.

20 Dealing with the public that was not reached,
21 how do you think, if you were selected as a Commission, we
22 could reach those people that you felt just did not get
23 their voices heard?

24 MS. HAMEL: Five minutes.

25 MR. SAITO: I think that's a dilemma for the

1 country, and for our State, and for any political body
2 that's trying to reach out to certain -- to different
3 groups.

4 I think education programs that try to -- that
5 start at the community level, I think that's very
6 important. So, groups that deal specifically, that
7 provide services, that are in neighborhoods, I think
8 organizations that deal specifically, that are -- and that
9 have membership and a clientele with these groups that
10 historically have been disenfranchised, I think that's a
11 good place to start, at a local level.

12 And have these groups, because if these groups
13 have a pre-existing, established relationship with these
14 individuals and with these groups, then they already have
15 a sense of trust. They're not going to listen -- why
16 would they listen to a Commissioner who says we want to
17 hear you, et cetera, et cetera? Who is it? They've never
18 met this person, they've never heard of them.

19 So, anyway, I think that's very important is
20 dealing with these local neighborhood groups, these grass
21 root groups who have deep roots in the community and
22 already have a relationship and established trust with
23 these groups.

24 If these groups can be involved in the outreach
25 effort, I think that's very important. So, I think that's

1 key.

2 The other thing, though, and these groups will
3 be involved, traditional groups, such as the Mexican
4 American Legal Defense and Education Fund, the Asian
5 American Legal Center, the NAACP, these groups will be
6 involved. Redistricting, they know how important
7 redistricting is. Every time redistricting happens,
8 they'll be involved.

9 And I think part of their mandate, then, is to
10 serve and to try to voice the interests of these groups.

11 So, I think that's another way, too, is to look
12 at the testimony and the information provided by these
13 traditional groups that are involved in redistricting.

14 So, I think you need a number of ways to reach
15 groups that usually don't get involved in redistricting.

16 MS. CAMACHO: Thank you very much, I have no
17 further questions.

18 MR. SAITO: Thank you.

19 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

20 MS. SPANO: Sure. Good afternoon.

21 I'm curious to know, I know that we were just
22 talking about outreach just now, and I know you said there
23 wasn't enough time to do enough outreach when you did the
24 San Diego redistricting, and I was curious to know how
25 much of an impact that you think it made on not doing that

1 and the effect it had on the lines that were drawn, and
2 maybe the negative impact on that?

3 MR. SAITO: Well, the impact that would be on
4 the community that I described, that was divided up into
5 three city council districts, if we did have more time, as
6 I was talking to Ms. Camacho about establishing relations
7 with groups, if we had the time to go in and talk to some
8 of the community groups that are active in these areas,
9 and if they could have brought residents to speak, then we
10 would have had -- and then, in my mind, because of my
11 research, that's what I felt should happen.

12 But maybe we don't know. Maybe these residents
13 may have agreed and said unite us into one district or
14 they might have said, no, things are going well, let's
15 keep separated and let's keep separated into three
16 districts, but we don't know.

17 And so, I think it was -- it did have an impact
18 because we just didn't have the information to help us
19 decide one way or the other.

20 MS. SPANO: So, how did you compensate for that
21 in the end?

22 MR. SAITO: Well, we didn't.

23 MS. SPANO: Yeah.

24 MR. SAITO: We didn't. And that's -- so even
25 now, ten years later, I still think about that. I still

1 think about that.

2 Now, on the other hand, sort of another
3 situation is that the Asian American community got
4 involved in redistricting and in the northern part of the
5 city they said, we have two very large concentrations of
6 Asian Americans and they're split in two different
7 districts. And we want to be united because we feel that
8 our political power is fragmented by being put into two
9 different districts.

10 So, when they came to the Commission and we
11 heard that, so we spent -- we went to our consultants, we
12 tried to create different districts. But in the end,
13 because the populations were kind of far apart, we
14 couldn't unit them. We couldn't unite them without doing
15 things to the map that would have negatively affected all
16 of our other districts.

17 And so, and that's oftentimes one of the issues
18 with the Asian American community is that even -- the
19 Asian American community, say in relation to the African
20 American community in the State of California is much
21 larger. I think there are many more Asian Americans than
22 African Americans.

23 But one of the issues, though, with Asian
24 Americans, as compared to African Americans and Latinos,
25 is that Asian Americans are much more residentially

1 disbursed and there are fewer concentrations of Asian
2 Americans. And so that's why, say, in this case of San
3 Diego, we couldn't put these two populations in one
4 district because they were just too far apart.

5 So, even when you hear the testimony and you
6 believe that they made a strong case, it's not always
7 possible to create districts that takes that into
8 consideration.

9 And that's something that occurs over and over
10 again.

11 Although, at the same time, though, there were
12 concentrations of Asian Americans in different parts of
13 the city that had been fragmented into different districts
14 and we were able to unit them into one district. So, we
15 were able to make some of those changes, but not with
16 those two major groups up in the northern part of the
17 city.

18 MS. SPANO: I see. You said you heavily relied
19 on the staff, the city staff to work the mapping software.
20 How involved were you in that at all? Did the staff
21 person just draw the maps and did you try to understand
22 the concepts, the equal population, and the law that
23 applies to that?

24 MR. SAITO: Oh, yes.

25 MS. SPANO: Okay.

1 MR. SAITO: Oh, yeah, right. See, for myself,
2 individually, I've taken workshops on this kind of mapping
3 software. And then as a grad student, I took a number of
4 classes in statistics and quantitative analysis.

5 And so, I have a pretty -- I think I have a
6 pretty strong understanding of what this software is
7 doing.

8 And when the consultants and the city staff
9 people worked on the maps, they made maps according to our
10 direction. They didn't just make maps on their own.
11 Through our discussion, through our discussion of the
12 population, of the different forms of data, they made
13 different maps following the input that we gave them.

14 Right, so the consultants that worked in
15 conjunction with us, and they followed the information and
16 the instructions that we gave them.

17 MS. SPANO: I see.

18 MR. SAITO: And then, also, they would -- they
19 would try to take it another step and try to do things
20 that we may not have thought of, and that's the importance
21 of having good consultants is that they also try to think
22 of alternatives that we hadn't thought of, and present
23 maps along those lines as well.

24 MS. SPANO: I see. I see. So, when you first
25 got selected to be one of the Commissioners, San Diego

1 Commissioners, what were your perceptions after you got
2 done with the project? You knew it from an academic point
3 of view and a research point of view of what the
4 expectations may have been on the job, what was it after
5 you got done, knowing the exhaustive effort that it went
6 through, knowing that there were considerable delays and,
7 yet, you were able to get it done on time?

8 MR. SAITO: So, before I was on the Commission,
9 so this was in 2000 and 2001, so by then I had -- in 1990
10 I was part of a statewide Asian American Coalition that
11 was involved in redistricting here, in the State of
12 California. I had also done research on redistricting in
13 the San Diego Valley. And to me, the San Diego Valley is
14 a very interesting case. The San Diego Valley is an area
15 that's about half an hour east of downtown Los Angeles.
16 It has a very large concentration of Latinos, but it also
17 has some of the largest Asian American communities in the
18 State.

19 It's the first city in the continental states,
20 with an Asian majority was in Monterey Park, in the San
21 Diego Valley.

22 And the congressperson from that area is a
23 Chinese American woman, Judy Chu, in this heavily Latino
24 district.

25 So, I've been doing research on redistricting in

1 the San Diego Valley. I had been doing research on
2 redistricting in the City of New York, looking at
3 Chinatown and the creation of city council districts in
4 that area.

5 And just one of the things I study is how do you
6 create districts in these multi-racial communities, if
7 there are Asian Americans, and Latinos and whites, how do
8 you draw those lines? Who is -- who constitutes a
9 community of interest?

10 And so I had been doing all of this research,
11 and publishing, and teaching about redistricting and so I
12 said, ah ha, and critically analyzing where I think those
13 redistricting commissioners went wrong, that maybe this
14 wrong, maybe this wrong, they should have done that.

15 And so, now I have the chance to be a
16 Commissioner. And afterwards I said to myself, okay, it's
17 a lot tougher when you're actually drawing those lines and
18 when you have to balance so many factors.

19 And so on the one hand I think I gained a sense
20 of, yes, there are many constraints when you're trying to
21 draw boundaries, and so you can't draw the perfect
22 districts that groups are advocating for, and so that was
23 one thing.

24 And sometimes I think that Commissioners are
25 also constrained by some of their notions about race or

1 communities of interest, that I think are wrong.

2 And so, I think I felt both afterwards. I felt
3 that it's a tough job, I can see why there's a lot of
4 compromises. But even so, the Commissioners can bring a
5 lot to the process. It's not a board game process of how
6 the lines are going to be drawn. The lines are going to
7 be drawn because of the way the Commissioners think about
8 it and what they bring to the process.

9 MS. SPANO: What kind of skills and abilities
10 did you feel that your fellow Commissioners brought to the
11 table, that really helped this process and made it a
12 cohesive process?

13 MR. SAITO: I think, for example, there was this
14 one person who was -- who owned a number of restaurants.
15 He was a very good manager and we elected him our chair.
16 And he's the one that went, and I think it was with the
17 city manager, that went to the city manager and talked
18 about budgets, trying to hammer on budget, trying to work
19 this out, and so I thought that was important.

20 We had a high school teacher and he was, I
21 think, very good at listening, asking questions.

22 We had somebody that was involved in financial
23 services, she was very good at numbers.

24 We had somebody who was a community advocate, so
25 he brought his knowledge of the community.

1 And I think, looking back on the Commissioners,
2 I think what was important and what really worked was even
3 though people came from very different backgrounds
4 everyone was very respectful toward one another, everyone
5 listened carefully to what the others were saying, and I
6 think that's helpful.

7 A lot of our votes were split. I mean, I think
8 decisions had to be a majority vote. And a lot of our
9 votes weren't unanimous, there were a lot of splits.

10 MS. SPANO: Why was that?

11 MR. SAITO: Excuse me?

12 MS. SPANO: Why was that?

13 MR. SAITO: Well, we had disagreements. For
14 example, we moved Sea World. Sea World we moved into a
15 district that was part of a coastal district. Where
16 before Sea World had been part of the downtown district.
17 And we had a split vote on this. People felt that as a
18 major business concern, that Sea World should be part of
19 that downtown district.

20 But I, and some others, voted to put Sea World
21 in this coastal district because it's physically very
22 distant from downtown, and that it's separated by a major
23 freeway, it's separated by a major river, and it's right
24 next to these coastal communities, it's physically
25 adjacent.

1 So, we ended up voting to put Sea World in that
2 district and that was one of the most contentious issues.
3 Because Sea World is a major, major part of the L.A. --
4 excuse me, of the San Diego economy.

5 But I think, if I remember right, I think Sea
6 World exists on city-owned land, so it's public property
7 that they lease, and part of their mandate is to be an
8 educational facility. So, that was -- that was one of the
9 conflicts.

10 There were a number of conflicts, but we were
11 able to work through them.

12 MS. SPANO: How did you do that, how did you
13 establish rapport and get your decisions and maybe your
14 voice heard in doing that?

15 MR. SAITO: In the conflicts among the
16 Commissioners?

17 MS. SPANO: Yes.

18 MR. SAITO: It was -- I think, people weren't
19 reticent about expressing their views, were very straight
20 forward, people were very clear.

21 But I think in our discussions, though, people
22 gave their reasons why they were for this, why they were
23 for that, and then we listened and we asked a lot of
24 questions. We asked the advice from our counsel, the
25 consultants, and then we voted and made our decisions.

1 So, I think it was a -- looking back, I think it
2 was a very good working relationship and I think that
3 helped.

4 MS. SPANO: Do you think it's because of how you
5 started out and established those good relationships? How
6 did you start out getting to know each other, I mean?

7 MR. SAITO: It was just through meetings. I
8 don't -- I don't know why it went that way. I don't know
9 if it's because -- I don't know if it's because of the
10 individuals involved, which I think probably it was. The
11 individuals involved, I think, had a history of working on
12 groups, and I think that's important. If they've already
13 worked on these kinds of teams before, and if they know
14 what makes a team successful, I think that helps a lot.

15 So, the people that were a part of the
16 Commission brought that kind of experience. And right
17 from our first meeting, I think it was in our first
18 meeting or two where we elected our chair and then we
19 elected me as vice chair.

20 And so, things happened pretty quickly and we
21 kind of established these relationships right from the
22 beginning. I think we started with people explaining why
23 they were -- why they were interested in being on the
24 Commission, what their interests were in redistricting and
25 so on.

1 So, we said something about ourselves, we
2 elected our chair, we elected our vice chair, and maybe
3 started. And I think -- and maybe, I can't remember this,
4 it's ten years, maybe in the beginning we slowly, slowly
5 started developing this relationship, but it worked pretty
6 well. We had -- I can't remember how many, was it -- we
7 had a huge number of meetings. And so --

8 MS. SPANO: I remember you saying that, yeah.

9 MR. SAITO: Over 50 -- we had over 50 meetings.
10 And as our relationship grew and developed through these
11 meetings.

12 MS. SPANO: Uh-hum.

13 MR. SAITO: And I think this working together,
14 you know, we knew we had this goal, we all were -- we all
15 realized how important it was and I think this drew us
16 together, and I think that relationship strengthened.

17 And so in the end, when we had these conflicts
18 over, say, Sea World and other places at the end, and that
19 they were clear conflicts, it was out in the open, we gave
20 our reasons, we had complete disagreement, we had a split
21 vote, but it carried because it was a majority vote.

22 But then we were just able to go on and to keep
23 on working.

24 MS. SPANO: Uh-hum. I just had a thought and it
25 just went out of my head.

1 MR. SAITO: I now that feeling.

2 (Laughter.)

3 MS. SPANO: Oh, you were a professor at that
4 time, also, teaching full time?

5 MR. SAITO: Yes.

6 MS. HAMEL: Five minutes.

7 MS. SPANO: I'm sorry? Oh, five minutes, okay.

8 MS. HAMEL: Yes.

9 MS. SPANO: Did you have to give up your
10 teaching or could you teach while you were doing this?

11 MR. SAITO: Yes.

12 MS. SPANO: And how did you manage that?

13 MR. SAITO: Yes, I was a professor at UC San
14 Diego, full time, the same as now.

15 MS. SPANO: Okay.

16 MR. SAITO: Well, for example, this semester
17 I'll be -- so part of my job is teaching and then I
18 normally teach two classes a semester. And this semester
19 I'll be teaching on Tuesdays and Wednesdays.

20 MS. SPANO: Uh-hum.

21 MR. SAITO: So, there's a lot of flexibility.

22 Now, that doesn't mean I'm not working, right, because 90,
23 95 percent of my job is research and writing.

24 So, for example, while I was on the plane I was
25 doing some work, and I think that's one thing about my job

1 is there's a lot of work, but only part of it means I have
2 to be on campus at a set time, on a set day, and I can do
3 a lot of it at other places, at other times.

4 And so, when I'd be here in the airport, and on
5 the plane, I'll get back to my work.

6 MS. SPANO: Okay. Knowing what you've learned
7 on the San Diego redistricting experience, and knowing
8 what you potentially could be getting into --

9 MR. SAITO: Why am I doing this?

10 (Laughter.)

11 MS. SPANO: What lessons learned can you share
12 with other Commissioners in applying to this potential
13 grand, you know, historical experience?

14 MR. SAITO: This is -- this is -- well, and
15 also, it was completely voluntary. But even though that
16 there's a -- as I understand it, there's a stipend this
17 time, but this is not something you're going to do for the
18 money, it's not enough. You have to do it because it's
19 something that you're really committed to. It's something
20 that you have to believe is really important. And it's
21 something that you're going to have to understand is going
22 to take over your life at certain times.

23 This is going to have to be the number one thing
24 in your life. And so, if a person is going to do this,
25 they're going to have to say it's because I think that

1 this is very important to the State, it's something -- I
2 believe in community service and it's something that I
3 want to do.

4 MS. SPANO: Okay. You may have answered a lot
5 of my questions already. You may have answered most of my
6 questions, thank you.

7 MS. RAMIREZ-RIDGEWAY: I think that's true of
8 me, too. I have a couple but, Panelists, do you have
9 follow up?

10 MS. CAMACHO: I have no follow up.

11 MR. AHMADI: I don't.

12 MS. RAMIREZ-RIDGEWAY: Okay. You've answered a
13 lot of my questions, too, I've written several down and
14 scratched them out.

15 MR. SAITO: Okay.

16 MS. RAMIREZ-RIDGEWAY: Do you have any personal
17 or professional ties to lobbyists or politicians that
18 might impact your -- the perception of your impartiality?

19 MR. SAITO: No. I know some because I've
20 studied them, such as Judy Chu. I've studied her since
21 she ran for city council back in the 1980s, and now she's
22 in Congress.

23 And if any of you are interested, I think that's
24 an interesting case how she was elected to that district
25 and what it says about race. Because I think many people

1 have misinterpreted what it means when Latino voters in
2 the San Diego Valley elected Judy Chu to Congress.

3 If you're interested, I can tell you about that.
4 That's fine, right.

5 MS. RAMIREZ-RIDGEWAY: It's a good segue to --
6 you may have your moment.

7 MR. SAITO: Okay.

8 MS. RAMIREZ-RIDGEWAY: One of the things I
9 wanted to ask you is, as you know, the public, and we all
10 know, you've dedicated quite a significant portion of your
11 life to studying politics, and race, and redistricting.
12 And I was hoping you'd sort of tell us, and tell the
13 public, why does race matter? Maybe the Chu case is
14 instructive in that.

15 I mean, I think we all get significant, you
16 know, we all get conceptually why we need the Voting
17 Rights Act and that sort of thing, but you've been on the
18 ground, and so I wondered what you've learned being on the
19 ground?

20 MR. SAITO: Well, personally, growing up, I grew
21 up in Boyle Heights, Montebello, these multi-racial
22 communities, I thought this was what America looked like,
23 I thought all communities were mixed, white, Asian
24 American and Latino, and there were very few African
25 Americans.

1 And then I went off to Berkeley as an undergrad.
2 And at that time, in the seventies, Berkeley at that time
3 was predominantly a white university. And then after I
4 graduated, I went to Europe and traveled around a little
5 bit, and that's, to me, when I began to realize, oh, what
6 is this thing called race and why does it matter?

7 Because say I'm sitting on a train and I run
8 into somebody and we're talking together in English, and
9 after a while, at the same time an American, this person
10 would ask me, oh, where did you learn English? I mean, it
11 wouldn't occur to the person that I'm an American.

12 That because they see race, they think I'm from
13 an Asian country.

14 And so, for example, after I got -- after I
15 graduated from UCLA with my PhD, got this job at UC San
16 Diego, I was pretty excited, I thought, oh, finished
17 school, got this great job, at a great place, and I was
18 also trying -- been trying to learn Spanish. When I was
19 19, I had dropped out of college and I went to Mexico.
20 Mexico was the first foreign country I ever traveled in,
21 and I had a wonderful time just traveling around in it.

22 So, I've always been trying to learn Spanish.
23 So, here I've finished my PhD, and I started this job at
24 USD, and I went to Mesa College, the local community
25 college, just a few minutes from where I was living, and I

1 went to go enroll, again, in Spanish classes.

2 And so, I went to go talk to a counselor and I
3 said I'm interested in taking a foreign language class,
4 how do you enroll, how do you go about getting parking?
5 So, here we are talking for about 15 minutes and she said,
6 oh, yes, you wanted to take a foreign language class. Oh,
7 right, and you said you wanted to take it at night. And
8 she said, oh, we've got English as a second language
9 classes on Tuesdays and Thursdays.

10 (Laughter.)

11 MR. SAITO: And I was thinking what's going on
12 here? But it's because there's a large Vietnamese refuge
13 population by that college and so she thought I was a
14 Vietnamese refuge and wanted to take ESL classes, even
15 though we had been speaking in English.

16 Now, on these kinds of things, encounters on a
17 train, talking to a counselor, they don't really have much
18 of an impact on my life because I can just ignore them.
19 But it's the kind of decisions that are made by people
20 with that kind of thinking when they're hiring, when
21 they're promoting, when they're firing, that's when race
22 becomes important.

23 And so for Judy Chu to win the Congressional
24 seat in the San Diego Valley, and being voted in by
25 Latinos, when I was doing my research there I remember

1 talking, walking down this neighborhood, seeing this man,
2 maybe in his seventies, a Mexican American man working in
3 his yard, and I mentioned that I was doing research on the
4 community, if I could talk to him about his experiences?
5 And he said sure.

6 And so he told me that he and his neighbor, who
7 was Japanese American, were the first people of color to
8 move into that block. He said they tried to keep them
9 out, but they fought the restrictive covenants and they
10 moved in.

11 So, he understood, because restrictive
12 covenants, because of segregated neighborhoods that race
13 mattered.

14 And then he said, and my wife, when she was a
15 kid, she went with her best friend to the railroad and
16 they hugged, and they cried because her friend was going
17 off to the internment camps.

18 And so, he understood, right, the kind of
19 experience that Japanese Americans, Asian Americans and
20 Mexican Americans shared.

21 And in the San Diego Valley, issues such as
22 bilingual education, right.

23 Now, Latinos and Asian Americans in the San
24 Diego Valley are incredibly diverse from Mexican Americans
25 who have lived there since California was part of Mexico,

1 right, the Californios, to people that came there
2 yesterday.

3 And the same thing with Asian Americans, people
4 that came to California from the time of the Gold Rush, to
5 people that arrived from Taiwan the day before.

6 So they're both incredibly diverse, both in
7 terms of when they came, economically, ethnically, but
8 they understand that as Asian Americans and Latinos, they
9 share certain things. They're interested in education,
10 bilingual education, legislation on immigration,
11 restrictive covenants, housing discrimination,
12 discrimination in the labor market.

13 And so, when Latinos voted for Judy Chu, I think
14 part of this was this understanding that here she is, a
15 person that was on a city council, a school board, the
16 State Assembly, State Board of Equalization, that has a
17 long history of serving in that community, and somebody
18 that has been incredibly active and is knowledgeable about
19 issues that affect everybody. A person that's been
20 involved in Asian American, Latino, white, African
21 American organizations.

22 So, when Latinos voted for Judy Chu, it was a
23 person that they felt understood the issues important to
24 both communities. So, it wasn't going beyond race, but I
25 think it was an understanding that Judy Chu knew issues

1 that were important to Latinos, to Asian Americans, to
2 whites in that community, and that she has a history of
3 being an effective politician.

4 MS. RAMIREZ-RIDGEWAY: I actually think that
5 you've answered my next question, so I don't have any
6 further questions for you.

7 Panelists?

8 MS. CAMACHO: I don't, either.

9 MR. AHMADI: Neither do I.

10 MS. SPANO: No.

11 MS. RAMIREZ-RIDGEWAY: Okay. We have about 11
12 minutes on the clock, if you care to wish -- I cannot say
13 that today. If you care to make a closing statement?

14 MR. SAITO: Or could I ask questions?

15 MS. RAMIREZ-RIDGEWAY: You may. We will attempt
16 to answer them.

17 MR. SAITO: Okay. I'm just curious, because I
18 think in the beginning of the process there were hundreds,
19 maybe thousands of people who applied, and that you've
20 gone through a huge number of applications.

21 And I was wondering, have you noticed any kind
22 of trends or things that have stood out about why you
23 think people are applying for the Commission?

24 MR. AHMADI: Is that a question for the Panel or
25 for the council?

1 MR. SAITO: Anybody.

2 MS. RAMIREZ-RIDGEWAY: I'll say -- I'll caution
3 you that maybe that's a question that should wait until
4 you're done, since you're still in your selection process.

5 MR. AHMADI: Oh, okay.

6 MS. RAMIREZ-RIDGEWAY: My thought, thus far, not
7 having been a Panelist, is that we have a lot of people
8 who are completely committed to trying to improve the
9 State, and that's the overwhelming theme that I think
10 we're hearing from people.

11 MR. SAITO: Okay. Okay.

12 MS. RAMIREZ-RIDGEWAY: Which is a wonderful
13 blessing.

14 MR. SAITO: Okay. And to me it's -- it's -- if
15 I can just reiterate a few things that I mentioned before,
16 you know, my interest is -- there's a number of reasons
17 why I'm interested in this.

18 One is I think I can bring some important
19 skills, background, experiences and knowledge to the
20 Commission because, you know, one, I've actually done this
21 before and I have served on a redistricting Commission.

22 And another angle to redistricting is I do
23 research on redistricting. I've written about and I've
24 done research on redistricting here, in California, and
25 also in New York City.

1 And also, in 1990 and 2000 I worked with
2 community groups that were involved in redistricting. The
3 Asian American statewide effort.

4 And in 2000 I was the regional coordinator for
5 the statewide effort in San Diego, so I helped coordinate
6 the activities there.

7 But also, I want to stress, though, that at the
8 same time that I've been working with these Asian American
9 groups, one of our main groups was building coalitions
10 with Latinos, African Americans, whites and other groups
11 who are involved in redistricting. That we -- because we
12 felt that if we could go in there, coordinate our efforts,
13 that we could have a stronger impact on the State
14 Legislator than if we went in there individually, right.
15 Not divide and conquer, but having a unified voice.

16 And so, in many ways that I feel that I've spent
17 my life preparing for this work through my research,
18 through my teaching on race and politics. So, in many
19 ways I feel like I've been preparing for this, and I
20 believe that it's important work that has to be done.

21 Even though it's going to have a big impact on
22 my family and my professional life, I think it's important
23 work that has to be done.

24 But then there's also the very personal motives.
25 As I mentioned before, I think this is going to be

1 exciting. In California, this is the first time that it's
2 going to be done by a Citizens Commission. I think that
3 will be a wonderful opportunity for me to be involved in
4 this kind of thing.

5 And as you mentioned before, Ms. Spano, I've
6 researched, what's it like to do it on the inside, and I
7 would like to try it again in a different form, with the
8 State.

9 And I think it will be exciting to go to the
10 public hearing, to meet people who are testifying, or to
11 meet people from different communities, to hear what they
12 say about politics, what creates a community of interest
13 in their neighborhood. I think that's going to be a
14 wonderful opportunity to learn more about the State.

15 And I've had this lifelong interest in learning
16 about other areas and learning -- well, and that's why I
17 became a sociologist, I'm interested in how society works,
18 and I'll be seeing it firsthand. I'll be participating in
19 it firsthand and hearing from people that I would
20 ordinarily not meet.

21 And so, that's sort of the things that have
22 driven me. When I was 19, I dropped out of college, I
23 hitchhiked around the United States, I went down into
24 Mexico, went into Guatemala.

25 And then after I got my bachelor's I left the

1 United States for about six years, and then I came back
2 and went to grad school and got my PhD.

3 I think I've -- throughout my life I've always
4 been interested in learning about these sorts of things.

5 And so, it's important work and I think I have
6 skills to bring to it, and that's why I want to do it.
7 But also, I think it will be exciting and that's why I'm
8 interested in doing this.

9 And thank you very much for your time today.

10 MS. RAMIREZ-RIDGEWAY: Thank you so much for
11 coming to see us.

12 MR. SAITO: Okay.

13 MR. AHMADI: Thank you.

14 MS. CAMACHO: Thank you.

15 MS. RAMIREZ-RIDGEWAY: Let's recess until 4:29.

16 (Recess at 4:09 p.m.)

17 (Back on the record at 4:29 p.m.)

18 MS. RAMIREZ-RIDGEWAY: It's 4:29, let's go back
19 on record.

20 We welcome Dr. Ann Marie Machamer; she's with us
21 for her interview, our final interview of the day.

22 Are you ready to begin, Dr. Machamer?

23 MS. MACHAMER: Yes, I am.

24 MS. RAMIREZ-RIDGEWAY: Wonderful. Secretary,
25 please start the clock, if I can find my questions. I'll

1 steal these. Thank you.

2 What specific skills do you believe a good
3 Commissioner should possess? Of those skills which do you
4 possess, which do you not possess and how will you
5 compensate for it?

6 Is there anything in your life that would
7 prohibit or impair your ability to perform all of the
8 duties of a Commissioner?

9 MS. MACHAMER: I guess you make a quite
10 exhaustive list of the qualities that a Commissioner
11 should have. I tried to categorize them a bit. One would
12 be the intellectual capacity to do the work, to get up to
13 speed.

14 This is a Citizens Commission, it's not a
15 Commission of experts, and so we're not supposed to become
16 experts, but we need to be able to get up to speed, digest
17 information, and use that information quickly and turn it
18 around to start to make some decisions.

19 And I had heard a designer from Ideo, the design
20 firm, and he had called himself deeply superficial, that
21 he knew a little bit about a lot of things. And I kind of
22 liked that phrase for the kind of intellectual curiosity
23 and capacity that Commissioners should have.

24 I would like to see that they have a
25 philosophical orientation about the role of this

1 Commission in the governance structure. That we're not
2 representing parties and we're not representing voters
3 directly, that this is not an elected board.

4 And some may say that means it's not
5 accountable. I would offer a different view, is that this
6 Commission has a sort of a direct chain of command to the
7 constitution and the State law, and so it comes under the
8 jurisdiction of the courts, and so that's how we are
9 accountable, and coming forward with that philosophical
10 understanding of our role within the government.

11 One of the things is, one of the skills that we
12 will have to quickly develop is getting used to being a
13 public person. And I think once the Commission is seated
14 that they will very quickly become public people and all
15 that entails.

16 In addition to figuring out your Facebook
17 settings, you're going to have to know how to take
18 criticism, and that will begin, it already has begun of
19 this process. You have to know how to take criticism and
20 sit through criticism for those points that are important.
21 That you listen to your critics critically, that you don't
22 necessarily believe everything, but that you use it as an
23 opportunity to reflect.

24 Commissioners need to have a certain amount of
25 poise as public people and approachability.

1 Good communication skills, because you're going
2 to be articulating perhaps some difficult concepts and
3 have disagreements, and so you're going to want to have
4 good communication skills.

5 Above all Commissioners, and maybe it's not a
6 skill, but need to have integrity, and that we're coming
7 to the table to do a very defined task, that within that
8 task are a lot of undefined things that call for judgment
9 and Commissioners' integrity will be first and foremost in
10 the success of the work.

11 And then, again, the other skill is going to be
12 time management. And there's ways to approach the work of
13 the Commission, in terms of scope and operationalize
14 issues that can maximize its efficiency, use of
15 technology, use of consultants.

16 And the ones that would probably, for me,
17 personally, be the most difficult would be taking
18 criticism. I think that anyone -- all of the applicants
19 that I have sifted through are very accomplished people
20 and very good at what they do, and I think that there's a
21 certain amount of conscientiousness that I have, and
22 probably that other applicants have, and so taking
23 criticism might be difficult because you're obviously
24 going to try and do the best job you can and to be
25 criticized my be difficult.

1 And my solution to that is just take your ego
2 out of it, and you'll hear that from me throughout the
3 interview. Just take your ego out of it, don't make it
4 personal. And so that would probably be one of the more
5 difficult aspects, I imagine.

6 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
7 from your personal experience where you had to work with
8 others to resolve a conflict or a difference of opinion.
9 Please describe the issue and explain your role in
10 addressing and resolving the conflict.

11 If you are selected to serve on the Citizens
12 Redistricting Commission, tell us how you would resolve
13 conflicts that may arise among the Commissioners?

14 MS. MACHAMER: So what comes to mind is I work
15 at a community college, I am the Director of Research and
16 Planning. And we are a shared governance campus, so that
17 faculty administrators, and classified, and students come
18 together on committees and make decisions.

19 One of the conflicts surrounded a college
20 process called program review, where programs do a self-
21 study and evaluate themselves.

22 We followed a process, had a task force of
23 faculty members and administration coming forward with a
24 process. It took, you know, over the course of about 18
25 months we met about the process and the content of the

1 process.

2 The last six months there was -- you know,
3 semesters change, membership changed, faculty schedules
4 changed, the last six months there was a big drop off in
5 attendance at the meetings.

6 We did forge ahead with the one or two faculty
7 members that we had. And then it came time to adopt the
8 process and suddenly there was an issue with the process,
9 and there was a feeling like faculty weren't consulted.

10 And it got quite contentious and I believe that
11 some of the administrators kind of took it on the chin.

12 I learned a great deal from that. What happened
13 is that faculty then took the process, went behind closed
14 doors, developed their own product.

15 Ironically, that product didn't look much
16 different than the product that we had come up with
17 before. It certainly improved the product, but it would
18 have been nice to have that input as we had gone along.

19 I learned some very important lessons. One is
20 that the process is as important as the product. That the
21 experience is as important as what you come out with.
22 Because the end product was essentially the same.

23 You have to be overly solicitous to get input.
24 And even though it's not my responsibility to make sure
25 that faculty are at the table, it's the Academic Senate's,

1 in the end if they're not there, and they're not
2 represented and we move forward, it could quickly become a
3 problem.

4 And so you have to -- you have to extract the
5 input sometimes.

6 And the other thing is that if you're right and
7 you approach something with integrity, you can stand tall
8 and stick to your decision, and withstand any criticism,
9 and you own your mistakes, you still continue to treat
10 people with respect, and you let people feel -- do what
11 they have to do to feel like they own a process.

12 MS. RAMIREZ-RIDGEWAY: How will the Commission's
13 work impact the State? Which of these impacts will
14 improve the State the most? Is there any potential for
15 the Commission's work to harm the State and, if so, in
16 what ways?

17 MS. MACHAMER: So the impacts could be very
18 profound, positively or negatively. At its best, there
19 could certainly be a long-term increase in political
20 engagement of the citizenry. It could increase turnout,
21 decrease cynicism, it could restore a sense of fairness
22 and legitimacy to the electoral process in the State.

23 If it's not done well, you could definitely
24 disadvantage areas or certain groups. You could further
25 damage the credibility of governance in California.

1 But you could also damage the trend of reform
2 and redistricting throughout the nation. The nation's
3 eyes are on the State of California because nothing this
4 bold and innovative has been tried at this level, and so
5 the stakes are very high for this endeavor.

6 And I think that a good precedent has been set
7 for transparency.

8 And like I said before, the process is as
9 important as the product, so we'd like to keep going in
10 that direction.

11 MS. RAMIREZ-RIDGEWAY: Describe a situation
12 where you had to work as a part of a group to achieve a
13 common goal? Tell us about the goal, describe your role
14 within the group, and tell us how the group worked or did
15 not work collaboratively to achieve this goal?

16 If you are selected to serve on the Citizens
17 Redistricting Commission tell us what you would do to
18 foster collaboration among the Commissioners and ensure
19 the Commission meets its legal deadlines?

20 MS. MACHAMER: So, one of the things that I'm
21 currently involved in is with my tribe, we're Yak Tityu
22 Tityu, of San Luis Obispo, which are kind of broadly know
23 as Chumash Indians. My particular group is a group from
24 the San Luis Obispo area.

25 And we've always existed as a tribe and always

1 operated. Recently, some dealings in our homeland have
2 necessitated us to organize in a way that is more
3 recognizable to western governance structures. So, we've
4 always been there, we've always been doing our thing, but
5 now we are starting a nonprofit as a legal entity to do
6 business. And there's a lot of benefits to that, if
7 you're dealing with Fish and Game, or you're dealing with
8 the county supervisors, developers, those kinds of things.
9 So, there's a lot of plusses to organizing in a non-
10 traditional structure for us.

11 However, this is rather difficult. We've never
12 operated this way. We're certainly trying to maintain our
13 cultural continuity and cultural integrity, but there are
14 also certain things you have to do, write a mission
15 statement, you know, those types of things that we'd not
16 done before.

17 Also, we've dealt with each other in sort of a
18 casual way and now we're formalizing that.

19 And so, the roles have been rapidly shifting.

20 So, it's been a long process of building trust.

21 What we've done is we've had regular conference calls and
22 personal calls to check in with each other, we've had to
23 have, each of us, some painful conversations that were
24 uncomfortable, but really sort of get at what's going on,
25 why are you disagreeing with everything I'm saying? Have

1 I done something? You know, those types of painful
2 conversations, but that we stuck with them and you get to
3 the other side, and then you've built trust.

4 You still may not agree, but you've built trust.
5 And you just have to be okay with being uncomfortable for
6 a while.

7 We give each other the benefit of the doubt and
8 we get our egos out of it.

9 One of the main, most important things is that
10 we have to maintain, in the day-to-day dealings, and this
11 e-mail came up, and this thing came up, and we have to
12 form responses as a tribe. We may disagree on the
13 appropriate protocol for that, but what we do is step back
14 and remember our broader goal and our broader purpose, and
15 that sort of aspirational purpose of restoring our tribal
16 culture.

17 And so after you do that everything else falls
18 into place, when you step back and you remember that
19 larger, broader goal that we share. And so that's
20 something that we've been doing and it's been very
21 successful.

22 And so, I think those are skills that I can
23 bring to the Commission. That, yes, you're going to be
24 mired in the daily nitty gritty, and every now and then
25 you need to step back and remember what is the broader

1 thing we're trying to achieve here? And instantaneously
2 your own behavior becomes, if it's outside of what you
3 should be doing, if you are agendized, if you're
4 responding to someone on a personal level, instead of
5 what's actually the data in front of you, instantaneously
6 you're aware of that and able to correct it.

7 MS. RAMIREZ-RIDGEWAY: A considerable amount of
8 the Commission's work will involve meeting people from all
9 over California, who come from very different backgrounds
10 and very different perspectives.

11 If you are selected to serve on the Commission,
12 tell us about the specific skills you possess that will
13 make you effective in interacting with the public?

14 MS. MACHAMER: I am on the -- I sit as a
15 Committee Member on the American Indian Education
16 Oversight Committee, which is a Committee that reports to
17 the Superintendent of Public Instruction, and we advise
18 him.

19 And so I've been operating under Bagley-Keene
20 for a few years, now, and I enjoy taking public comments.
21 We annually take testimony. We set aside an entire day,
22 entire meeting to hear testimony from the American Indian
23 communities.

24 And that's very helpful because when you're
25 doing the work in your office, it's kind of easy to get

1 separated from the needs and the issues that are happening
2 on the ground with people.

3 And so that's actually been very refreshing.

4 Sometimes it's a little frustrating because
5 there's not much we can do in our capacity to ameliorate
6 any of those issues. So that can be frustrating,
7 especially with Bagley-Keene, when you can't comment.
8 Someone's coming to you with a really important issue and
9 you would like to respond, at least in empathy, perhaps
10 with something concrete that you can do, and you can't
11 because you can't make comment.

12 MS. HAMEL: Five minutes.

13 MS. MACHAMER: Thank you.

14 I guess in terms of going out to the community
15 and meeting with people, I fall back, as most people do,
16 on your teachings. And for me, protocol in the American
17 country is very important and there are certain protocols
18 for when you're a guest in someone's homeland. And we
19 will be coming to people's homeland, and as strangers to
20 them, from the government.

21 And we will be guests and we should conduct
22 ourselves as such. You want to be respectful, and humble,
23 and solicitous, and grateful for their hospitality.

24 But also, it's our meeting, so in a lot of ways
25 we're hosting as well, so we'd want to take on that

1 protocol to make people feel welcome, and be
2 accommodating, and not use a whole lot of jargon, and meet
3 people where they are physically and emotionally.

4 I imagine that people could be coming to these
5 meetings with a good deal of historical trauma, a good
6 deal of concern and suspicion, and that we would want to
7 do our best to hear that, not become defensive about that,
8 and to be welcoming of those voices, as well. As well as
9 the ones that will certainly welcome us and congratulate
10 us for doing such a great job.

11 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

12 MR. AHMADI: Yes, thank you.

13 Good afternoon, Dr. Machamer?

14 MS. MACHAMER: Yes, sir.

15 MR. AHMADI: Thank you. Taking you back to the
16 response to the first standard question, if I heard you
17 correctly, you mentioned something about there are many
18 unidentified tasks ahead of the Commission.

19 Can you share some ideas about what tasks are
20 you envisioning, especially at the beginning of the months
21 the Commission forms and is ready to start the work? And
22 which ones are important and which ones might be a
23 challenge, and why? Just a little more detail on that,
24 please?

25 MS. MACHAMER: Okay. So, as I imagine it, I

1 imagine in the beginning there will be a lot of
2 operational tasks, electing a chairperson, hiring staff,
3 maybe outfitting offices, IT concerns, all those types of
4 hiring, starting to hire consultants. Where shall
5 people -- where will we meet? Are we going to meet
6 centrally, are we going to try and open it up to multiple
7 locations, which I think is one of the strategies I'd like
8 to get into later about increasing access to the
9 community.

10 So, I think in the beginning there will be a
11 deluge of operational considerations and I think that some
12 of the applicants that have a lot of skills in project
13 management would be very valuable in that situation.

14 Beyond that, after you're sort of up and
15 running, those unidentified tasks are, you know, are we
16 going to draw maps in meetings, are we going to ask
17 consultants to that and then we respond to them?

18 Do you take public comment before the census
19 data is in and before you start drawing lines or do you
20 wait?

21 And so, those types of things about the scope
22 and the pace of the work are going to be the sort of
23 squishier, undefined things that I think are going to be
24 highly personality driven and highly experience driven.

25 MR. AHMADI: So, you mentioned something about

1 defining or coming to a consensus about when to take
2 public comments, or when to hear from the public. Do you
3 have any personal vision about when we should start?

4 MS. MACHAMER: You know, given the compressed
5 timeline, I think you should try and start as much as you
6 can, as early as possible.

7 But I wouldn't want to jump right out there
8 without having a sense of where the work fits. I think
9 the Commission needs to have a sense and timeline about
10 what's appropriate before you jump right in.

11 But I would think that you would almost have to
12 start taking testimony before the census data is in,
13 assuming it's in, in April, assuming it doesn't come in
14 any sooner. You'd want to start that process because
15 that's certainly going to inform where you start drawing.
16 It would certainly inform where you need to get more
17 information.

18 We may have to go back to a community. There
19 may be communities so large or so complex that you may
20 need to go back more than once to understand them.

21 MR. AHMADI: Thank you.

22 Tell us about how you envision forming
23 relationships with your fellow Commissioners, some of whom
24 may come from very different backgrounds and walks of
25 life?

1 MS. MACHAMER: How to form relationships. I
2 think in this type of work, any type of work, but
3 especially this type of work you definitely have to be
4 yourself. Because if you're going to be meeting with a
5 group of 14 people for hours and hours on end, if you
6 don't start off being yourself then, eventually, when you
7 are yourself because you can't maintain a façade, that's
8 not going to be welcomed. So, you definitely have to be
9 yourself and this is going to be a group of highly
10 skilled, highly trained, highly competent people.

11 It could be intimidating to be around a group of
12 people this accomplished. So, I would certainly approach
13 it with a good deal of humility, getting to know people.

14 Because I think that everyone is going to have
15 so much to offer, and so many skill sets, and so much
16 expertise, I think I'd kind of want to figure out what
17 those were and so that we can begin to work together and
18 tap the skill sets of certain people as we go.

19 And so, I think on a professional basis I'd want
20 to know that to get the work done.

21 On a personal basis, we certainly do want to
22 build rapport, that's invaluable, and you want to build
23 rapport. And something as -- it sounds simple, but
24 something as simple as knowing someone's wife's name, or
25 someone's children's names, where they vacationed, you

1 know, where they went to school, those types of things, I
2 think that goes a long ways towards building rapport and
3 respect, and it shows respect to ask those types of
4 things.

5 And so that's certainly how I would or how I do
6 go about getting to know people.

7 MR. AHMADI: Thanks again.

8 Going back to your response to standard question
9 number two, in your example you mentioned as one of the
10 causes or the lessons that you learned from that
11 experience was to make sure that you extract information
12 from those who may not be willing to share information,
13 otherwise.

14 So, as you know, part of the -- maybe the most
15 important aspect of the Commission work is to get input
16 from the public. Any ideas about the different
17 techniques, or how would you do that, and what might be
18 the best approach or effective going to be that, to get
19 information from the public?

20 MS. MACHAMER: Yes. I've thought a lot about it
21 because, yeah, that's going to be difficult. The worst
22 thing on earth that could happen would be the Commission
23 holds a public hearing and two people show up. That would
24 be a nightmare for the Commission.

25 I don't think that would happen, but what you

1 may have is certain populations not attending.

2 So, you would certainly want to do the homework
3 beforehand, looking at data, census data, city data,
4 planning data, as well as tapping city and county
5 services, nonprofits, sort of leadership in those
6 communities, to at least get the leadership there.

7 If not, then the -- at least get the leadership
8 there. If not, some of their communities that they work
9 with. That's one way.

10 I think you want to demystify the Commission
11 work because it can be a little bit bleary-eyed and feel
12 like it's above people's head, or something that doesn't
13 impact them. And so, I think there are ways that you can
14 go about building understanding in the public.

15 One of those ways is the manner in which
16 meetings are held. This also goes to the time issue. The
17 manner in which meetings are held, you could have
18 centralized meetings and I think that's very important for
19 Commissioners to build rapport and it's probably easier on
20 staff, too, when they're planning a meeting and setting up
21 a meeting.

22 But you could at times have multiple meeting
23 sites. It is -- we've done it in my committee, the
24 American Indian Education Oversight Committee. You
25 publicly notice the site. It would be, you know, ADA

1 accessible, and that so you would be having sites maybe at
2 a community college, maybe one in Sacramento, San Diego,
3 some rural centers, Skype it in. You know, have
4 conference calls.

5 Therefore, every meeting people from different
6 communities can attend. And so, you're freeing up
7 Commission time because we're not spending the day
8 traveling, but you're also opening up access for different
9 communities with each meeting.

10 So, that was one of the ways that I had thought
11 about.

12 There are other things. That when the
13 Commission is seated, perhaps Commission members could go
14 out to communities and do presentations in grade schools,
15 at senior centers, at various locations, sort of a
16 Commission redistricting 101. What is the scope of the
17 Commission, who are the Commissioners, where do we fit in
18 the government?

19 What do we need to be a successful Commission
20 from Commission members. You could have curricular tie-
21 ins. Department of Education and the curriculum. Maybe,
22 you know, I could see curricular tie-ins with math,
23 percentages, and proportions, so they can see it,
24 obviously, in geography and mapping software, and that
25 there may be opportunities in the school systems to build

1 buy-in and rapport with the public that would engage them
2 in the work of the Commission.

3 MR. AHMADI: Okay, thanks again.

4 So, you -- should you be selected to the
5 Commission, you bring a unique value, being one of the --
6 being a tribal person, or at least someone who knows about
7 the issues, or challenges, or benefits, or difficulties
8 that the tribal people have.

9 In what ways do you think that will help you in
10 your work, should you be selected as a Commissioner?

11 MS. MACHAMER: So, the obvious would be that I
12 would have ability to understand Native communities as
13 communities of interest.

14 But beyond that, I think growing up bi-racial,
15 growing up in a majority community where I'm a minority,
16 but not necessarily noticed as a minority, I think that
17 really has informed the way I walk in this world.

18 I have often been called upon to sort of
19 translate Native concepts, which are not really
20 translatable to a western audience.

21 I do that quite often in speaking engagements,
22 where I talk about Native issues in schools and to
23 community groups.

24 For example, the mascot issue and why Native
25 mascots are offensive.

1 And I'm able to do that in a way that non-Native
2 people can come to understand.

3 And so I think I have developed, through
4 necessity, the ability to translate non-western concepts
5 to westerners, or translate Native concepts in a way that
6 the mainstream can understand.

7 And so I think that ability would serve me well.
8 Not that I go in assuming that I know the issues in every
9 community, but I have an ability, an ear to listen and
10 then restate it in a way that may be more readily
11 understandable to a different community, and so sort of
12 ambassadorship.

13 MR. AHMADI: Do you believe that the Voting
14 Rights Act is a necessary law? And why, if you believe
15 so?

16 MS. MACHAMER: Okay. Most definitely, I do.
17 Respecting minority rights in voting is not just a good
18 idea, it is the law, and it is one of the more important
19 laws that the Commission is going to have to be mindful
20 of.

21 From my understanding, it's -- it's rather
22 technical, so it's something that I would certainly have
23 to rely on lawyers for. But it's something that needs to
24 happen.

25 And it doesn't -- this is -- the Voting Act,

1 right, is not to remedy past discrimination, it is to
2 remedy current and ongoing diluting of minority voices and
3 communities, their ability for self-discrimination and to
4 elect a representative of choice.

5 So, it's not undoing past wrongs, it is to be
6 mindful and remedy current situations affecting minority
7 communities.

8 MR. AHMADI: From your application material and
9 from your statements, obviously you've had a lot of
10 community involvement. Have you ever had any contact with
11 the State Legislators, or their staff members of the State
12 officials, like the Governor and his staff?

13 MS. MACHAMER: So, in my advocacy work I have.
14 I was -- am part of a grass roots group that has been
15 working to eliminate the use of American Indian mascots in
16 public institutions.

17 And so there was, a few years ago, a number of
18 bills that went through. And so, in support of those
19 bills I did attend some Assembly and Senate hearings, as
20 well as visit the offices of my representatives to speak
21 about the importance of the bill.

22 I'm not a registered lobbyist, I'm not a
23 professional, it was just something that I care
24 passionately about, that my community said this is
25 important and we need some action on this, and can you be

1 available to support this work and, absolutely, I was
2 there.

3 I realize that that's a controversial issue, but
4 it's one that I care deeply about. Being someone who -- a
5 Native person who is in the public school system, who is
6 in a district where one of the high schools did have an
7 American Indian as a mascot, and being inhibited from
8 participating in our sort of extracurricular life at the
9 school because I'm not -- because signs -- you know, you
10 bash the other person's mascot. And when it's a native
11 person as their mascot, that becomes very difficult,
12 especially for children to have to speak up about.

13 MS. HAMEL: Five minutes.

14 MS. MACHAMER: So, in doing that work I did have
15 some contact, but it was just as a private citizen.

16 MR. AHMADI: When was the last contact?

17 MS. MACHAMER: Oh, the last bill might have been
18 '07.

19 MR. AHMADI: '07?

20 MS. MACHAMER: '07, possibly even earlier.

21 MR. AHMADI: Thank you.

22 The last question I have is, you know, it sounds
23 kind of personal but, you know, the Commission work is a
24 type of business. So, I just wanted to ask you a question
25 about do you have any personal biases? And if yes, what

1 are they?

2 MS. MACHAMER: Do I have any personal biases?

3 MR. AHMADI: Yes?

4 MS. MACHAMER: I would offer that everyone has
5 personal biases, that all people have personal biases. In
6 my application I definitely said I am impartial, but I'm
7 not dispassionate.

8 And I think the thing that makes me impartial is
9 that I have a good understanding of my biases. I don't
10 think biases are a problem as long as you acknowledge
11 them, you are aware of them.

12 You run into a problem when you have a blind
13 spot and you don't know you have an issue, and it's there,
14 and it affects how you are deciding things.

15 And so, I try and be mindful of my blind spots.

16 And so, I think that all people have biases and
17 I'm certainly not immune. What I try to do is be mindful
18 of them and not let my emotions about an issue override
19 the facts.

20 MR. AHMADI: Thank you so much. I have no other
21 questions.

22 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

23 MS. CAMACHO: Hi, Dr., and if I pronounce you're
24 name wrong, please excuse me, Machamer.

25 MS. MACHAMER: Machamer.

1 MS. CAMACHO: Machamer.

2 MS. MACHAMER: Uh-hum.

3 MS. CAMACHO: You mentioned in your application
4 that you are the tribal -- or you are the tribal
5 spokesperson for you tribe. I'm not going to pronounce
6 it. You said it so nicely, that I'm not going to be able
7 to say that.

8 Could you describe the nature of your
9 responsibilities and what do those responsibilities or how
10 do those responsibilities relate -- will relate to the
11 Commission?

12 MS. MACHAMER: So, as the families of Yak Tityu
13 Tityu --

14 (Laughter.)

15 MS. CAMACHO: I'm glad I didn't say that.

16 MS. MACHAMER: Yak Tityu Tityu began to come
17 together to recognize in a more recognizable legal entity,
18 we felt it was important to have a spokesperson. And my
19 role as spokesperson is not decision maker.

20 Often the person -- I've always held that often
21 the person with the most to say probably has the least
22 influence because they feel compelled to speak the most.
23 The people with real influence don't have to say much,
24 especially in Native communities.

25 So, each family, because we're traditionally

1 organized, each family decides on who their point person
2 is. So, when we have issues, families discuss them. Then
3 the family point people get together and discuss what
4 their families talked about and make a decision, and then
5 they tell me what to say, to whom.

6 So, it could be a newspaper, it could be a
7 corporation, it could be county government, but they tell
8 me what to say. So, I truly am a spokesperson in a most
9 basic sense of the way. I am not making decisions for the
10 Tribe in that way, I am simply the spokesperson. I do
11 have my say as a member.

12 And the way I see that, I think should I be
13 seated as a Commissioner, I would have to resign my post
14 as spokesperson for Yak Tityu Tityu. I wouldn't want to
15 confuse my Commissionership with my spokesmanship for Yak
16 Tityu Tityu and any positions that the Tribe would take.

17 So, I definitely would have someone else assume
18 those responsibilities.

19 MS. CAMACHO: Would that -- so, that's something
20 that you would be willing to do is give up that
21 responsibility, if you became a Commissioner?

22 MS. MACHAMER: Yes. I have full trust in the
23 people in my Tribe and the families in my Tribe. They
24 have my full confidence.

25 The reason why I'm spokesperson is because I

1 didn't mind being it. So, I didn't mind doing it, so
2 that's part of the reason why.

3 And I believe that my Tribe would be supportive
4 and then the families would be supportive with me to be
5 able to do this. And if not being spokesperson made that
6 easier for me, which it would, then they would be very
7 supportive of that.

8 MS. CAMACHO: You state you have a background in
9 working for social justice issues. What issues have you
10 worked for?

11 MS. MACHAMER: So, going back to my days at
12 UCLA, you've had two UCLA PhDs, we are a dime a dozen
13 today, really issues for Native peoples, such as
14 repatriation of remains.

15 Oftentimes, universities have museums where they
16 have human remains, collections of human remains, many of
17 which are Native people. As a California Native, many of
18 those are my ancestors.

19 And so, working with Native communities, as well
20 as the institution and, again, being the go-between for
21 Native communities and UCLA, since I was at UCLA.

22 You know, UCLA had to inventory everything they
23 had, they had not had an inventory. They had to notify
24 all the different tribes. They had to accommodate tribes
25 coming in, who were going to either reclaim remains or not

1 reclaim the remains, and leave them there, and accommodate
2 the cultural and spiritual needs of Tribal peoples, which
3 were different by different Tribes. And so, that was one
4 of the ways.

5 And getting UCLA to do that wasn't necessarily a
6 very easy thing, and so there was a lot of advocacy about
7 that.

8 As well as I mentioned, my work with the mascot
9 issue, and that simply put, I don't believe that living
10 human beings -- it's a civil rights issue and Native
11 people are living human beings, and that public money
12 shouldn't go towards things that harm children. And
13 Native mascots -- the data shows Native mascots do.

14 They not only harm Native children, but they
15 harm non-Native children because they infuse feelings of
16 superiority and cultural appropriation into non-Native
17 communities.

18 So, those have been some of the things that I
19 have been a part of.

20 MS. CAMACHO: Has there been any other ones that
21 you'd like to mention or was it just those named two?

22 MS. MACHAMER: In addition to -- you know, and
23 nothing that I've led. Those are things that I've sort of
24 led.

25 MS. CAMACHO: Okay.

1 MS. MACHAMER: Always being supportive of what's
2 going on in the community. So, there have been instances,
3 for example, sacred sites, where it's not my Tribe, since
4 I live in the Bay Area, but other tribes that want support
5 for what they're advocating for, if there's going to be
6 development on a sacred site or something, and showing up
7 and lending that sort of support as a body to those
8 efforts, as well.

9 MS. CAMACHO: Okay, thank you.

10 In your application you kind of talked about a
11 Campus Change Network. Can you please describe the
12 efforts on campus, diversity created by your Campus Change
13 Network?

14 MS. MACHAMER: Okay. I would be happy to, if I
15 don't cough.

16 So, the Campus Change Network, interesting, our
17 campus went a different direction than having a diversity
18 committee.

19 The Campus Change Network is completely
20 voluntary, it's not an official committee of the
21 institution. We felt that gave us greater latitude, since
22 it wasn't a shared governance structure.

23 One of the things that we found that was
24 critical to implement was to give it our hiring -- when
25 you look at the data, which I did since I'm the

1 institutional researcher -- my apologies -- our employee
2 demographics are not reflective of the ones of our student
3 and even our community, in some cases, so we felt it was
4 very important to train committees to hire and to reduce
5 bias, unconscious bias in the hiring process.

6 I don't think people on my campus or generally
7 are overtly saying I'm going to keep this person off
8 because they are a different skin color. I think it
9 happens in more subtle ways.

10 So, we drew up a little training guide.

11 MS. RAMIREZ-RIDGEWAY: Dr. Machamer, would you
12 like to take a little break so you can --

13 MS. MACHAMER: No, I -- yeah, maybe.

14 MS. RAMIREZ-RIDGEWAY: Why don't we take a
15 couple minutes and just -- can you pause the clock? Stand
16 at ease.

17 MS. MACHAMER: My apologies, I've had this
18 little cough all week.

19 MS. RAMIREZ-RIDGEWAY: We're all suffering right
20 now, but the Panel can't speak to you right now because
21 we're not on the record.

22 (Recess at 5:14 p.m.)

23 (Back on the record at 5:16 p.m.)

24 MS. RAMIREZ-RIDGEWAY: Secretary, could you
25 start the clock?

1 MS. MACHAMER: All right, thank you for that.
2 So, we were talking about the Campus Change Network and
3 the activities. We're not a shared governance committee,
4 and purposely so, we felt we had more latitude that way.

5 So, to -- in a shared governance structure,
6 changing the hiring training for the entire district might
7 take years. We didn't really have years, so our little
8 rogue group just simply created a two-page, I think it's
9 three-page, now, document on unconscious bias in a hiring
10 committee. We just did it.

11 And then we put it out to the campus community
12 as a resource and said, if you want to avail yourself of
13 this information, it's here.

14 You got to know, you got to bet that out of a
15 12-person committee at least one person's going to pick it
16 up and read it.

17 And then we also asked for feedback, and so that
18 people sent in their feedback on the document so that
19 it's -- we produced it several times, with feedback. And
20 it's just a handy little document.

21 And what we liked about it was it gave people
22 handy phrases to use where when they're in a situation
23 where unconscious bias is happening and they feel like
24 they're the only one seeing it, how do you broach that
25 with a colleague, that can be very uncomfortable.

1 And so, we gave them sort of starter phrases,
2 starter phrases that they could use that could introduce
3 the concept that potentially unconscious bias was
4 happening into a conversation in a collegial and
5 professional manner. And that has been very well received
6 on our campus.

7 And that's one of the activities that we've
8 engaged in, as well as sort of brown bag discussions. We
9 pick a topic and we just see who's interested. And we've
10 had some really rich, rich and valuable dialogue happen in
11 those little sort of brown bag, rogue -- rogue
12 discussions.

13 MS. CAMACHO: So this group, that kind of
14 discussed these diversity phrases, this was more dealing
15 with all different types of diversity or was it for a
16 particular area?

17 MS. MACHAMER: No, it was dealing with all
18 different types of diversity, racial, ethnic, linguistic,
19 religious. Political view, actually, that can be very
20 important where I live.

21 So, it was all -- disability, age, location. If
22 someone comes from over the hill, that might tell us
23 something about them before we ever meet them.

24 So, yeah, it was definitely -- thank you for
25 that opportunity. It was definitely dealing with

1 unconscious bias in all its forms.

2 MS. CAMACHO: Now, how did you, in your group,
3 gain this information to be able to put this, produce this
4 document to help other individuals and colleagues?

5 MS. MACHAMER: So, one colleague wrote a
6 narrative piece. I put together the starter phrases and
7 those types of things. We had a student submit a
8 beautiful statement about what she had learned at Los
9 Positas College, and about unconscious bias, and how
10 important it is to have faculty that bring a diverse
11 viewpoint for students to take for their education.

12 So, it really was a committee effort. While two
13 of us had a lot of the authorship, obviously, the input of
14 our colleagues greatly improved that product.

15 MS. CAMACHO: Did you go to any outside sources
16 to help you with that or was it --

17 MS. MACHAMER: Home grown.

18 MS. CAMACHO: Okay.

19 MS. MACHAMER: Other than the internet. But,
20 yeah, it was largely home grown.

21 MS. CAMACHO: Okay. In your application you
22 talked about obtaining public testimony at public
23 hearings. What have you learned from that and how could
24 you apply that information if you were a Commissioner,
25 because there will be public meetings?

1 MS. MACHAMER: I have a couple things. It is,
2 as you're discovering, incredibly difficult to not be able
3 to respond. That is difficult. It feels somewhat rude to
4 not respond to someone's question or someone, personally.
5 That takes a little getting used to.

6 Other things I've learned is that often the
7 public has no idea we're not allowed to respond, and so
8 they come wanting some answers and can't get them, and
9 that can be frustrating, so really make it very clear
10 about the role, the limitations of Commissioners at a
11 Bagley-Keene type of meeting.

12 The other thing I think is important is the
13 public's understanding of the role and the scope of the
14 Commission.

15 I know that when we're taking public hearing for
16 the American Indian Education Oversight Committee
17 oftentimes people come with concerns that are really far
18 outside of our scope.

19 And while we have empathy and perhaps some ideas
20 about problem solving, it's so -- we're disallowed in a
21 lot of ways from doing anything about those issues,
22 because our role is very narrow and it's to provide some
23 guidance or recommendations to the Superintendent of
24 Public Instruction, and nothing else. So, if it falls
25 outside of that, there's not much we can do.

1 So, some of the things I've learned is helping
2 the public understand what the scope is and what our role
3 is and, consequently, what their role is.

4 MS. CAMACHO: That's all the questions I have at
5 this time.

6 MS. MACHAMER: Thank you.

7 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

8 MS. SPANO: Thank you. Good afternoon.

9 MS. MACHAMER: Hi.

10 MS. SPANO: If you need to stop and get water,
11 that's fine with me. I don't want you to cough anymore.

12 What steps should the Citizens Redistricting
13 Commission take to increase its accessibility to the
14 California Native American population?

15 MS. MACHAMER: Hmmm. Interesting. And, well,
16 the Native population is extremely hard to reach. So, you
17 have California Native populations, which are very small
18 and very spread out and, frankly, not that trustful. Not
19 trustful.

20 MS. SPANO: And why is that?

21 MS. MACHAMER: There's a lot of historical
22 trauma. California, as a State, has a particularly --
23 I'll just say aggressive history with California Natives,
24 if not downright violent, as well as politically
25 aggressive.

1 Culturally, Native people have been
2 marginalized, communities dismantled systematically,
3 politically and culturally.

4 In this State you also have a lot of Native
5 peoples from states outside of California, through the
6 relocation acts and termination acts.

7 And so, you have the 18 unratified treaties from
8 California Natives, so there's a good deal of bad history
9 for Native peoples.

10 And so they're not necessarily very trustful,
11 perhaps some of your more cynical citizens, and for good
12 reason. For a good reason.

13 They're also so very spread out, often very
14 rural, or extremely urban. And unlike other groups,
15 you're not going to find concentrations of Native people
16 because the U.S. government's policy was to disburse
17 Native people. Whereas historically there's been a
18 tendency to ghettoize certain groups, Native Americans had
19 the opposite, where they wanted to disburse so you could
20 break up Tribal identity.

21 So, Native people are tremendously hard to reach
22 for those reasons.

23 MS. SPANO: Do you have any -- I'm sorry, go
24 ahead.

25 MS. MACHAMER: And so ways to outreach to Native

1 communities.

2 MS. SPANO: Yes.

3 MS. MACHAMER: Again, I fall back on tradition.

4 If you approach someone in a traditional way, they're more
5 likely to respond. You definitely want to observe
6 protocol. You go to the leadership, you ask for their
7 support. When you come to their homeland, you're
8 respectful of their ways. It's often and not unusual to
9 bring gifts. Not tobacco, something traditional,
10 something from my homeland, abalone, to build rapport and
11 show respect.

12 Again, probably not okay in a Bagley-Keene
13 situation but, you know, you might offer -- again, if
14 we're in a Native community, it might be interesting for
15 some of the Commissioners to go to some of the Indian
16 Education Centers, to do a presentation on what
17 redistricting is and how that can affect their community.

18 And so that you're offering something, as well
19 as taking input.

20 MS. SPANO: In addition to doing some outreach
21 like that, what other actions do you think the Citizens
22 Redistricting Commission are necessary to ensure the
23 participation of the California Native population?

24 MS. MACHAMER: So, doing those things are going
25 to be very important. You know, making some concerted

1 efforts to really build trust, going to different leaders,
2 going to different community organizations are going to be
3 what would be most effective in doing that.

4 I'm sorry, did I -- was there another aspect of
5 your question that I'm ignoring?

6 MS. SPANO: No, no, I'm just curious. This is a
7 whole population I am not familiar with, so I'm just kind
8 of curious to get your thoughts because you're an expert
9 on it.

10 MS. MACHAMER: Well, and it's interesting
11 because, you know, California Indian population is either
12 going to be extremely rural or extremely urban. And both
13 have challenges there.

14 But you're also going to have -- you know, a
15 Native community, it's not a homogenous population, you
16 have so much diversity in a Native community, and within
17 certain areas even.

18 My own group, there's seven different dialects
19 of our language and we're just a small, you know, couple
20 counties. As well as rivalries of different groups.

21 And you're not going to know all those and
22 you're definitely not going to want to make any -- a
23 Commissioner wouldn't want to necessarily enter any of
24 those. But you want to definitely make sure that you are
25 observing protocol and going to leadership.

1 Tribal leaders, nonprofit leaders, education
2 leaders and using, as best you can, those groups.

3 MS. SPANO: I see. Based on your experience,
4 what areas do the interests of the California Native
5 American Tribes intersect with the populations around
6 them?

7 MS. MACHAMER: I mean, interesting, sometimes
8 they're aligned and sometimes they're divergent.

9 What comes to mind for me, right now, since what
10 I'm -- what Yak Tityu Tityu is involved in is development,
11 and sacred sites and cultural resources. And, obviously,
12 zoning and county supervisors, and all those things kind
13 of politically play into that.

14 So, that's an issue. Other issues would be
15 recognition and I know that two tribes in the State have
16 gotten statewide recognition for their Tribes through
17 Assembly kind of resolutions, or Senate resolutions,
18 recognition.

19 Issues like fish and game, and wildlife, and
20 salmon, and water rights, those are all vital to Native
21 communities.

22 And, you know, areas up north, if you guys live
23 in the Sacramento area, probably know a little bit about
24 this, you know, to certain Tribes, Salmon, and be able to
25 fish and gather those things for ceremony and community

1 are vital to their very being, and the well-being and the
2 very cultural existence of a community.

3 And so, those are the type of political issues
4 happening in California Indian country.

5 You don't hear about those, they're not quite as
6 sexy as gaming, but those are very real, vital issues for
7 Native peoples.

8 MS. SPANO: I see. Based on your experiences
9 with the Native American population and your Tribe, what
10 can those experiences can you bring to the Commission and
11 their awareness?

12 MS. MACHAMER: Oh. Well, to be honest, I didn't
13 necessarily see myself as, you know, the Native -- I mean,
14 I am, but I didn't know that that would necessarily be as
15 relevant as, you know, outreach to other communities.

16 I don't know that Native communities, except
17 maybe way north, would constitute 50 percent of a district
18 ever. But there's certainly communities, communities of
19 interest.

20 And I think that Native peoples have a way of
21 approaching issues and have certain issues that are
22 important to them, that might not be readily recognizable.
23 In addition to some of the ones I've already mentioned,
24 you know, hunting, fishing, language preservation, the
25 preservation of our cultural sites.

1 And when I say that, the way I can describe it
2 is cultural resources and burial places, and sacred sites.
3 So that oftentimes Americans thinks of their sacred sites
4 as being very far away. If we think about it, most of the
5 religions of the world, sacred sites are very far away,
6 right, but we still revere them and wars are fought over
7 them constantly.

8 For us, my sacred sites are never -- I've never
9 lived further than a day's drive from my sacred sites.

10 I brought my daughter to visit her homeland for
11 the first time, and we did prayers, and we did special
12 things for that.

13 And so, Native people are dealing with a level
14 of sacredness in our vicinity, in our physical
15 environment, that I don't think a lot of people
16 understand, or that a lot of people have to travel very
17 far to feel.

18 MS. SPANO: You mentioned earlier, at UCLA and
19 your repatriation of the remains, and you say there were
20 challenges with UCLA and possibly a lot of conflicts that
21 were going on. I was curious to know what the issues were
22 and how you were able to resolve those issues.

23 MS. MACHAMER: So, I don't want to take more
24 credit than I am due. I probably had very little to do
25 with the federal legislation of NAGPRA, the Native

1 American Grace and Repatriation Act, since I was very
2 young when that passed, but still an adult.

3 But, you know, these are collections that
4 departments have amassed. Some -- and in their defense, a
5 lot of them have been salvage, a road was going in, so
6 they had to -- the stuff was going to get paved over so,
7 you know, they took it and catalogued it, and it was
8 salvage.

9 But there's a wanting not to lose those
10 collections for the study of them. I imagine it also was
11 a great deal of cost to have to inventory probably
12 millions of fragments. And so I think that was a lot of
13 their resistance.

14 And it wasn't just UCLA, it was museums and
15 institutions across the nation, which is why the federal
16 government stepped in to create this legislation.

17 Once it was passed then you have a whole 'nother
18 kettle of fish. If two groups are claiming the same
19 remains what does an institution do? Should they be the
20 referee in that?

21 So, then the solution, also, and I think the
22 Commission will find this as well, sometimes the solution
23 has its own host of unanticipated consequences, as well.

24 So I, as a student at UCLA at the time, was --
25 highlighted that issue through activism and even

1 protesting, in my younger days. Protesting and keeping a
2 public light on the issue and keeping some pressure on the
3 institution to resolve, to make resolution.

4 And I believe UCLA did make agreements with the
5 Native community even before NAGPRA was passed.

6 MS. SPANO: Okay, thank you.

7 Describe some of the challenges you face and how
8 you resolve any issues with diverse groups? And that was
9 one of them. Are there any other examples that you can
10 provide us?

11 MS. MACHAMER: You know, it's -- dealing in
12 Native communities can be a challenge. Sometimes we
13 assume that we come from the same sort of frame of
14 reference and sometimes we actually don't.

15 Probably, some of the most contentious things
16 I've been part of would be the mascot issue. It's
17 incredible to show up to a school board meeting and have
18 400 angry students and alumni there and be probably one of
19 a half a dozen people speaking for the issue. And to
20 suddenly my mom and I need a police escort to our car,
21 simply because we're asking the school board to
22 consider -- to consider a civil rights issues.

23 I was involved in the Los Angeles Unified School
24 District's decision to retire all the mascots in Los
25 Angeles and had extensive meetings with schools, and with

1 students, and with the administration.

2 And I learned very early on that as an
3 ambassador and as someone who has a larger goal, I don't
4 have the luxury of losing my temper. I don't have the
5 luxury of telling someone off and storming out, even
6 though that's what I want to do.

7 I can't hit the slide. You know, you've got to
8 stick with it and you've got to give people the benefit of
9 the doubt.

10 If someone is unintentionally being overbearing
11 or insensitive, you don't clobber them, you help them.

12 If, after being corrected two or three times
13 they insist on doing it, but it's no longer involuntary,
14 there are other methods to deal with that. But it's never
15 an option, it's never an option to disengage, it's just
16 not an option.

17 I also learned that no matter what you treat
18 people with respect. You treat people with respect, and
19 they can be hostile, and they can be angry, and you show
20 them the respect that you wish you were being shown.
21 Eventually, in most -- most of the people that we dealt
22 with on a one-on-one or small group basis came around.

23 Which is amazing, to be in a group of, you know,
24 you have six people staunchly against something and over
25 the course of two or three, maybe six meetings half of

1 them, more than half of them are with you. And they were
2 selected specifically because they opposed you.

3 MS. HAMEL: Five minutes.

4 MS. SPANO: Okay. Thank you.

5 With what political points of views and beliefs
6 do you have the most difficulty understanding and/or
7 maintaining an open and flexible approach?

8 MS. MACHAMER: Thank you for this question
9 because it allows me to say something I hadn't said
10 earlier.

11 You know, I am -- a fun scientific sampling of
12 the applications, just sort of picking and random and
13 reading applications, you know, the issue of diversity
14 comes to mind. And oftentimes you have people -- people's
15 understanding of the issue of diversity, to me, seems
16 limited in that it is based on the individual.

17 And that, you know, people can earn an education
18 and there's opportunities in this country, you can earn an
19 education and you can get out of a community, of a bad
20 situation. Get off the reservation, get out of the
21 barrio, you know, you could get out and better yourself.

22 I have a couple issues with that. One is this
23 redistricting work is not about the individual, it's about
24 communities. Yes, it's about the vote of an individual
25 counting equally, but it's about the community's ability

1 for self-determination.

2 And when we talk about individuals you lose
3 sight of that. It's about communities.

4 And the data cannot be argued with that there
5 are communities in this State that are suffering, and that
6 are not whole. And to discount that experience, to me,
7 that needs to be entered in -- that needs to enter into
8 the dialogue, those set of facts, or that blind spot needs
9 to be relieved.

10 My other issue with "people can get out," is
11 that what happens in a lot of a communities is it's the
12 brain drain. You have their brightest hopes for the
13 future for their own community leaving, leaving the
14 community and leaving the community poor for that, both
15 economically and spiritually poor.

16 And so, the solution to improving community
17 isn't to dismantle the community, it's to improve the
18 community so that you don't have to leave it to have a
19 better life.

20 And that's what I think the work of this
21 Commission could have a tremendous impact on. And so
22 that's what I feel passionately about, and that's one of
23 the issues I think I would differ from some people on the
24 Commission, and one of the issues I would like to engage
25 in dialogue about and have a better understanding -- have

1 a better understanding of both positions.

2 So, maybe there's something that I'm missing
3 about their position, as well.

4 MS. SPANO: Okay. Just real brief, in what way
5 do you think the Commission can do that and accomplish
6 that?

7 MS. MACHAMER: Okay. So, communities of
8 interest or minority/majority districts having a right
9 to -- having less cynicism, you know, that their vote
10 would count, to have more trust in the system, more
11 engagement in the system and to be able to elect a
12 candidate of choice. That we may even not only just
13 increase voter turnout, but increase -- if you can have
14 districts that are more fair and more competitive, you
15 would even increase the number of minorities running for
16 office.

17 MS. HAMEL: One minute.

18 MS. SPANO: Thank you.

19 MS. RAMIREZ-RIDGEWAY: Now is our follow-up
20 period, do Panelists have follow-up questions?

21 MR. AHMADI: I don't.

22 MS. CAMACHO: No.

23 MS. RAMIREZ-RIDGEWAY: I don't have many, Dr.
24 Machamer.

25 MS. MACHAMER: Okay, your questions are always

1 the ones you got to watch out for.

2 (Laughter.)

3 MS. RAMIREZ-RIDGEWAY: I don't think these will
4 be this hard, that hard.

5 MS. MACHAMER: Okay.

6 MS. RAMIREZ-RIDGEWAY: One is just sort of
7 factual background.

8 I noticed in reading your application that you
9 were appointed to the American Indian Education Oversight
10 Committee and you talked about that today. But I needed
11 to clarify who appointed you and when?

12 MS. MACHAMER: Department of Ed. When? Oh,
13 goodness, was it as far back as '05? No, it can't be five
14 years. I'm going to say anywhere between '05 and '07.

15 MS. RAMIREZ-RIDGEWAY: And are you still
16 serving?

17 MS. MACHAMER: Yes, I am.

18 MS. RAMIREZ-RIDGEWAY: And is that like a term
19 that will end or --

20 MS. MACHAMER: It seems endless. No, I don't
21 believe there is a term on that. Well, no, that was a bit
22 flip.

23 No, to my knowledge there is no term. I could
24 be wrong.

25 MS. RAMIREZ-RIDGEWAY: The other questions that

1 I wanted to ask you and, actually, kind of two. One is
2 the State Auditor will be drawing the names of the first
3 eight Commissioners on the 18th of November, and then
4 shortly thereafter those first eight will pick the next
5 six. And it's our expectation at that point that work
6 will begin rather quickly.

7 MS. MACHAMER: Uh-hum.

8 MS. RAMIREZ-RIDGEWAY: Are you available
9 beginning November 19th to commit to the cause?

10 MS. MACHAMER: Yes. I have had a discussion
11 with my employer, our Chancellor is very supportive and
12 excited about this, and he's notified our Board of
13 Trustees who, themselves, as elected officials, are
14 extremely supportive.

15 MS. RAMIREZ-RIDGEWAY: And along those same
16 lines, in choosing your six final colleagues, how
17 important will diversity be in those selections?

18 MS. MACHAMER: Well, sounding overly like I'm
19 trying to ingratiate myself, I think the work of this
20 Panel has been a good model about how to do that.

21 You need to have this -- this Commission has to
22 appear to reflect the diversity of the State by race and
23 ethnicity, gender, age, and so you're going to want to
24 look at members in that way.

25 I think that the applicant pool is incredibly

1 talented and so you almost can't go wrong. But you're
2 going to want to balance out -- the other thing, you know,
3 age and -- the other thing that I -- you can't have all
4 retired people on this. You can't have all people who can
5 afford to quit their job for a year.

6 You may have some people who can't afford to
7 quit their job for a year to do this, that they would be
8 working and doing this, and that that's an important
9 aspect of the citizenry are people who are employed, or
10 who aren't retired, and so you're going to want to
11 maintain that as well.

12 MS. RAMIREZ-RIDGEWAY: How do you think the
13 Commission can accommodate those folks? I expect you're
14 right, that there are some people who won't be able to
15 have that flexibility.

16 MS. MACHAMER: Right. I think you can compress
17 meetings so that someone doesn't have to have a
18 Monday/Wednesday/Friday meeting with the Commission. I
19 think you can absolutely do weekends and evenings. I
20 think the use of technology and remote meeting areas not
21 only free up Commissioner time but also, as I said,
22 increase access of different communities. So, those are
23 some of the ways that that could be done.

24 MS. RAMIREZ-RIDGEWAY: I have no further
25 questions.

1 Panelists?

2 MR. AHMADI: I don't have questions, thank you.

3 MS. RAMIREZ-RIDGEWAY: We have about 18 minutes
4 remaining.

5 MS. MACHAMER: Okay.

6 MS. RAMIREZ-RIDGEWAY: If you'd like to read a
7 closing statement?

8 MS. MACHAMER: I would. I have 17 minutes of
9 closing statement. I'm just kidding. I am just kidding.

10 (Laughter.)

11 MS. MACHAMER: So, this has been a really fun
12 experience for me, the whole process. I can't imagine
13 what it's done to your office and your staff, you probably
14 eat, sleep and breathe this.

15 I thought you guys had a hard job when you were
16 reading applications. Now, seeing the interviews, the
17 reading applications part probably seems like a piece of
18 cake by now.

19 I am really engaged in this process and really
20 excited about this opportunity. There are so many lofty
21 operational things about it that really speak to me and
22 speak to my values, and speak to what I've -- how I've
23 tried to live my life and the things I try and teach my
24 children.

25 And so, being a part of this, even if it ends

1 here, would be highly rewarding, but to go further would
2 be even more so.

3 And in addition to -- you now, I go to work
4 every day at a community college and I do work that
5 educates the citizenry and I feel a connection to our
6 democratic process in doing that, because you have to have
7 an educated citizenry to have a functioning democracy.
8 And I feel like I do that every day.

9 And while I have that -- and while saying that,
10 this isn't just about beautiful dreams, there's a really
11 nitty-gritty task to get done and you want to be clear-
12 eyed and sober about it, and very careful about it. And
13 while it will take some jumping in and getting your feet
14 wet, there also has to be a certain amount of caution with
15 that as well.

16 And so, I believe that I can do that and would
17 enjoy doing that, and thank the Panel for your time and
18 effort, and the Office for all your hard work. Thank you.

19 MS. RAMIREZ-RIDGEWAY: Thank you so much for
20 coming to see us.

21 We'll go into recess until 9:14 tomorrow.

22 (Recess taken at 5:48 p.m.)

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