

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, 4th Floor
Sacramento, CA 95814

FRIDAY, August 20, 2010
9:15 A.M.

Reported by:
Peter Petty

APPEARANCES

Members Present

Nasir Ahmadi, Meeting Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

Staff Present

Donna Neville, Panel Counsel

Diane Hamel, Executive Secretary

Interviewees

Donna Jo Soviero

Maria E. Harris

Jodie P. Filkins Webber

Mary Wong Werthman

Jeanne E. Raya

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1 MS. NEVILLE: Good morning. It's 9:15 a.m. and we
2 are back on the record. And we have with us Ms. Soviero.
3 Welcome, Ms. Soviero.

4 MS. SOVIERO: Thank you.

5 MS. NEVILLE: And we are going to begin our
6 interview this morning with the five standard questions.
7 I am going to begin first with the first one, which is:
8 What specific skills do you believe a good Commissioner
9 should possess? Of those skills, which do you possess?
10 Which do you not possess, and how will you compensate for
11 it? And is there anything in your life that would
12 prohibit or impair your ability to perform the duties of a
13 Commissioner?

14 MS. SOVIERO: As I look at the work of the
15 Commission, I see an arc and different skills will be
16 required, I believe, at different points in that arc.
17 Beginning initially with the first group of eight, and I
18 think the skill that is important there will be team
19 building. A very short time, those eight people will have
20 to come together and make the team sufficient to
21 understand who they are, so that they can reach into the
22 pool and bring in what is necessary, both legally and, I
23 think, from a group dynamic point of view. I have that
24 skill, team building. I got an Honorable Mention in my

1 daughter's graduation, they honored the parents and I was
2 honored for my community building over the four-year
3 history because I worked very hard to build a community of
4 parents in my daughter's class. By the time you get to
5 high school, students don't have parents, and so we were
6 this extra little appendage to the school; but it was
7 important that we were a community and spoke to each other
8 because, that way, we as a village were then able to
9 continue to raise our children to graduation.

10 Another area where that skill was evident was Casa
11 Para Amigos. It was a group of children - oh, children -
12 teenagers and adults, for three years running, one week we
13 went to Mexico and built a house for a homeless family -
14 amazing team building skills because the adults and
15 teenagers did not always know each other, so we had a week
16 to really put it together. We had a single goal and we
17 built three houses, so I think the product kind of
18 acknowledges the process.

19 The next area that the Commission would move into
20 is what I call the learning and listening. Actually,
21 learning starts with Day One, I think, as soon as the
22 Commissioner knows he or she is appointed, they need to
23 start learning, at least, I do. And that's one of the
24 deficiencies that I might have; I've never served on a
25 commission that operated under the Brown Act or any kind

1 of Act that required a specific set of rules or
2 regulations, so I really would need to brush up on those
3 things. I would need to learn more about what other
4 states have done. I know the Brennan Institute at NYU has
5 some wonderful materials on redistricting; I would want to
6 get into those. I would want to really hone in on the
7 Voter Rights Act, some of the redistricting litigation,
8 and really address those because I would - I would see my
9 role as to be the legal part of it, or to look at those
10 aspects of redistricting, and be the voice on the
11 Commission for that. And then, also listening. I think
12 that's the part where the Commission does its intake, of
13 listening to communities around the State, the public
14 hearing part of it.

15 For the last 18 years as an Administrative Law
16 Judge, that's what I do every day. I take testimony from
17 witnesses. I listen to conflicting testimony. I have to
18 decide what is real and what's not, what is important,
19 what isn't. I have to ask the right questions of
20 witnesses, so that, I think, are an important skill for a
21 Commissioner.

22 And then, this is the area for administrative
23 skills, I was an administrator before I was an
24 Administrative Law Judge, and my work - my graduate work -
25 was also in Public Administration, so I do have a

1 background in making things happen. And, even after I
2 became an Administrative Law Judge, I continued in my
3 volunteer life to make things happen, and so, in this
4 period, the administrative skills of laying out a
5 timeline, finding when things need to happen, how they
6 need to happen, who needs to do them, to start dividing up
7 tasks if that is appropriate, but I think there is a whole
8 administrative component that the Commission needs to pay
9 attention to.

10 And then, at the apogee of this arc is, of course,
11 drawing the lines. Leading with my strength, I certainly
12 have the skills to mediate, I have the ability to rise
13 above conflict, and to be able to step back and see the
14 larger picture because I think that's going to be the
15 difficult part of drawing lines. I think the easy - some
16 parts will be easy, there will be some hot spots, and I
17 think that we need to be able to address those. Where I
18 think I'll need help is the technology. I wasn't raised
19 on technology. I have one foot in the 21st Century, I can
20 do e-mail and I don't Twitter yet, but I think the
21 technology - I need to understand it better, I need to
22 know what the capabilities are, and I need to be able to
23 see. I assume that there's a lot of "what if" scenarios
24 that computers can do with redistricting, and I understand
25 there are redistricting programs that the Commission will

1 be using, so that would be something I would have to delve
2 into.

3 And then, finally, there's the report of the
4 Commission's work, there's a report required. I have the
5 writing skills. The reasons for a decision, again, I do
6 that every day when I hear cases. After we state the
7 facts, we need to explain why we made the decision we did.
8 I think those are skills I can contribute. Then, there
9 are the public speaking skills that will be important and
10 I think I do have those skills, as well, to be able to
11 reduce complex issues to succinct and articulate way to
12 present them. So, I think that that is pretty much the
13 skills that are necessary. But, as you look at the entire
14 work of the Commission, I think that one of the things
15 that I can do is bring a Judicial temperament; that is the
16 ability - by this time, after 18 years, it's almost innate
17 to look at things with an open mind, not pre-judge until
18 the time you have to judge, to be able to make a decision
19 and move on. There are a lot of things that come with
20 being in that place in the hearing room, that makes you
21 see things a lot differently, and I think sometimes people
22 who come to that position, at first impression, don't
23 always have those skills, and they need to develop them.
24 And I think for a Commissioner, I think some will probably
25 need to develop them quickly, and I would be able to help

1 them do that.

2 The other part of judicial temperament is the
3 ability to keep an eye on the Appellate process. I
4 believe that whatever lines are drawn will be tested, I
5 don't think that's a bad thing. I think that, if we do
6 our job well, or correctly, it should be able to stand up
7 to judicial scrutiny, but making a record, being able to
8 articulate the reasons that decisions are made will help
9 any Appellate Court to look at what we've done, or the
10 Department of Justice, as necessary.

11 There was - I think the last part of this, is
12 there any reason that I couldn't serve, I think, prohibit
13 or impair my ability to perform all the duties. Quite the
14 contrary. I retired from State service August 1st. On
15 August 2nd, I became - well, I left my status as mother of
16 a teenager, my daughter turned 20, she's in school. I
17 work as a retired Annuitant now, which means my time is my
18 own. I can work as much or as little as I want to, so
19 that means, as a Commissioner, I can give as much time as
20 is necessary to do the job. I would be one of the people
21 on the Commission who would look at this as a first
22 priority and as something that I would take as a job, and
23 take it that seriously and give it that amount of time.

24 MS. NEVILLE: Does that conclude your answer? I
25 don't want to interrupt you if you had more.

1 MS. SOVIERO: Yes.

2 MS. NEVILLE: The second question is: Describe a
3 circumstance from your personal experience where you had
4 to work with others to resolve a conflict or a difference
5 of opinion. Please describe the issue and describe your
6 role in addressing and resolving the conflict, and if you
7 are selected to serve on the Citizens Redistricting
8 Commission, tell us what you would do to resolve conflicts
9 among your fellow Commissioners.

10 MS. SOVIERO: Well, I'll start with an example.
11 When I was thinking about this question, one example that
12 kept coming up was when I was a Hearing Officer for the
13 San Francisco Rent Board. Part of being a Hearing Officer
14 was mediating disputes between landlords and tenants, and
15 when you're dealing with somebody's home, on the one hand,
16 and somebody's source of income, on the other hand,
17 believe me, the disputes are pretty intense. And I
18 remember one dispute where the landlord and tenant, there
19 were a number of issues, and they were stuck. They had
20 worked fairly hard, we had identified all of the issues,
21 but they just couldn't move off of their positions. I
22 thought we were at an impasse. And then, suddenly, very
23 intuitively, it came to me, because one of the issues was
24 the tenant had moved in and there was no ice cube tray in
25 the refrigerator. The landlord refused to provide an ice

1 cube tray, so I just say, "Okay, stop. We've all worked
2 very hard, you worked very hard on this, let's take a
3 break, let's come back in a couple of days, and I will
4 bring an ice cube tray." Well, it was amazing because, a
5 couple of days later, we came back together, I had the ice
6 cube tray, and they had a completely different attitude.

7 It was that kind of being able to step in and
8 interject yourself into a conflict, which isn't what a
9 mediator should do, but it was the right thing at the
10 right time. And I give you this case to show that there's
11 a certain intuitive aspect to resolving disputes, and if
12 you can see those opportunities and be able to step in and
13 take them, I think that that's a particularly good skill
14 to have in a group where you can probably anticipate
15 sometimes coming to a point where the group gets stuck.

16 You ask about different ways to resolve these
17 conflicts. There's what my colleagues call -- we call --
18 the cases that we do for free. This is when the
19 principles are so compelling, that the facts are just so
20 compelling, that there is no decision to make, the
21 decision is made for you. We do those cases for free. On
22 the other end of the spectrum, the ones we get paid for
23 are the ones that Henry Kissinger called "when two rights
24 confront each other," and those are the difficult ones. I
25 use this example because those are the hardest to resolve,

1 and that's when you need to rise above the problem, that's
2 when you need to leave your personality and your ego
3 somewhere else, and you need to step back and see what the
4 greater good is, and I always like to think that problems
5 aren't solved by fighting them, but by lifting the mind
6 above the level of combat, and that's a phrase that I have
7 on my clipboard, actually, because it helps me sometimes,
8 helps to make decisions and to step back and to be able to
9 rise above it. And I think that that would be a way, one
10 way.

11 There are certainly textbook techniques for
12 dispute resolution, but as I used to say in settlement
13 conferences, I would tell my clients that, when we go into
14 this conference, it's not a zero sum gain, it's everyone
15 has to be equally unhappy, and that's the nature of a good
16 settlement.

17 MS. NEVILLE: How will the Commission's work
18 impact the State? Which of these impacts will improve the
19 State the most? And is there any potential for the
20 Commission's work to harm the State, and if so, in what
21 ways?

22 MS. SOVIERO: Well, I think the process, or the
23 Voters First Act, has already impacted the State. I think
24 just the selection process alone has served to - well, it
25 got 27,000 people to raise their hand and say, "I want to

1 serve." I think that's important. It got another - what
2 - 5,000 almost, to actually put in an application on time.
3 And then, when I look at the selection process, it really
4 makes me proud of the State to see how we have come - and
5 I want to take a professional moment here to thank the
6 panel for the work they've done because they've really
7 come up with these 120 people. I mean, as I look at them,
8 I really am honored and humbled, and personally I want to
9 thank you for including me in that group because I think
10 it really has - anyone who has followed the process, I
11 think, should be impressed. So I think that's the
12 positive. Now, the negative is that the Commission goes
13 on not to do its job, and I see its job as, well, of
14 course drawing the lines, we would hope that there
15 wouldn't be an impasse that they couldn't draw the lines,
16 but I think that listening, you know, the fact that they
17 will hear from the citizens of the State, I think that
18 that will be - if they don't do that, that would be the
19 negative.

20 MS. NEVILLE: Describe a situation where you had
21 to work as a part of a group to achieve a common goal,
22 tell us about the goal, describe your role within the
23 group, and tell us how the group worked or did not work
24 collaboratively to achieve that common goal. If you're
25 selected to serve on the Citizens Redistricting

1 Commission, tell us what you would do to foster
2 collaboration among the Commissioners and ensure the
3 Commission meets its legal deadlines.

4 MS. SOVIERO: Well, I think I already addressed
5 that. My concrete example is literally concrete and that
6 would be building a house, there is nothing more rewarding
7 and transforming than to actually bring a group of people
8 together and to do that. I think, more generally, and I
9 think time prohibits me from going into it in detail, was
10 when I took on the Community Building task for
11 International High School, where half of the class had
12 been together since Kindergarten, the other half was
13 coming in new, so some of the parents really knew each
14 other well, and the other parents weren't making play
15 dates, so they didn't get a chance to - so we had to
16 create opportunities. And that's what fostering
17 collaboration with the Commission, I don't know, because I
18 don't know what the restrictions are about getting
19 together, but it really is having an eye for the
20 opportunities for collaboration, opportunities for
21 fostering team building and making those opportunities, or
22 seeing them, or doing them certainly if you put a group of
23 people in a room and they're really working on something
24 like the first eight working on picking the balance of the
25 Commission, I think certainly that's a team building

1 exercise right there. And then there are team building
2 exercises. I mean, I don't know if that's planned for the
3 Commissioners to go through those exercises that make you
4 trust, but certainly each one of them will trust and
5 respect - as I looked at the group, they all have those
6 two elements, and I think that's a foundation for team
7 building is trust and respect.

8 MS. NEVILLE: And finally, a considerable amount
9 of the Commission's work will involve meeting with people
10 from all over California who come from very different
11 backgrounds and very different perspectives. If you are
12 selected to serve on the Commission, tell us about the
13 specific skills you possess that will make you effective
14 at interacting with the public.

15 MS. SOVIERO: Okay, well, the 18 years I spent as
16 an Administrative Law Judge, it was doing mostly
17 unemployment insurance and disability, and from that, I've
18 seen a wide range of people of all racial groups, of all
19 ethnicity, of all economic groups, of all gender, of both
20 genders, you know, I've already been doing that,
21 interacting with the public. But what that job has taught
22 me, the skills it has given to me, and I see them on the
23 Commission -

24 MS. NEVILLE: Ms. Soviero, I apologize for
25 interrupting, but it was time. Members, do we want to

1 move on to Mr. Ahmadi or -

2 CHAIR AHMADI: I don't mind if she finishes the
3 response to the question.

4 MS. NEVILLE: Great, okay. Thank you.

5 MS. SOVIERO: Well, the Commission's work, as I
6 talked about the arc, one is information coming in and
7 that's interacting with the public to listen and take in
8 information, and I addressed those skills. The other is
9 information out at the other end. Those are the skills
10 public speaking, writing. But there are qualities and I
11 think that the qualities that go at both ends, whether
12 you're listening or speaking and writing, is that you need
13 to have a level of respect for what you're doing and who
14 you're doing it with, basic kindness and good manners, and
15 I think that those allow you to work with the public and
16 do the job you have to do.

17 MS. NEVILLE: Thank you. Mr. Ahmadi.

18 CHAIR AHMADI: Good morning, Ms. Soviero.

19 MS. SOVIERO: Good morning.

20 CHAIR AHMADI: First of all, thanks for the kind
21 words, we are doing our best, so whatever we can to make
22 it successful.

23 My questions are mostly follow-up on what I heard
24 from you in response to the standard questions. First
25 off, you kind of touched on it, the potential limitations

1 on the Commissions in terms of, you know, how open, or
2 their ability to meet and do the team building effort.
3 And you did mention that as an important skill that the
4 Commissioners should have. And specifically, you
5 mentioned that the eight Commissioners who will be
6 randomly selected by the first will have to focus on team
7 building efforts to get to know each other. Given that
8 there are some legal restrictions, I am sure you are aware
9 of the Bagley-Keene requirements for the open meeting, how
10 would you balance that? And how would that impact, in
11 your mind?

12 MS. SOVIERO: Well, see, I don't know the
13 specifics, and that's why I say, I can think of a lot of
14 things that have worked in the past, and I don't know if
15 they would be appropriate given those restrictions. So, I
16 would just have to say that I have the ability to see
17 opportunities, and if I saw an opportunity that was
18 inappropriate, well, then, I also have the ability to let
19 go and then move on to look to other opportunities. I
20 just know that camaraderie, I know, among the judges,
21 lunch, but I don't know if that would be appropriate in
22 this situation, is socializing and just getting to know
23 people as people. That always goes a long way when you
24 are in a car with somebody riding to Mexico, you know, you
25 learn a lot about them, and by the time you get there, you

1 really have a good sense and have essentially bonded in a
2 certain way, at a certain level that really carries over
3 and generalizes into doing the task that you have to do.

4 CHAIR AHMADI: Given that there are restrictions,
5 I don't personally know to what extent, I believe there
6 are a majority that can have a voting requirement, as
7 well, how would you compensate for that? How important is
8 it for the first group of eight Commissioners to have the
9 freedom to know each other? In what way is that going to
10 be important, and how would you compensate if they cannot
11 do that?

12 MS. SOVIERO: Well, as I understand, and as I say,
13 I really don't know, but I know that there are quorum
14 requirements and there are some things, I mean, if you
15 have to come in and say that this is a meeting and post
16 the agenda and say, "We're going to meet to get to know
17 each other, you know, I don't know how you'd make that an
18 agenda item, but I think it's important that that first
19 team, the first day, really understand who they are
20 because they have to fill in the gaps. That's the self-
21 selection, and they want to make sure that they have a
22 balanced commission, and where there are weaknesses, you
23 need to look to the strength of the people who are still
24 in the pool.

25 CHAIR AHMADI: Okay, thank you so much. As part

1 of that response, you also mentioned that one of the goals
2 of the eight Commissioners, or the first of the eight
3 Commissioners, is to bring in others that may be
4 necessary. Could you please expand on that and tell the
5 Panel what you mean by necessary, and what criteria would
6 you follow?

7 MS. SOVIERO: Okay, well, there are the given
8 criteria, the categories of Democrat, Republican, and
9 declined to state, or "other." There is the diversity
10 criteria that are set forth, but then, even beyond that,
11 those are the ones that are foremost, but I think you have
12 to look underneath that and you have to look at skills.
13 And every group has a skill balance. Some people are
14 strong - I used to say when we built the houses, you know
15 very quickly who can saw and who can hammer, so you want
16 those people who can saw sawing, and you want the people
17 who can hammer, to hammer. And so you want to look and
18 see what skills sets you have. You know, if I were on
19 that first day, I would be looking for somebody who had
20 some technological background and really good, at least,
21 balance me personally with that aspect.

22 CHAIR AHMADI: Thank you. In your mind -- this is
23 another follow-up question -- I believe you mentioned that
24 you were also looking to what other states have done in
25 the process of redistricting. In your mind, how would

1 that be helpful?

2 MS. SOVIERO: It would be helpful because you
3 don't want to reinvent the wheel, and so if there are
4 other states doing it, you'd want to just understand what
5 they're doing and how they did it, and take a look at it.
6 It may not have any relevance to what California is doing,
7 but certainly I would want to look at it to see if there
8 is. There aren't that many states, I think, that have
9 public panels, so it wouldn't be a huge endeavor, but I
10 think it's worth taking a look at.

11 CHAIR AHMADI: Thank you. I believe California is
12 first in terms of, you know, citizens doing redistricting.

13 MS. SOVIERO: Well, I think this experiment, and
14 that's why I personally would love to make sure that it
15 works, because it is a grand experiment, I think, that no
16 one else has done it quite this way.

17 CHAIR AHMADI: Okay. Thanks again. Another
18 follow-up question in response to question 1, you
19 mentioned that one of the skills that is important, that
20 would be important, is listening to communities. Could
21 you expand on that, please?

22 MS. SOVIERO: Well, I'm just trying to think of
23 how to expand on it. I think that part of the sense of
24 disenfranchisement of the population that led to the
25 passage of this was the fact that people didn't feel heard

1 and I found, in my work in hearings, sometimes it really
2 doesn't matter what my decision is, people just need to be
3 heard, and I think that, to the extent the Commission
4 listens and takes into consideration what's being said,
5 you can't always make a decision, you can hear people, you
6 can't always please people, when you are in a decision-
7 making role. And I think you need to make that decision
8 often when people are heard, if they're not pleased, it
9 softens the blow. I mean, it's not - they understand that
10 you've considered that and, for some reason, you needed to
11 make a decision other than that, but I think that's very
12 important that they be heard.

13 CHAIR AHMADI: Sure. And is that what you meant
14 by, I'm using your phrase, "distinguishing between what's
15 important and what's not?"

16 MS. SOVIERO: When you're listening to testimony?

17 CHAIR AHMADI: When you're listening.

18 MS. SOVIERO: Very often - and that's a skill -
19 very often, people will wander off point and you have a
20 job to do, and there's information that I need to get as
21 an Administrative Law Judge, and so you need to be able to
22 refocus people, be able to ask the right questions and
23 bring them back to what you need to have in the way of
24 information. So, when you're listening, you have to be
25 able to actively listen, but also to be able to focus the

1 testimony on what you need to have, and that's what I mean
2 by what's important. So, you need to know what's
3 important, first. And you need to be able to see how
4 people are maybe going off in one or other directions, and
5 you need to be able to bring them back in a way that's
6 respectful.

7 CHAIR AHMADI: Okay, so in your mind, for the task
8 of the Commission, in order for the Commission to be
9 successful, what information is important? What would you
10 be looking for from these testimonies from these
11 communities?

12 MS. SOVIERO: You know, at this point, I don't
13 know. That comes from - once you start listening, I know
14 what I need to have.

15 CHAIR AHMADI: I mean, generally speaking, I'm
16 sorry. I don't want to be specific, but generally
17 speaking, what kind of information would you be trying to
18 gather?

19 MS. SOVIERO: Well, the criteria, "Community of
20 interest," is fairly broad and undefined, and so that's
21 the questions I would be asking, is what they see as a
22 community of interest. And so, when the testimony comes
23 in, they're defining it. And so, that helps me define it.
24 And so, to the extent you can articulate what that person
25 is telling you about their community, then that's the

1 information that I would be looking for, because that's
2 information I don't have. I'm not in that community, I'm
3 not the one testifying, and so that's what you would be
4 eliciting, is how they define it, what is it, what does it
5 look like to them, where is it?

6 CHAIR AHMADI: Thank you again. You mentioned
7 communities of interest. Do you think communities of
8 interest form based on political preferences, or more
9 important than communities that are formed based on race
10 or ethnicity? Why or why not?

11 MS. SOVIERO: I think an answer to that question
12 would be prejudging what a community of interest is. That
13 would be something that you would leave open. I don't
14 think, I think as I read the Voters First Act, I don't
15 think that the political party, as opposed to race or
16 ethnicity, I think those, in terms of the Act, are more
17 important, but there is a crossover, there is an overlay,
18 and I don't know - in fact, I don't believe that political
19 party should play a part in that because I think that was
20 the whole purpose of the Act, is to look at other
21 communities of interest, rather than strictly party.

22 CHAIR AHMADI: Thank you, ma'am. Another follow-
23 up question on your response to question 1. You mentioned
24 the need for - I think, when you were describing areas
25 that you would probably need some help with, would be the

1 technology. Could you tell the panel to what extent do
2 you think technology will have a role in the decision-
3 making process, if any? And how would you use technology
4 as part of your work as a Commissioner, should you be
5 selected?

6 MS. SOVIERO: Okay, I think the technology will
7 drive the work of the Panel, you know, what technology can
8 do will be what will support the Commission in its work.
9 I think that the ability to do "what if" scenarios, I know
10 I do it with my taxes, I assume we would be able to do it
11 with District lines, would be able to look at alternatives
12 and say, "Well, what if we do A? What would that look
13 like? Let's try B," you know, let's try different ways to
14 see if we can come to some kind of compromise that
15 complies with the law - or the laws.

16 CHAIR AHMADI: Thank you so much.

17 MS. SOVIERO: And the other thing technology would
18 do, just to put a footnote to that, it would be able to
19 take into account more criteria. I imagine pre-technology
20 and pre-computers, I know when I worked with the National
21 Health Service Corps, we used to draw health service areas
22 using Census Tracts, you know, you sat down, you looked at
23 a map, and you know, you kind of drew lines, and you only
24 could do one criteria at a time. I would imagine, and
25 this is where I'm not sure that the technology would be

1 able to overlay different criteria, and you would be able
2 to take out different aspects of the Census data and look
3 at it and see how it aligns or doesn't align.

4 CHAIR AHMADI: So, besides the Census data, what
5 other criteria would you be inputting into this - let's
6 say it's a computer system, a technology?

7 MS. SOVIERO: Again, I don't know - oh, what
8 information is available and what technology can do, but I
9 do remember, when we were drawing the lines for the Health
10 Service areas, I know the - I can't even remember if it
11 was the Department of Commerce, but they used to have
12 these Districts, they were like Labor Markets where people
13 bought their goods and services, and that was important in
14 putting a health center because you want to put a health
15 center where people go to shop, where they go to movies,
16 so using that data, and again, we were doing it by hand,
17 so it was a little difficult to get the Census data and
18 this labor market data to kind of coincide and see where
19 it is.

20 CHAIR AHMADI: Thanks. What would make the
21 Commission's work successful in assuming that, at the end
22 of the eight and a half months, the Commission produces a
23 map that is acceptable and passes the legal requirements,
24 what would be the impact in terms of improving the State?

25 MS. SOVIERO: That would be an outcome answer, and

1 I think it's the process that improves the state. The
2 outcome is not holding on to the outcome, it's pre-
3 political; what happens after the lines are drawn and
4 approved is - that's when the political part happens, and
5 I think, you know, the unintended consequences, I don't
6 know what would happen. And I don't know that that's a
7 concern, or should be a concern of the Commission. I
8 think the Commission is process driven, and I think the
9 fact that it is open, that the Commissioners represent all
10 of California, I think that process is what makes it
11 successful, and the product will be what it is.

12 CHAIR AHMADI: So, if it is successful, in what
13 ways can it improve the State? What would be the
14 improvement that would result?

15 MS. SOVIERO: Well, we would have District lines
16 that were drawn in compliance with the law, they would be
17 drawn by a representative Commission, and it would be a
18 Commission that is heard from the people of the State, and
19 that's what I mean, that's the process. And when it goes
20 through that process, then I think you really have done
21 something for the State. Just as you are, this panel has
22 been a role model in how to select Commissioners. I think
23 that the ones who aren't on the Commission, I think that
24 list should probably go to the Governor's Appointment
25 Secretary as being very well vetted people who want to

1 serve.

2 CHAIR AHMADI: Thank you very much. I don't have
3 any more questions at this point.

4 MS. NEVILLE: Ms. Camacho.

5 VICE CHAIR CAMACHO: Thank you. Hello, Ms.
6 Soviero. You were talking that you are an Administrative
7 Law Judge. How will your experience as an Administrative
8 Law Judge equip you to serve on the Citizens Redistricting
9 Commission?

10 MS. SOVIERO: I think one of the skills that I've
11 developed is listening, and listening without judgment. I
12 think that has been a tremendous asset to me as a Judge
13 and I think that it would be as a Commissioner, to be able
14 to keep my mind open, I've learned that it's not always
15 what you think it is until you've seen all the facts,
16 until you've gotten all the information that you can, and
17 that you sit back and make a decision, I think that would
18 help. Making decisions, it's very hard to make a
19 decision, and people don't usually like to do that, and
20 I've learned to be able to make a decision and move on, we
21 don't have the luxury to agonize, and so it's interesting
22 - and I do it well. You know, just when you've got your
23 decision, you make it, and you can't second guess
24 yourself, you go crazy. But, when I go to a restaurant
25 and try to order, it's like a Busman's Holiday - oh - I

1 usually say, "I can't decide between this and this and
2 this, you make the decision for me." But, professionally?
3 I'm good at it. The other thing is to be able to
4 articulate why you made that decision; I think that's a
5 skill that is going to be necessary for the Commissioners,
6 to be able to share that process not only on the Appellate
7 Review, but with the State. I think voters who
8 established the Commission have a right to know what we
9 did, how we did it and why we did it, especially since, as
10 I said, you can hear everybody, but you can't please
11 everybody, and if you can explain why something was
12 different, or wasn't the way maybe one particular group
13 would like to have it, but then they can see that it was
14 for a better all around -- a better final product, then
15 maybe that would be satisfying to some extent.

16 VICE CHAIR CAMACHO: When you were talking, you
17 said that to know how - or to collect all the facts - how
18 would you know that you've collected all the necessary
19 facts to make a decision?

20 MS. SOVIERO: You never know. It's like legal
21 research, there is always one more case out there, and
22 there has to be a point at which you say, you know, "I've
23 gotten all that I can possibly get, just physically,
24 mentally." So, you know, you just keep getting
25 information, you keep attending the hearings, you keep

1 listening. But, at some point, you put a stop to it,
2 you've just got to say, you know, "We've got to move on,"
3 and make a decision. Again, that was a skill from what I
4 do as an Administrative Law Judge. You know, we only have
5 so much time for a hearing, and that's why you have to be
6 able to focus in and get the facts that you need and say,
7 "This is the end of the hearing; I need to make a decision
8 now with whatever I have." And the skill comes with
9 getting what you need. There's a point sometimes you
10 think, you know, "I just need a couple more," and that's
11 when you learn to ask the questions. You know, "I see the
12 holes, so I need to ask this, that and that."

13 VICE CHAIR CAMACHO: When you go to the public
14 meetings, what do you see as your role when you go to the
15 public meetings?

16 MS. SOVIERO: Listening. Listening and asking
17 questions. It's not about me, it's not about the
18 Commission at that point, if you're talking about that
19 initial point when there are envisioned hearings around
20 the State -

21 VICE CHAIR CAMACHO: Correct.

22 MS. SOVIERO: -- and looking, it's finding out
23 what it's like. And it's not just public meetings, I
24 think. You know, I really think getting out and driving
25 the territory. Although I've been around California, I

1 say, I was in California for years before I'd ever been to
2 Los Angeles because my job took me all over to the rural
3 areas, and so I've been to Buttonwillow, Etna, and Happy
4 Camp. You need to see that, too. So I think that's part
5 of taking in the information. But at a hearing, at a
6 public hearing, it really is listening and asking.

7 VICE CHAIR CAMACHO: You were talking about
8 driving the territories. What do you think that would
9 help you gain as a Commissioner?

10 MS. SOVIERO: An appreciation for the physical
11 boundaries. I think geography is important, there's a lot
12 of it in California, but it tends to define communities.
13 If there's a mountain range between you and somebody else,
14 you need to know where it is and have an appreciation for
15 it, or a railroad track. You know, in San Francisco, we
16 had an overpass. It was amazing, when they took that
17 overpass down, how the character of the neighborhood
18 changed. There was that side of the overpass, and this
19 side. And there was a psychological barrier there. And I
20 think, seeing those, and seeing where the rivers are, and
21 seeing where the economic centers are, where are the big
22 housing developments, or how housing plays out, and where
23 it plays out, so that when you look at a map, you just
24 don't see the cold map, you see the elevations. And I
25 know you can look at an elevation map, as well, but, you

1 know, if you've been there, it looks a little more real to
2 you.

3 VICE CHAIR CAMACHO: Thank you. As the founding
4 organizer of the Women's Redistricting Project, please
5 describe lessons you've learned that would help you on
6 this Commission, also your successes and disappointments.

7 MS. SOVIERO: You know, I put that in there
8 because it really was the genesis of my interest, and I
9 wanted to show the panel how long ago this was and what my
10 interest was, and I have to say that the lesson learned
11 there was, there was no place for us at the table. I
12 mean, we tried to figure out how we fit into the process
13 and that was a driving force for me to put in an
14 application for this because it was, oh, wow, they've
15 opened the table up. And not that I have any political
16 impetus here, and if there were any, it would be women in
17 politics and certainly they come in all communities of
18 interest. But that taught me, it was disillusioning to
19 see how closed the process was and how we never really got
20 off the ground, so the Women's Redistricting process was,
21 you know, a great idea that never got anywhere beyond
22 discussion.

23 VICE CHAIR CAMACHO: When was this project
24 started? And then why didn't you feel you were included?

25 MS. SOVIERO: Well, it was the late '80s as we

1 were looking to the 1990 Census, and I was still very
2 active with the National Women's Political Caucus and the
3 Women's Political Fund, and we were looking at the Census
4 because one of the barriers to women in politics was
5 incumbency. It was very hard to run in the District if
6 there was an incumbent, and so, to the extent that there
7 were open seats, we saw redistricting as possibly a place
8 where some seats would open up if Districts were drawn a
9 certain way, and we wanted to be able to kind of help that
10 process along, but, again, there was just no place because
11 it was a closed process. And it was hard, too, because
12 there was no - it's hard to advocate for women in a
13 redistricting process because women are everywhere; it's
14 not that they're an interest group that can be
15 redistricted.

16 VICE CHAIR CAMACHO: Why did you feel that it was
17 a closed process?

18 MS. SOVIERO: Because it was done by the
19 Legislature at that point, and they didn't - there was no
20 requirement for them to talk to us, and we couldn't figure
21 out what to say because it was done behind closed doors.

22 VICE CHAIR CAMACHO: Okay. Did you feel in that
23 1990 process that, when the Special Masters took over,
24 that that was a more open process?

25 MS. SOVIERO: It was a more fair process in that

1 they were Special Masters and they were held to a standard
2 of fairness, so it wasn't politically driven. But it was
3 closed, and the Masters did it. And you weren't calling
4 them up and saying, "Hey, look at this or look at that."
5 They weren't taking testimony.

6 VICE CHAIR CAMACHO: So they did it behind closed
7 doors, also?

8 MS. SOVIERO: Essentially. I mean, it was done
9 privately, it wasn't public.

10 VICE CHAIR CAMACHO: Okay. Throughout your
11 personal and professional career, what personal steps have
12 you taken to encourage the inclusion of all during your
13 career or personal life?

14 MS. SOVIERO: Can you be more specific?

15 VICE CHAIR CAMACHO: No problem. As you go
16 through life, you do various things, for example, your
17 involvement on going down to Mexico to build those homes,
18 how did you ensure that everyone was available to be able
19 to participate? Or were there just certain groups that
20 would go down?

21 MS. SOVIERO: No, it was an open - I think I'm not
22 quite understanding the question.

23 VICE CHAIR CAMACHO: How did you determine - was
24 there a process or - how did you, for example, the people
25 that went down to Mexico, was there a group that was

1 already set up to go down for that? Did you set up the
2 process to identify the individuals that would go down?
3 How did you get the word out to everyone to solicit help
4 to go down there?

5 MS. SOVIERO: I think I understand, that's a
6 specific - but I think you were asking a more general
7 question. Specifically, it was sponsored by the
8 Swedenborgian Church, so that is where you started. But
9 word of mouth was really - we didn't advertise because it
10 was sponsored by the Church and we got the word out in
11 that community, but then people had friends in their
12 communities, and you know, the word kind of spread and we
13 held informational meetings, they were open, no one was
14 excluded that wanted to go. And so - and we were able to
15 accommodate those people that were interested in going.
16 But I think your broader question is, how do I live my
17 life in terms of including people of -

18 VICE CHAIR CAMACHO: Just bringing in various
19 other people that might - that would give you a different
20 perspective on life?

21 MS. SOVIERO: Okay, you know, when you live in San
22 Francisco, you almost don't even think of that. You don't
23 think of your friends in categories, they just are your
24 friends. And when you live in a very diverse community
25 already, then your friends, or your circle, or the people

1 you interact with are per force diverse, so it really
2 doesn't come up in terms of, you know, "Oh, do I have
3 enough friends who are broadening me?" I just happen to
4 be a very interested person, and so when people who are
5 different from me, and they have different experiences, or
6 different perspectives, I'm very interested because that
7 takes me out of myself and into another realm. I say I
8 love looking at things through other people's eyes and
9 being able to do that. You do it with age, too, you know,
10 I look at my daughter and her friends and I try to see the
11 world how they see it, and so I think that's just a
12 natural thing. And I have the opportunity to do that.
13 You know, I don't live in a homogeneous area. I don't
14 interact either at work or in my personal life, you know,
15 I was very active in International High School, certainly
16 that was a very diverse community, and so I just was able
17 to have this richness.

18 MS. HAMEL: Five minutes.

19 VICE CHAIR CAMACHO: Thank you.

20 MS. SOVIERO: Did I answer your question.

21 VICE CHAIR CAMACHO: Yeah, as long as you do one
22 follow-up question on that. As an Administrative Law
23 Judge, you were talking about dealing with various
24 different individuals. How did you gain the experience
25 and knowledge how to understand some of the individuals

1 that came in front of you because, obviously, like you
2 were saying, they came from so many different types of
3 backgrounds and experiences?

4 MS. SOVIERO: Uh huh, we actually had training.
5 The Unemployment Insurance Appeals Board was very good
6 about that. We had a very good training program and I can
7 give you specific examples. For example, cross cultural
8 ways of dealing with, well, telling who is lying. In some
9 cultures, eye contact is not a sign of respect, and so
10 somebody will come in and they'll testify, looking down
11 because eye contact would be rude. Well, if somebody is
12 not looking at me, yeah, the first thing I think of is,
13 "Why are they avoiding me? They must be lying." Well,
14 once that's raised in my consciousness and somebody comes
15 in and they're looking down, I think to myself, you know,
16 this is not a criteria for judging credibility whether
17 they're making eye contact or not. So those are the kinds
18 of things that we're actually taught. I remember one
19 case, talking about cross cultural things, somebody was
20 fired because he, in Spanish, called his boss a word, I
21 don't remember what the word was, but my interpreter
22 stopped the hearing and said the employee was from one
23 South American country and the employer was Mexican, I
24 believe, and the interpreter explained to me that that
25 word of the person who used it doesn't mean much, it means

1 like, "Oh, get out of here," but it was heard by the
2 employer as - the same word was heard as a very very
3 disrespectful word that would, of course, you would fire
4 somebody for using that word to a superior. So that's
5 another aspect, so that's raised my consciousness about
6 what cross-cultural contact - and my undergraduate degree
7 is International Relations, and so we did study cross
8 cultural contact and how, you know, shaking hands on a
9 bridge, you think you're representing cooperation, and you
10 find out that that means aggression in the bridge that
11 connects two countries, so, of course, there was an
12 international incident over that. So, yes, I'm very
13 sensitive to that. And it has been a very self-conscious
14 development in my professional career.

15 VICE CHAIR CAMACHO: So these experiences, this
16 training, this educational background that you've had,
17 this will help you interact with various individuals when
18 you go out to public meetings. How do you think that that
19 would be a benefit to the Commission?

20 MS. SOVIERO: I think because it helps me not make
21 assumptions. You know, you can't listen to someone and
22 make assumptions about them, and I've learned not to make
23 assumptions. And I think that that's the benefit that
24 comes from it and that would help me, or that does help
25 me. I mean, that's what I do with my job is I have to not

1 make assumptions because - because I see A doesn't mean B,
2 C, and D are true, I have to ask, what is B? What is C?
3 And what is D?

4 VICE CHAIR CAMACHO: Thank you.

5 MS. NEVILLE: Thank you. Ms. Spano.

6 PANEL MEMBER SPANO: Good morning.

7 MS. SOVIERO: Hi.

8 PANEL MEMBER SPANO: Regarding that experience as
9 an ALJ, and having in your example used - you were telling
10 us that there is inherent misunderstandings in what we
11 think is the same language, and based on your background
12 and where you come from, how often did you hear cases like
13 that involving this type of a situation where it was a
14 miscommunication of terminology misuse, or
15 misunderstanding?

16 MS. SOVIERO: You know, that was a glaring example
17 in miscommunication of terminology. I don't hear so much
18 that, of miscommunication in terminology, but I do see a
19 lot of, especially in a multi-ethnic worksite, where you
20 have a number of different people, when you have people
21 who are, you know, someone who quits because all of the
22 instructions are in English, and they are Cantonese
23 speaking, I just had a case like that. You know, is that
24 a good reason to quit? So, you look at these cross
25 cultural places in the workplace, I think, is a really

1 good example of cross cultural sensitivity, and people not
2 having it.

3 PANEL MEMBER SPANO: How do you resolve a
4 situation like that?

5 MS. SOVIERO: Well, I don't because I'm not in the
6 workplace, I just am the one that has to decide whether
7 that was a good reason to quit or not.

8 PANEL MEMBER SPANO: And in that case, what was
9 your decision?

10 MS. SOVIERO: Well, in that case, he had only been
11 working for a week, his supervisor was also Cantonese
12 speaking, so he wasn't without resources. He never
13 expressed to the supervisor that he was having trouble
14 reading the written instructions that were given to him,
15 he didn't ask that they be - he was a Chef, and a lot of
16 the things that they do are repetitious, so when it says
17 that you have to chop the broccoli and, you know, make
18 sure that there is enough oil, or whatever, didn't ask
19 that those be translated for him. So, I think that he
20 didn't give the employer an opportunity to remediate.

21 PANEL MEMBER SPANO: Okay. You mentioned earlier
22 that, in your work, you hear from all ranges of diverse
23 characteristics, demographics, ethnicity, economic
24 differences, gender, race, and in your ALJ work -

25 MS. SOVIERO: And geographic.

1 PANEL MEMBER SPANO: And geographic. And I was
2 wondering if you could shed some light on the differences
3 and similarities that you believe would help you in your
4 work as Commissioner.

5 MS. SOVIERO: Dealing with the similarities first,
6 there are some fundamental similarities. I think that -
7 when you say work as the Commissioner, you mean work when
8 we're taking in information in public hearings? Or
9 working with my fellow Commissioners?

10 PANEL MEMBER SPANO: Taking in from public
11 hearings - public - taking information, gathering
12 information from the public. I want to get a sense of -
13 you say you work with all these different diverse groups,
14 I want to know to what extent this is going to help you
15 and what you've learned from that experience.

16 MS. SOVIERO: Because, well, they won't be groups
17 of first impression, I would have seen representatives of
18 those groups in my hearings, so it wouldn't be - when I
19 hear from a Cantonese speaking person who is giving
20 testimony, it won't be the first time I've been talking
21 to, or listening to somebody who speaks Cantonese as their
22 native language. So, I think that already gives me a step
23 up in terms of just understanding some basic, you know,
24 interactions. Okay?

25 PANEL MEMBER SPANO: How did the geographic

1 differences impact the people that you came across? Did
2 you notice any similarities or differences that would help
3 or contribute to some of the issues that you were hearing?

4 MS. SOVIERO: Well, as you move around the State,
5 it's interesting to see, you know, I see the State
6 actually in its workplace, and so when you're up on the
7 Northern California Coast, you hear a lot of cases that
8 come out of the fishing industry, or the logging industry,
9 I probably know more about logging than I ever thought I'd
10 know. When you're down in San Jose, when I hear cases
11 there, it's Silicon Valley, and so their way of looking at
12 the world is very technological, and they'll come into a
13 hearing and assume that you know the terms, and I have to
14 stop and ask questions. When you're in the Valley, you
15 know, farm workers, listening to farm workers and what
16 their issues are in the fields, and hiring practices, and
17 how that industry organizes itself. So, I know a lot
18 about how groups through their workplace, how groups
19 organize and somewhat how they function just in terms of
20 economics.

21 PANEL MEMBER SPANO: Is impartiality always easy
22 for you as an ALJ?

23 MS. SOVIERO: You know, I think anybody that tells
24 you impartiality is easy is probably not being truthful.
25 I think that what you need to learn, and what's important

1 is to understand when you feel impartiality, when you
2 think, "You know, this decision, I've got to step back
3 from it." Sometimes somebody will walk into the room and
4 I don't know what it is, sometimes you just get a feeling,
5 and you don't want to - you want to examine that, and so
6 you put the case aside, and you don't decide it right
7 away. And sometimes you talk to a colleague and say,
8 "Look, am I off the wall here?" You know, you've got to
9 test it out, and that's where collegiality comes in
10 because you want to be fair and impartial, and you just
11 don't want any prejudice - you have to understand what
12 that is. I know, for a long time, I had regional accents,
13 you know, if somebody had a New York accent, you know, it
14 was kind of hard for me. I'd go, "Whoa," you know, and it
15 kind of raised little red flags, not that I would just
16 rule against them because they had a New York accent, but
17 I had to be self conscious and I had to make sure that I
18 was not using that to make assumptions about the person in
19 terms of, well, let's say in a discharge, just because
20 they had a New York accent doesn't mean they're
21 aggressive, not to say that that's what I think, but
22 that's an example of what you would do to be fair and
23 impartial, is to understand when you're kind of not being
24 totally dispassionate.

25 PANEL MEMBER SPANO: Sure. Thank you. And

1 understanding your involvement in redistricting, the
2 Women's Redistricting Project that you organized, and how
3 important it was to get women in the forefront of the
4 political process, and getting them out there, how did you
5 feel when you heard cases - and I'm assuming that you
6 have, correct me if I'm wrong - about issues about male
7 and female dynamics, where maybe females were somehow hurt
8 in some way in their employment by a gender supervision or
9 male supervision? Did you see any of the conflicts that
10 arose in the male and female dynamics in your cases?

11 MS. SOVIERO: Yes, I do. I mean, sexual
12 harassment cases come before me, but they don't come
13 before me as sexual harassment cases, it's somebody quits
14 because they're being harassed. And so, is that a good
15 reason to quit? And so you have to look at what the
16 harassment is, you know, what they do about it, did they
17 raise the issue, and so there are a lot of things that go
18 into that, but your question is trying to get at how - I
19 know being a woman actually gives me a different
20 perspective, and when you talk about diversity, that's my
21 perspective. For example, very early on in my career when
22 I was training as an Administrative Law Judge, my
23 Presiding Judge was male, and one of the issues is, "Do
24 you have good cause for a late filing of the appeal," and
25 the woman came in and said, "Well, I didn't file my appeal

1 on time because I had a miscarriage." Well, my Presiding
2 Judge didn't think that was good cause. And I know what
3 it's like, and so I made a different decision because of
4 that, so you bring a different perspective and you do get
5 different results, given what your perspective is.

6 PANEL MEMBER SPANO: How did you feel when your
7 male - when the male Presiding Judge kind of viewed that,
8 didn't consider that?

9 MS. SOVIERO: It was a learning experience for
10 both of us. He learned that it was important and that -
11 he wasn't married, so I mean, he had no experience with
12 it, so I was able to have a teaching moment with him, and
13 his teaching moment for me was, "You make the decision."
14 And he said, "It's your decision, you make it." And I
15 learned that, "Oh, yeah, there's no right decision, or
16 wrong decision, there's my decision," and you just need to
17 make it.

18 PANEL MEMBER SPANO: Can you go into more detail
19 about how you believe the male incumbents were protected
20 instead of advancing toward equity, women were losing
21 ground and redistricting was a major impediment?

22 MS. SOVIERO: Well, because the incumbents were
23 male and the criteria was protecting the incumbency, then
24 they were protected, and so, when I said "open seats were
25 opportunities for women," there were less open seats

1 because the incumbents were protected.

2 PANEL MEMBER SPANO: Why was it important to get
3 more women out there, and why do you feel that they
4 weren't being represented and didn't have an ability to
5 be?

6 MS. SOVIERO: Because it's hard for a woman to run
7 against an incumbent, and the makeup of the Legislature.
8 I forget the numbers at that time, but there weren't very
9 many women. And if you look at, you can look at Congress
10 now and if you look at the trajectory, we talk about the
11 400 years, you know, at the rate we're going, it will take
12 400 years to achieve parity. We're 51 percent of the
13 population, but we're not 51 percent of the elected
14 bodies, not in Congress, not in the Senate, not in the
15 Assembly, or State Senate.

16 PANEL MEMBER SPANO: What changes have you seen
17 with the increase in women being involved?

18 MS. SOVIERO: What changes -

19 PANEL MEMBER SPANO: What positive changes have
20 taken place as a result of increasing -

21 MS. SOVIERO: Of increasing women, well, I think
22 that a lot of legislation benefits women. I think the
23 women's perspective - I do know that, in Washington,
24 bipartisan women get together and they join forces, and I
25 think that's important because they cross party lines on

1 certain issues -

2 PANEL MEMBER SPANO: That are different than
3 males?

4 MS. SOVIERO: That are different than males, yeah.

5 PANEL MEMBER SPANO: In what ways, sometimes?

6 MS. SOVIERO: In what ways are they different?

7 PANEL MEMBER SPANO: Yes, that you've noticed.

8 MS. SOVIERO: Education, childcare, health
9 benefits, you know, sometimes women have a different
10 experience that they bring to the table around that, just
11 in my, you know, what's a good cause for being late on an
12 appeal. You know, and I remember Pat Schroeder always had
13 a way of summing up - summing up.

14 PANEL MEMBER SPANO: Do you believe this
15 redistricting process will help improve that, getting
16 women out, getting their issues -

17 MS. SOVIERO: You know, I don't know. And, again,
18 that's the product. I think the process is important, and
19 if it does, that's wonderful, and if it doesn't, you know,
20 it's unintended consequences you can't predict.

21 PANEL MEMBER SPANO: Did that inspire you to apply
22 for the Redistricting Commission?

23 MS. SOVIERO: To -

24 PANEL MEMBER SPANO: To get the women's
25 perspective out there?

1 MS. SOVIERO: Well, that's one of the things,
2 that's the perspective that I bring is the women's
3 perspective, and I think that serving on the Commission, I
4 think, you know, not that we're doing anything
5 specifically targeted to women, but I think that women
6 tend to cooperate, we tend to compromise, you know, I
7 don't know, I think I'm generalizing here.

8 PANEL MEMBER SPANO: You mentioned in your
9 response to Question 2 earlier, of the five standard
10 questions, that in one of your examples, you have cases
11 that you do for free, and the decisions are made for you,
12 and I think, maybe it was just me, but I didn't understand
13 what you meant by that.

14 MS. SOVIERO: Well, in some cases, the law is so
15 settled and the facts are so compelling that you just
16 can't make any other decision. You know, the decision is
17 made for you, you just say, "Oh, I can't go anyway,
18 there's no balancing here. I don't have to look at
19 conflicting priorities."

20 PANEL MEMBER SPANO: Can you give me an example of
21 that?

22 MS. SOVIERO: Well, if somebody is laid off due to
23 lack of work, then they get unemployment insurance
24 benefits. I know that's easy -

25 PANEL MEMBER SPANO: Just factually easy to make a

1 decision.

2 MS. SOVIERO: Easy to make a decision.

3 PANEL MEMBER SPANO: Okay, thank you.

4 MS. SOVIERO: Okay?

5 PANEL MEMBER SPANO: Okay, I've got it. You
6 mentioned earlier about your skills and having a balance
7 in the remaining six Commissioners, and one of them you
8 mentioned, one should have at least a technological
9 background. Did you have any thoughts about the remaining
10 five?

11 MS. SOVIERO: You know, it's what the first eight
12 have, and looking at it, it's not so much necessarily,
13 well, there are some basic skills. You want somebody who
14 you know will, 1) rise above and be able to look beyond,
15 and be able to compromise, because the last thing I think
16 the Commission wants is we don't want a hung jury. I
17 think the voting standards for the Commission are pretty
18 restrictive, and so you almost have to have, it's very
19 close to a consensus, it's not just a simple majority, and
20 the way the voting is broken down into the Democratic,
21 Republican, and "other" categories, I think that that
22 really, you want people who want to compromise. In my
23 work as a Mediator, if people don't want to compromise,
24 you don't just waste your time. The people who want to
25 compromise, who want to come to some sort of solution,

1 will always find a way, and that's the kind of personality
2 you want, so I think that's one of the things the
3 Commissioners want to look for. And then, of course, as I
4 said, the different skills.

5 PANEL MEMBER SPANO: As a Commissioner, you
6 mentioned you would bring your legal expertise to the
7 table. How do you perceive your role if you were selected
8 on the Commission?

9 MS. SOVIERO: Depending on who is on the
10 Commission, I noticed that there were a lot of attorneys
11 who are in the pool, and so, you know, my role would not
12 necessarily be the legal voice, but certainly I have a
13 legal perspective. I don't know how many Jurists, people
14 who are Judges and have that perspective. I certainly
15 think that if I were on the Commission, if I were the only
16 Administrative Law Judge with this experience, that would
17 be a role that I would play, certainly the legal aspect of
18 it, and it is not legal expertise at this point, but it is
19 really the legal reasoning and the ability to interpret
20 and research and articulate for those non-attorneys on
21 Board, so that it is not attorney mumbo jumbo, that it is
22 something that puts us all on the same page. And to the
23 extent that somebody is not understanding, I would be able
24 to explain it, and that would be a role.

25 PANEL MEMBER SPANO: And in this role, the

1 Commission will have the option of hiring legal staff
2 also, and how do you see yourself interacting with legal
3 staff and taking the advice or suggestions of the legal -
4 the assigned legal?

5 MS. SOVIERO: Okay, certainly working with legal
6 staff, I have a lot of respect, I was a staff attorney to
7 the U.S. Public Health Service, so I know what that role
8 is, and I know that they also have a perspective which is
9 outside the Commission, and I think that they would be
10 able to raise the issue when I can't see it. So I don't
11 know that my role would usurp theirs, but I can respect
12 that unique role and I think that taking advice from staff
13 attorneys might be important, yeah. I wouldn't try to
14 take their job away from them, I mean, they are being paid
15 to give legal advice and only a fool takes --

16 PANEL MEMBER SPANO: Thank you. Thank you.

17 MS. NEVILLE: Panel members, are there follow-ups
18 at this point?

19 CHAIR AHMADI: Can I have a quick follow-up?

20 MS. NEVILLE: Sure.

21 CHAIR AHMADI: In response to Kerri's question,
22 the question before the last one, you mentioned about, you
23 know, the ability of the Commissioners to compromise.
24 Could you expand on that, please, compromise what?

25 MS. SOVIERO: Compromise because I suspect that

1 there will be points or times when the Commissioners are
2 not all seeing the same thing, they are not all on the
3 same page, or there's just an area that somebody thinks
4 one way, somebody thinks the other way, I think that just
5 happens with any group that is doing a lot of work, and,
6 you know, California is a very big State. And there are a
7 lot of criteria to take into account, and so it's like
8 juggling, and so, when you're juggling, you need to get in
9 sync and I think that what I mean by compromise is getting
10 in sync and looking at the larger picture, and looking at
11 alternatives, and looking at alternatives, and looking at
12 different scenarios that, you know, yes, this, but how
13 about this, and trying to think outside of the box, and
14 being flexible - open minded - that's what I mean by
15 "compromise." You know, not getting to whetted to a
16 position.

17 CHAIR AHMADI: And I gather that, when there is an
18 opportunity for being flexible, or when you have - kind of
19 like when you are gauging latitude or flexibility vs.
20 laws, for example?

21 MS. SOVIERO: Vs. laws?

22 CHAIR AHMADI: Yeah.

23 MS. SOVIERO: I think the latitude and flexibility
24 are needed to comply with the laws, so you have the laws
25 as the standard and that is why I say those are the easy

1 cases, you know, the ones where the law is clear and the
2 facts are clear, so you've got - those are not the
3 disputes I'm talking about. I'm talking about the
4 disputes where the law is clear, but the facts are
5 conflicting. And so you have conflicting priorities, and
6 so you have to be able to look at that priority here, look
7 at it over there, and just be able to balance it. A lot
8 of I think what I do is balance priorities. This vs.
9 that. And try to keep it fair.

10 CHAIR AHMADI: And I think I understood you, but
11 can you share an example with us, just a simple example of
12 when there is an opportunity to compromise? What would
13 that be like in your mind?

14 MS. SOVIERO: I can't give you an example from
15 Commission work because I don't know what that is. The
16 only example I can tell you is, I think I alluded to it,
17 is when we would go into settlement conferences, and
18 settlement conferences are by definition compromises, is I
19 would tell my clients that everyone has to be equally
20 unhappy, that's a good settlement. You can't have a zero
21 sum gain and I think that's what I mean about the
22 Commission, it's not zero sum - there are many ways to
23 draw the lines and still comply, so you want to be able to
24 draw them in a way that does the best job that you can do,
25 and that means, you know, giving here, or taking there,

1 pushing here, and, again, not being whetted to the
2 outcome, but making sure that the process is one of
3 openness and compromise is the only word I can - that word
4 keeps coming back. Maybe I can think of another word.

5 CHAIR AHMADI: No, that's fine. I think I
6 understand. You mean compromise to achieve the common
7 goal.

8 MS. SOVIERO: Yes, exactly, exactly.

9 CHAIR AHMADI: Thank you.

10 MS. SOVIERO: Again, when I said "rising above"
11 and looking beyond.

12 CHAIR AHMADI: I got you. Thank you. No more
13 questions.

14 MS. NEVILLE: Panelists, others right now?

15 PANEL MEMBER SPANO: I will wait after you get
16 there.

17 MS. NEVILLE: Okay, I'll try to be brief, as brief
18 as I can. One of the things I wanted to ask you about is,
19 when you're working as an ALJ, there's a built-in process,
20 a sort of set of procedures that causes the parties to
21 know that they need to come to you to get resolution of
22 their issue. With this Commission, it's a brand new
23 thing. That infrastructure doesn't exist. So, what
24 should this Commission do to make sure that it gets the
25 word out and makes sure that everyone knows about it and

1 that it hears from all these voices?

2 MS. SOVIERO: That's information dissemination
3 function? Is that what you're talking about?

4 MS. NEVILLE: What do you do? How do you go about
5 that?

6 MS. SOVIERO: How do you do it? Well, this is
7 where technology is, there's just a whole information
8 system out there that happens, that I didn't grow up with,
9 and I'll tell you, talk to anybody under 20, and they'll
10 tell you how to get the word out. There is, you know,
11 Facebook and Twitter and there's all that; that's one
12 thing, that's one level, but then you look at other
13 things, you know, the old fashioned ways, word of mouth,
14 flyers, ads in newspapers, ads in - well, how I got my
15 job, I mean, there was an ad - they were looking, trying
16 to balance the Administrative Law Judges, so they put an
17 ad in Queen's Bench, which is the San Francisco Women's
18 Lawyers thing and I answered the ad. So, you know, you
19 want to look at these communities, and community
20 organizations, and putting ads in that way, and coverage.
21 I think the media, you know, I don't know what you can do,
22 except press releases, but certainly -

23 MS. HAMEL: [Inaudible].

24 MS. NEVILLE: And just, yeah, I don't want to take
25 up too much of the panel members' time, but sort of

1 related to that, when you're conducting hearings as an
2 ALJ, again, there is a very formal hearing process that
3 governs. Assuming it's not necessarily the case that that
4 set of procedures would govern the Commission's work, and
5 you may have seen this in the news, but all over
6 California, meetings from School Board meetings and
7 others, they're pretty emotional and pretty heated right
8 now. How will you respond and what will you do as a
9 Commission, let's say it's next July, and it's 90 degrees
10 and you're at a meeting, it's 10:00 at night, you're in
11 Chula Vista, and people are really unhappy with what's
12 happening with the Commission. What would your response
13 be? How will you manage the meeting? What will you do -
14 given that you don't have that same set of protocols at
15 play that you have when you're in a hearing?

16 MS. SOVIERO: Well, you don't have the same set of
17 protocols, but you have the same set - are you talking
18 about managing a meeting where people are unhappy?

19 MS. NEVILLE: What do you do?

20 MS. SOVIERO: Well, I manage hearings and people
21 are pretty unhappy, but they're not unhappy with me, so
22 they're unhappy with each other, and I have to manage
23 that. And so, you know, there are some techniques that I
24 use, I have everybody look at me, I don't have them look
25 at each other when they start over the table and pointing,

1 I say, "Excuse me, I have to make the decision. Can you
2 direct your comments to me?" I think keeping calm
3 yourself is one of the ways that you lower the temperature
4 in a room where people are getting agitated. I'm not sure
5 that you're anticipating like mayhem at these hearings.

6 MS. NEVILLE: No, just curious because -

7 MS. SOVIERO: You call the State Police. I mean,
8 we do have hearing where we have to call in the State
9 Police to be there because there's been allegations of
10 violence, and you have the State Police - I never let them
11 in the hearing room, I think they're intimidating, but
12 I'll let them stand outside the door and people, as they
13 come in, know that there's a State Police Officer outside
14 the door, and I would imagine that that's security for the
15 Commission, as well.

16 MS. NEVILLE: Okay. And I don't want to take up
17 any more of the panel's time, no, please go ahead.

18 PANEL MEMBER SPANO: You mentioned earlier as you
19 were describing the importance of geographic boundaries
20 and how they define communities. Can you elaborate a
21 little bit about that because I know we don't have enough
22 time, and I have a follow-up to that.

23 MS. SOVIERO: Okay, I just mean that geographic
24 boundaries and physical boundaries like railroad tracks
25 and overpasses can play a role in creating communities or

1 separating communities, and when you say "the other side
2 of the tracks," you know, I think that has a real meaning
3 because there are psychological barriers. I know when the
4 East Bay, I always think that I have to pack an overnight
5 bag and go overseas, there's just a psychological boundary
6 for me to cross the Bay Bridge, it's like I'm going far
7 away.

8 PANEL MEMBER SPANO: Why do you feel that? Is
9 there such a disparity between the two communities?

10 MS. SOVIERO: No, there isn't. I mean, I have
11 friends, that's what I'm doing, I'm going over to visit
12 friends there, but I think there is a psychological
13 component to a mountain range between you and your nearest
14 neighbor, or a river.

15 PANEL MEMBER SPANO: And how does that affect the
16 participation in the electoral process?

17 MS. SOVIERO: What?

18 PANEL MEMBER SPANO: One's ability.

19 MS. SOVIERO: Geographic boundaries?

20 PANEL MEMBER SPANO: Yes.

21 MS. SOVIERO: Well, yes, I saw it in the Mojave
22 Desert, 6,000 square miles and we needed to put health
23 centers around the desert, and you have the population
24 center in San Bernardino, well, this is a long time ago,
25 but I probably - it's still San Bernardino, and it's very

1 hard because you have the rural area being really
2 controlled by the most populated area; so, I would imagine
3 that would play right into redistricting where you have
4 these very sparsely populated areas, and it's the tail on
5 the dog, you know, they're the tail and you have the dog
6 in a very densely populated area, and so how do you
7 balance that out is the question.

8 PANEL MEMBER SPANO: I think we're running out of
9 time.

10 MS. NEVILLE: We are.

11 PANEL MEMBER SPANO: Yeah. Thank you.

12 MS. SOVIERO: Thank you.

13 MS. NEVILLE: That you, Ms. Soviero, thank you
14 very much for coming to see us. We will be back at 10:59
15 a.m.

16 (Off the record at 10:46 a.m.)

17 (Back on the record at 11:00 a.m.)

18 MS. NEVILLE: We are back on the record. It's
19 11:00 a.m., and we have Ms. Harris with us for her
20 interview. Welcome, Ms. Harris.

21 MS. HARRIS: Thank you.

22 MS. NEVILLE: We are going to begin with the five
23 standard questions. And the first is: What specific
24 skills do you believe a good Commissioner should possess?
25 Of those skills, which do you possess? Which do you not

1 possess, and how would you compensate for it? And is
2 there anything in your life that would prohibit or impair
3 your ability to perform the duties of a Commissioner?

4 MS. HARRIS: Well, good morning, everyone, and
5 thanks for having me here. It is my pleasure.

6 What I had in mind here is to highlight a couple
7 of areas that are a bag of skills, which actually come out
8 of my understanding of Prop. 11. I first would like to
9 emphasize that my good Commissioner, the model of my good
10 Commissioner, is one who has the ability to understand and
11 apply complex ideas that are relevant to a redistricting
12 in order to arrive at a sound analysis of the issues, the
13 concerns. And that includes also the ability to evaluate
14 information with a critical eye because my good
15 Commissioner is going to be receiving information from
16 various publics, as well as from staff, so that will be
17 very important to be able to evaluate that information.

18 And the second area that my good Commission ought
19 to have is good communication skills. Beyond good public
20 speaking and clear writing, my good Commissioner should
21 have the ability to engage in a dialogue with the public,
22 with the Commissioners, and with staff. And by
23 "dialogue," what I mean there is be able to exchange ideas
24 in a fair and impartial manner, to seek to satisfy their
25 own questions or concerns, or doubts, whatever they have

1 in their own minds, and be cordial about pursuing that
2 line of thought.

3 And then another skill, which I call a
4 communication skill, is the ability to listen critically.
5 By listening critically is listening to people without
6 making judgments regarding who they are, or what they are,
7 or how they feel, not based upon what they look like,
8 their clothes, etc., but listen to them, the people and
9 their concerns. And my good Commissioner should be able
10 to ask appropriate questions and my good Commissioner
11 should also be open to being questioned him or herself,
12 engage in an exchange of questions and responses.

13 Now, as for compensating for areas where I have
14 limited knowledge, and my limited knowledge would be in
15 the legal area. I don't know the Voting Rights Act, I
16 read it, and I recognized immediately that it would
17 require somebody who is competent in the legal area and
18 with the Voting Rights Act, to explain it, to describe -
19 to identify and describe all the relevant particulars of
20 the Voting Rights Act that apply to redistricting. And
21 also, those areas that apply to California's history with
22 the Voting Rights Act, to better understand the situation
23 which California faces in terms of fulfilling that legal
24 obligation and competently developing the information for
25 the preclearance requirement. So that is the area where I

1 have limited knowledge, although I have read and worked
2 with legal documents before, I have not read or worked
3 with legal documents of such complexity, and really has
4 case law that you have to know about.

5 But what I do, and I do this not only for the
6 areas where I have limited knowledge, I do this as a
7 regular habit, a habit of working, is that I study the
8 relevant material, I'm prepared, I may have some questions
9 in my mind that I will seek to try to understand before I
10 engage in whatever the subject may be, and if I can't, I
11 hold those questions in mind, thinking that, along the
12 way, as I'm listening and learning, that I'll be able to
13 get my answers to those questions. I pursue the questions
14 until I'm satisfied, and then, if I need be, with whoever
15 I'm working with, I will restate what I think is my
16 understanding, and ask if my restatement is correct, that
17 I understand correctly. And that is what I would do as a
18 process for compensating for the areas where I really
19 don't, you know, I'm not an expert.

20 So, then as for prohibitions against my ability to
21 fully function as a Commissioner, I have none. My time is
22 my own. I schedule my own time.

23 MS. NEVILLE: Describe a circumstance from your
24 personal experience where you had to work with others to
25 resolve a conflict or a difference of opinion. Please

1 describe the issue and explain your role in addressing and
2 resolving the conflict. If you are selected to serve on
3 the Citizens Redistricting Commission, tell us how you
4 would resolve conflicts among your fellow Commissioners.

5 MS. HARRIS: Well, in thinking about this
6 question, I thought that probably the best illustration
7 would be in a difference of opinion, not a hostile thing,
8 but a difference in opinion with some fairly high
9 tensions, among a group of people who would, I think, be
10 similar to the makeup of the Commission, people who can do
11 their own thinking, do their own analysis, and do their
12 own evaluations of information.

13 And this would be an experience that I had working
14 with the Department of Public Administration at Cal State
15 San Bernardino. When the faculty hired me as their
16 Accreditation Consultant, that's a long word, basically
17 what it is, is that the Department has a Graduate degree
18 in Public Administration, and they were up for - the
19 program was up for evaluation by the Accreditation entity,
20 which is a national organization. So, this entity has
21 standards, which are developed through the membership in a
22 consensual process, the standards are used by the
23 departments that are being evaluated, is used to evaluate
24 the performance of their programs, to identify the areas
25 that they may be deficient in, or areas in which they are

1 fully qualified, and then, in a year's process, do
2 something in those areas where they are deficient, do
3 something to get them up to snuff, to meet the standards,
4 or at least to be able to make a cogent argument for their
5 completion of the standards and have the data to back it.

6 So, my faculty, they hired me as the Accreditation
7 Consultant, but my faculty, this faculty has had a long
8 experience, has had a pretty long history, they know each
9 other very well, they wanted to get the ball rolling on
10 the accreditation study and hire an outside consultant to
11 do that, and the outside consultant came in as an expert,
12 took a look, a brief overview of the department, the
13 program, and highlighted what she thought were red flags,
14 so she did the red flags, and also highlighted the areas
15 that she thought the department was, you know, pretty good
16 on. So, in a faculty meeting, it turns out that the
17 faculty had various perspectives regarding these
18 standards, various responses regarding the outside
19 consultant's evaluation of the program, and it reflected
20 some of the faculty's history, so, you know, it was
21 anticipated that there would be sort of a bridge to gap in
22 their perceptions of the standards.

23 So my job is, although I'm not leading them, I'm
24 helping them by facilitating, I'm getting information for
25 them, I'm identifying some of the concerns, so that my job

1 in this particular instance, because we had to solve this
2 before we could proceed into the study, was to get the
3 information they needed, I did the study of the standards,
4 I got the history of the interpretation of the standards,
5 I read the reports from various institutions, academic
6 institutions who have used these standards, I read the
7 reports, I read the documentation from the committee that
8 does the review of the program, and so, in that analysis,
9 I concluded, I came to the conclusion that the way the
10 consultant understood the standards wasn't necessarily
11 shared equally among various members of the institution,
12 or the Accreditation Committee that comes from the
13 institution, because I had read what their responses were
14 to the other cases. So we had a meeting and I simply
15 presented that information to the faculty, basically I
16 said hers is one interpretation, she has a more rigorous
17 interpretation of the standards, and she has that
18 reputation, here are other interpretations of those
19 standards, and here are the institutions that use these
20 standards and their success in accreditation, and I left
21 it to them to take that information and discuss it.

22 And I, as facilitator, I'm doing very much what
23 you're doing right now. I had my pen and pencil out, and
24 I wrote down their notes, took all their comments. And my
25 job then was to, as accurately as I could, reflect what

1 they were saying and what I believed to be their - as best
2 as I could - their merging or their bridging of this gap,
3 how they were doing that. And when they finished their
4 discussion, I said, "Is that it? Does anyone have anymore
5 comments?" And there wasn't, and I restated what I
6 thought was their understanding, and I asked them, "Is
7 this what your understanding is?" And no one said
8 anything, no one raised a question, and so that was it.
9 So, that's what I did, I put it into a memorandum to them,
10 I sent it out to them so they could all see it in writing,
11 and I told them how I was going to proceed in terms of a
12 timeline, etc., and what data I thought we needed to have
13 in order to use those standards as they understood it, to
14 evaluate the program. And that was it; that was the
15 resolution of the difference of opinion.

16 And I would do the same thing; I'd use that same
17 method on the Commission of differences of opinion
18 because, after all, we know on the Commission are people
19 who can think on their own, do their own thinking. Given
20 the Bagley-Keene communication structure, we're not going
21 to be able to go out to coffee and hash out any details.
22 So I would do my homework, and if I felt that I could add
23 something to contribute, if I did my homework, the
24 research, I would make my contribution as a Commissioner,
25 I would put it out there for the Commission to hear it and

1 to discuss it and ask questions, I would be open to
2 questions, etc., and then if there were an occasion in
3 which I could restate what I thought I heard on the
4 Commission, I would restate it and see if in fact that was
5 what, you know, they shared the same sort of summary. So
6 that's what I would do.

7 MS. NEVILLE: How will the Commission's work
8 impact the State? Which of these impacts will improve the
9 State the most? And is there any potential for the
10 Commission's work to harm the State, and if so, in what
11 ways?

12 MS. HARRIS: Well, the potential for the Voters
13 First Act is that it will, in my mind, first of all, help
14 lessen the skepticism, sometimes cynicism, that the voter
15 feels towards its government. Right now, there is a high
16 level of skepticism in the legitimacy of government
17 institutions, particularly the Legislature. And it would
18 be good if, through the work of the Commission and its
19 product, that the citizen voter feels like they can
20 establish more trust in government. If the citizen voter
21 doesn't trust government, it's going to be very difficult
22 for anyone who is associated with government to develop
23 effective policy and implement it. Now, by implement it,
24 I mean that the bureaucracies itself need to have trust
25 from citizen voters in order to do their job efficiently.

1 And right now, there's a high level of distrust. So that
2 would be the first thing, alleviate the political
3 alienation.

4 Then, the second thing that I think may result, be
5 a benefit from Prop. 11, is that it would help lessen the
6 political polarization, or partisan polarization, I should
7 say, in the Legislature. Now, I know that Prop. 11
8 sponsors, at least I have read, I have not spoken to them,
9 but I have read that they believe that the way they have
10 structured Prop. 11 might result in, no guarantees, but it
11 might result in the ability of a center candidate, one who
12 is in the center of the ideological spectrum, not on the
13 extremes, may be able to - would have the opportunity to
14 be elected. And all of this is over time, time will tell
15 whether these benefits can be generated.

16 Now, if the Commission does not do its job well,
17 if it falters in its obligation to follow not only the
18 letter with the spirit of Proposition 11, then I believe
19 that a negative outcome could be that the citizen voter
20 will be further alienated and will be less willing to work
21 cooperatively, or to accept government's positions, and
22 that's really important. There may be, if the Commission
23 falters in its obligations, there may be more doors open
24 for legal challenges, and it may even go to a referendum
25 which is possible to do with Prop. 11. None of those

1 scenarios, I think, would benefit or help resolve some of
2 the major fundamental issues that the State of California
3 faces in governing effectively.

4 MS. NEVILLE: Does that conclude your answer?

5 MS. HARRIS: Yes, thank you.

6 MS. NEVILLE: Describe a situation where you had
7 to work as a part of a group to achieve a common goal,
8 tell us about the goal, describe your role within the
9 group, and tell us how the group worked or did not work
10 collaboratively to achieve this goal. If you're selected
11 to serve on the Citizens Redistricting Commission, tell us
12 what you would do to foster collaboration among the
13 Commissioners and ensure that they meet their legal
14 deadlines.

15 MS. HARRIS: Well, for this question, I thought
16 that probably a really good example would be my work at
17 the community level in local government with my fellow
18 citizen voters, you know, my friends, my neighbors and
19 community. I suppose you call us - well, I would like to
20 call us the watchdogs of local government, but other
21 people call us the gadflies, so we'll live with that.

22 This is a situation that happened in November of
23 2005 -

24 MS. HAMEL: Five minutes.

25 MS. HARRIS: Okay, thank you. But this happened

1 in 2005. The City Council put on at a special election a
2 proposal for a utility tax. And we thought we needed to
3 oppose that, and the reasons we wanted to oppose this is
4 because the Council said in its literature that it was to
5 raise revenue for a police station, which is fine because
6 we all know we needed a police station, the new one. But
7 what they didn't advertise what that the revenue was to be
8 raised for a new Civic Center, including the police
9 station, the library, a new City Hall, and a parking lot,
10 which would just happen to take some of our open space in
11 our Central City Park. So that was inappropriate, we
12 thought that was inappropriate, so we opposed it, and we
13 organized a campaign, we all worked together, different
14 people from different walks of life, and we decided who
15 was to do what, when, where and how, what our message
16 would be, and I did a lot of the crafting of the
17 communication, and we did our job, and we won - 55.8
18 percent of the vote. And as far as collaboration, again,
19 you notice that my method, my style, is to use
20 information, to talk, to exchange, to accept people as
21 they are, listen, learn, and that's what I would do on the
22 Commission.

23 MS. NEVILLE: A considerable amount of the
24 Commission's work will involve meeting with people from
25 all over California who come from very different

1 backgrounds and have very different perspectives. If you
2 are selected to serve on the Commission, tell us about the
3 specific skills you possess that will make you effective
4 at interacting with the public.

5 MS. HARRIS: Well, first of all, I've had a lot of
6 experience with the public, different kinds of publics.
7 And over the years, that has given me, well, basically
8 what I just told you, that I really enjoy meeting the
9 public, people from all walks of life. I really enjoy the
10 interaction and getting to know them, finding out what
11 their concerns are, trying to develop a response that is
12 hopefully satisfactory, not often, sometimes you just
13 can't do it. I've had experience in working in public
14 forums, including using translators, so I know what
15 happens to the group dynamics of the decision making in
16 that particular context. By translators, you know, we
17 have to remember that we use English as a second language,
18 and I have used not only English-Spanish, and I'm
19 bilingual, I've used English-Bulgarian, English-
20 Macedonian, English-Mandarin, English-Croatian, because I
21 have done a lot of international development work, which I
22 am very fortunate to have been able to do in my life.
23 These are the skills that I have. I'm open to people and
24 open to whatever else happens next.

25 MS. NEVILLE: Thank you. Mr. Ahmadi, your 20

1 minutes.

2 CHAIR AHMADI: Yes, thank you. Good morning, Ms.
3 Harris.

4 MS. HARRIS: Good morning.

5 CHAIR AHMADI: Bear with me, I have to just
6 collect my thoughts. Let me start off with some follow-up
7 questions about the information that you just shared with
8 us.

9 As one of the skills that you described being
10 necessary for the Commissioners, you said that the ability
11 to evaluate information.

12 MS. HARRIS: Yes.

13 CHAIR AHMADI: Could you please elaborate on that
14 and tell the panel what information do you think that the
15 Commission needs in detail?

16 MS. HARRIS: Well, I know you all are very
17 familiar with Proposition 11 and you all know that there
18 are various terms in there that need to be defined
19 because, at the end of it all, there are going to be three
20 maps where a report has to be written, where there are
21 terms defined, and standard defined, as well. So the
22 Commissioners are going to have to be able to understand
23 the information that's given to them regarding definitions
24 of those terms, which will be legal arguments, and the
25 standards. Now, -- and, well, I'll leave it there. Not

1 only that, the Commissioners are going to have to be able
2 to read, well, the Voting Acts Right, for one, legal
3 documents to understand what the particulars of that are,
4 just Prop. 11 itself. Proposition 11 has - I think it has
5 a lot in there that is yet left to be defined, and where
6 there are rules yet left to be enacted. So, Commissioners
7 will need to understand what those areas are, the
8 particulars of it, from people who may come in as
9 Consultants, to suggest or make recommendations on how to
10 do those kinds of things, what kinds of rules are going to
11 need to be made when, particularly in terms of time.
12 That's the kind of information that I was thinking of, but
13 including the ability to - including the information to
14 get from the communities of interest, because the
15 Commission is going to have public presentations of forums
16 throughout the state. My assumption is that it would be
17 throughout the state, although that is yet to be decided;
18 understand the reports or the documents because written
19 documents from communities of interest will be accepted by
20 the Commission in an open and transparent process. That
21 is the sort of thing, be able to take a look at that kind
22 of information, some of it very technical, others of it
23 not quite so, others of it, the concerns of community
24 groups, be they small community groups or the big
25 established ones.

1 CHAIR AHMADI: Should you be selected as a
2 Commissioner, what would you be seeking from communities
3 of interest?

4 MS. HARRIS: Well, the communities of interest, I
5 would be - well, not necessarily seek from them, but what
6 I would like to understand from them is why they perceive
7 themselves as being a community of interest, what mutual
8 interests do they share, I would have to be able to
9 understand that, in order to meet the law, that it not be
10 a mutual interest related to a political party, or
11 incumbent, or a candidate; I would need to be satisfied
12 that that's real -

13 CHAIR AHMADI: How do you make yourself satisfied
14 with that?

15 MS. HARRIS: Well, I think it depends upon a
16 history of the community of interest, if it is a group
17 that has a long history, you can feel fairly - of doing
18 work and expressing their interest in a particular -
19 whatever the shared interest is, that there be a track
20 record you could look at and feel fairly sure that, no,
21 they have no hidden agenda. If there is a group that
22 comes up to you and it seems as if it were formed fairly
23 recently, not much of a track record, have difficulty in
24 expressing their mutual concern, that may be apolitical,
25 whatever that may be, then you might want to pursue and

1 ask more questions about them. But certainly you're not
2 going to judge them, you're just going to follow your
3 thinking and try to understand as best you can, ask some
4 questions.

5 CHAIR AHMADI: So it sounds to me that there is a
6 judgment in that process on the part of the Commissioners
7 to determine or distinguish between what is a legitimate
8 community of interest vs. maybe non-legit?

9 MS. HARRIS: Well, the only non-legit, as far as I
10 can tell, in Prop. 11, the only non-legit mutual interest
11 is one that is related to a political party, a political
12 incumbent, or a political candidate. Now, that is still
13 to be defined, because, what is related to mean - and this
14 is one of these areas that I think there is going to need
15 to be some kind of expert input on.

16 CHAIR AHMADI: Sure, but in your mind, when you
17 look at all these different elements, or factors that
18 contribute in the formation of these communities of
19 interest, whatever that might be, but in your mind, which
20 one takes priority? Which one is more important? Or what
21 elements, if you can put them - if you can categorize
22 them, and I understand that there's probably more than
23 what you can talk about in a few minutes, but if you can
24 categorize them, which one in your mind is the most
25 important that needs to be looked at?

1 MS. HARRIS: If the group, whoever they may be,
2 come into a public forum and say, "We want to be kept
3 whole within this one District because we believe that our
4 interests are better served by having one representative
5 serve us," and empower them, basically, more effective
6 political representation, than as what they say. If they
7 say, "We want to be in this one District, not split off in
8 two Districts," then that is the important thing, that
9 they feel that their count votes - I mean, their vote
10 counts, that they have more effective political
11 representation.

12 CHAIR AHMADI: If you compare, for example,
13 communities of interest that are formed based on political
14 preferences, for example, party affiliation vs. ethnicity
15 and race, vs. sexual orientation, which one do you think
16 is important, how would you determine which one is
17 important?

18 MS. HARRIS: Well, we've got to follow the law, so
19 if their preference, if they are there because they are
20 organized to express a political preference, for their
21 political party, or they want to support an incumbent, or
22 they want to support a candidate, then that information is
23 not able to be considered by the Commission, so that's
24 out. That's one element that's out. Among the other -
25 between the other two elements, which was ethnicity and -

1 what was the second one - ethnicity and -

2 CHAIR AHMADI: I was just throwing an example,
3 just for example, ethnicity, race, as I mentioned, you
4 know, it could be a number of things, for example, sexual
5 orientation.

6 MS. HARRIS: Well, if I understand this correctly
7 a community of interest cannot be - is legally required to
8 be something other than formed around ethnicity or race,
9 that cannot be the preponderant or predominant
10 characteristic, there has to be something else involved.
11 It may be parents who want to have their cities form their
12 own school districts for them, and so they have formed a
13 group to do that, and they feel that they want to have
14 certain school sites within one District, or for them,
15 just as an example, in one area, so they would be able to
16 work with one Legislator, because for whatever reason they
17 may feel they are better able to work with one Legislator,
18 then that's, in my mind, a legitimate community of
19 interest, they feel that they will have better effective
20 political representation to pursue the accomplishment of a
21 mutual interest.

22 CHAIR AHMADI: Just to make sure that I heard you
23 correctly, did you say that the law does not allow
24 communities to be formed around political preferences?

25 MS. HARRIS: That's right - as I understand it, it

1 says communities of interest shall not be related to
2 political parties, incumbents, or candidates. Now, that's
3 my understanding, I could be wrong, but that, too, is
4 subject to - it depends on how you read it, right? So
5 we'd have to have -

6 CHAIR AHMADI: I'm not an expert on legal.

7 MS. HARRIS: I'm not either, but that word "shall"
8 cues me because "shall" is a legal word, it is a legal
9 terminology.

10 CHAIR AHMADI: I agree on that word.

11 MS. HARRIS: Okay.

12 CHAIR AHMADI: You also mentioned kind of related,
13 but not specifically related, ability to be able to
14 identify what is an appropriate question to ask of the
15 public. In your mind, can you share some examples of what
16 is appropriate and what is not? And to what extent the
17 Commissioners controlling the information to be shared
18 will have an impact on the decision-making process? Did I
19 make that clear?

20 MS. HARRIS: Well, I can make a clarification,
21 okay, when you said Commissioners controlling the
22 information to be shared, my understanding is that the
23 information is to be part of - given in an open and
24 transparent process so that, in my mind, that means that
25 the Commission - well, the Commission is the one that will

1 consider the information in official decisions, but that
2 information is available to the public, so they're not
3 necessarily controlling it, in my mind.

4 CHAIR AHMADI: Okay.

5 MS. HARRIS: Okay, so what would be an appropriate
6 question, knowing that that information is going to be out
7 and available to everybody?

8 CHAIR AHMADI: Right.

9 MS. HARRIS: Okay, that's fine. It would - if the
10 information is regarding, say, the MALDEF, who wishes to
11 have an input on the way, say, East Los Angeles is carved
12 up in terms of Districts, because it's carved up, and
13 there are a number of Assembly Districts in LA City, then
14 they would, you know, they may present their information
15 in terms of more support for effective political
16 representation in the Assembly for the possibility of
17 getting more funding for schools, more funding for public
18 clinics, more funding for affordable housing. Now, I
19 worked in East LA years and year ago, and it has not
20 changed, you know, it's changed, but those issues are
21 pretty much the same. So MALDEF is okay, you know, it is
22 a nonprofit and what is it, a 501(c)(3), and they're not
23 considered to be political.

24 CHAIR AHMADI: Okay, thank you.

25 MS. HARRIS: Sure.

1 CHAIR AHMADI: I have a number of follow-up
2 questions on your response to question 3. When you were
3 discussing the impacts of the Commission's work on the
4 State, you mentioned that the goal is to listen to
5 skepticism on the political - I believe you mentioned the
6 word "partisan polarization," or reducing partisan
7 polarization?"

8 MS. HARRIS: Well, there was two aspects to that
9 question, one was the possibility or reducing the partisan
10 polarization in the Legislature, and the other one was to
11 help lessen the political alienation by the citizen voter,
12 that the citizen voter feels.

13 CHAIR AHMADI: Okay, so could you please elaborate
14 on the partisan polarization?

15 MS. HARRIS: Oh, sure, I mean, we're going through
16 that right now. This is one of the reasons why we don't
17 have a budget here in the State, and that is that - and I
18 don't know the history of all the voting, I'm not a
19 political scientist, I'm a social scientist, and I don't
20 know all the history of the ins and the outs of the vote,
21 but I do know that there are two dominant parties in the
22 Legislature and, because of the rules of the decision-
23 making in the Legislature, one party is able to actually
24 stymie the work of another fairly easily, and this happens
25 in the budgetary process. As we all know, there is a two-

1 thirds vote that is required to pass the budget, and so
2 far the Legislature has not been able to get that.
3 Theoretically, and Prop. 11 people, sponsors also thought
4 this as a possibility, is that, with a fair - with
5 districts that are fairly drawn, but do not favor a party,
6 and which do not favor an incumbent, which do not favor of
7 a candidate, and at the same time cannot discriminate,
8 which is interesting, that's a little aside, that it may
9 likely raise the possibility for a candidate from the
10 center of the political spectrum to be elected. Some of
11 the political science or literature, stuff that I read on
12 this, says that because there is such a partisan
13 polarization in the legislature, it's because there's no
14 center. And most citizen voters in the State of
15 California are in the center of the political spectrum, so
16 they don't feel represented. They don't feel like their
17 vote is being counted. So, Prop. 11 could over time help
18 develop or create the opportunity to develop that center.
19 That would lessen the political alienation, the skepticism
20 because, then, people in the center would feel like
21 they're being listened to.

22 CHAIR AHMADI: When you mention "center," central
23 term -

24 MS. HARRIS: Political spectrum, yeah.

25 CHAIR AHMADI: Correct, so that I understand you

1 mean in terms of party affiliation? Or what do you mean
2 by that?

3 MS. HARRIS: Ideology, political ideology. As I
4 understand, I don't know politicians directly, I don't
5 know them, okay? But I have read about them and that's as
6 close as I've gotten to them, I have read about them.
7 There is in the political ideological spectrum, there is
8 the conservative far right and there is the very liberal
9 far left and that, for some reason or another, the
10 Legislature is filled with the far right and the far left,
11 and that the far right is usually identified as Republican
12 and the far left is usually identified as Democrat.

13 MS. HAMEL: Five minutes.

14 MS. HARRIS: Thank you. And so, there is no one
15 who is considered a moderate or maybe not enough of them
16 who are considered to be moderates in that political
17 spectrum, who actually represent more of the political
18 views of the electorate.

19 CHAIR AHMADI: So, can these people in the center
20 still be Republican or Democrat?

21 MS. HARRIS: Of course, oh, yes, of course. Oh,
22 yeah, of course. No, the issue is that both parties, from
23 my point of view, are suffering from the way that - well,
24 suffering from their history, of being able to only get
25 the two extremes in there, in the Legislature.

1 CHAIR AHMADI: Okay, thank you.

2 MS. HARRIS: Yeah, sure.

3 CHAIR AHMADI: And you also mentioned that, even
4 if the Commission's work is successful, the maps are drawn
5 fairly and pass the preclearance and it's acceptable, it
6 will take time to have a tangible impact.

7 MS. HARRIS: Sure.

8 CHAIR AHMADI: Could you elaborate on that, for
9 example, how much time do you think it's going to take and
10 what would be the tangible impact? And what will make you
11 see the product that you'll be producing, should you be
12 selected as a Commissioner?

13 MS. HARRIS: Well, okay. Change takes time to
14 actually occur, perform; it takes time to actually take
15 effect. I don't know how much time, you know, we would
16 have to wait in order to feel like we've gotten some -
17 we're receiving the benefit from the work of the
18 Commission. I don't have that kind of crystal ball. But
19 it'll take some time because it means that there are lots
20 of vested interests that have to get mobilized, or re-
21 mobilized, to take advantage or to go through an electoral
22 cycle with Prop. 11 in place - the results of Prop. 11 in
23 place.

24 CHAIR AHMADI: So we have an election in 2012, for
25 example. Do you think that the maps that the Commission

1 produces will have a big role in that election? Why or
2 why not?

3 MS. HARRIS: Well, if the maps that the Commission
4 produce are done in such a way that they're able to be
5 adequately or effectively defended in court, because I do
6 believe there will be legal challenges -

7 CHAIR AHMADI: Let's assume that they are good
8 maps.

9 MS. HARRIS: Okay, we're going to use the map. I
10 think it is a possibility, now, maybe this is my pie in
11 the sky optimism operating here, but there is a
12 possibility that we could get some good center candidates
13 into the Legislature in the next cycle, I think so, but I
14 don't care if they're Republican or Democrat, or they're
15 green or libertarian, or whatever they are, just as long
16 as they represent, really, the majority of the electorate.

17 CHAIR AHMADI: Thank you. You also mentioned
18 that, having - been successful could also mean that a
19 solution to major fundamental issues in the State, if I
20 heard you correctly -

21 MS. HARRIS: Sure.

22 CHAIR AHMADI: Could you just, I know we are kind
23 of running out of time, but real quick, in your mind, what
24 are the major issues, fundamental major issues in the
25 State? What are you referring to?

1 MS. HARRIS: Well, aside from the maps, there is
2 the rules governing the Legislature, there is a two-thirds
3 majority that is required to pass the budget, that is a
4 stumbling block. I know it is controversial, some people
5 think that, no, we need it, some other people think we
6 don't need it, but there is that issue. The budget for
7 the State of California needs to be passed on time because
8 then that sets the wheels in motion for every other level
9 of government. That is an issue. I'm a local government
10 fan and that's where I do my work; when the budget isn't
11 passed on time, local government feels the effects, and it
12 is a negative effect, it's a drag, that's one fundamental
13 issue. Another fundamental issue would be the, well,
14 again to the budget, there is a lot of discussion
15 regarding the adequacy of having an annual budget. There
16 are proposals floating around in the universe regarding
17 having a bi-annual budget, two-year budget, in order to be
18 able to make decisions, policy decisions, regarding long
19 term investments and not have those decisions made on an
20 annual basis, year after year you're going through the
21 same uproar over, "We don't have enough money. We made
22 that investment, that's good enough for now, let's go on
23 to something else." It creates more stability, that's
24 another issue that I think is important and fundamental,
25 as well. The other - okay, thank you.

1 CHAIR AHMADI: Thank you.

2 MS. NEVILLE: Ms. Camacho, your 20 minutes.

3 VICE CHAIR CAMACHO: Thank you. Hello, Ms.

4 Harris. How are you doing this morning?

5 MS. HARRIS: I'm good, thank you. It's good to be
6 here.

7 VICE CHAIR CAMACHO: Great. You mentioned
8 recruiting and hiring to strengthen faculty diversity in
9 your application. What steps did you take and what were
10 the outcomes?

11 MS. HARRIS: Well, as you probably know,
12 University systems operate in committees, so I was - at
13 Cal Poly Pomona, I was on a committee to hire, this was in
14 the Department of Political Science at Cal Poly Pomona, I
15 was on a faculty committee to develop the job description
16 for what faculty we wanted to recruit and develop the -
17 the faculty had discussions on who we needed, what kinds
18 of knowledge, skills, etc. that we needed. And also, do
19 we want to recruit for someone who would fulfill the
20 University's affirmative - not affirmative action, but its
21 commitment to having a diverse faculty that represents the
22 student population. And my position was, and continues to
23 be that, whenever we have an opportunity to develop a
24 leadership which is fairly representative of the people
25 who they are supposed to be serving, or provide services

1 to, that they should be able to somehow, some way,
2 identify with their concerns and their needs and their
3 population's concerns and their needs and their abilities.
4 So, on the faculty, we had these discussions and there was
5 really no contention over that, no big issue over that,
6 but we did decide that we needed to recruit broadly, to
7 identify areas, identify locations or locations that
8 weren't necessarily traditional places where you would
9 advertise for a faculty, we needed to go to newspapers
10 that serve diverse populations, we needed to go to those
11 newspapers and advertise, not just do it in the Journal of
12 Higher Education, and that sort of thing. That's what we
13 did. And during interviews, I - I - wanted to - I would
14 take the person out for, you know, take them to dinner,
15 take them to lunch, walk around the campus, introduce them
16 to students, and describe the student body. I wanted them
17 to feel welcome and so they would - basically, they would
18 want us, you know, it's a two-way street. So that's what
19 I did.

20 VICE CHAIR CAMACHO: How do you think that
21 experience and knowledge from that hiring will help you as
22 a Commissioner?

23 MS. HARRIS: Well, that hiring and other
24 experiences in my life that I've been fortunate to be able
25 to have just sets a basis in my mind and my being that

1 people come in all kinds of packages and we shouldn't
2 judge the package, we should try to get to know the
3 person. I have had interactions with, well, students and
4 faculty and other professionals who are people who have
5 made whole quaff out of a beginning in their life that was
6 pretty tattered, you know, poverty, discrimination,
7 prison, juvenile delinquency, and drugs. I met all those
8 people. But I've also met people who come from suburbia,
9 they have well educated, they know what to do in the
10 public, they know how to, you know, act socially and take
11 advantage of their opportunities, and those people, too,
12 should be viewed as the whole person, as the authentic
13 human being, not the package. You try to get down into
14 what they have to offer as themselves, as a human being.
15 So, you know, diversity means, yeah, from all kinds of
16 different colors and outfits that they wear, and places
17 that they live, and experiences that - it's the whole
18 thing. I really enjoy meeting people from all walks of
19 life.

20 VICE CHAIR CAMACHO: So, if you go in, obviously
21 California is so different -

22 MS. HARRIS: It is.

23 VICE CHAIR CAMACHO: -- so large, so different,
24 the diversity is there. How would you use that experience
25 and knowledge that you just explained to me, how would you

1 use that at the public meetings when you go out to the
2 various locations?

3 MS. HARRIS: Well, okay. I don't know yet how
4 Bagley-Keene is going to affect communication behavior
5 among Commissioners and with the public. I don't know
6 that yet. Well, let's - I would like, if Bagley-Keene
7 says I can, then I would like to be able to have some time
8 before, during, and after the meeting where the Commission
9 can set down from its podium, or behind its chairs, or
10 wherever they are and just meet people and talk to them,
11 and shake their hands, and have a cup of coffee with them,
12 get to know them, not talk about the redistricting stuff,
13 but just get to know them, find out about their
14 neighborhoods, find out - you know, share your life
15 experiences, because that's the really run part, I think,
16 of working with the public. Now, if Bagley-Keene says,
17 no, you can't do that, well then, no, I can't do that.

18 VICE CHAIR CAMACHO: Okay. How successful was
19 that hiring in that process that the school took to hire
20 diversified faculty staff?

21 MS. HARRIS: Well, the last time I was on a
22 committee in a department, we hired a woman, okay, that
23 counts, we hired a young black man, that counts, we hired
24 another woman, that counts too, and we hired a Chinese,
25 that counts, a Chinese woman, you know, so it works. The

1 CSU System, California State University System, has a
2 plan, a recruitment plan, a hiring plan, to make its
3 faculty diverse, and that's what we use, and I think it's
4 working.

5 VICE CHAIR CAMACHO: How do you feel that that
6 diversity that was hired by the University helped out the
7 University?

8 MS. HARRIS: Well, now, Cal State Pomona, Cal
9 State San Bernardino, are Hispanic serving institutions,
10 meaning they have a majority population, or a large
11 population of Hispanic groups, residents in their - what
12 they call "Catchment" area, their area of service. And it
13 has - I'm a beneficiary - and it helps recruit. Being a
14 Hispanic serving institution, what it does is it gives the
15 University more funds to recruit and create a diverse
16 faculty to meet their student body's characteristics, and
17 their student body needs. So that's how it helps.

18 VICE CHAIR CAMACHO: How do you think having a
19 diverse Commission would help the California Redistricting
20 Commission?

21 MS. HARRIS: Well, as I understand it, the
22 Commission is going to be made up of diverse Commissioners
23 to reflect the diversity in California, or barely
24 represents all the diversity in the State, so that means
25 different perspectives, different lifestyles, different

1 life experiences on the Commission. I think all of that
2 would help to develop decisions which would, at least
3 theoretically, reflect the diversity in the State. You
4 know, give them the sense that they have effective
5 political representation.

6 VICE CHAIR CAMACHO: Thank you. I have a
7 clarification of a comment that you had in your
8 application. You mentioned applying the consequentially
9 accepted standards of the American higher education in
10 public administration in a foreign land. Can you explain
11 that to me?

12 MS. HARRIS: Yes, that was referring to the
13 project that I did in Bulgaria for the U.S. State
14 Department. And that is that I've had the experience of
15 applying consensually agreed upon standards of American
16 public administration, programs of public administration,
17 about common knowledge, what kind of skills ought to be
18 taught. Now, American or Western public administration
19 has a lot to offer developing countries, or transition -
20 this was a transition country going from highly
21 authoritarian to building a Democracy, and its public
22 administration, its implementers of policy, need also to
23 understand how to do - how to implement policy that is
24 more in tune with Democratic values. It's not a knee-
25 jerk, you know, gut reaction that they understand,

1 particularly coming from a highly authoritarian system.
2 So, we had to - I'm not the only one, the faculty that I
3 worked with - we had to go in there with all our Western
4 notions and then be able to adapt, or give up, some of our
5 ideas about what's the best thing to do here, in order to
6 be of service to our Bulgarian colleagues. That's what I
7 meant by that. We did have to give up some of our
8 preferences, or values, what is valuable in education.

9 VICE CHAIR CAMACHO: How would that experience
10 that you had in Bulgaria and -

11 MS. HARRIS: Others.

12 VICE CHAIR CAMACHO: -- yes - help you with being
13 a Commissioner?

14 MS. HARRIS: Oh, same process. So, I mean, all
15 along the way, we're going to make compromises. We're - I
16 shouldn't say "we" -- the Commission are made up of
17 independent individual thinkers, good thinkers, and they
18 will come to their own conclusions, and there will be
19 probably situations where, when they draw a line, they're
20 going to have a difference of opinion. And it's in the
21 discussions of the differences of opinion that you can
22 develop a consensus, that people give and take, and it's
23 just a give and take process, "I will give if I find that
24 there's a really good argument to be made for a certain
25 neighborhood to be placed in one District, as opposed to

1 another, then, you know, I'll give it up - as long as we
2 can make it legal, because we have to defend it."

3 VICE CHAIR CAMACHO: Okay. I noticed in your
4 application, you kind of talked about the Voting Rights
5 Act and that's "...appreciate the necessity for the use of
6 the principles and procedures of the Voting Rights Act."
7 Why do you think the Voting Rights Act is still necessary?
8 And what is the significance?

9 MS. HARRIS: Oh, well, there are still groups in
10 our society that feel disenfranchised. In California, the
11 disenfranchisement is not because they have to pay a poll
12 tax, or pass a literacy test, it is, as I understand it,
13 it is more related to not having access to the information
14 in their own language. So, the Voting Rights Act still
15 applies here, nationally. In California, there are groups
16 in California, they don't even have English as a second
17 language, that nevertheless are able to pass through all
18 the steps that one takes towards citizenship because
19 they're able to do it in their own language, and somewhere
20 along the way, they're able to pick up enough English to
21 be able to satisfy the examiners, but they need to be able
22 to see their voter information. You know, they would be
23 better served if they saw their voter information in their
24 own language because it has been shown, it's been
25 demonstrated in California, that there's a low voter turn-

1 out among a certain language group that is in a certain
2 District because the material was not present and was not
3 provided. Now, from what I understand, I don't know the
4 whole history, but from what I understand, that situation
5 is being taken care of. I will be looking forward to
6 seeing what the status of it is.

7 VICE CHAIR CAMACHO: Obviously, you are going to
8 have legal counsel that will help you get through that
9 very complex law and understanding that. When you go into
10 communities of interest, you're going to be talking - or
11 communities - you're going to be talking to the
12 individuals and gaining information from them. Are you
13 comfortable if, per chance, you have to split a community
14 of interest because of - for various reasons, to split it
15 due to the Voting Rights Act?

16 MS. HARRIS: Oh, sure, because legally the Voting
17 Rights Act takes precedent.

18 VICE CHAIR CAMACHO: Thank you. That was my last
19 question.

20 MS. NEVILLE: Ms. Spano, your 20 minutes.

21 PANEL MEMBER SPANO: Thank you. Good morning.

22 MS. HARRIS: Good morning, how are you?

23 PANEL MEMBER SPANO: Fine, thanks. How are you?

24 MS. HARRIS: Okay.

25 PANEL MEMBER SPANO: So far.

1 MS. HARRIS: So far.

2 PANEL MEMBER SPANO: I'm going to go back to your
3 outreach - or, actually, your recruitment efforts at the
4 CSU's and I couldn't distinguish both, but this one in
5 particular that you were talking about, it relates to
6 Pomona?

7 MS. HARRIS: Pomona.

8 PANEL MEMBER SPANO: Pomona. You mentioned you
9 hired a man, you hired a black man, you hired a Chinese
10 woman -

11 MS. HARRIS: The Chinese woman was at San
12 Bernardino.

13 PANEL MEMBER SPANO: San Bernardino, okay.

14 MS. HARRIS: But I was a Lecturer at San
15 Bernardino.

16 PANEL MEMBER SPANO: Oh, okay. Can you tell me
17 how, by hiring this population of instructors, assisted in
18 serving the needs of a largely Hispanic population of
19 students?

20 MS. HARRIS: Well, even though Cal Poly Pomona is
21 a Hispanic Serving institution, there is an African-
22 American community in the service area for that
23 university. And so, this young man has a degree in Public
24 Administration, and so we wanted to be able to have him
25 there and talk about his experience, and whichever way he

1 wants to talk about it, and have those students able to
2 identify with him, so they could see him as a role model,
3 you know, faculty are role models, so they could see him
4 as a positive role model, so they have someone to go to,
5 who they feel may be more understanding of their
6 situation. And so that's part of the reasoning behind it.
7 Other than that, he was very highly qualified and, you
8 know, was good in the classroom.

9 PANEL MEMBER SPANO: Among the Hispanic student
10 population, did you find that they were different in their
11 perspectives and their backgrounds, also?

12 MS. HARRIS: It depends on their own background.
13 I found some Hispanic students who, you take a look at
14 them and you'd never know that - you wouldn't say, "Oh,
15 there's a Hispanic," you know. Hispanics come in all
16 sizes and shapes and colors and hues. And so, the ones
17 that would come to me, and they were mostly women, young
18 women, who would come to me, is those who felt that they
19 weren't being listened to in the classroom, not by the
20 instructor, but by her fellow classmates, that they were
21 not able to stand up and have voice in the classroom.

22 PANEL MEMBER SPANO: Why was that, do you believe?

23 MS. HARRIS: Well, they, frankly, well, after
24 talking to them for a while, they felt that they were
25 being put down by students because they didn't speak

1 English correctly, they had an accent, you know -

2 PANEL MEMBER SPANO: Are there for all the ESL -

3 MS. HARRIS: Yeah, uh huh, yeah. Well, they may
4 not all be ESL, but there are some ESL, but there are some
5 students who come from Mexican families, who were raised
6 speaking Spanish in the household, who live in a Spanish
7 speaking community, who didn't have a lot of interaction
8 with what I call "the greater world." And so they had
9 characteristics which were, you know, I thought, "Oh,
10 there's my mother," you know, that were Mexican, that
11 identified as being Mexican, "Oh, that's my mother." And
12 they had - their speech had a heavy accent to it, and so
13 they didn't feel like they were able to - that they were
14 being given their due right. On the other hand, on the
15 other hand, they also had felt limited in their own
16 ability to express themselves, too, so it was a two-way
17 street. Yes, they weren't being listened to; on the other
18 hand, they weren't speaking up, you know, taking that
19 position that was available for them in the classroom,
20 they needed to feel more - I call it - empowered,
21 empowered, you know, I don't know what other term it would
22 be right now, and it's psychological. But it's not just
23 psychological, it's also skills. So, for these young
24 women, I would present that argument to them and say,
25 "Now, you can go to - there's resources on campus, you

1 could go to the writing center, you can pick up more
2 skills on your writing, you could get a tutor, you could
3 go to a language class and work on your speech if that's
4 what you want to do," that sort of thing.

5 PANEL MEMBER SPANO: How did hiring such a diverse
6 staff help encourage these students to come forward and
7 speak freely in their classroom, fostering more of that
8 environment?

9 MS. HARRIS: Well, I think that it's because the
10 students are able to identify with their -

11 PANEL MEMBER SPANO: Their -

12 MS. HARRIS: Oh, yeah.

13 PANEL MEMBER SPANO: So, would you say that the
14 prior faculty composition was not as diverse?

15 MS. HARRIS: Well, the history of the university
16 is that it was an all male bastion, all male white
17 bastion; that's the history of the university. And it has
18 changed radically over time, so that now there is no issue
19 about being a white male bastion. Now it is - the issue
20 is let's see - let's get the faculty here that can meet
21 our students needs, including a faculty whose students can
22 go to feel comfortable with.

23 PANEL MEMBER SPANO: How do you believe that these
24 changes impacted the community?

25 MS. HARRIS: Oh, faculty - the diversity

1 introduced not only diverse ethnics sort of things, but it
2 includes diverse perspectives, diverse skills, and the
3 faculty who have - for Hispanic or African-American or
4 Asian, at least in my experience, are more open to doing
5 community work, or going out into the community, taken the
6 university out into the community to be of service. And
7 at the same time, that means bringing the community into
8 the campus, to get that interaction going more, well, more
9 of it and more diversity in concerns or interests that the
10 community can bring into the university. The university
11 has lots of resources.

12 PANEL MEMBER SPANO: Do you feel that tapping into
13 these resources will be useful when you do the Commission
14 work and outreach and getting the word out?

15 MS. HARRIS: My resources?

16 PANEL MEMBER SPANO: Yes, what you've learned so
17 far.

18 MS. HARRIS: What I've learned, yeah, of course.
19 Of course, yeah.

20 PANEL MEMBER SPANO: Would you tell your fellow
21 Commissioners how valuable this is in doing the outreach?

22 MS. HARRIS: Oh, if it comes up in a discussion on
23 the Commission, sure. It's important.

24 PANEL MEMBER SPANO: You said earlier that you
25 recruited in non-traditional places. Can you explain

1 that?

2 MS. HARRIS: Oh, sure. No, the traditional places
3 - the traditional - places for recruitment for faculty is
4 going through the - there is one large newspaper and that
5 is the *Journal of Higher Education*, I think it's called,
6 something like that, and that's usually the placement for
7 all faculty hires, for advertising for faculty hires. And
8 then, the other traditional place is through your own
9 professional organizations, like the *Society of Electrical*
10 *Engineers*, or the *Journal of Public Administration*, or
11 *Administrative Law*, those journals because they all have
12 some area where you can recruit for faculty, those are the
13 traditional places. And, you know, common sense would
14 tell you that you want to go there. Non-traditional
15 places would be like going to *La Opinion* in Los Angeles
16 and placing an advertisement there because *La Opinion* is
17 read by a lot of people from basically not just Hispanics,
18 but from all walks of life. You could go to the local
19 community colleges and place some - and talk to their
20 recruitment people there, and ask them for their
21 recommendations. These are non-traditional places. And
22 we did. We could go to societies that - every discipline
23 has - well, not every discipline - but public
24 administration has disciplinary groups. We went to the
25 black personnel human resources committee of the ASPA,

1 American Society for Public Administration; they're broken
2 down into communities. We went to them, talked to them.
3 We went to the Hispanic, the Latinos, for public
4 administration, those sorts of things, those are non-
5 traditional places.

6 PANEL MEMBER SPANO: Okay, thank you.

7 MS. HARRIS: Sure.

8 PANEL MEMBER SPANO: You mentioned earlier that
9 you believe there is going to be legal challenges
10 regarding the drawing of the lines. Can you elaborate on
11 that, on what you believe they would be?

12 MS. HARRIS: Well, I don't know exactly what they
13 will be, but I have thought about what the possibilities
14 may be, and that is that the Commission needs to produce
15 three maps that are able to be defended in court, and that
16 has to be a criteria, it has to be something the
17 Commission needs to have on its mind, going through all
18 the steps of doing these maps because it is the Commission
19 who is going to have to defend the maps, nobody else is
20 going to do it, it's the Commission. So, the legal
21 challenges could be that it was not conducted in a - that
22 some District lines were drawn to favor one certain party,
23 and then they will fool around with the numbers to show
24 how many a line could be drawn differently, that would
25 have solved that problem - those kinds of things. It

1 could be that there would be legal challenges made based
2 upon not making relevant document easily available,
3 stonewalling, I don't know. People, I know are - I know
4 California State politics well enough to know that there
5 are already groups out there who are looking at this whole
6 process very carefully, and will continue to look at the
7 entire process very carefully.

8 PANEL MEMBER SPANO: True. You said earlier that
9 you have experience in public forums and group dynamics.
10 Can you go into the group dynamics and your experience
11 regarding this?

12 MS. HARRIS: Sure. I suppose that some of the
13 best, something that would be more akin to what the
14 Commission might be going through, would be working on a
15 faculty and arriving at having discussions at a faculty
16 meeting over an issue that the Department has to decide
17 upon. The group dynamics there, well, universities are
18 very special places. The group dynamics there is that the
19 senior core faculty will dominate and that the junior
20 faculty will just say, "Yes, sir, no sir," and they will
21 go about their own - the junior faculty will go about
22 their own business. That's part of the group dynamics.
23 So the junior faculty need to ask questions so they can
24 respond to it, rather than expect them to chime up any
25 time they feel inspired, to chime up. That's part of the

1 group dynamics, so you have to be careful about the
2 status, the status relationships in a group, and try to
3 get people more on an even par, and you know, bringing
4 people into the discussion.

5 PANEL MEMBER SPANO: How difficult is that to
6 achieve with the junior faculty and -

7 MS. HARRIS: Oh, no, that's hard - it's hard
8 because faculties are very different animals. In
9 departments, they do differ from each department across
10 the campus.

11 PANEL MEMBER SPANO: Different animals in the
12 sense of the subject matter that they teach, or their
13 personalities?

14 MS. HARRIS: Their personalities and their notion
15 about the importance of the social status. Some think
16 that the social status is critical because that maintains
17 the status of their department in the eyes of the campus
18 as a whole. And there is some legitimacy to that
19 argument. Others feel a more - have a more egalitarian
20 spirit and they say, "No, we want our junior faculty to
21 participate," so they can - like this is a training ground
22 for them, and, indeed, it is a training ground.

23 PANEL MEMBER SPANO: How does these two groups
24 interact? How do you foster collaboration between this
25 group? I mean, there's a hesitation, probably, by junior

1 staff, too.

2 MS. HARRIS: You ask questions of them, you talk
3 before the meeting and say it's okay for you to -
4 basically give them support, "It's okay for you to express
5 your opinion on this decision." If you've done your work,
6 now, a faculty is not a Commission, okay? But, if you've
7 done your work and you want to bring your junior faculty
8 in, you will have talked to various senior faculty
9 members, asked them what their opinion is, their
10 perspective, ask them how they feel about bringing the
11 junior faculty in, and you want them to feel comfortable,
12 not threatened, and then, under those circumstances, but
13 it all looks okay, then you can act as a mentor to the
14 junior faculty and tell them, you know, "It's okay," try
15 to bring them in, but don't expect them to just go whole
16 hog immediately.

17 PANEL MEMBER SPANO: Do you see this, the group
18 dynamics on your faculty, do you think something similar
19 like this would occur on the Commission, among the
20 Commission members?

21 MS. HARRIS: It may.

22 PANEL MEMBER SPANO: In what way?

23 MS. HARRIS: It may in the sense that, well, my
24 thinking is that you have a very highly qualified pool, so
25 there is no question about people being able to do the

1 work of the Commission, it's probably, I think, more a
2 question of experience in public forums, and working with
3 Bagley Keene, that sort of thing, that kind of status that
4 goes with the Commission. And that there will be
5 Commissioners, I think, who are going to be very very
6 highly qualified, and will have a lot of experience, they
7 will know because of their past experience, they will
8 already have an intuitive sense and they will know what to
9 expect and how to behave, where others will come in a bit
10 more tenuous, and so there's a balance that needs to occur
11 there.

12 PANEL MEMBER SPANO: Do you see yourself as a
13 facilitator - in a facilitator role as a Commissioner?

14 MS. HARRIS: Oh, yeah, I'm a facilitator. Yeah,
15 I'm a facilitator. I'm an egalitarian.

16 PANEL MEMBER SPANO: Do you try to avoid conflict
17 at all?

18 MS. HARRIS: If I possibly can, I will avoid
19 conflict, yeah, if I can, well, then, there it is.

20 PANEL MEMBER SPANO: Do you see yourself as a
21 bridge builder?

22 MS. HARRIS: Bridge builder? I can be a bridge -
23 yeah, a bridge builder, yeah.

24 PANEL MEMBER SPANO: What are your strengths in
25 group dynamic situations, other than as - do you kind of

1 step back and listen, usually?

2 MS. HARRIS: I listen and learn. If nothing
3 occurs to me, say, when the tension begins to rise, if
4 nothing occurs to me, then I just listen and learn. And
5 when I see a possibility for my making a contribution,
6 then I will make it. And usually the contribution is
7 based upon restating the argument, is based upon getting
8 more - introducing relevant information, is based upon the
9 ability to make a compromise, you know, if I see one.

10 PANEL MEMBER SPANO: Thank you. Can you tell me
11 what cooperative negotiations - you mentioned that and I
12 wasn't certain.

13 MS. HARRIS: Sort of what I just explained. We do
14 it in a cordial fashion, we don't yell and stamp our feet
15 and that sort of thing.

16 PANEL MEMBER SPANO: And I'm running out of time
17 here, so I am just going to quickly buzz along. Let's
18 see, tell us about your work using U.S. Census data and
19 maybe other sources of demographic data.

20 MS. HARRIS: Well, I've done surveys in the past,
21 a number of surveys over my career, and I've used
22 demographic data, Census Bureau data, in order to identify
23 my sample to people who I want to survey, and have been
24 able to identify and have used the Census data to identify
25 their characteristics, that sort of thing - to fill my

1 sample, basically.

2 PANEL MEMBER SPANO: And for what surveys?

3 MS. HARRIS: I did a survey of the catchment area
4 that Cal Poly serves because I was developing a graduate
5 program, Public Administration, and we have to satisfy the
6 Chancellor that, indeed, we have students out there who
7 need our program. So, I was developing a demographic
8 profile of our catchment area and I was able to use it
9 that way.

10 PANEL MEMBER SPANO: Was this data ever used to
11 apply in any type of a map or population area that you
12 were trying to look at?

13 MS. HARRIS: In a map situation, no. I have not
14 used it for mapping.

15 PANEL MEMBER SPANO: Have you used this type of
16 data or any other type of data in a complex analysis where
17 you had to apply legal criteria to it in your decision-
18 making?

19 MS. HARRIS: I would say no, not legal criteria,
20 no.

21 PANEL MEMBER SPANO: In your experience, how have
22 you applied legal criteria?

23 MS. HARRIS: That was work as - my community work.
24 I've read the City Attorney's proposals, I've read
25 planning data, planning reports, I've read economic

1 development reports which have to be sort of legal
2 considerable - California legal requirements.

3 PANEL MEMBER SPANO: Zoning and -

4 MS. HARRIS: Zoning, yeah, and CEQA, as well, CEQA
5 requirements, as well. I read the City Attorney's
6 proposal for a tax measure, that sort of thing. So, I've
7 done that kind of work with legal documents and legal
8 requirements.

9 PANEL MEMBER SPANO: I'm going to hold off right
10 now. Thank you so much.

11 MS. HARRIS: Thank you.

12 MS. NEVILLE: Panelists, other follow-up questions
13 at this point?

14 CHAIR AHMADI: Not at this point.

15 VICE CHAIR CAMACHO: I have some, but I can wait
16 for you.

17 MS. NEVILLE: Whatever you like.

18 VICE CHAIR CAMACHO: I can ask them, that sounds
19 good.

20 MS. NEVILLE: Okay.

21 VICE CHAIR CAMACHO: Ms. Harris, I'd like to get a
22 little bit of clarification on the non-traditional ways
23 that you would go about putting information out for the
24 Commission for public meetings.

25 MS. HARRIS: Well, the non- -- well, a non-

1 traditional way would be to, as I did with the recruitment
2 for the faculty recruitment, is go to the local newspapers
3 that serve a specific community, go to - if you break it
4 along ethnic lines, those communities have lots of
5 communication tools available to them. They've got
6 broadcast radio and television, they've got their own
7 newspapers, they have their own community property owners
8 association, homeowners association, parent associations,
9 they have all those groups that form a society, you know,
10 that society. So, there is a possibility of going to
11 those outlets with information regarding the public
12 forums, our public hearings for the Redistricting
13 Commission, and explain, hopefully, explain a little bit
14 of what the redistricting is, and how it affects our life,
15 because, in my mind, that's not a clear - people don't
16 generally know about that; so, that kind of work needs to
17 be done, that kind of outreach work needs to be done. I
18 suppose these days, a nontraditional way would be to use
19 the telecommunications, maybe there could be a little like
20 the State Auditor did, the little advertisements, the
21 little short little 30-second clips that go out in
22 broadcasting, perhaps something like that. And then, the
23 usual way is a contact group that you already know, and
24 the State Auditor already knows lots of groups, and lots
25 of groups have been participating in this process so far,

1 to do that kind of contacting.

2 VICE CHAIR CAMACHO: Good, thank you.

3 MS. HARRIS: Sure.

4 VICE CHAIR CAMACHO: I notice that you teach -
5 developed and taught - an online course that is 50 percent
6 in class and 50 percent online. How do you think that
7 knowledge would help the Commission maybe perform some of
8 its duties?

9 MS. HARRIS: Well, I know the technology. I know
10 how to - I've learned that your communications style
11 changes. I've learned that the greater part of the
12 learning process occurs through exercises - now, this is
13 from the classroom - it occurs through exercises that you
14 give students, and that students then respond and send it
15 back to you, and I've learned it's the feedback that you
16 give to them where the learning occurs. The classroom and
17 the online environment are very different, and the
18 learning process is very different, and the online
19 environment is not for everybody because there are
20 different learning styles. So, I would say that I
21 understand how the technology works and I understand kind
22 of how the technology affects communication and
23 understanding that communication.

24 VICE CHAIR CAMACHO: How would you use that
25 knowledge if you were a Commissioner?

1 MS. HARRIS: Well, you know, now you're giving me
2 an idea here. It may be possible to have an online
3 workshop for how to draw the lines because we're supposed
4 to have - the Commission is supposed to have - or the
5 Legislature is supposed to make available all the data,
6 all the databases and the software for anybody to draw the
7 lines, so that - maybe an online workshop in how to do
8 that, much like this is online. That would be
9 interesting.

10 VICE CHAIR CAMACHO: Have you felt, like you were
11 saying, teaching in the class and teaching online is a
12 little bit different -

13 MS. HARRIS: Well, they're different, yeah.

14 VICE CHAIR CAMACHO: Could you teach that online?

15 MS. HARRIS: Sure, you could. That would be an
16 easy one to do, yeah. You could teach that online. And
17 you could have a - terminology - the synchronous
18 communication with whoever is in on the workshop, they
19 could ask you questions, it would pop up on a screen,
20 you'd take a look at the question, and you could then
21 speak to them because you would be reading it, they'd be
22 chatting, you know, and then you could speak to them and
23 you could explain it. That works.

24 VICE CHAIR CAMACHO: That was my last question.

25 MS. NEVILLE: Other follow-ups?

1 CHAIR CAMACHO: I don't have any.

2 PANEL MEMBER SPANO: I will wait.

3 MS. NEVILLE: Okay. So, one of my questions for
4 you is, I want you to sort of imagine that you're
5 completely away from the college setting, away from the
6 academic setting, and someone who knows absolutely nothing
7 about the Voting Rights Act asks you, "What's the purpose
8 of this law?" How would you explain that to them?
9 Someone who has never read it, not familiar with it,
10 what's the purpose of the law?

11 MS. HARRIS: The purpose of the law is to - and
12 I'll get on my high horse here - is to protect the right
13 of the vote for every citizen.

14 MS. NEVILLE: I want to just ask you a question
15 about a discussion you had earlier with Mr. Ahmadi. Do
16 you think that one of the purposes of the Voters First Act
17 is to promote the election of Centrist candidates?

18 MS. HARRIS: No, I don't think so. That is not
19 stated anywhere in the Act itself, but that has been some
20 of the media discussion.

21 MS. NEVILLE: Okay, thank you for the
22 clarification. I do not have any further questions right
23 now. Panelists?

24 VICE CHAIR CAMACHO: I don't have any questions.

25 PANEL MEMBER SPANO: I do, and I thought I just

1 spaced, hold on. You know, can you explain to me what the
2 R.F. Kennedy Fellowship was?

3 MS. HARRIS: That was my first adventure into
4 community activism. Robert F. Kennedy Fellowship sponsors
5 interns, money for interns, and so I got a stipend and I
6 went off to East L.A. and learned.

7 PANEL MEMBER SPANO: What did you learn?

8 MS. HARRIS: I learned that the police are very
9 effective and I learned that I did not want to be on the
10 street with them when they were upset.

11 PANEL MEMBER SPANO: A demographic area that is
12 completely different, then, than Pomona and San
13 Bernardino?

14 MS. HARRIS: Oh, East L.A.?

15 PANEL MEMBER SPANO: Yeah.

16 MS. HARRIS: Oh, Hispanic, yeah. Mexican.

17 PANEL MEMBER SPANO: A little different than where
18 you teach?

19 MS. HARRIS: Oh, yes.

20 PANEL MEMBER SPANO: In what way?

21 MS. HARRIS: Oh, because if you want to know what
22 brought the term "Hispanic," Hispanic includes people from
23 Argentina, from Chile, from Central America.

24 PANEL MEMBER SPANO: Distinctly different issues
25 and concerns in that community?

1 MS. HARRIS: Uh huh.

2 PANEL MEMBER SPANO: In what way?

3 MS. HARRIS: Well, if you're Hispanic from
4 Argentina and you made it here, you're usually an
5 entrepreneur, and you want to learn about government just
6 so you can know enough how to manage it. If you're a
7 Central American, you're likely to be an immigrant who has
8 just recently become a citizen, and so you want to learn
9 more about how to organize, at least in my experience, you
10 want to learn how to organize your community, but there
11 are now second and third-generation Hispanics who are like
12 me, you know, who have had the benefit of this society,
13 and we just want to help others.

14 PANEL MEMBER SPANO: Knowing that you have an
15 insight on the Hispanic population and the differences
16 originating from their backgrounds and where they come
17 from, how do you propose using that experience when you do
18 outreach to maybe new immigrants from like in the Hmong
19 population and other non-Hispanic ethnicities.

20 MS. HARRIS: Oh, I've had experience with Asian -
21 Southeast Asian Asians who recently arrived in the United
22 States and this is my voter registration experience that I
23 did in my little home town. When they first come to the
24 United States, they come to the United States with ideas
25 about the Citizen Government relationship, like from the

1 society that they left, so, when I would approach them,
2 they would be very reticent, they did not want to register
3 even though they could, but they did not want to register,
4 they did not want me to be at their front door, they just
5 wanted to get rid of me, and not because they were
6 hostile, but they just didn't understand why I was there.
7 Another very interesting characteristic is among recent
8 immigrants, those who have not gone through our
9 educational system and been in our society for very long,
10 is that they're automatic position is to be humbled before
11 authority, don't ask questions, be very respectful, don't,
12 you know, just never cause any kind of doubt that you
13 don't believe in them and respect - it is very humble
14 before authority, as compared to our American way. And
15 our American way is we're very direct, and we feel it's
16 our right to question authority, we don't put it that way,
17 but we do, it's a habit.

18 PANEL MEMBER SPANO: How do you deal with the
19 hostility of one, the hesitation of another, and the
20 Americans, when you go out and you want to reach out to
21 these communities that are distinctly different throughout
22 the 50 counties?

23 MS. HARRIS: Yeah, they're different. The
24 hostility? I just try to explain why I'm there, and I'm
25 explaining why I'm there, and if I see no opening, I'll

1 say thank you very much, and I'll leave them some
2 literature -- if I have anything to give them, I'll leave
3 it. If it's humble before authority, I'll spend a lot of
4 time with them, talking about the family, about the
5 garden, about the weather, the social things, until they
6 seem like they're more comfortable with me, and then we
7 get to their concerns.

8 PANEL MEMBER SPANO: How many minutes do I have?

9 MS. HAMEL: Eight.

10 PANEL MEMBER SPANO: Okay, do you believe that
11 when a crowd is hostile like that and there's language
12 barriers, or whatever, when you leave literature on a
13 table, do you feel it's effective enough to really get
14 them to understand the concerns and the needs and the
15 purpose of redistricting, and this effort, and the
16 importance to get the one vote - one person, one vote,
17 concept out there?

18 MS. HARRIS: Oh, no, the literature is just a
19 placeholder.

20 PANEL MEMBER SPANO: And how would you reach out
21 to people that are kind of resistant to this?

22 MS. HARRIS: You know, I would try to establish as
23 many forums as I can within their own community to talk
24 about it, talk about the citizen government relation -
25 well, not in those terms, right, but citizen government

1 relationship and what it is, and what the American system
2 is, this is how it works, you know, you can do this, that
3 sort of thing.

4 PANEL MEMBER SPANO: All right, thank you. One
5 more question. You said you teach on Bagley-Keene. What
6 are the most important areas of the Bagley-Keene Act that
7 you teach to your students? And why?

8 MS. HARRIS: That it's a serious Act, that is it
9 the law, you know, this is not something that is meant
10 just - this is a serious thing, it is the law, and it is
11 put in place because citizens have complained about the
12 past tendencies of elected officials to ignore them, and
13 to have closed door - to make closed door deals, leaving
14 the citizen uninformed regarding how that deal was made
15 and the particulars of it. So, what is meant to create
16 sunshine, to open the doors, let the sunshine in, because
17 it's through that mechanism that a citizen can really -
18 I'm on my high horse again - that we can really be a
19 Democracy, because the Democracy has to be protected and
20 it is the citizen that needs to protect it.

21 PANEL MEMBER SPANO: Okay, thank you very much.

22 MS. HARRIS: Sure.

23 MS. NEVILLE: Panelists, are there other
24 questions?

25 CHAIR AHMADI: I don't have any.

1 VICE CHAIR CAMACHO: I don't have any also.

2 MS. NEVILLE: Okay, Ms. Harris, if you would like
3 to make a closing statement, you may, you have about six
4 minutes remaining.

5 MS. HARRIS: Oh, thank you. Well, first of all, I
6 want to thank you for all the work you're doing and I know
7 it's been a grueling process, and I know it's going to
8 continue to be a grueling process, and I thank you for
9 selecting me, of course, and for the people of California,
10 because you're doing a really good job. I watched you and
11 I've seen your decisions, and it's a very good process,
12 open and transparent, it's a very good process. And thank
13 you very much.

14 CHAIR AHMADI: Thank you, ma'am.

15 PANEL MEMBER SPANO: Thank you.

16 VICE CHAIR CAMACHO: Thank you.

17 MS. NEVILLE: Thank you for coming to meet with us
18 today. We will be back at 12:59.

19 (Off the record at 12:25 p.m.)

20 (Back on the record at 1:00 p.m.)

21 MS. NEVILLE: It's 1:00 p.m. and we are back on
22 the record.

23 And we're here with Ms. Filkins Webber. Good
24 afternoon and welcome.

25 MS. FILKINS WEBBER: Thank you.

1 MS. NEVILLE: All right. We're going to begin
2 with the five standard questions.

3 What specific skills do you believe a good
4 Commissioner should possess? Of those skills which do you
5 possess, which do you now possess and how will you
6 compensate for it?

7 And is there anything in your life that would
8 prohibit or impair your ability to perform the duties of a
9 Commissioner?

10 MS. FILKINS WEBBER: Thank you.

11 I believe the duties of this council, this
12 Commission will require necessary analytical skills to
13 look at the law as it presently exists, apply the law
14 necessarily to be in accordance with Title 42.

15 I believe the data that will be required to be
16 analyzed will also require you to extrapolate, from the
17 facts that the data will actually show, the census data,
18 and other maps and configurations, but taking that actual
19 information, the facts that exist will require somebody to
20 have skills to actually extrapolate what that came mean
21 from that information, in addition to what maybe experts
22 may provide.

23 But I think looking beyond that and having the
24 skills to actually extrapolate the information from the
25 facts is important.

1 Obviously, the law, as it's been provided,
2 requires impartiality. But with that it also requires the
3 skills to negotiate, to compromise, to actually understand
4 that people have a difference of opinion, that people
5 actually have their own experiences that they may be
6 bringing to the Commission and, actually, experiences that
7 they may be bringing to public hearings. But, actually,
8 being able to negotiate, have your opinions, but at the
9 same time working with people.

10 I believe, also, you should be able to communicate
11 effectively with people. One thing I try to pride myself
12 in is, given my varying background, I do try to
13 communicate with people at their level.

14 Although I've gone to law school and I do have a
15 law degree, and have gone through college, I also have
16 experiences with people that have never even graduated
17 from high school. So, you have to be able to communicate
18 with people at every level, be able to ask questions that
19 you understand.

20 And in my personal experience, now, in actually
21 deposing a number of individuals, you have to be able to
22 formulate questions, work with interpreters and
23 effectively communicate to get your point across and also
24 be able to allow them to fully explain what information
25 you're trying to digest from them.

1 I believe, also, that one should be inquisitive.
2 You can't just simply accept the facts as they're there,
3 but actually have the integrity, have the perception, have
4 the ability to actually ask the questions, be inquisitive
5 and not simply accept what somebody might tell you is
6 true, from either the census data we might be looking at,
7 from experts we may hire, you have to be able to ask
8 questions behind that and be inquisitive.

9 And on top of all of that compromise, actually
10 take -- have the ability, have the skill to be able to
11 accept information that's brought before you and to
12 negotiate and compromise with people, those are some of
13 the skills that I think are necessary.

14 At this time I don't see anything in my personal
15 life that will impair me from being able to perform the
16 duties of a Commissioner.

17 MS. NEVILLE: Okay. Describe a circumstance from
18 your personal experience where you had to work with others
19 to resolve a conflict or difference of opinion. Please
20 describe the issue and explain your role in addressing and
21 resolving the conflict.

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

25 MS. FILKINS WEBBER: The one example that I --

1 that first and foremost came to my mind is, in actuality,
2 I was cumis counsel in a particular situation where there
3 were multiple defendants. I believe approximately 30
4 defendants, in particular, and we came together as cumis
5 counsel because we were required to make a determination
6 of whether our clients had coverage under insurance
7 policies. So, you also had other attorneys that were
8 representing the same entities and they had the interest
9 of the insurance company to deal with.

10 Under those circumstances we had to get together,
11 we had joint strategy meetings, and we were in a room with
12 30 lawyers and which was actually pretty amazing that --
13 and, obviously, each of those lawyers had their own
14 opinion as to what would be the best defense for their
15 individual clients.

16 But, obviously, we also had mutual interests
17 because our defenses were essentially aligned.

18 But being in a room with 30 lawyers and trying to
19 work out strategy, but what it came down to, actually, is
20 finding the individual who actually had a particular
21 expertise on a given issue for instance, narrowing it down
22 to that particular individual.

23 For instance, in my case I actually had more
24 insurance coverage expertise.

25 And so, once we narrowed down what an issue

1 required, we turned to the particular individual that had
2 that expertise and we actually were able to compromise and
3 reach opinions regarding strategy to deal with an issue.

4 In particular, we did have a circumstance where we
5 were developing a strategy and how to deal with a witness.
6 It was a very difficult witness, but we had to strategize
7 the necessary testimony we would elicit for the benefit of
8 our clients, and we actually were able to come to an
9 agreement among 30 lawyers to actually get that job done,
10 and we did.

11 I believe in doing that we actually acknowledged
12 the strengths of the individuals that were in the room and
13 coordinating that particular strategy.

14 I believe that that is apparent that you can do
15 even in a smaller group, versus the experience that I had
16 with the attorneys that I dealt with, recognizing the
17 strengths and weaknesses of everybody and capitalizing on
18 the strengths and helping them come to, I guess,
19 understand and accept the opinions of others in a given
20 conflict.

21 MS. NEVILLE: Okay. How will the Commission's
22 work impact the State? Which of these impacts will
23 improve the State the most and is there any potential for
24 the Commission's work to harm the State? And then, if so,
25 in what ways?

1 MS. FILKINS WEBBER: The Commission's work will
2 impact the State quite significantly, will finally provide
3 the public an opportunity to actually participate in a
4 process that I desperately feel they have been left out
5 of.

6 The purpose of the redistricting act, the Voters
7 First Act, was to actually prevent the State Legislature
8 from commandeering this entire process. So, it's going to
9 actually provide the public an opportunity to participate,
10 which I believe will, hopefully, open up the avenues for
11 individuals to feel that their vote actually means
12 something. And I believe that will be of great benefit to
13 the community over all.

14 I do foresee that there is a potential harm and I
15 see that because I am a litigator and I am a lawyer.
16 California has quite a number of diverse groups in this
17 State, actually, a lot of groups that have participated in
18 this process and a lot of groups that have commented and
19 written letters to this Panel, in particular.

20 And, unfortunately, what I think is that despite
21 whatever decision that's going to come out of the
22 Commission there is always the possibility for litigation.
23 And with Proposition 20, there's more than likely going to
24 be more money in this State, especially the money that's
25 backing Proposition 27 at this time, that will eventually

1 lead, possibly, to the filing of an injunction to prevent
2 the implementation of the maps once they are submitted to
3 the Secretary of State.

4 That's the potential harm I see coming out of a
5 brand-new process, a process that we have not done before.
6 It always frightens someone and it always could
7 potentially give someone the impression, despite the
8 transparency that we are working towards in having these
9 open public meetings, and the transparency of the process
10 and the applicants that, despite that, I'm afraid it's
11 always difficult to please everyone.

12 And that's the only potential harm that I do see
13 that could come out of this is future litigation, forms of
14 injunction which will eventually stagnate, possibly
15 stagnate the Legislature, and stagnate the voting rights
16 of the citizens in this State.

17 MS. NEVILLE: Describe a situation where you had
18 to work as part of a group to achieve a common goal, tell
19 us about the goal, describe your role within the group,
20 and tell us how the group worked or did not work
21 collaboratively to achieve this goal?

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

1 MS. FILKINS WEBBER: When I first came across this
2 question I was -- I jotted a few notes down and, actually,
3 what I got myself involved in just came to fruition this
4 week.

5 I live in Norco, it's horse town USA and we're
6 very proud of it. It's actually one of the leading
7 equestrian communities in the United States, I think I
8 heard somebody say at city council meeting the other
9 night.

10 What has occurred is over the last several months
11 there were proposals that were being submitted to the city
12 council, ordinance changes which required a zoning code
13 amendment for a certain area and then a zone code
14 amendment for two other areas which were under a specific
15 plan.

16 I was affected by one specific plan, whereas
17 another area of Norco was affected by another amendment.
18 Essentially, the amendments were the same.

19 But a group had formed, approximately a couple
20 months ago, and we gathered together. I was actually
21 invited to join the group. And we collaborated on efforts
22 to advise the community regarding the effect of these
23 ordinances, put together fliers. I actually helped draft
24 the petition that was circulated among the citizens in the
25 neighborhood that would be affected by the ordinance

1 change under the specific plan, walked door-to-door to do
2 that. And we continued meeting about every couple of
3 weeks

4 Part of the group started a news -- or, I'm sorry,
5 a website and participated in discussion boards there.

6 But I also available myself to the rest of the
7 community through some other fundraising efforts the week
8 before this proposal was coming up in front of council, so
9 I could have a better understanding as to the opinions of
10 the individuals that were in favor of the ordinances
11 because we were opposed.

12 And, actually, in doing so I came up with an
13 epiphany, a resolution that I thought would be helpful to
14 the council and presented that at the time of the city
15 council meeting, which was actually just last Wednesday.

16 And in doing so I was pleased to see that some of
17 my suggestions were taken to heart. But in overall, the
18 group worked very well together, I was proud to be part of
19 it.

20 And, actually, I added a lot more legal expertise
21 on what some of the terminology in the code actually meant
22 because it had to deal with conditional use permits and
23 enforcing the mandate of conditional use permits for
24 accessory structures on property. And so, I was able to
25 assist the group in that regard.

1 I also believe that I will now, at this point,
2 even though the ordinances were passed and the city
3 council passed it, but they've also invited participation
4 of the public and the citizens on some of my suggestions
5 to create standards and guidelines for the planning
6 commission because they've never applied a conditional use
7 permit to accessory structures on residential property.
8 So, I'm going to look forward to get involved in that
9 process.

10 So, I think what's been best in this entire
11 process, in fostering collaboration with the members of
12 the public and also being able to do so by interacting
13 with the city council, and understanding where the
14 opposition -- or their position in understanding the
15 individuals who were in favor of the ordinances. And in
16 doing so, reinforcing that everyone on this particular
17 issue had very valid points and it was a very difficult
18 issue.

19 But I feel that how this would actually help my
20 position on the Commission is I found that individuals
21 needed encouragement, they needed a recognition of their
22 efforts, they needed reiteration that what they were doing
23 was affecting the community, despite what side you were
24 on, and it made for a very effective participation by all
25 members of the public. In fact, this was the largest city

1 council meeting attendance that I had seen in quite some
2 time and they had moved into another building.

3 So, and even after this particular process, some
4 of the people who had headed up the group that I was
5 helping out with, I made sure that they got e-mails after
6 the fact to say, hey, you really took some very hard
7 political -- or hard public comments that were made and
8 you still stood up for your beliefs and your
9 determinations. And I felt that it was necessary to
10 encourage that person not to be discouraged by what the
11 city council had done, but to be encouraged to continue
12 their efforts in the future.

13 And I think that that's one thing that could be
14 added to -- in help collaborating the Commission's work
15 overall, as well as recognizing that the efforts that
16 somebody is doing, despite maybe somebody having a
17 difference of opinion, they should still be encouraged to
18 continue their efforts in what work they're going to
19 perform.

20 MS. NEVILLE: Great. And, finally, a considerable
21 amount of the Commission's work will involve meeting with
22 people from all over California, who come from very
23 different backgrounds and who have very different
24 perspectives. If you are selected to serve on the
25 Commission, tell us about the specific skills you possess

1 that will make you effective at interacting with the
2 public?

3 MS. FILKINS WEBBER: I have a very differing
4 background from elementary school, where I lived in low-
5 income housing, to actually becoming a lawyer and living
6 in West Los Angeles.

7 I've had an opportunity to be raised by an
8 incredible father, who actually taught me that one of the
9 most important skills is to be able to communicate with
10 people.

11 Although, I might have obtained my law degree,
12 it's not going to do me any good if I talk like a lawyer
13 to somebody who is not as fortunate to have obtained their
14 high school diploma. And I find that that's very
15 important.

16 I believe and I actually possess a knack for being
17 able to teach people. And even though I have not had an
18 opportunity to actually go into teaching, we actually had
19 a group of four people in law school, a study group, and
20 it turned out we found which of us possessed a knack for a
21 particular class. I liked torts, in particular, and so
22 they assigned that to me and it was very fun, from my
23 perspective, to be able to explain and teach that to them.

24 So, I believe that communication is a very
25 important skill to be able to communicate with everyone.

1 I am a very assertive person. I've also had the
2 opportunity to depose people in almost every background,
3 in almost every area of California, in a wide myriad of
4 litigation that I've been involved in.

5 Presently, I depose individuals who come -- who
6 work in service industry and I have to be able to
7 communicate with them effectively and ask them questions.
8 And I've garnered a lot of information from the
9 individuals that I've met throughout the litigation. I've
10 deposed, you know, expert doctors -- expert doctors, some
11 professors, but also maintenance personnel, individuals
12 who do not speak English at all. I've dealt with
13 interpreters at every level.

14 I've also participated with Volunteers In Parole,
15 dealing with -- that's a program where they set up
16 attorneys with parolees in the California Youth Authority,
17 in Camarillo, so I've also had an opportunity to speak
18 with them, too.

19 And like I said, I believe that my area of
20 expertise and my ability to have met quite a number of
21 people allow me to understand, and I do have an
22 understanding of the varying backgrounds of the people
23 that I've interacted with throughout my life.

24 MS. NEVILLE: Okay. Mr. Ahmadi, your 20 minutes.

25 CHAIR AHMADI: Yes, thank you very much.

1 Good afternoon, Ms. Filkins Webber.

2 MS. FILKINS WEBBER: Yes, thank you.

3 CHAIR AHMADI: Let me start off with the last
4 response that you just give us to question number five.

5 Did I hear you correctly that you stated that you
6 have an assertive personality or you're an assertive
7 person?

8 MS. FILKINS WEBBER: Both, yes.

9 CHAIR AHMADI: Okay. Could you please tell the
10 Panel how would that characteristic benefit or challenge
11 you if you be selected as a Commissioner?

12 MS. FILKINS WEBBER: It's a benefit because it
13 doesn't -- well, it's a positive aspect, from my
14 perspective, because it will allow me, or anybody that has
15 this type of characteristic, to actually speak up, to
16 actually voice an opinion to the extent that something
17 doesn't sound right, to be inquisitive, to ask questions,
18 to actually make inquiry where something, again, doesn't
19 make any sense.

20 I believe an assertive personality will aid in a
21 Commissioner's work by entitling us to, again, just be
22 forthright in our inquiry, instead of just sitting back
23 and accepting anything that might be told to us.

24 For instance, if we're dealing with an expert, I
25 can't just sit back and accept what somebody says. But

1 somebody who's assertive can actually just move forward
2 and just ask the question.

3 Unfortunately, what I have seen in my background
4 is that some people have a tendency to blur the line
5 between being assertive and being aggressive. I'm also
6 six feet tall, so that's where it could potentially be a
7 negative -- a negative personality trait, because there is
8 a fine line between being assertive, being a female
9 assertive person, and then it being carried over to being
10 looked at as being aggressive.

11 And I have toned that down significantly over my
12 life, thankfully to my father so --

13 CHAIR AHMADI: Have you ever been perceived as
14 being aggressive?

15 MS. FILKINS WEBBER: Yes, I have.

16 CHAIR AHMADI: Could you share some experiences
17 with us?

18 MS. FILKINS WEBBER: I believe it's primarily when
19 I was younger, in participation in activities at school.
20 And, again, because I am tall and the perception of just
21 my height, alone, despite the way that I may speak, and
22 when I add my voice to it, I'm not soft spoken, and if I
23 do add my voice to it, then it doesn't necessarily even
24 matter what I'm saying. But, unfortunately, that can be
25 the perception.

1 So, I have learned to adjust that, which I need
2 to, in front of juries, I need to do that in front of
3 judges, I need to do that in front of witnesses, and so I
4 have toned it down quite a bit.

5 CHAIR AHMADI: Okay, thank you.

6 A follow-up question I have on your response to
7 standard question number one. You mentioned that one of
8 the skills that the Commissioners should possess would be
9 ability to compromise with people.

10 Could you please elaborate on that, what do you
11 mean, and if you can give us an example that would be
12 great?

13 MS. FILKINS WEBBER: Recognizing that everyone --
14 a likely Commissioner, that's going to be going through
15 this process, and looking at precisely the same data that
16 I would if I were on the Commission, may very well come
17 out with an entirely different opinion regarding whatever
18 the information is that we're looking at.

19 There will be provided opportunity to discuss
20 those issues and to discuss what opinions, and if we can
21 find common ground on factual information, reaching a
22 compromise as to what the ultimate decision -- the
23 ultimate effect of those facts should be I believe is
24 necessary.

25 So, someone has to have an open mind, the ability

1 to negotiate, the ability to understand what facts are
2 being put forth by another person, that may or may not be
3 in conflict with yours, but to be able to negotiate and
4 reach a compromise on what the basic foundation could be.

5 It will also assist in being able to find where
6 there might be a misunderstanding, where the difference of
7 an opinion could be.

8 Most of the time a difference of opinion is simply
9 based on a misunderstanding of facts. And if we break it
10 down to a common denominator of what facts we can agree
11 on, we eventually find that if the misunderstanding is
12 based on a misunderstanding of facts, or if the difference
13 of opinion is based on a misunderstanding of facts we can
14 clarify things a lot sooner.

15 If we get to a level that it certainly comes out
16 to just be a difference of opinion then there has to be a
17 balance, and we base the balance on, you know, whatever
18 other agreements we can make. That's what I mean by a
19 compromise.

20 CHAIR AHMADI: Within the context of the
21 redistricting work, could you give us an example of a
22 situation where you will compromise on an issue or a
23 situation where you would not compromise?

24 MS. FILKINS WEBBER: I can't think of a situation
25 where I would not compromise unless I found it to be based

1 on bias, based on partiality, based on something that's
2 illegal or not supported by the Voters First Act, or the
3 Constitution.

4 Under those circumstance I don't believe that
5 there's a waiver for compromise.

6 But to the extent in which it is working out a
7 district line based on some other factors necessary for
8 Title 42, where I think there's going to be a lot more
9 discussion --

10 CHAIR AHMADI: What is Title 42, I'm sorry? What
11 are you referring to?

12 MS. FILKINS WEBBER: Oh, the Voters Rights Act,
13 sorry.

14 CHAIR AHMADI: Okay.

15 MS. FILKINS WEBBER: Under those circumstances,
16 because as the way that the California Constitution was
17 written for this particular process, again, it mandates
18 equal population to the best of their ability, but there
19 also has to be recognition of the Voters Rights Act.
20 And I think that that's where there will be greater
21 discussion regarding the necessity to -- for the way that
22 the lines will be drawn, essentially.

23 Under those circumstances, in looking at the other
24 requirements of the Act, regarding contiguous and adjacent
25 areas for Senate or Assembly, I believe that there might

1 be an opportunity to compromise, to reach an agreement
2 over one area, while them accommodating possibly
3 another -- and adjacent area for the Senate or the
4 Assembly.

5 I think that there's probably going to be room for
6 compromise for the balance, for the benefit of the State
7 overall.

8 CHAIR AHMADI: What criteria would you follow to
9 help you reach that compromise?

10 MS. FILKINS WEBBER: First and foremost the -- it
11 would be assuming everything being suggested is valid
12 under the law and is not based on bias or partiality, I
13 believe I would just use my instinct on what is to -- what
14 argument is being made in favor of a particular proposal,
15 let's say, and the strengths and weaknesses of that
16 argument, where there could be another made for an
17 adjacent area that could balance out a particular argument
18 that's being made in favor of another.

19 So, you're talking in the abstract, so it is a
20 little difficult for me to come up with an example. But I
21 can think that, again, if it's in accordance with the law,
22 it's not biased and it's not partial, then I think that a
23 compromise could probably be reached.

24 But again, in an abstract it's a little difficult
25 to answer that.

1 CHAIR AHMADI: Let me just --

2 MS. FILKINS WEBBER: Or if you can give me an
3 example, okay.

4 CHAIR AHMADI: -- try to come up with an example
5 and I would like to make it as simple as I can.

6 Let's say we have a community of interest that
7 crosses the political boundary and, as I'm sure you're
8 aware, there are certain instances where the law allows
9 the political boundaries to be -- to be crossed in the
10 redistricting process.

11 And you're faced with communities of two different
12 cities, for example, where they have some good reasons,
13 still within the law, in compliance with the legal
14 requirements and legal criteria, and as a Commissioner you
15 have to consider those inputs, the input from the public.

16 So, there are two situations where a compromise
17 can be made. One, based on which of these two communities
18 will have to agree to what they probably don't see as
19 beneficial to them.

20 Do you follow me?

21 MS. FILKINS WEBBER: I believe so.

22 CHAIR AHMADI: Or maybe what the Commissioner,
23 himself or herself, has to compromise something to make
24 him happy. I don't know if it's a good example or not,
25 but if it doesn't make sense that's okay, I can try

1 another way.

2 MS. FILKINS WEBBER: I'm not certain if I do I
3 understand. But if you're looking at a larger picture in
4 trying to determine what's beneficial based on the
5 information provided by both communities, some -- if
6 you're left with only one option, which is to create the
7 district with the opposing communities, then it's almost
8 as if there isn't a compromise.

9 But I feel that there's also an opportunity --

10 CHAIR AHMADI: If you have more than one option?

11 MS. FILKINS WEBBER: Yeah, I believe that we can
12 always look outside and determine if there is more than
13 one option. I mean if there is then we can make a -- we
14 can probably come together and determine if the competing
15 interests can actually come to an agreement on how to
16 resolve the dispute and redraw the lines that would still
17 be in accordance with the law to satisfy both communities.

18 There's probably always an opportunity for another
19 option, which would be the compromise, I would think,
20 rather than actually making a decision in favor of one
21 community or another.

22 CHAIR AHMADI: Okay, so your definition of the
23 word compromise, in this context, is when you have more
24 than one option and you have to look at the benefits or
25 within the legal criteria and make a decision based on

1 that?

2 MS. FILKINS WEBBER: I believe so, yes.

3 CHAIR AHMADI: Okay, got you. Thank you. Sorry
4 for making it --

5 MS. FILKINS WEBBER: That's all right.

6 CHAIR AHMADI: -- not wording it properly.

7 In response to standard question number three,
8 when you were discussing the potential harms, you
9 mentioned that there is a high possibility of litigation,
10 regardless of the product; right?

11 MS. FILKINS WEBBER: I believe so. Yes.

12 CHAIR AHMADI: Okay. Can you give us a little
13 more bit more about --

14 MS. FILKINS WEBBER: Sure.

15 CHAIR AHMADI: -- you know, what are your thoughts
16 about litigations, why and how it can be -- my main
17 question, I guess, is what would you do as a Commissioner
18 to, if not eliminate, to reduce the potential for
19 litigations?

20 MS. FILKINS WEBBER: I believe there is a high
21 probability. And, again, that's my opinion. Primarily
22 because of the diversity that exists in this State.

23 The interests of the certain groups that I've
24 noticed watching the application process, watching the
25 candidate process, those that have submitted letters to

1 this Panel, it's evident that there's a lot of oversight
2 going on throughout this entire process.

3 And because of the diversity, the myriad of groups
4 that exist, that's why it's my opinion that I believe that
5 there's going to be litigation no matter what.

6 Also because of the amount of money that is in
7 support of Proposition 27. Again, that's something that
8 exists and that is in our State right now, so that's why I
9 believe there's a high probability there.

10 The one thing that I actually found and I tried to
11 look for it again last night, I couldn't find it, but it
12 is in there somewhere, which is that the Commission must
13 be -- well, first of all, they're the only ones that will
14 have standing to actually -- on any potential challenge to
15 back up the basis for their decisions.

16 But I also found that there was some reference to
17 a required statement that the Commission make decisions in
18 accordance with the law and be able to justify those
19 decisions in accordance with the law. And provided that
20 the Commission is following the law, I don't believe that
21 there may be -- there will always be a challenge, but I
22 don't know that it will actually be successful.

23 In my response to the question of whether it
24 brings harm, I believe litigation brings harm, especially
25 when you're dealing with a State-mandated Constitutional

1 requirement it's going to result in harm, even if it's not
2 necessarily successful.

3 So, I believe the Commission's work at the outset
4 will likely result in a successful redistricting, but it's
5 not necessarily to say that it won't be met with
6 challenge, anyway.

7 CHAIR AHMADI: So, what harm would the litigation
8 harm result into?

9 MS. FILKINS WEBBER: I believe that, first, the
10 litigation -- the first, more than likely step that would
11 be taken would be a request for an injunction to prevent
12 the Secretary of State from implementing the
13 redistricting.

14 The injunction, itself, will stagnate the
15 Legislature, it just has to. Because more than likely the
16 individual Legislators, the Assemblymen or the Senate will
17 not, in addressing certain decisions that they may need to
18 make on legislation, while an injunction's in place they
19 don't necessarily know how they would likely vote.

20 And I think it also will bring further harm to the
21 constituents in their district, when decisions will not be
22 made because of their inability or their interest in
23 making a vote for themselves when, in actuality, if they
24 don't know where -- whether they're going to be a part of
25 a district or not, again, I just think it's going to

1 stagnate potential legislation in this State and, yeah,
2 especially if there will be an injunction that prevents
3 the implementation of the redistricting maps.

4 CHAIR AHMADI: Okay, thank you.

5 You're a self-employed attorney, correct,
6 currently?

7 MS. FILKINS WEBBER: Yes, I am.

8 CHAIR AHMADI: But you have also worked for a law
9 firm, I believe --

10 MS. FILKINS WEBBER: Yes.

11 CHAIR AHMADI: -- back in '92 to '96?

12 MS. FILKINS WEBBER: Yes.

13 CHAIR AHMADI: If you have to compare those two
14 environments or those two employment situations, which one
15 would you prefer or which one do you prefer and why?

16 MS. HAMEL: Five minutes.

17 MS. FILKINS WEBBER: I prefer -- actually, both
18 were beneficial to my outlook on the practice of law
19 overall. But I do prefer being self-employed. I am
20 independent, I do like to have the freedom of
21 communicating with my clients, being able to interact with
22 them and create my own schedule, which that's what -- one
23 benefit that I can bring to this Commission, which is the
24 freedom of my schedule. And being self-employed will
25 allow me to do that. But I have preferred that.

1 CHAIR AHMADI: Okay, thank you.

2 I have to make a decision, I have -- how much time
3 do I have left?

4 MS. HAMEL: Four minutes.

5 CHAIR AHMADI: Four minutes, thank you.

6 In your application you state that you are devoted
7 to advocacy as part of your practice?

8 MS. FILKINS WEBBER: Yes.

9 CHAIR AHMADI: Could you elaborate on that,
10 please?

11 MS. FILKINS WEBBER: I'm an attorney. In order
12 for me to zealously represent the interests of my clients,
13 I am dedicated to my advocacy for their interests, and I
14 must do so as a matter of the Business Code and the Rules
15 of Professional Responsibility.

16 CHAIR AHMADI: In terms of your clients, I know
17 there may be a lot of them, but is there any
18 organizational clients that you are representing or
19 advocating for?

20 MS. FILKINS WEBBER: Actually -- no, actually, I
21 don't. I have not been solicited by any community or
22 group, nor have I represented any special interest group,
23 or been an advocate for any special interest group.
24 Obviously -- and that's for my professional advocacy side.

25 I certainly have volunteered in certain

1 organizations, but I've never been an advocate for any
2 particular organization, which I think further strengthens
3 my qualifications to be impartial as a Commissioner.

4 CHAIR AHMADI: Okay, thank you.

5 You also state that as practicing litigation
6 attorney you came across people who felt disenfranchised
7 after elections. Can you share some experiences with
8 people -- who are these people and what do you mean by
9 disenfranchised?

10 MS. FILKINS WEBBER: That they felt their vote did
11 not affect or perfect any change at the State legislation
12 level or State Legislature level.

13 CHAIR AHMADI: And who are these people?

14 MS. FILKINS WEBBER: For instance, judges,
15 colleagues standing in the hallways of courthouses after
16 elections, or even under circumstances where I might be
17 sitting in an attorney's office speaking with the
18 receptionist, or during a deposition speaking with an
19 injured worker, since I do work in Worker's Compensation.

20 General conversation, especially around election
21 time has come up and they'll make comments such as, yeah,
22 I voted for that person and it didn't even matter, or
23 nothing got changed. Just a barrage of disappointments
24 through -- from everyone that I've spoken with and it's
25 happened year after year, and that was the point of my

1 statement in that application.

2 CHAIR AHMADI: Okay. No more questions. But
3 thank you.

4 MS. NEVILLE: Okay, Ms. Camacho, your 20 minutes.

5 VICE CHAIR CAMACHO: Thank you. Hello, Ms.
6 Filkins Webber. How are you this afternoon?

7 MS. FILKINS WEBBER: Good, thank you.

8 VICE CHAIR CAMACHO: Good. You talked a little
9 bit about the work that you helped with the Norco
10 ordinance change. I was wondering if you can kind of
11 elaborate on that and how would that experience help you
12 as a Commissioner?

13 MS. FILKINS WEBBER: There were three proposals.
14 One was for a particular zoning area that was considered
15 older, that did not have special restrictions. Then you
16 had newer communities that were under what they considered
17 a specific plan that also had special rules.

18 The ordinance that was being proposed was the same
19 for each and, essentially, it was requiring -- if one were
20 to build an accessory structure on a property that does
21 not have a primary animal keeping area, what we call a
22 PAKA, if you did not have it then, if you were to build an
23 accessory structure, the zoning or planning commission was
24 going to provide for a contiguous open area for animal
25 keeping.

1 In other words, they didn't want properties to be
2 inundated with structures, preventing the next owner from
3 having an open animal keeping area.

4 The specific plan properties already have,
5 basically, a general setback of about 3,000 square feet,
6 which is to be left open for primary animal keeping. So,
7 we already had a restriction on the specific plan
8 properties versus other areas that didn't have a
9 restriction.

10 And the community really didn't have an accurate
11 understanding of how those properties -- how different and
12 how distinguishable those properties were.

13 What I was able to do, in working with this group,
14 is understanding what their goal was, understanding what
15 their focus was and determining whether my beliefs, my
16 support or opposition to it were in line with them, first
17 and foremost, then joining with that group and assisting
18 them, providing my legal expertise, my ability to write,
19 and read, and help them draft a petition because they felt
20 hesitant in their ability to do that based on their own
21 skills, and they asked me to do that. And I had no
22 hesitation based on they told me what they were in favor
23 of. I said, okay, we can draft it this way, what do you
24 think, and that's great.

25 So, which was great that I was able to bring a

1 strength to the group and bring a benefit based on my
2 knowledge and my education and that they felt, on the part
3 of the community, that they could come to me and ask for
4 my assistance.

5 What my overall experience has been is that I put
6 myself in the middle and, obviously, I had one -- I was in
7 favor -- I was actually opposed to the ordinances, so I
8 was leaning in favor of one group.

9 But I had an opportunity to avail myself, through
10 certain fundraisers that had happened over the weekend,
11 that allowed me to speak with various city council
12 members.

13 And so, I had already known, because I had been at
14 prior meetings before this was a big deal and I knew what
15 their -- the way that they were inclined to vote, so it
16 provided me an opportunity to also speak with them.

17 Then I was able to listen to the rest of the
18 community because I had actually been invited to another
19 fundraiser for the group that was in support of the
20 ordinances. And they knew or there had been rumors, in a
21 small town that's the way it is, and I was able to
22 actually clear up a lot of those rumors and say, okay,
23 tell me what is your perception of these ordinances and
24 how it's going to affect you?

25 And I reached an epiphany that probably could have

1 worked out to the benefit of both of those communities.

2 And I think that experience in being able to be in
3 the middle, but yet advocate for what I believed in, which
4 I needed to as a member of my community, but the way that
5 it's going to allow me to -- or how that experience is
6 going to affect my Commission work, if I were selected, is
7 to actually have had the opportunity to listen to both
8 sides, determine where the truth laid, basically, and
9 what -- what misinformation was out there and be able to
10 clarify and bring clarity to the community, and help them
11 understand how these ordinances would actually affect
12 them.

13 I think that experience, alone, would assist me in
14 the Commission's work in dealing with the public, dealing
15 with what their fears were -- I mean, there was outright
16 fear in the community as to what could potentially happen
17 which, in essence, the communities without open area PAKAs
18 really thought that people were working to get rid of
19 their rights for primary animal keeping and so they were
20 afraid, they were very afraid.

21 And so, I think this experience taught me that
22 it's easy for there to be misinformation, it's easy for
23 people not to understand the complexities of the law, even
24 at a local level.

25 And it's going to be just as difficult, obviously,

1 on a State level when we're talking about redistricting.

2 VICE CHAIR CAMACHO: You also talked about walking
3 door-to-door. Did you take part in that, also?

4 MS. FILKINS WEBBER: Yes, I did.

5 VICE CHAIR CAMACHO: What did you learn from that
6 experience, walking door-to-door, that would help you as a
7 Commissioner, at public meetings?

8 MS. FILKINS WEBBER: I was able to determine what
9 level of interest there was on the proposed ordinances,
10 determine that there were people that were against it, but
11 yet still able to convince them that there were legitimate
12 opposing views. Not necessarily convince them, but tell
13 them that there were opposing views, being able to fetter
14 through the rumor, the lies.

15 And I think once they were aware of there were
16 basic truths that we all believed in, in other words we
17 all agreed that there would be a limitation on the height
18 of a structure, but that was -- they were misinformed
19 about that before.

20 They were misinformed in thinking that people were
21 really trying to get rid of their animal keeping rights.

22 So, it allowed me an opportunity to educate, to
23 inform them that their fears were, unfortunately, raised
24 by e-mail wars, and website misinformation, and able to
25 face-to-face give them the reassurance that their concerns

1 were not falling on deaf ears. And that despite where I
2 might have been at, if they weren't interested in signing
3 the petition, that I still was working towards a mutual
4 resolution for both sides.

5 And I think that that experience, alone, which I
6 had not really had in that type of situation for my
7 community, I feel the fact that I've had the experience I
8 feel could -- is definitely going to happen here, if I
9 were to be selected as a Commissioner, as well, because
10 there will be likely hotheadedness on both sides. There
11 will likely be people that will have strong convictions on
12 both sides.

13 And if it is truly based on accuracy of facts and
14 it comes down to just a difference of opinion, then that's
15 where we might need to get to that compromise which would
16 be necessary in finding the correct solution that would be
17 of benefit to both.

18 VICE CHAIR CAMACHO: Okay. You also kind of
19 mentioned that you were a mentor or that you helped out
20 with the Volunteers In Parole. Could you elaborate on
21 your role as a mentor in Volunteers In Parole and how
22 would your experience with that volunteerism help you as a
23 Commissioner?

24 MS. FILKINS WEBBER: This particular program took
25 attorneys and matched them up with a parolee -- well,

1 actually, she was incarcerated, my particular women that I
2 was dealing with, at the California Youth Authority. And
3 basically what they wanted us to do was to develop a
4 rapport, develop a friendship, take them food, which I
5 did, stopping at Carl's Jr. This was out in Camarillo.
6 And figured out what she wanted.

7 And sit down and talk, and have an opportunity to
8 explore with them not what they got into, not where the
9 trouble was, but finding out if they had goals? Did they
10 have some promise in their life, through family or
11 friends, and what they could do when they got out, and to
12 share with them that there is always an opportunity in
13 their life, and that they should be able to capture that
14 opportunity.

15 So, first and foremost, when she was receptive to
16 that type of interaction which, obviously, they have to be
17 agreeable to having the mentor as well, it was fascinating
18 to learn about her life, and where she came from, and how
19 she got into the circumstance that she got into. And
20 helping her develop or finding her own skills, you know,
21 discussing what she thinks she can do, it was very
22 touching.

23 What was troubling about that is when she did get
24 out, as much as I could have contact with her, which I
25 tried, it wasn't beneficial after that.

1 And it was troubling, when you put forth that type
2 of effort with somebody and you hope to try and make some
3 change in somebody's life and it doesn't work out.

4 But it doesn't -- it dissuaded me in some sense,
5 but it's always necessary that you hope that you've made
6 some impact along the way.

7 And I think that that experience just adds to my
8 background, that I had an opportunity to, you know,
9 interact with somebody who was less fortunate, and who
10 didn't have as many opportunities, but to do what I could
11 to do instill in them that there were promises and
12 opportunities here, you know, for her and in her life.

13 And I think that my compassion and my ability to
14 be compassionate, and my ability to be understanding would
15 only aid the Commission in its work, especially the
16 necessity when you're holding public hearings and that
17 somebody would not be so closed-minded.

18 And I wasn't, I was open-minded. Where I was
19 naïve is to actually think that I really -- and I don't
20 know to this day if I had any benefit, but it was tragic
21 for me as to what happened with her later. But that's how
22 I think it might be able to help me in the future, just as
23 being an experience that I've had.

24 VICE CHAIR CAMACHO: That interaction with this
25 individual, once you obtained an understanding of her

1 background, would that help you go out to other
2 communities with the similar situations and being able to
3 identify with them, and being able to interact with them
4 better?

5 MS. FILKINS WEBBER: I've lived in all of these
6 areas. I mean, I, obviously, didn't live in California
7 Youth Authority, but I -- in my background, I was raised
8 in a low-income area when I was in elementary school.

9 We moved out to Riverside County, which is a very
10 rural area, with animals.

11 Then, when I graduated from college I lived in
12 West L.A. and worked in downtown Los Angeles, and worked.

13 And so, I've been -- and then moved to Orange
14 County and now I'm back to Norco.

15 I have interacted with people at all of these
16 levels, with the parolees in the California Youth
17 Authority, with just a myriad of people. The people that
18 I depose, the people that I've talked to, the experiences
19 that I've had in all of these different communities.

20 And that's what I -- when I saw back and I was
21 looking at the application process I was, wow, I've
22 actually met a lot of people in a lot of varying
23 backgrounds, and I think all of those experiences have
24 allowed me to understand that I can, A, communicate with
25 them, understand what their background is because I've

1 either lived around the corner or have known somebody
2 that's lived around the corner.

3 And I pride myself on being able to -- hopefully,
4 being able to get that across to other individuals who
5 might find that I am too assertive, or aggressive, or may
6 come from a different background. Because I don't, my
7 background is actually quite expansive. I've been in all
8 of those areas.

9 And sharing my background with somebody should,
10 and has in the past, actually comforted them in knowing
11 that I actually may understand their background and where
12 they came from.

13 VICE CHAIR CAMACHO: Okay. Could you clarify the
14 purpose of the Corona Norco Republican Women's Federated
15 Club and how would your experience in that club assist you
16 in the work of the Commission?

17 MS. FILKINS WEBBER: I am a recent member of the
18 organization. It is a federated club. In other words,
19 it's a spin off from the National Federation of Republican
20 Women.

21 The group coordinates women that are interested in
22 the -- you know, I guess reinforcing the principles of the
23 Republican Party.

24 This group, in particular, gets together for local
25 issues, but we also have a number of programs that we do

1 fundraising for. For our Caring For America projects, for
2 instance.

3 We've collected money to put together boxes, the
4 post office boxes, and filled them with items for the
5 troops.

6 We've put in quite a number of things. I think
7 last year we sent over a hundred boxes to designated units
8 of military individuals from our community.

9 We also have, I believe, this year two or three
10 families that will have servicemen overseas and we have
11 put together what we call "Angel Trees."

12 At our last fundraiser, we had last weekend, where
13 members of the community will take items -- ornaments from
14 the tree and will purchase a gift item, or meal, or
15 something that the family has requested for this holiday
16 season.

17 We also have a problem, this year it was launched
18 by our president, to provide constitutions to fifth
19 graders. And we have, I think, 3,000, 5,000 students in
20 the Corona Norco -- or fifth graders in the Corona Norco
21 Unified School District, and we were able to deliver those
22 constitutions.

23 And now, this year, our last fundraiser was very,
24 very successful and so we'll be able to expand that
25 program to, hopefully, 11th graders.

1 We do a lot of work with the women's shelter in
2 providing toiletries and other assistance to that group.

3 So, we actually work with our community. We also
4 do a lot of voter registration, actually, and petition
5 signing.

6 So, I've done that outside of grocery stores and
7 other areas, so I've gotten -- I've gotten a flavor for
8 that as well. So, that's pretty much what we do as part
9 of that group.

10 VICE CHAIR CAMACHO: Okay. With the local issues,
11 can you kind of elaborate on that, with the club, what
12 exactly they do with those local issues?

13 MS. FILKINS WEBBER: I believe -- I'm trying to
14 think of one in particular. I believe the City of Norco
15 had put in place a program for putting up signs honoring
16 servicemen from the community, and the lined it up the
17 street. So, because of our contacts with military
18 families, we were able to provide information of names of
19 service personnel from our community, that the city
20 wouldn't otherwise know about.

21 We would work with businesses, just being able to
22 facilitate communication with the city, where necessary,
23 based on our contacts with the community, and fundraising.

24 VICE CHAIR CAMACHO: So, this group is more of a
25 fundraising, it's not the local issues that you were

1 talking about are not political, it's more social and
2 helping the community out?

3 MS. FILKINS WEBBER: Yes. Primarily, because of
4 the charter and the bylaws for the charter, we're not
5 permitted to endorse any particular candidate.

6 We do hold a forum and meetings for the elected
7 representatives and speakers each month. So, we help
8 facilitate fundraising, we do facilitate, like I said, a
9 forum for candidates.

10 We had a fundraiser last weekend, where a number
11 of candidates that are coming up for election from the
12 local school district, Corona mayor, and Corona city
13 council members. Norco's off this year for elections.

14 But we provide that forum for them, as well. So,
15 we're not entitled to back any particular issue and just
16 as a member of -- or as part of the charter or the bylaws
17 for the Republican Federated group.

18 VICE CHAIR CAMACHO: Okay. I have one question --
19 a minute and a half. Okay, I'll say this really quick.

20 MS. FILKINS WEBBER: I'll talk fast.

21 VICE CHAIR CAMACHO: Okay. One of your letters, I
22 think it was in your letter of recommendation, told us
23 that you are willing to roll up your sleeves and do
24 whatever it takes to get the job done. How will that
25 trait help you as a Commissioner?

1 MS. FILKINS WEBBER: Recognizing that there are --
2 there will be duties that have to be performed, there will
3 be work that needs to get done. Obviously, everybody may
4 be stretched to a particular limit.

5 I believe that I organize my time well, I do have
6 the availability of time that if somebody cannot complete
7 a particular task, I'm not afraid to say I will help you,
8 I will get it done, if it needs to get done, and
9 especially when we have to deal with legal deadlines, I do
10 that every day.

11 So, if it means I have to burn the midnight oil,
12 that's what I do. That's, obviously, what I've always had
13 to do in my career if something needed to get done in a
14 timely fashion.

15 And we, obviously, are working with the same types
16 of deadlines here.

17 VICE CHAIR CAMACHO: Thank you. That was my last
18 question.

19 MS. NEVILLE: Okay, Ms. Spano, your 20 minutes.

20 PANEL MEMBER SPANO: Thank you. Good afternoon.

21 MS. FILKINS WEBBER: Hi.

22 PANEL MEMBER SPANO: Hi. Going back to your
23 Corona Norco Republican Women Federated Club work, you
24 mentioned that the -- let's see, the charter provides that
25 this club does not endorse any political candidate?

1 MS. FILKINS WEBBER: Correct.

2 PANEL MEMBER SPANO: Or issue. Just to confirm,
3 does the organization contribute to the campaigns of any
4 candidates for office?

5 MS. FILKINS WEBBER: No.

6 PANEL MEMBER SPANO: And does the organization
7 take part in any lobbying of state or federal officer
8 holders?

9 MS. FILKINS WEBBER: No.

10 PANEL MEMBER SPANO: Would your participation in
11 this organization hinder, in any way, your ability to
12 impartially perform the work of the Commission?

13 MS. FILKINS WEBBER: No.

14 PANEL MEMBER SPANO: Thank you.

15 Going back to your responses to, I think Nasir's
16 question about the -- your response about potential harm
17 to the State. And in your response you said that like in
18 the litigation it's going to be impacted by the diversity
19 of certain groups. You mentioned, earlier, even those
20 groups that have participated in this process.

21 Can you tell me exactly what those diverse groups
22 that you mean are, and the diversity?

23 MS. FILKINS WEBBER: Well, what I mean is in the
24 State of California we have a number of groups that have
25 their own special interests. I don't know if you want me

1 to name them?

2 I mean, there's the NAACP that I know had made
3 comments regarding the diversity of the applicant pool.

4 PANEL MEMBER SPANO: Uh-hum.

5 MS. FILKINS WEBBER: I noticed that a Latino
6 group, that had quite a number of other symbols at the top
7 of their letter has submitted a letter to this Panel,
8 requesting certain information or asking that you ask
9 certain questions of the applicants.

10 I believe there was a Claremont College professor
11 that also issued a letter, asking that you ask questions.

12 So, there are a number of groups. And I know
13 there were also groups, I'm trying my memory here, that
14 had advertised assistance for applicants in completing the
15 application process.

16 I believe there was some Asian American groups,
17 Latino groups and, again, I'm not familiar with their
18 formal names, I just know that they existed. They exist
19 and they have been overseeing a lot of this process.

20 And so, that's what I mean. In other words, not
21 necessarily those groups in particular, but we do have a
22 number of groups that are in this State, that I believe
23 have an interest in what's being done in the
24 redistricting.

25 So, given the diversity of the number of groups

1 that have participated in this process, provided comments,
2 and concerns, and questions to this Panel -- I'm not
3 saying it's going to come out from them because I also
4 mentioned that we do have Proposition 27. And the amount
5 of money that's being backed by the Congressional
6 candidate -- or, actually Congressional leaders at this
7 point, means that there is going to be a lot of money.

8 If Proposition 27 does not pass, and Proposition
9 20 does, the money's going to flow from Prop. 27 back
10 behind this particular -- well, obviously, what Prop. 20's
11 going to do.

12 And I'm just saying that if that happens, there's
13 a number of people that are against this process, whether
14 they're a part of those groups or they're a part of
15 Congress right now, and that's why I'm suggesting that
16 when you have a number of people that are against it, it's
17 easy to lead to a quick request for an injunction before
18 those maps are implemented.

19 PANEL MEMBER SPANO: As a Commissioner, being
20 aware of what you have seen in these groups, either their
21 opposition or their concerns about this process and
22 redistricting, how to you propose, as a Commissioner, you
23 go out there and sell redistricting to them, and the
24 efforts that you're making to ensure their interests are
25 fair, fairly represented?

1 MS. FILKINS WEBBER: Allowing them an opportunity
2 to participate in the public hearing.

3 PANEL MEMBER SPANO: Uh-hum.

4 MS. FILKINS WEBBER: Recognizing and acknowledging
5 the statements that they make. Determining if there are
6 factual information that can make up the representations
7 that they make. Because, obviously, we must weed through
8 necessary facts versus, you know, the arguments that
9 they're going to make, that may not necessarily be based
10 on accurate facts, in order to make decisions despite the
11 representations made by those groups and to back up those
12 decisions with factual information, which is a function of
13 the Commission to be able to write -- you know, you have
14 to write the explanation for each of the districts and
15 despite providing them an opportunity and despite whatever
16 argument and propaganda they may come up with.

17 PANEL MEMBER SPANO: How do you distinguish
18 propaganda from a legitimate concern of theirs?

19 MS. FILKINS WEBBER: Well, I believe at a public
20 hearing, if they make statements that cannot be backed up
21 with factual information that will be presented to the
22 Commission in the form of census data because, more than
23 likely it will be about the number of individuals that
24 live in a particular area, it might be about the interests
25 of those individuals.

1 I would rather hear from those individuals than
2 somebody who contends that they're the sole leader of that
3 organization. But --

4 PANEL MEMBER SPANO: What if -- I'm sorry, go on.

5 MS. FILKINS WEBBER: But, basically, I think it
6 would be -- we're going to be dealing with information
7 that will be coming from the census. We'll be able to
8 determine whether or not the representations made
9 regarding a particular district is true, first and
10 foremost, regarding, you know, age, and sex, and
11 ethnicity. We'll be able to make that determination based
12 on the information that we receive.

13 So, if you have something that presents themselves
14 at a public hearing that makes a representation that's
15 contrary to the factual information that's already been
16 provided, then it's easy to determine.

17 PANEL MEMBER SPANO: Do you believe that there's
18 certain information that you can glean from soliciting
19 input from a public that really isn't going to be based on
20 data, isn't going to be factual? It's going to be their
21 perceptions and their interests on whatever is impacting
22 them and their concern at that time, whether it's
23 transportation an issue, or childcare issues, or something
24 else that's of a more qualitative kind of aspect?

25 MS. FILKINS WEBBER: Absolutely, water and

1 agriculture. There are a number of other issues that may
2 not be indicative from census data, which would certainly
3 mandate the necessity for public hearing to determine
4 those interests, and how are those interests different
5 from an adjacent community that might be in their district
6 presently, but has complete conflicting interests.

7 I, in particular, live in one of those types of
8 areas, where my district, in particular, overlaps with
9 Orange County, in an area that I actually live. So, I
10 move from one area where I had the same representative in
11 Orange County, than I do now, in a rural area like Norco,
12 and the interests are quite opposed, absolutely opposed.

13 So, the necessity of the public hearing will allow
14 us an opportunity to obtain that additional information
15 that won't be contained on charts, and data that we get
16 from census.

17 PANEL MEMBER SPANO: How important is that, to
18 you, to get that kind of information?

19 MS. FILKINS WEBBER: Absolutely important.

20 PANEL MEMBER SPANO: How do you propose getting
21 that in terms of the priorities that you believe are
22 important for Commission work?

23 MS. FILKINS WEBBER: How do I think I can get that
24 information?

25 PANEL MEMBER SPANO: Yeah.

1 MS. FILKINS WEBBER: Frankly, I don't know how
2 we're going to -- you know, the public notice.

3 PANEL MEMBER SPANO: Sure.

4 MS. FILKINS WEBBER: And the hardest part is
5 getting people to participate in the process.

6 PANEL MEMBER SPANO: Sure.

7 MS. FILKINS WEBBER: But getting people to
8 participate in the process -- I'm inquisitive by nature, I
9 ask questions, I do every, every day and I never let up.
10 And, thankfully, I don't have a time limitation when I'm
11 asking questions of a deponent, except for whatever the
12 attorney's calendar might permit.

13 But in doing so, I listened. I don't work with --
14 you know, it's one thing that attorneys in the -- I do it
15 for trial, I guess, but not for depositions, actually
16 having standard questions.

17 But follow-up questions and follow-up questions, I
18 mean learning from the public what it is that's of
19 specific interest to them, what is actually important in
20 their community and understanding that those interests are
21 completely diverse across California.

22 I mean, obviously dealing with water issue in the
23 north, dealing with water issues in the south. But those
24 issues, they may be the same when you talk about water,
25 but the interests are entirely different.

1 PANEL MEMBER SPANO: You mentioned you're very
2 assertive when you depose people. When you communicate to
3 people that you depose, do you feel that you're going to
4 communicate in this manner to members of the public?

5 MS. FILKINS WEBBER: It's actually different.
6 Every single case is different. I'm not necessarily
7 assertive with a deponent, it depends. I'm assertive with
8 them, for instance, if it's a doctor because I've had --
9 I've pulled medical studies that it's going to challenge
10 his opinion, right, right the way that I need it to go.

11 Obviously, that's entirely different from a
12 witness that I need to actually get truthful information
13 from, which I might need to deal with them entirely
14 different. If I think that they're being fraudulent, I
15 have different techniques of being able to solicit
16 information from them, manners in which I come across.

17 For instance, in the initial meeting, in the
18 initial questioning, in the initial ammunitions that I
19 provide, I can determine how soft spoken they are, I can
20 determine whether they're going to be truthful, are they
21 looking at their lawyer, are they trying to -- or are they
22 the talkative type, where they're more than willing to
23 give you all kinds of information.

24 Or, are they -- they don't want to answer a thing
25 and then they want to shut up, and they want to prevent me

1 from getting information.

2 I mean, I've dealt with every type of person. And
3 in dealing with each of those persons, you have to have
4 techniques in order to elicit information.

5 On the one hand I might have to be strong, I might
6 have to be assertive. On the other hand I must have to
7 be -- I must be kindly, I must be understanding, and I
8 must be able to try and let them know that I need to
9 obtain this information as best I can.

10 While at the other time, you know, I come across
11 differently.

12 So, I believe that the skills that I have to be
13 able to ask each of those different types -- being able to
14 assess that person, first of all, and determine how best
15 to solicit the information, and how to do it to obtain
16 truthful information I think is a skill that I have -- I'm
17 still working on, but I'm pretty good.

18 PANEL MEMBER SPANO: You do it every day in your
19 work.

20 MS. FILKINS WEBBER: Yes.

21 PANEL MEMBER SPANO: And if these were citizens
22 coming up to you and approaching you, and providing you
23 with information, how would you adjust your -- the way
24 that you speak with them?

25 MS. FILKINS WEBBER: First, it would be assessing

1 them based on the information that they're providing. Are
2 they angry? If they're angry, then maybe they need to be
3 calmed down.

4 If they're scared, then maybe they need to be
5 encouraged to provide more information.

6 So, it would first to be an assessment of the
7 individual when they're approaching the podium and from
8 there it would determine how I would ask the questions.

9 PANEL MEMBER SPANO: Okay, thank you.

10 Going back to your Volunteers in Parole work, did
11 you start this work and then continue it or have you
12 stopped doing this?

13 MS. FILKINS WEBBER: I've stopped doing it.

14 PANEL MEMBER SPANO: Would you mind telling me why
15 you stopped doing this?

16 MS. FILKINS WEBBER: The distance. The California
17 Youth Authority's in Camarillo and when I was working in
18 downtown L.A. and lived in L.A. it was convenient for me
19 to do that. But then I moved to South Orange County and
20 was working out of Orange County.

21 PANEL MEMBER SPANO: Okay. You mentioned that you
22 really tried your hardest to work with that one, that one
23 woman in the Youth Authority, that you discussed with
24 Mary, and you felt like when she got out it didn't -- you
25 felt like your efforts didn't benefit her. In what way do

1 you believe that?

2 MS. FILKINS WEBBER: At the time I was -- I was --
3 I'm trying to think how old I was, actually, myself, too.
4 So, I know I was a new lawyer, I think I had been only
5 practicing -- it was within, I think, a two- or three-year
6 time frame that I was working with her, and so I think I'd
7 only been a lawyer about less than five years, myself.

8 And since I'm a little more seasoned, I do know
9 that people -- they'll ask me for the advice and they
10 certainly will never take it. And so, and I realize that
11 now.

12 But with her, I don't know, it was the connection
13 that you make and I think it's with any individual,
14 whether it be a family member or anybody else that you try
15 and assist, and aid, and her life -- she ended up getting
16 back involved with the same people that got her into the
17 Youth Authority to begin with and that was troubling, and
18 she was going to go back down that route, and she didn't
19 have the necessary support that she needed from her family
20 to keep her out of that situation.

21 And there wasn't anything that I could do because
22 I think that there were some rules about how much
23 involvement I could have once they were out, and that
24 was -- as much as I tried to determine if there were other
25 community groups and other women's groups that could help

1 her, there's only so much you can do if she didn't want
2 the help and that's where it kind of broke down after
3 that.

4 PANEL MEMBER SPANO: What were the demographic
5 characteristics of this individual?

6 MS. FILKINS WEBBER: She was white, she was -- I'm
7 trying to think if she was -- early twenties, did not have
8 a high school degree, and she had been convicted of grand
9 theft auto.

10 And if I'm not mistaken, she went back into the
11 same community, and she lived around East L.A., East Los
12 Angeles, and so she had to end up going back into that
13 area. I think they tried her out in Long Beach for a
14 while and that didn't work, and then she just got dragged
15 back into the same community that she was with before
16 because of a lack of support.

17 PANEL MEMBER SPANO: You said that you weren't
18 able to connect with her --

19 MS. FILKINS WEBBER: I was -- I had the rapport
20 when I was able to meet with her, while she was in the
21 California Youth Authority, when I would go up there
22 but --

23 PANEL MEMBER SPANO: And you established the
24 rapport by taking the food -- by taking her food?

25 MS. FILKINS WEBBER: Yes, yes.

1 PANEL MEMBER SPANO: Is there any other methods
2 that you used?

3 MS. FILKINS WEBBER: Doing her makeup, doing her
4 hair. Yeah, it was fun. She liked the way that I looked
5 and wanted me to teach her how to do that, herself, so I
6 brought that type of -- I brought makeup there, with her,
7 and taught her how to braid her hair and things like that,
8 yeah.

9 PANEL MEMBER SPANO: And what got you interested
10 in working in Volunteers in Patrol?

11 MS. HAMEL: Five minutes.

12 MS. FILKINS WEBBER: Thankfully, due to a program
13 that was set up through my law school, so that's how I was
14 first introduced to it. And I felt that it was necessary
15 because more than likely a lot of those children did not
16 have strong role models to recognize that they could get
17 information from, that could possibly help them. And if
18 they didn't have that opportunity, I felt that it was
19 incumbent upon me to give back to the community and be
20 able to provide that to those individuals.

21 I don't have any siblings of my own to beat upon
22 or help so --

23 PANEL MEMBER SPANO: Oh, too bad.

24 Let's see, knowing that you noticed the
25 differences in how you tried to make an impact and,

1 obviously, this youth reverted back to her old life and,
2 obviously, may have encountered some more trouble, how
3 does that work help you in reaching out to communities,
4 like East L.A., and understanding their needs and
5 concerns, how would you do that? How does this work help
6 you do that?

7 MS. FILKINS WEBBER: In recognizing that I know
8 what their experiences are. I mean, I have driven around
9 in that area, I've had to go to depositions in that area.
10 In fact, I had friends -- when we drove up to the projects
11 I was, where are we? And it was -- I was with a sister's
12 friend and she said this is where I live. And I was like,
13 wow, this is amazing. And she actually was LAPD and she
14 was living in the projects.

15 And it's understanding that whatever I can provide
16 to them in the way of advice or assistance, offers of hope
17 and opportunity, or promise, that it hasn't gone on deaf
18 ears.

19 And although I'm hopeful that whatever I have
20 provided to that young woman that maybe she has taken it
21 with her somewhere, it just wasn't immediately available
22 to her at the time that she had immediate concerns. So, I
23 have to hope that what I was able to provide to her she's
24 used in her future. And that's what I always think about,
25 that people will take the advice or the opportunity that I

1 can explain to them and that they will use it at some
2 point in their life. But, also, communicating and having
3 them understand that I actually know where they have come
4 from, despite the fact that I wear a suit or that my hair
5 is long or, you know, whatever the difference is that they
6 may think distinguishes me from them. And being able to
7 communicate with them on their level I think further
8 assists in being able to elicit appropriate information
9 form them and to be able to develop a rapport overall.

10 Which I think if you leave yourself at a higher
11 level and you try and push, you know, your education on
12 somebody else it's not going to get you anywhere because
13 it just will create further divisiveness and won't lead to
14 a rapport necessary to elicit information to help the
15 Commission, in particular, or help me if it were some
16 other personal issue.

17 PANEL MEMBER SPANO: Do you think you'll have
18 challenges -- do you think you'll have challenges going
19 out to a community like that and promoting and explaining
20 the importance of the redistricting work?

21 MS. FILKINS WEBBER: Absolutely there will be
22 challenges?

23 PANEL MEMBER SPANO: And in what way?

24 MS. FILKINS WEBBER: There will be people that
25 will not be interested at all, that simply have no

1 confidence in the political -- the State process, whatever
2 the process may be. And, unfortunately, it's more than
3 likely due to some negative experience that they had.

4 Providing encouragement and reassurance that this
5 entire process was established so that there could be
6 brought change would hopefully be something that could be
7 explained to them, and give them hope, and give them
8 encouragement to participate.

9 So, the largest challenge will be getting across
10 to people that are indifferent to seeing that there's the
11 possibility that anything can be changed in the community.

12 PANEL MEMBER SPANO: Do you think -- one minute?
13 Sorry, I'll quickly sum up.

14 Do you think that the challenges faced in
15 communicating to groups, like in East L.A., will be
16 different than going to groups in Butte County?

17 MS. FILKINS WEBBER: Yes.

18 PANEL MEMBER SPANO: And in what ways and how do
19 you propose to address that and handle that?

20 MS. FILKINS WEBBER: Well, understanding the
21 community, first, because I don't think I've been to Butte
22 County. But recognizing that there are differences,
23 understanding what the community -- I would never walk
24 into a situation where I wouldn't be prepared to begin
25 with, so I would more than likely understand, A, where

1 Butte County is, B, what people's primary interest is
2 there. And if I already have a background or an interest
3 that I already know about, but being prepared for that.

4 PANEL MEMBER SPANO: Thank you.

5 MS. FILKINS WEBBER: Thank you.

6 PANEL MEMBER SPANO: Thank you.

7 MS. NEVILLE: Panelists, are there follow-up
8 questions at this point?

9 Mr. Ahmadi?

10 CHAIR AHMADI: I can go after you.

11 MS. NEVILLE: Okay, I just have one questions.

12 CHAIR AHMADI: Okay.

13 MS. NEVILLE: Imagine you're seated on the
14 Commission and it's December 31st, and you have 13
15 colleagues, the Legislature has appropriated \$3 million to
16 support your efforts, you have an office space, it's
17 empty, there's no equipment, it's an empty shell of a
18 building, you have no staff, you have eight and a half
19 months to get the job done, what's your next 30 days look
20 like and what do you contribute to that?

21 I thought I'd ask a really easy one.

22 MS. FILKINS WEBBER: That's an easy one. I
23 believe getting together with the Commission, the rest of
24 the Commissioners, determining a set of priorities in
25 order to get an idea of what they feel their priorities

1 are to get moving in the next 30 days, determining
2 appropriate organizational structure for those priorities.
3 Is it staff, is it furniture, is it -- is it beginning
4 work? You know, where are our priorities and what will
5 assist us in getting those tasks done as promptly as
6 possible.

7 So, obviously, you have the initial organizational
8 necessities to complete the task but -- you know, such as
9 staff or equipment, but then moving forward from there,
10 based on I believe what would be an agreed upon compromise
11 for those priorities for the Commission.

12 MS. NEVILLE: Okay, thank you.

13 Follow-up questions from the Panel members?

14 CHAIR AHMADI: Can I go, first, Kerri, I'm sorry?

15 PANEL MEMBER SPANO: Yes.

16 CHAIR AHMADI: How do you compare Riverside with -
17 - Riverside County with Humboldt County?

18 MS. FILKINS WEBBER: Humboldt County?

19 CHAIR AHMADI: In what ways they're different, in
20 what ways they're similar?

21 MS. FILKINS WEBBER: Up north, Humboldt County up
22 north?

23 CHAIR AHMADI: Yes.

24 MS. FILKINS WEBBER: Oh. I feel like this is a
25 test question and I'm trying to think, I drew a blank on

1 Humboldt but --

2 CHAIR AHMADI: Well, in relation to your work as a
3 Commissioner, should you be selected, what might be some
4 of the things that you'll be looking for?

5 MS. FILKINS WEBBER: Population diversity, what
6 types of individuals are residing in each of those
7 counties, the ethnic compilation of the given area, the
8 interests of the community.

9 Riverside is a very large county, they have
10 varying different groups and wide borders.

11 So, again, I think it just goes back to a general
12 understanding of researching an area and have a basic
13 understanding of what their interests are, their
14 population dynamics, and population makeup from the
15 information that we would already be providing -- provided
16 before you walk into a community.

17 CHAIR AHMADI: Okay, thank you.

18 Could you tell us about any experiences you may
19 have had interacting with the media?

20 MS. FILKINS WEBBER: Oh, the one time I think I
21 had an opportunity to interact with the media was I was
22 going to law school in downtown -- or not in downtown
23 L.A., but in Whittier Law School when it was in Los
24 Angeles. It's now in Orange County.

25 During the summer session -- well, I think -- I

1 remember studying for the bar. Yes, I was studying for
2 the bar, it was 1994, which was O.J. Simpson was being
3 arrested for the murder of Nicole, Nicole Brown Simpson.
4 And the media was desperate for finding any law school
5 that was in session to be able to get students -- this was
6 just at that time before you had all the legal
7 commentators that were on TV, so they were desperate for
8 anybody who knew anything about the law and so they came
9 on campus and were interviewing students about -- I think,
10 primarily, the search and seizure issue that might have
11 come up regarding the knife.

12 And so, I think that was probably my only
13 interaction with the media, when they were interviewing.
14 But then it was a big day, something got happened that day
15 and so I got kicked, and so I wasn't on the news.

16 CHAIR AHMADI: I don't want to ask you about the
17 specifics of that, but that was my last question. Thank
18 you.

19 MS. NEVILLE: Ms. Camacho, did you have questions?

20 VICE CHAIR CAMACHO: No.

21 MS. NEVILLE: Or Ms. Spano?

22 PANEL MEMBER SPANO: Oh, yes. I'm curious, you're
23 familiar with the VRA, obviously. Some of the provisions
24 of the VRA require that in certain circumstances that
25 district lines be drawn in a way that give a particular or

1 racial or ethnic minority group the opportunity to elect a
2 representative of their choice, and when you're drawing
3 redistricting lines. Are you comfortable with that?

4 MS. FILKINS WEBBER: That, I'm sorry, you're
5 reading from what, the --

6 PANEL MEMBER SPANO: The VRA.

7 MS. FILKINS WEBBER: Oh, okay.

8 PANEL MEMBER SPANO: There are certain provisions
9 in the VRA that when you conduct the process of
10 redistricting that one of the things federal law requires,
11 in certain circumstances, is that the district lines be
12 drawn in a way that gives a particular racial or ethnic
13 minority group the opportunity to elect a representative
14 of their choice.

15 Are you comfortable drawing lines taking into
16 consideration racial and ethnic minority groups?

17 MS. FILKINS WEBBER: We're supposed to.

18 PANEL MEMBER SPANO: Okay.

19 MS. FILKINS WEBBER: I mean, that's a matter of
20 law. So, I certainly understand that. Because we, the
21 way -- I certainly do not work in this area and I know
22 that you have had some candidates that are far more
23 educated legally in this area, than I. But I certainly do
24 understand the necessity. I mean, it is equal population.

25 But the way that the law will require us to take a

1 look at the ethnic makeup of those districts, it will be
2 mandated.

3 PANEL MEMBER SPANO: Okay. You're pretty much
4 used to making your own decisions, you're a self-employed
5 attorney, and the Commission most likely will hire their
6 own attorney. Are you comfortable taking advice from an
7 attorney, instead of giving it?

8 MS. FILKINS WEBBER: Absolutely. Especially if
9 it's outside of my area of expertise, absolutely.

10 PANEL MEMBER SPANO: And what do you see your
11 roles as a Commissioner, on the Commission?

12 MS. FILKINS WEBBER: My role?

13 PANEL MEMBER SPANO: Yeah.

14 MS. FILKINS WEBBER: To actually assist this
15 entire process, it's actually exciting. And, hopefully,
16 being able to garner as much public participating in
17 understanding that this is actually an opportunity to
18 change California, and that's what the purpose of the
19 Voters First Act was to begin with and, hopefully, I can
20 help garner public participation. But also serve and
21 provide the skills that I have to assist the Commission in
22 drawing lines that will be upheld.

23 PANEL MEMBER SPANO: Thank you.

24 MS. FILKINS WEBBER: Thanks.

25 MS. NEVILLE: Okay, Panelists, any other

1 questions?

2 Okay. You have about nine minutes. If you would
3 like to make a closing statement, you may.

4 MS. FILKINS WEBBER: Yes, thank you.

5 I was reminded about the Voters First Act on the
6 radio when I actually heard the advertisement. And I went
7 to the website and said, wow, I completely forgot about
8 this. And so I read through the website and read about
9 the roles of the Commissioners, and the entire process,
10 and said I wanted to participate. I wanted to participate
11 and provide assistance to the State of California based on
12 the skills and the opportunities that I've actually had in
13 my life, to be able to get them back.

14 I've not been solicited by any committee, or
15 group, or any special interest to submit an application.
16 I've discussed my application with a number of people and
17 said, check it out at the website, because there will be
18 public hearings in the area and whether I'm on the
19 Commission or not we need to follow this, and we need to
20 watch it and we need to participate.

21 I've never solicited, from any of the people that
22 I've told about this process, to provide any public
23 comments about me on the website. I felt that the public
24 comment section were for concerns of public -- or of
25 citizens regarding any warnings or concerns that they had

1 about a particular candidate, and not necessarily a
2 process of soliciting further promotional information for
3 the Panel, for a particular candidate.

4 As we've discussed earlier, I have not been an advocate
5 for any group or any special interest group, nor any group
6 that was associated with voting, voter intimidation or
7 voter discrimination, which I find that if I had ever had
8 a background in that regard, I would feel it would be
9 necessary to remove myself from this process given the
10 potential for abuse of process, or the potential
11 appearance of impropriety.

12 I am a qualified candidate based on the mandates
13 under the law. And if provided an opportunity to do so, I
14 will do so to the fullest ability that I can provide,
15 given the opportunity that I have in my life to commit
16 time to this process next year. Thank you.

17 PANEL MEMBER SPANO: Thank you.

18 VICE CHAIR CAMACHO: Thank you.

19 CHAIR AHMADI: Thank you very much.

20 MS. NEVILLE: Thank you for meeting with us.

21 We will be back at 2:44.

22 (Recess at 2:24 p.m.)

23 (Back on the record at 2:45 p.m.)

24 MS. NEVILLE: It is 2:45 and we are back on the
25 record.

1 And we have with us Mrs. Werthman. Welcome, Mrs.
2 Werthman and good afternoon.

3 MS. WONG WERTHMAN: Good afternoon.

4 MS. NEVILLE: We're going to begin with the five
5 standard questions.

6 What specific skills do you believe a good
7 Commissioner should possess? Of those skills which do you
8 possess, which do you not possess and how will you
9 compensate for that?

10 And is there anything in your life that would
11 prohibit or impair your ability to perform the duties of a
12 Commissioner?

13 MS. WONG WERTHMAN: Okay. I believe there are a
14 number of skills that a good Commission should have, and
15 many of them have been captured in the application
16 process, being impartial, being able to analyze
17 information. And, also -- I'm blanking out. And, also,
18 having appreciations for the diversity in California.

19 And I think I've addressed those in my
20 application, in written format.

21 In addition, I think there are some other skills
22 that would be helpful to helping a person be an effective
23 Commissioner. For example, having the experience of
24 managing and working in a project, understanding the
25 constraint in resources, in timeline, and being able to

1 martial all the resources, staff, money and in order to
2 work effectively to meet or exceed the timeline.

3 I think this is very relevant because we have a
4 huge, a very complex task to be done within about eight
5 and a half months. And so, and also with at least 14
6 colleagues to work in a consensus style and at the same
7 time with potentially staff, legal counsel, or consultant,
8 also, so I think that's an important skills to have.

9 Another area is an understanding of community
10 outreach. Because a good part of the work will be going
11 out into the public, soliciting community input on
12 different neighborhoods, community.

13 At the same time, I think that's also an
14 opportunity to educate the public on the redistricting
15 process because not everyone really understand what is
16 involved, what kind of constraint we'll need to work with
17 in order to come up with a plan that will pass the level
18 of hurdles involved, legal, particularly -- I shouldn't
19 say hurdle, but criterias that we need to meet, like the
20 Voting Rights Act, and U.S. Constitutions, and different
21 standards through cases established through court on
22 standards, like compactness, continuity, and community of
23 common interest, example, et cetera.

24 I do believe I have many of those skills and
25 throughout my career I worked a lot in projects in Tele

1 Atlas, where initially I was hired and to -- as a project
2 coordinator, to help coordinate the field data survey of
3 roads, roadways in 13 different western states, where we
4 have a deadline, where we have limited resources but at
5 the same time also have to shift resources from one city
6 to another. And at the same time also had to work with
7 headquarter engineering staff in Belgium office, as well
8 as our data production plants in India. Oftentimes, I
9 ended up being the counter quarterback of different
10 informations between our offices and also our field
11 persons, with in-office people.

12 And also, in terms of outreach and public
13 communication -- I have to admit, I'm not a good speaker.
14 Sometimes I still get nervous, I think partly because I'm
15 immigrant, I get nervous about my Chinese.

16 But, however, I've done many aspect of outreach
17 and public communication. Outreach, first of all, the job
18 that brought me from Southern California to the Bay Area
19 was working on the BART to San Francisco International
20 Project, where basically my job was being the public
21 outreach single point of contact between the BART project
22 office and one of the five local communities that were
23 being affected by the subway construction, which was South
24 San Francisco.

25 So, through that process I attended public

1 meetings, presented at public meeting, organized public
2 meetings, small, mostly small, sometimes bigger.

3 Also, was involved in creating newsletters, in
4 creating public notices to affected residents on
5 construction updates. I was actually assigned to work
6 with a subcontractor to create content for the project
7 website at the time.

8 And lots of time I was also kind of the technical
9 person in a non-technical group and so whenever there was
10 a problem, there was a computer break or something doesn't
11 work, Mary.

12 So, because of that I understand some of the
13 challenges, as well as the resources that are -- that are
14 needed in going out into -- going out into the public and
15 hold public meeting. Making sure you have all the
16 computers, the poster boards, things like that, that
17 sometimes it may take a few tries to get it right.

18 So, I think I possess many of those skills.

19 In addition, I also have the -- I'm sorry. I say,
20 I mention I'm not the greatest verbal speaker and I think
21 that is an area that I will need to work on to compensate,
22 just to get a little comfortable, I think, especially when
23 I'm nervous it comes out.

24 And then if there's anything that might inhibit or
25 impair my ability to perform?

1 I think my only concern is that I have a toddler.
2 I am the primary caregiver for her. I understand that
3 this will be a very demanding position, having worked in
4 positions that are very similar in scope. So, my husband
5 and I have started looking into childcare options, just in
6 case. And so, I hope that answered the question.

7 MS. NEVILLE: Okay. Describe a circumstance from
8 your personal experience where you had to work with others
9 to resolve a conflict or difference of opinion. Please
10 describe the issue and explain your role in addressing and
11 resolving the conflict?

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

15 MS. WONG WERTHMAN: Okay. Well, three years
16 ago -- first of all, step back. I am a member of a
17 volunteer women's group in Santa Clara County, called
18 Junior League of San Jose, and in which every member kind
19 of get a chance to take a different job every year. It's
20 a great way for me, as a stay-at-home mom, to maintain and
21 keep up my professional skills, at the same time learn
22 some other skills, and get to know my community, and also
23 make some friends.

24 And three years ago my job was the web editor for
25 the League. When I took over, the League was in need of a

1 major ramp up. I jumped right in and took care of a few
2 things, just to really get member excited about the
3 website. Because for a number of years, because I was
4 fairly new member at the time, I hear from other member
5 who have been with the League longer, that they just were
6 not excited about the website just because things were
7 never updated, and not interesting, no photos.

8 So, you know, it's kind of a under-utilized
9 resource in the League, at the same time it's not cheap to
10 maintain a website. And, frankly, we are in the age where
11 I know, when I go out and do business with someone, I make
12 sure that there's a website. So, we better have one
13 because it's going to be a public face for the League for
14 potential member, potential sponsors.

15 So, the first thing I did was create a new look
16 for the website and that very quickly got members excited,
17 and they see that things were getting updated, and there
18 were pictures. The look seems to reflect more of where
19 the League was going, in terms of the image that we wanted
20 to project.

21 Out of that excitement, then we started hearing
22 from a minority group of member who tend to be a little
23 older, not as comfortable with computers, and when they
24 realized more and more information are transitioning to
25 the computer they realize that they need to really get

1 onto our intranet more. There's a member area where it is
2 password protected, because there might be sensitive
3 information that we don't want to go out.

4 They -- I don't know why they just were not
5 comfortable with the idea that they have to enter a
6 password to get into the computer and, in fact, some of
7 them kind of got the ear of one of their representative.
8 They were of a group of member called "Casa Center"
9 (phonetic), that they've been with the League for a number
10 of years so they have more special privileges. Kind of
11 look at is as they graduated from the League, they are
12 well trained, they're taking their skills into the
13 community. Some of them tend to be older.

14 And so they got the ear of their representative to
15 the board, and their representative to the board had been
16 talking to my boss, community -- the communication VP, as
17 well as the president, and just lobby for, hey, can we
18 duplicate some of the information that we post in the
19 member area, into the public site?

20 And for some reason I got delegated to -- with the
21 opportunity to respond to this board member. It seems
22 like other people didn't want to touch it, for whatever
23 reason.

24 But I guess I'm a real believer in the League's
25 mission, one of which is training -- giving women

1 training -- I'm sorry, I'm just having a tough time today.

2 Really developing the potential of women and also
3 just training them to be effective community volunteer.
4 And the way I looked at is, well, this is an opportunity
5 for training for this group of members because I think
6 there's some lessons to be learned.

7 So, I think instead of either say absolutely no, I
8 don't want to do it because it's double work for me and,
9 as it is, I was already spending enough time to that
10 amounts to a half-time job, or just throwing a fit instead
11 of doing all of those things, or just simply say, yes,
12 sir, I'll do it. I decided that let's use it as a lesson.

13 So, I lay out to this board member the pros and
14 cons --

15 MS. HAMEL: Five minutes.

16 MS. WONG WERTHMAN: Okay. I'm sorry, I'm taking a
17 long time.

18 So, basically explained to them the liability of
19 doing that. One potential legal issue, if we send out
20 any -- if there were any information of private citizens -
21 - private information of member, names, phone numbers, et
22 cetera, that could potentially be a problem.

23 But, also, it's not a good use of resources
24 because that will require duplicate effort for the future
25 web editor, when there is so much more to be done that

1 would be a lot more helpful and productive.

2 And in addition, I also offer support. You know,
3 I said to them, you know, if it's really an issue of
4 people not comfortable with computer, comfortable how to
5 use it, I offer to do a little internet 101, a website 101
6 with any member who want to.

7 But, frankly, nowadays to be effective volunteer
8 or community leader you better know how to use the
9 internet, you better know -- you better be effective in
10 it. So, let's take this as a training opportunity.

11 So, sorry about that.

12 MS. NEVILLE: Do you want to move on to the next
13 question?

14 MS. WONG WERTHMAN: Sure.

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

20 MS. WONG WERTHMAN: I think the benefit is
21 potential to make a local election -- I mean, the State
22 election more competitive. Also, make partisan incumbency
23 less entrenched, shifting the power from party activist to
24 mainstream voters who some of -- and I count myself as one
25 of them, feeling a little disenchanting.

1 Potential to harm and danger, if the Commission
2 isn't able to -- the Commissioner aren't able to work
3 together to come up with a plan that discredit this whole
4 historical effort, it delay our elections because of
5 litigation that will come up.

6 And I think it's going to cause California voter
7 more disenchanting. This will be a huge disappointment.

8 And I think another potential harm is where the
9 Commissioners project a mismatched expectation to the
10 public. While what we'll do will be historical, we'll
11 have the potential to do a lot of good, we have to be
12 careful, also, in setting the expectation that this is not
13 a cure all to some of our political impasse that we are
14 experiencing right now.

15 MS. NEVILLE: Okay. Describe a situation where
16 you had to work as part of a group to achieve a common
17 goal, tell us about the goal? Describe your role within
18 the group and tell us how the group worked or did not work
19 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 MS. WONG WERTHMAN: Okay. At Tele Atlas, when I
25 first joined as the project coordinator, we divided our

1 field collection organization into four different
2 sections, western, central, south and northeast. I was
3 part of the western section. And the western section also
4 had about eight different field offices also and, you
5 know, respectively each section had the same thing.

6 We all had the goal of by a certain day we have to
7 complete field survey a number of cities, and a number of
8 miles, and there was competition between the sections,
9 obviously, because I think the manager would like their
10 bragging rights.

11 At the same time, we are all using a pool of
12 resources --

13 MS. HAMEL: Time.

14 MS. WONG WERTHMAN: May I use additional time.

15 MS. NEVILLE: If one of the Panelists wishes to
16 grant additional time, you may.

17 VICE CHAIR CAMACHO: I'll grant additional time,
18 I'll grant five more minutes.

19 MS. WONG WERTHMAN: Sure, I'll speak faster.
20 Thank you.

21 VICE CHAIR CAMACHO: Okay.

22 MS. WONG WERTHMAN: So, unfortunately, about four
23 months before the deadline several things happened, two of
24 the field manager in our section resigned for different
25 opportunities, and we don't blame her -- blame them.

1 However, that leave a huge hole in the plan, and there
2 were some other technical issues that came up, also.

3 So, what I started doing was I did some research
4 with our production folks and scheduling folks and
5 realized that the one drop-dead deadline that we got
6 actually could be broken down into little deadlines that
7 are more sequential, so that we can move our resources, if
8 we can convince different field managers and section
9 managers to shift resources so that those who are ahead
10 can help with those who are behind, appealing to them for
11 the common goal of, hey, we're in this all together, we
12 have to finish all this by this drop-dead day.

13 And I think by explaining the logic and working
14 with everyone to help them see what's at stake, eventually
15 every one came onboard and we were able to beg and borrow
16 different resources to get it done.

17 MS. NEVILLE: And a considerable amount of the
18 Commission's work will involve meeting with people from
19 all over California, who come from very different
20 backgrounds and with very different perspectives. If you
21 are selected to serve on the Commission, tell us about the
22 specific skills you possess that will make you effective
23 at interacting with the public?

24 MS. WONG WERTHMAN: First of all, I came from a
25 very -- from a background where I lived in many part of

1 the states. I've been through different part of
2 socioeconomic state, also, across.

3 When I first was -- my family emigrated to U.S.,
4 from Asia. My family ended up in South Central Los
5 Angeles, where it's a mostly, predominantly Hispanic area,
6 but used to be primarily black, and it was a couple of
7 blocks where there were some Asians who have been there
8 for a long time, because they were long-time immigrants
9 and have family -- brought on family later on.

10 That was my first introduction to California and
11 to U.S. And eventually I was very lucky and got into a
12 private college, with scholarships and financial aid, and
13 actually not far from Los Angeles, in Claremont, which was
14 a very -- to me, at the time, was a different world.
15 Because I went to elementary school in South Central L.A.,
16 I went to high school, a magnet program, and was bussed to
17 East Los Angeles. Again, it was predominantly Hispanic,
18 also.

19 And to me, it was a totally different world where
20 my classmate were mostly Caucasian, some Asian, also, but
21 many of them were affluent, and not working class.

22 My family didn't have a car for the longest time,
23 I was the first one to drive. So, for many years we took
24 the bus everywhere. And but college open my eye to a
25 different part socioeconomically of the State.

1 And from there I was given different opportunity
2 to work, and to visit friends in different part of the
3 area. And if it wasn't for the work that I've done
4 throughout, build upon each other, I would not have ended
5 up in the Bay Area, where there's also a lot of diversity
6 involved.

7 So, and I mentioned, also, in Tele Atlas I had to
8 work with colleagues in Europe, and colleagues in India,
9 also.

10 So, I'm pretty comfortable working with people
11 from different culture. And, also, in a lot of my career,
12 my jobs, I also was the go-between --

13 MS. HAMEL: Time.

14 MS. WONG WERTHMAN: -- between -- okay.

15 MS. NEVILLE: Okay, Mr. Ahmadi, your 20 minutes.

16 CHAIR AHMADI: I'd like to have her go ahead and
17 finish that sentence, please.

18 MS. HAMEL: I'm sorry.

19 CHAIR AHMADI: Take a few minutes of my time.

20 MS. WONG WERTHMAN: Between technical and non-
21 technical people, so and people with different
22 professional training, also. And sometimes they do have a
23 different mindset, and recognizing that and being able to
24 be an effective bridge between them.

25 CHAIR AHMADI: Thank you.

1 MS. WONG WERTHMAN: So, I'll stop at there.

2 CHAIR AHMADI: Thank you, again. Good afternoon.

3 MS. WONG WERTHMAN: Good afternoon.

4 CHAIR AHMADI: Let me just go back to --

5 MS. WONG WERTHMAN: Sure.

6 CHAIR AHMADI: -- your response to the first
7 question, standard question.

8 MS. WONG WERTHMAN: Yes.

9 CHAIR AHMADI: You mentioned about the importance
10 of community input in the process of redistricting.

11 MS. WONG WERTHMAN: Yes.

12 CHAIR AHMADI: Could you elaborate on that, why is
13 it important, what would you do to gather input from the
14 community, which communities would you go to?

15 MS. WONG WERTHMAN: Okay. It's important because
16 the Commission is 14 people, there are 58 counties, and
17 within those counties there are lots of diversity, also.

18 For example, in Los Angeles County is a lot of
19 diversity of ethnic groups, language group, socioeconomic,
20 also.

21 So, as much as work -- as much of diversity that's
22 represented by the 14 Commissioners that it's still not
23 enough. And taking my experience from Tele Atlas, I also
24 know that sometimes, you know, sitting in the office we
25 thought we knew, especially with a lot of geographer who

1 worked in the office, we thought we knew a lot of things
2 already about the U.S. roadway, but we constantly come up
3 with different phenomenon that we never would have
4 expected if we didn't go out into the field and talk with
5 people, and understand how those road structure can affect
6 traffic, which is what we needed to understand to build a
7 additional road, Atlas.

8 So, taking that experience, I think it's important
9 that we go to the people who live in those community, who
10 can really share with us things that we may not know
11 sitting here, or in our own community, or in the office
12 here.

13 CHAIR AHMADI: So, going back to, you know,
14 relating that experience --

15 MS. WONG WERTHMAN: Sure.

16 CHAIR AHMADI: -- and that knowledge to the
17 Commission's task, what kind of input do you think will
18 enable the Commission in a better way to produce the
19 optimum result, which are the maps for the citizens of the
20 State?

21 MS. WONG WERTHMAN: Okay. The census data may
22 tell you -- will tell you the ethnic breakdown, for
23 example, and certain breakdown by age, and household
24 characteristic.

25 However, it's possible that there might be a

1 neighborhood with a -- or a community of common interest
2 that cross the census block -- or census block group
3 boundary, that straddle those boundaries, that have common
4 interests that may not be captured in the data.

5 So, because of that, the data -- while the data
6 inform us a lot of informations, sometimes there may be
7 qualitative informations that add to the perspective.

8 Did that answer your question?

9 CHAIR AHMADI: How -- yes. I mean, we're moving
10 along, so I have some follow-up questions.

11 MS. WONG WERTHMAN: Sure. Okay.

12 CHAIR AHMADI: How would you determine -- you
13 mentioned something about the interests or communities of
14 interest, if I heard you correctly.

15 MS. WONG WERTHMAN: Uh-hum, sure.

16 CHAIR AHMADI: How would you determine that there
17 are certain interests that crosses the line? How would
18 you gather that information?

19 MS. WONG WERTHMAN: I'll use an example from the
20 very first neighborhood I lived in, when I mentioned there
21 are a few blocks -- there are a couple blocks of Chinese
22 immigrants that live in this area that's predominantly
23 Hispanic.

24 There are also a few other households that I know
25 where not immediately adjacent to those blocks, but just a

1 few blocks away, also.

2 I don't know, in reality, if they were in separate
3 district, but I can tell you that from my personal
4 collection, they had similar characteristics in terms of
5 the kids went to the same schools, most of us, because we
6 were immigrants, recent immigrants, or older immigrant who
7 were not fluent in English, most of us didn't drive or had
8 to take the bus. Many of them -- many of us on weekend,
9 the whole family took the bus to Chinatown, where we could
10 get all of our Chinese groceries that we couldn't get in
11 our own neighborhood.

12 So, there are certain -- and many of them also, my
13 mom included, was working factories, they were seamstress
14 who worked in downtown, so they took the bus to downtown.

15 So, there was certain characteristics, in terms of
16 professions, or transportation mode, language, and working
17 class status, also, that where those few families who were
18 not in the immediate two blocks that was similar and in
19 common. Where they may be where if they were put into two
20 different political districts, then it could potentially
21 affect communal help.

22 So, for example, when I first came to the country
23 I was put in a class of -- no, that was not a good
24 example.

25 Oftentimes, older immigrant would help newer

1 immigrant learning the systems, in terms of who do you
2 need to go to if you want to get this done. But if
3 they're in different district then it hinders or it makes
4 it more difficult for them to help each other because of
5 language barrier or cultural barrier.

6 CHAIR AHMADI: Okay, thanks for sharing, you know,
7 that example.

8 MS. WONG WERTHMAN: Okay.

9 CHAIR AHMADI: And, obviously, you know about the
10 importance of those elements that makes a community, that
11 brings the community together around that interest.

12 MS. WONG WERTHMAN: Uh-hum.

13 CHAIR AHMADI: Again, let's -- let me see if I
14 can -- I still didn't get the complete response to the
15 question --

16 MS. WONG WERTHMAN: Sure, okay.

17 CHAIR AHMADI: -- so I just want to make sure that
18 I understand your point of view.

19 Let's say that you're one of the Commissioners --

20 MS. WONG WERTHMAN: Okay.

21 CHAIR AHMADI: -- and it's January 2nd, 2011, and
22 you -- I'm sure based on your example, you understand the
23 importance of that information?

24 MS. WONG WERTHMAN: Yes.

25 CHAIR AHMADI: How would you gather that

1 information, what would be your approach? What resources
2 would you use? Who would you contact? And where would
3 you go from that point?

4 MS. WONG WERTHMAN: Excellent questions. To start
5 at a bigger picture, public meeting is important and
6 necessary. A lot of times it might mean that we need to
7 have interpreters. Also, reach out to community
8 organizations.

9 While in -- you know, using that same example
10 again, sometimes it may mean public announcement, both in
11 local TV or radio in different languages. Also, for
12 example, while those Chinese immigrant may oftentimes will
13 listen to Chinese language radio. Yes, they were
14 broadcast in San Gabriel Valley, but it helps to spread
15 the message that this is going on and there are meetings
16 in this part on each day, interpreter will be available.
17 So, that's one.

18 The other part is I think we need to have other
19 means of seeking and receiving input. Website is obvious,
20 internet is obvious in a sense and that could be a number
21 of other way like e-mail, it could be instant messaging.
22 Obviously, the right mix needs to be determined by the
23 Commission.

24 But there needs to be other ways besides public
25 meeting.

1 To use a different personal example, right now I
2 am stay-at-home mom, with a young toddler, with a husband
3 with a demanding job and no family nearby. So, most
4 nights, if I cannot get a babysitter, I won't be able to
5 go to a public meeting, as much as I want to.

6 So, what does that mean? Door-to-door may help
7 some people. It probably won't help me because I wouldn't
8 answer the door, because I might be changing diaper in the
9 back.

10 So, there need to be other ways. And I think, you
11 know, e-mail for example, gives people like me a different
12 opportunity, where I could do it in my own time, also, and
13 actually have time to gather my thoughts, also.

14 So, I think it really has to be a strategy that
15 include different outreach methods in order to reach
16 different part of audience.

17 I hope I answered your question?

18 CHAIR AHMADI: Yes, thank you. Yes, thanks.

19 You mentioned -- before I leave question number
20 one, you mentioned that your having -- having worked in
21 certain positions, you have an understanding of a project
22 of this magnitude.

23 MS. WONG WERTHMAN: Uh-hum.

24 CHAIR AHMADI: Could you name some of those
25 projects for us and could you give us a little more detail

1 --

2 MS. WONG WERTHMAN: Sure, sure.

3 CHAIR AHMADI: -- like what do you mean by the
4 similarities between the two --

5 MS. WONG WERTHMAN: Okay.

6 CHAIR AHMADI: -- between redistricting and those
7 projects?

8 MS. WONG WERTHMAN: That's a great question.
9 Yeah. I would have to say I have pieces, different
10 section of those work. The board to SFO, for example, the
11 construction project, itself, was like a 1.2 billion
12 construction project that involved different level of
13 government, federal, state, local and regional, where I
14 was constantly interacting with the public. Either a
15 public meeting, either presentation, either telephone
16 answering their question, or providing written response
17 and, at the same time, working internal staff to provide
18 response to them.

19 CHAIR AHMADI: What was your position in that
20 project?

21 MS. WONG WERTHMAN: I was an outreach consultant.
22 And as I mentioned, I was the single point of public
23 contact to South San Francisco. So, basically, all of the
24 citizen and sometimes even public officials to talk to me,
25 from South San Francisco, with questions, and with

1 concerns, complaint, also.

2 And it was a very demanding job. I mean, there
3 were nights, there were times that I worked until midnight
4 trying to make sure that we got the public notice drafting
5 in order to get it approved the next day, and get it out
6 through the door so that people get minimum three days of
7 notice of the upcoming construction activity. So, that's
8 one part that I got a sense -- and it was a big project,
9 with many different stakeholder and diverse point of view.

10 The other part was the Tele Atlas job that I
11 mentioned. Also, it was a project, a very complex, great
12 complexity, where you are constantly trying to coordinate
13 resources who are in different part of the State, who are
14 seeing different questions that might come up that our
15 data specs did not address, or didn't quite address, or we
16 need to make sure to work with internal specialists, who
17 address it quick enough so that they are still in the area
18 to capture that information correctly.

19 And also working multi- -- inter -- cross-
20 culturally with our Belgium counterparts and Indian
21 counterparts, again, to make sure we have the engineering
22 tools, and from our Belgium office to process the data and
23 at the same time our post-field survey technician in India
24 are embedding the information correctly that we sent over,
25 over internet.

1 So, that kind of complexity in working with
2 different group in trying to marshal groups with different
3 immediate goal and interests to meet a larger goal, which
4 is getting the survey done by certain day and correctly.

5 And then the other piece was I did mention when I
6 was a student at Claremont McKenna College, I worked with
7 census data at the Rose Institute. I was the project
8 manager of the project to analyze population trends of
9 Chinese American community in California between 1980
10 census and 1990 census. So, I worked with the data using
11 GIS application and I remember spending many long nights
12 trying to generate those maps, get them processed and get
13 them fixed.

14 CHAIR AHMADI: What did you find from that?

15 MS. WONG WERTHMAN: There was an explosion of
16 growth in Chinese community in certain part of California,
17 primarily in San Gabriel Valley and the Bay Area, also in
18 the 1980s.

19 And it was interesting to see how much growth
20 there were in particular pocket of those states. And I
21 brought a personal perspective to it because I came in the
22 mid-eighties, also, and I know the -- I understand the
23 political situation that brought on that population
24 change.

25 CHAIR AHMADI: Okay, thank you.

1 And when were you working at BART, when was that?

2 MS. WONG WERTHMAN: Let's see, I started in 1998,
3 I think, 1998 to '99, two years.

4 CHAIR AHMADI: So, how much time -- how much time
5 that project took?

6 MS. WONG WERTHMAN: The project took longer than I
7 was on the project. I think it finish like maybe in six
8 years, I think, but don't quote me on that because I
9 haven't been closely involved afterwards.

10 CHAIR AHMADI: I won't. I won't.

11 You know, a big part of -- should you be selected
12 as a Commissioner, a big part of maybe involvement or
13 daily involvement is to, you know, be in the public,
14 public presentation part of it --

15 MS. WONG WERTHMAN: Yeah.

16 CHAIR AHMADI: -- or dealing with media.

17 MS. WONG WERTHMAN: Yeah.

18 CHAIR AHMADI: Are you comfortable with that?

19 MS. WONG WERTHMAN: I know in the beginning I
20 won't be, I'll be honest, just because I get nervous.

21 But I always rely on doing my homework. I try to
22 understand and study up on the issues that I need to know
23 and in doing that, being well-prepared and being
24 knowledgeable about what I'm talking about do take the
25 nervousness out, and I think with some practice I'll be

1 fine. But it will take a little bit of getting used to.

2 CHAIR AHMADI: When you moved from elementary to
3 Claremont --

4 MS. WONG WERTHMAN: Uh-hum.

5 CHAIR AHMADI: -- you said that they were two
6 different worlds.

7 MS. WONG WERTHMAN: Yeah.

8 CHAIR AHMADI: What do you mean by that, in what
9 ways they were different?

10 MS. WONG WERTHMAN: Just the environment was very
11 different. I grew up in working class. I mean, the --
12 for about two years my family were living in a modified
13 garage, behind another Chinese family, and all of us lived
14 in one room, my mom, and my sister, and my little brother
15 and I. And there was -- I remember one winter there was a
16 huge storm and there was a leak into the house, everything
17 was wet. It's the kind of experience that I think many of
18 my classmate in Claremont really wouldn't have
19 experienced.

20 My mom worked in --

21 MS. HAMEL: One minute.

22 MS. WONG WERTHMAN: -- as a seamstress. I mean,
23 she was getting paid \$150 a week.

24 And when I got the opportunity to visit some of my
25 friends in college, in the home that they visit, I was

1 speechless.

2 CHAIR AHMADI: And in what other ways in terms of
3 -- let me just see if this helps?

4 MS. WONG WERTHMAN: Sure.

5 CHAIR AHMADI: In terms of demographics, for
6 example --

7 MS. WONG WERTHMAN: Uh-hum.

8 CHAIR AHMADI: -- or geographic, or the elements
9 that you may be considering as part of your work should
10 you be selected as a Commissioner, in what other ways they
11 were different?

12 MS. WONG WERTHMAN: Demographic, for example,
13 Claremont, the city as well as the college, were a lot
14 less Hispanic, primarily white, primarily affluent
15 professional, I would say, and it was a college town. It
16 was a very nice environment.

17 MS. HAMEL: Time.

18 CHAIR AHMADI: Time. Thank you very much.

19 MS. NEVILLE: Okay, Ms. Camacho, your 20 minutes.

20 VICE CHAIR CAMACHO: Thank you.

21 Hi, Ms. Werthman -- Werthman, sorry.

22 MS. WONG WERTHMAN: Hi, Ms. Camacho.

23 VICE CHAIR CAMACHO: I have a few questions for
24 you.

25 MS. WONG WERTHMAN: Sure.

1 VICE CHAIR CAMACHO: It sounds like you've had
2 quite a few experiences in life.

3 MS. WONG WERTHMAN: Yeah.

4 VICE CHAIR CAMACHO: Opening events.

5 MS. WONG WERTHMAN: Uh-hum.

6 VICE CHAIR CAMACHO: What do you think a typical
7 day will be for a Commissioner, say, in May of 2011, what
8 do you see the Commissioners doing in that time?

9 MS. WONG WERTHMAN: May 2011? By then we would
10 have been able -- we would have gotten the data and the
11 software from the Legislature. We probably should have
12 taken a quick look of the data and maybe do a couple
13 general map to get a sense of how those map might look
14 like and where there will be community -- areas with some
15 population diversity that we need to look closer at. That
16 will be one thing.

17 The other thing will be we should well on our way
18 of doing public meetings in different part of the State.
19 I actually envision that we will start doing that to
20 solicit some input before we get the data, just to get
21 started.

22 And I think by May we might be in our second round
23 of meeting to -- maybe very earliest of the second round
24 to get input on now we're looking at -- now, we're looking
25 at the data, this is how some of the lines would look

1 like, here are the constraint we have to look at, Mr.
2 Community Member, this is our question, help us understand
3 this neighborhood, help us understand the characteristics
4 that we may not see in the data, are there any concern
5 that we need to address.

6 VICE CHAIR CAMACHO: So, you're envisioning maybe
7 having some draft maps available and being able to go to
8 some of these public meetings that happen later on, when
9 you have these draft maps?

10 MS. WONG WERTHMAN: Potentially. Potentially. I
11 would like to see that because I think people tend to --
12 most people tend to be visual. Tend to be visual.

13 And I think when we can put the pictures together,
14 it's much easier for them to see, especially if they can
15 look at the block where they live and start envisioning,
16 oh, this is where my friend so and so live, or work, or
17 whatever, and then they start putting themselves in that
18 situation. Then they can tell us thing that we may not
19 know, looking at the data, that might be useful in
20 creating the boundary for a community of interest that we
21 need to take a good look at.

22 VICE CHAIR CAMACHO: What do you think should be
23 done, because obviously you're saying that this would be
24 the second round of public meetings --

25 MS. WONG WERTHMAN: Uh-hum.

1 VICE CHAIR CAMACHO: -- would there be a
2 difference between the first round, your vision, the first
3 round and the second round on what you would be doing at
4 those two sessions?

5 MS. WONG WERTHMAN: Yeah, potentially. I think
6 first of all the two things I envision, one is some public
7 education on what redistricting is about and what the
8 Commissioners are bound to the criterias of redistricting
9 that the Commissioner are bound to follow.

10 And potentially, also, looking at what are the
11 current district line and see if there are any complaints,
12 if there are things that could be improved on, because
13 those are the feedback we could use when we get the data
14 in April and start creating, maybe, first draft for review
15 and comments.

16 I don't foresee those as final, but sometimes it's
17 helpful to have pictures for people to see, to comment.

18 VICE CHAIR CAMACHO: Just so I understand --

19 MS. WONG WERTHMAN: Sure.

20 VICE CHAIR CAMACHO: -- so you're -- are you
21 saying that your first round would have maybe the
22 historical information and getting input on that, and then
23 maybe the second round would have these maybe preliminary
24 drafts to go to the public meetings?

25 MS. WONG WERTHMAN: Uh-hum, and get additional

1 feedback and make sure that we address, or try to address
2 the previous comment, also.

3 VICE CHAIR CAMACHO: How do you think these public
4 meetings, since you have some outreach -- you were an
5 outreach consultant, I think, for the Bay Area Rapid
6 Transit?

7 MS. WONG WERTHMAN: Uh-hum.

8 VICE CHAIR CAMACHO: How do you think these public
9 meetings should be conducted?

10 MS. WONG WERTHMAN: Uh-hum. What do you mean?

11 VICE CHAIR CAMACHO: Sorry, sorry.

12 MS. WONG WERTHMAN: That's okay.

13 VICE CHAIR CAMACHO: I know you talked about
14 having it different, there's different needs, but other
15 than these different needs, these face-to-face, how do you
16 think they should be conducted to have an effective
17 meeting?

18 MS. WONG WERTHMAN: Uh-hum. Well, we are also
19 bound by Voters First Right Act, to follow the Bagley-
20 Keene Act, so those we need to heed to, also.

21 But in addition to that, I would say make sure we
22 have all the informations, the material for the education
23 portion of it and solicitation of feedback available,
24 first of all, get those things ready.

25 We need to make sure to have a counsel available

1 in case there's any questions that require legal respond.

2 And before the meeting, also make sure that we
3 coordinate and notify community groups, also, to make sure
4 that to maximize attendance and opportunity for comment,
5 also.

6 There will be public comment and where there might
7 be -- there might be complaint, which we'll need to listen
8 patiently, and sympathetically, and make sure that we note
9 them and follow up.

10 There will be suggestion. Again, make sure we
11 note them and follow up, also.

12 There may be questions we can answer at the table,
13 we may not and, again, if those we cannot we make sure
14 that we follow up with them, also.

15 Does that answer your question?

16 VICE CHAIR CAMACHO: Yes.

17 MS. WONG WERTHMAN: Okay.

18 VICE CHAIR CAMACHO: With these notifying these
19 community organizations, what would be the effective way
20 to notify them and what -- what community organizations
21 would you kind of try to contact?

22 MS. WONG WERTHMAN: Some of them are already, I'm
23 sure, on the mailing list because they've been monitoring
24 this whole process.

25 Some of them may be neighborhood group that will

1 contact through the city or the county, where they haven't
2 been participating in this process.

3 Other opportunity, post information on library
4 PSAs, on local televisions, radio, newspaper, as such,
5 really get the word out that these are happening and let
6 them know that they could participate.

7 And also if, for whatever reason, like I
8 mentioned, there may be people who won't be able to make
9 the meeting provide contact information on how they can
10 follow up by e-mail, by phone call, and make sure also our
11 website is robust, too, in the sense that we provide a lot
12 of educational information and later on maps.

13 VICE CHAIR CAMACHO: Okay. When you were talking
14 about following up at the public meeting and with the
15 feedback, I think, electronically --

16 MS. WONG WERTHMAN: Uh-hum.

17 VICE CHAIR CAMACHO: -- there's -- obviously,
18 there's only so much time in a day in this time period.

19 MS. WONG WERTHMAN: Yes.

20 VICE CHAIR CAMACHO: Can you explain what you mean
21 by follow up?

22 MS. WONG WERTHMAN: I think it's important that
23 even to acknowledge receipt, if it's -- first of all, it's
24 acknowledging that we have received the information
25 because people feel very ignored if they don't receive

1 something like that and that just add to the frustration.

2 Secondly, I say we'll organization the
3 information, also, in terms of, for example, I would
4 assume that most, many of the comment will be
5 geographically bound because they have interest in a
6 particular area, organize the information by county, and
7 then by city, or whatever so that we have an information
8 comments database, also.

9 From my experience in BART, working with BART,
10 some of the information could be tailored so that it could
11 be used for multiple responses, if there are enough of
12 responses that were of similar nature.

13 Sometimes it's questions that we might need to
14 answer, so those kind of responses could help.

15 Other times it might be comments with suggestion.
16 We want to acknowledge that we have received those and how
17 we plan to use that information.

18 And if we can for whatever reason explain why not,
19 or how we might need to follow up.

20 Does that answer your question?

21 VICE CHAIR CAMACHO: Uh-hum, yes.

22 MS. WONG WERTHMAN: Okay.

23 VICE CHAIR CAMACHO: During your time as -- I'm
24 thinking you were the outreach consultant for the Bay Area
25 Rapid Transit.

1 MS. WONG WERTHMAN: Yes.

2 VICE CHAIR CAMACHO: Was that correct, okay. You
3 conducted and organized the public meetings. Were you
4 also there to receive public comment, also?

5 MS. WONG WERTHMAN: Yes. Yes, a lot of times it
6 might be a presentation to neighborhood groups, rotary
7 clubs or such, and we often do a presentation based on
8 initial comment, talking with the organizer on their -- on
9 the organization's end in terms of what might, you know,
10 be prepared for their membership's concern and question,
11 and give them opportunity to complain, or share their
12 question so that -- and we do take all of the question and
13 bring it back, and make sure that we respond accordingly
14 at a later day, if we cannot provide the answer at the
15 spot.

16 VICE CHAIR CAMACHO: So, it sounds like you were
17 able to talk -- be in a public meeting, talk with these
18 people, also give presentations?

19 MS. WONG WERTHMAN: Uh-hum.

20 VICE CHAIR CAMACHO: So, you are a little bit
21 familiar with this part?

22 MS. WONG WERTHMAN: I am. It's just at times I
23 get nervous, like just now.

24 VICE CHAIR CAMACHO: No, you're doing -- you're
25 doing -- I think you're calming down and it's great.

1 So, I just wanted to make sure because it sounds
2 like you did have these public speaking experiences?

3 MS. WONG WERTHMAN: I did. I did.

4 VICE CHAIR CAMACHO: They just might have been,
5 what is it, about maybe ten years ago?

6 MS. WONG WERTHMAN: It's been more than ten years,
7 yeah.

8 VICE CHAIR CAMACHO: So, it's coming back, huh.

9 MS. WONG WERTHMAN: Thank you.

10 VICE CHAIR CAMACHO: I know you were talking about
11 Tele Atlas.

12 MS. WONG WERTHMAN: Yes.

13 VICE CHAIR CAMACHO: Did I say that right?

14 MS. WONG WERTHMAN: Yes, Tele Atlas.

15 VICE CHAIR CAMACHO: And you worked with Belgium
16 individuals and I know there were some other groups.

17 MS. WONG WERTHMAN: Indian.

18 VICE CHAIR CAMACHO: Indian, thank you. How did
19 you encourage inclusion of all, while you were working
20 Tele Atlas?

21 MS. WONG WERTHMAN: There were tools and which
22 were electronic, and there were also -- were -- let me
23 step back.

24 There were tools that enabled us to effective
25 communicate beyond e-mail, teleconference, for example,

1 either videoconference or just phone conferences.

2 With our Indian counterpart, for example, we
3 actually schedule for a number of -- for a long time we
4 had weekly conference call where we check on statuses.
5 And most of those calls were video calls. It's a little
6 easier to put a face with a voice.

7 In addition, I actually got opportunity to travel
8 to India and to Belgium, to actually meet my counterpart
9 there and to establish rapport, and actually see the
10 challenges that they face.

11 MS. HAMEL: Five minutes.

12 MS. WONG WERTHMAN: Thank you. See the challenges
13 that they faced, that could not be otherwise communicated
14 effectively through phone calls.

15 And at the same time I was able to bring the U.S.
16 perspective and the field perspective to them, when I
17 visited them, as well.

18 And because I have those regular contact with my
19 Belgium counterparts and Indian counterpart, when I work
20 with my field counterpart in U.S., when they have
21 troubles, sometimes they complain about certain things
22 where they don't understand this, they don't understand
23 that, I could also bring the perspective from India and
24 from Belgium, and help them understand their constraint,
25 also.

1 And by understanding each others' constraints and
2 opportunity, try to find a path through all those barrier,
3 you know, to work effectively. Because after all we're
4 trying to achieve the same goal and if we can't get passed
5 those, then we would have all failed in the project.

6 So, that's what I saw my role in bringing
7 different part together.

8 VICE CHAIR CAMACHO: Thank you, that's my last
9 question.

10 MS. WONG WERTHMAN: Thank you.

11 MS. NEVILLE: Ms. Spano, your 20 minutes.

12 PANEL MEMBER SPANO: Good afternoon.

13 MS. WONG WERTHMAN: Good afternoon.

14 PANEL MEMBER SPANO: Having parents that
15 immigrated from the U.S. and being a new citizen as you
16 said, earlier on in your life, living in East L.A.

17 MS. WONG WERTHMAN: Studying.

18 PANEL MEMBER SPANO: Studying.

19 PANEL MEMBER SPANO: How do you feel the
20 redistricting effort would help in addressing communities
21 of this nature and their concerns?

22 MS. WONG WERTHMAN: When you say this nature, what
23 do you mean?

24 PANEL MEMBER SPANO: This demographic area.

25 MS. WONG WERTHMAN: Predominantly Hispanic, with

1 some plurality of other group.

2 PANEL MEMBER SPANO: Yes.

3 MS. WONG WERTHMAN: First of all race cannot --
4 and this is also by court cases decision, race cannot be a
5 predominant factor in redistricting -- I mean, in drawing
6 the districts. At the same time it has to be a -- it
7 should be a factor.

8 So, there are other shared common shared interests
9 that we need to consider, that be it socioeconomic, be it
10 workforce, or interest.

11 I can tell you, even though they're of different
12 ethnic group, we all have the same desire -- a lot of
13 common desires. Crimes, I think that is across boundary.
14 Jobs, that's across boundary. Education, that's across
15 the boundary.

16 So, I think we need to look at different factors
17 besides race, understand what the community care about and
18 understand the different characteristics of the
19 neighborhood, the population, and try to find the common
20 threads that bind them together.

21 PANEL MEMBER SPANO: Your volunteer work in the
22 women's group, League of Women Voters?

23 MS. WONG WERTHMAN: Junior League of San Jose.

24 PANEL MEMBER SPANO: Junior League of San Jose,
25 sorry.

1 MS. WONG WERTHMAN: That's okay.

2 PANEL MEMBER SPANO: What prompted you to get
3 involved in this organization?

4 MS. WONG WERTHMAN: I joined the organization
5 shortly after I got married and moved to Campbell and San
6 Jose area. And prior to that I kind of bounced around,
7 moved around the Peninsula, San Mateo County, between
8 jobs, in between places because I was renting, and I was
9 just really at a point where I want to settle in a
10 community and get to know my community. At the same time
11 meet other women, like-minded women, have opportunity to
12 volunteer and use my skills in different ways.

13 And the other reason is, and I alluded that
14 earlier, where every member had an opportunity to take a
15 different role in the organization. For me it's an
16 advantage because I knew my life was -- it's going to
17 change, we're going to have kids someday, and they'll grow
18 up, and so that means my time commitment, my ability to
19 give time commitment will change over time, also.

20 And that kind of structure give me the flexibility
21 to stay connected to an organization but at the same time
22 adjust my commitment level, and also expand my skill set,
23 and also keep current my existing skills. So, there's
24 really a lot of different factor that contributed to it.

25 PANEL MEMBER SPANO: Do you think having access to

1 an organization like this would help get the word out
2 about redistricting?

3 MS. WONG WERTHMAN: Absolutely. In fact, there
4 was a question earlier about how I feel about working with
5 media.

6 PANEL MEMBER SPANO: Yes.

7 MS. WONG WERTHMAN: While I may not have a whole
8 lot right now, there are member in the organization who
9 work extensively with media because of the job they have.
10 They are my network, I can go to them, ask them how do you
11 do it, and they're always eager to help.

12 PANEL MEMBER SPANO: The example you provided us
13 about the older members of the organization that weren't
14 comfortable about using the password, and how -- and I can
15 understand that, even though I'm not old.

16 (Laughter.)

17 PANEL MEMBER SPANO: Well, that old, probably.

18 You said that it's better to be effective in the
19 internet.

20 MS. WONG WERTHMAN: Uh-hum.

21 PANEL MEMBER SPANO: And I know in your responses
22 so far that it's great to get outreach out there through
23 media communications, e-mail, newsletters, or whatever,
24 and you thought it would be hard to do door-to-door
25 outreach because --

1 MS. WONG WERTHMAN: For some people.

2 PANEL MEMBER SPANO: -- for some people because
3 they may not be accessible that way.

4 MS. WONG WERTHMAN: Uh-hum.

5 PANEL MEMBER SPANO: How do you feel about those
6 individuals in communities where they don't have access to
7 the internet?

8 MS. WONG WERTHMAN: That's why we need to have a
9 diverse program of outreach where, like I said, public
10 meeting is an important and necessary component. Door-to-
11 door may be a part of it, I don't know, it depends on the
12 Commissioners' decision. Website is one.

13 Using the existing media outlet, newspaper, radio,
14 take advantage of all the outlet that's available and the
15 organizations that are more than happy to get the word
16 out, because they're behind us, they are rooting for this.

17 PANEL MEMBER SPANO: Thank you.

18 I want to take you back to your work at Booz Allen
19 Hamilton, in your position as the outreach consultant.

20 MS. WONG WERTHMAN: Uh-hum.

21 PANEL MEMBER SPANO: You stated that you were the
22 outreach consultant, and was this a campaign that BART was
23 considering in its expansion to the SFO Airport?

24 MS. WONG WERTHMAN: No, that was after the funding
25 had been all in place. I wasn't hired, really, until we

1 got the federal funding to move forward.

2 My role is more -- I guess the term was used was
3 mitigation, construction mitigation, to really get ahead
4 of the construction, help set the expectation, help the
5 public anticipate what's coming so they wouldn't be
6 surprised.

7 Sometimes, there's also just unease of new things
8 that are coming in and some member of community may not be
9 comfortable with the idea of BART coming in. And so,
10 sometimes we have to bring in a BART police and talk with
11 them about the experience, just ease their concern.

12 PANEL MEMBER SPANO: So, this is proposed
13 construction for --

14 MS. WONG WERTHMAN: No, this was actual
15 construction.

16 PANEL MEMBER SPANO: Actual construction for what?

17 MS. WONG WERTHMAN: The BART extension from the
18 Daly City station into the San Francisco International
19 Airport. It was about nine miles of construction through
20 five small community on the northern part of San Mateo
21 County.

22 PANEL MEMBER SPANO: Okay. And you said there
23 were a lot of concerns from the public.

24 MS. WONG WERTHMAN: Uh-hum.

25 PANEL MEMBER SPANO: Can you tell me what those

1 concerns were that affected that community?

2 MS. WONG WERTHMAN: Sure. Anywhere's from is that
3 going to bring in crime because of the construction
4 around? Are my houses going to be standing with the
5 subway construction right next to my house? Or sometimes
6 even is the construction going to go through my area?

7 And sometimes it's really not, there's a lot,
8 sometimes, miscommunication out there that we need to
9 address. Other times could be real concern, also. For
10 example, there was a Boys and Girls Club right next to the
11 construction, the subway construction.

12 So, we went out before construction begin, actual
13 construction get to their area and talk to them about what
14 to we need to do to help make sure that there will be no
15 incident. So, we achieved -- our whole team created a
16 public safety education, with logos of characters, little
17 kids, and we'll go, ow, you know, construction had, and
18 just did our presentation and teach them public safety
19 practices to -- and at the same time notify them whenever
20 we know there are changes in construction activity, also.

21 Because our goal is really no incident, no
22 accident, and also minimize public inconveniences. We
23 know there will be, but being able is always better than
24 surprises.

25 PANEL MEMBER SPANO: Did you ever hear from

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1 elected officials about their concerns about the
2 expansion?

3 MS. WONG WERTHMAN: Sometimes, but usually not a
4 lot. Except usually it was through the city manager, or
5 the school district administrator, and usually I worked
6 with them.

7 And, actually, in South San Francisco's case the
8 city manager decided to delegate the coordination work
9 with me to the assistant city manager, so he was my
10 contact. So, we often had meeting to plan joint outreach,
11 or just simply he'd give me a heads up on what needs to
12 be -- who I need to visit to make sure that we address
13 their concerns and things like that.

14 And when we do have -- when we did have meetings
15 coming up where I was invited to make presentation, they
16 usually will share with me some of the concerns that they
17 know of so that I can be prepared and bring the right
18 technical person out to address their concern.

19 PANEL MEMBER SPANO: Did you feel that
20 representatives had different concerns or similar
21 concerns?

22 MS. WONG WERTHMAN: Because I really just worked
23 with one city, I would say that wasn't too much except,
24 you know, maybe more different neighborhoods that might
25 have different concerns. Because some neighborhoods were

1 not affected by the construction at all, while other were
2 right next to the construction. Some at line, which is on
3 the surface and some where -- subway construction, again,
4 it will be different magnitude of construction activity.

5 So, there will be some customization in terms of
6 how we -- what kind of information that we want to give
7 them because we don't want to dilute them with information
8 that don't pertain to them, that they said they're not
9 interested in, either.

10 PANEL MEMBER SPANO: You said, indicated that you
11 analyze environmental impact reports --

12 MS. WONG WERTHMAN: Yes.

13 PANEL MEMBER SPANO: -- with expert and legal
14 support. What did you analyze?

15 MS. WONG WERTHMAN: Sometimes questions come up
16 where -- for example, with their school districts, where
17 there was just concern about noise level and how that
18 would impact construction -- I mean, instruction time at
19 the school. Because there was actually two high school
20 and one elementary school right next to the construction
21 alignment, so there was some disagreement on the paths,
22 for example.

23 And I would often have to go back to the different
24 volumes of the environmental impact report and research
25 the relevant area.

1 And sometimes to show that due diligence was done,
2 there was noise analyze report, analysis that was done.

3 Other times, if there weren't, we need to find the
4 right resources, technical people to make sure we address
5 those information -- concerns.

6 PANEL MEMBER SPANO: Is it, am I understanding you
7 correct that the environmental impact reports are pretty,
8 pretty huge, voluminous?

9 MS. WONG WERTHMAN: Oh, yeah, a whole room full of
10 it.

11 PANEL MEMBER SPANO: And I take it that you
12 wouldn't have read the whole thing --

13 MS. WONG WERTHMAN: No.

14 PANEL MEMBER SPANO: -- or just the parts that
15 pertained to you?

16 MS. WONG WERTHMAN: Oh, no, no.

17 PANEL MEMBER SPANO: How did you determine what
18 was relevant and what wasn't?

19 MS. WONG WERTHMAN: I went to get help. I mean,
20 there were other -- the whole project office had like over
21 200 people, many engineers, and many consultants, who were
22 expertise in respective area of the project, so they knew.
23 So, if I know this is a question or comment about certain
24 portion of the project, I go to the respective expert and
25 ask them.

1 And they know their stuff, they will pull out the
2 right pages.

3 PANEL MEMBER SPANO: Did you ever seek advice from
4 legal?

5 MS. WONG WERTHMAN: We probably did. If you ask
6 me specific, I wouldn't -- I wouldn't remember because
7 it's been over ten years.

8 PANEL MEMBER SPANO: Sure, sure, sure.
9 How did you perform your analysis?

10 MS. WONG WERTHMAN: I think, like anything, really
11 lay out the facts that -- well, understand the scope of
12 the question and --

13 MS. HAMEL: Five minutes.

14 MS. WONG WERTHMAN: -- and make sure that we have
15 all the relevant facts and information that answer the
16 question, and seek area -- area of information that might
17 be missing.

18 I tend to be one who, while I work well with
19 detail, I need to piece the details to gather to form a
20 big pictures, to make sure everything makes sense and fit
21 in the right places.

22 PANEL MEMBER SPANO: Have you had experience --
23 well, I guess before I move onto that, what did you learn
24 from these projects, in your analysis with the
25 environmental impact reports, that would assist you in

1 performing the drawing of the lines.

2 MS. WONG WERTHMAN: I think more just a sense that
3 I'm comfortable working with complex issues involving
4 different disciplines, on sometimes cross-discipline, and
5 I'm comfortable with technical information, but at the
6 same time just being able to look at the information from
7 a big picture stand point.

8 And having worked in many different functions,
9 different industry in the span of about ten years, I have
10 a very steep learning curve that I can take to, and I
11 believe with some familiarity already, with the census
12 data, I can bring a lot of those ability to the table.

13 PANEL MEMBER SPANO: Do you feel that you're --
14 you stated in your application that you've performed GIS
15 analysis.

16 MS. WONG WERTHMAN: Yes.

17 PANEL MEMBER SPANO: To what degree and extent did
18 you perform that in terms of like complex data you may
19 have used for analysis?

20 MS. WONG WERTHMAN: More in terms of mapping,
21 where we would create thematically -- in Rose Institute,
22 where we would create thematic maps that shows the
23 percentage of change in Chinese population between the two
24 year. So, there's some simple calculation involved in
25 order to populate the map.

1 PANEL MEMBER SPANO: Uh-hum.

2 MS. WONG WERTHMAN: And then sometimes there would
3 be some follow up that needed to be done. For example
4 there was one census block area in San Francisco that
5 really seemed at odd to me, where it was like a hundred
6 percent range, it was a very high percent change of
7 Chinese, and it was not one that was known to have high
8 Chinese population and then --

9 PANEL MEMBER SPANO: How did you know that?

10 MS. WONG WERTHMAN: Just from reading and things
11 like that. Then I looked into the data, well --

12 PANEL MEMBER SPANO: What did you read?

13 MS. WONG WERTHMAN: Basically, the starting point
14 in 1980 data for Chinese population was very small anyway,
15 so any increase will create a huge percentage of increase.
16 So, sometimes you -- giving the map help you get the quick
17 overview to see places where you need to -- where I could
18 zero in and do further analysis and follow up.

19 PANEL MEMBER SPANO: Okay.

20 MS. WONG WERTHMAN: Did I answer your question?

21 PANEL MEMBER SPANO: Yeah. I was curious to know,
22 you said you believed compared to information you read and
23 I was curious to know what you read that led you to that
24 conclusion?

25 MS. WONG WERTHMAN: Oh, boy, that was 20 years

1 ago.

2 PANEL MEMBER SPANO: Sorry. If you can recall?

3 MS. WONG WERTHMAN: Probably just publication
4 about Chinese population history, sometimes books.

5 PANEL MEMBER SPANO: Thanks.

6 MS. WONG WERTHMAN: Books about San Francisco
7 history, history of Chinese population in California.

8 PANEL MEMBER SPANO: Okay. Okay, I think I'm done
9 for now.

10 MS. WONG WERTHMAN: Okay.

11 PANEL MEMBER SPANO: Thank you.

12 MS. NEVILLE: Panel Members, I just have a couple
13 of questions.

14 CHAIR AHMADI: Please.

15 MS. NEVILLE: Are there follow ups that you have
16 at this point?

17 CHAIR AHMADI: No, I can wait.

18 MS. NEVILLE: Okay, I'll just --

19 VICE CHAIR CAMACHO: Go ahead.

20 MS. NEVILLE: Ms. Werthman, I just want to ask you
21 a couple of things. One, there's a statement in your
22 application that I want to ask you a little bit about what
23 it means.

24 MS. WONG WERTHMAN: Sure.

25 MS. NEVILLE: In the essay where you described why

1 you were interested in your service on the Commission --

2 MS. WONG WERTHMAN: Sure.

3 MS. NEVILLE: -- you make some statements about
4 the current way in which redistricting is done and you say
5 "far-flung pockets of favorable partisan voters are pieced
6 together into a tentacle district to keep it safe.
7 Adjoining communities with common local concerns are
8 separated into different legislative districts, they're
9 interests often get drowned out by partisan voters from
10 divergent communities within the district, galvanized by
11 hot button issues with larger different geographic reach."

12 And I would love to hear what "hot button issues
13 with larger geographic reach" means to you?

14 MS. WONG WERTHMAN: Social issues, sometimes, I
15 think.

16 MS. NEVILLE: And is there an example of a social
17 issue that you had in mind when you describe that?

18 MS. WONG WERTHMAN: Boy, I hate to get into -- you
19 know, some of the Prop. 8, for example.

20 MS. NEVILLE: So what does that mean, though, you
21 think that if individuals who have a particular shared
22 interests regarding --

23 MS. WONG WERTHMAN: Uh-hum.

24 MS. NEVILLE: -- the issue of same-sex marriage,
25 that that is not a good thing to be taken into account in

1 the decision?

2 MS. WONG WERTHMAN: No, I don't mean it that way.
3 I think -- my concern is that when you have a district
4 that stretch -- I don't remember which one that I looked
5 at recently, in Southern California, where it stretched
6 from northern part of San Gabriel Valley into the high
7 desert, parts of high desert. It's a very different area.
8 Have you been to either of those areas, one is more rural
9 and one is really in the middle of an urban center.

10 And, you know, when the goal is really primarily
11 to keep the seat safe for the incumbent, you wonder how
12 often are the local issues get addressed or you wonder how
13 able are the potential candidates able to get the message
14 out to such a wide area, also.

15 MS. HAMEL: Five minutes.

16 MS. WONG WERTHMAN: So, because of that sometimes
17 the money come in for issues that people feel emotional
18 about and they motivate people to get to the ballot box.
19 And because of that sometimes the political -- those
20 issues are the ones that are driving the election, itself.

21 MS. NEVILLE: Is that a bad thing?

22 MS. WONG WERTHMAN: I'm concerned that it could be
23 at the expense of local issues or at the expense of good
24 candidate who may not have resources to reach to all the
25 different part of the constituencies.

1 MS. NEVILLE: Okay. So, let me ask you another, a
2 different question.

3 MS. WONG WERTHMAN: Sure.

4 MS. NEVILLE: And I'm -- earlier in the
5 discussions with the Panelists you mentioned a little bit
6 about your understanding of the legal standard regarding
7 the use of race as a factor in making a redistricting
8 decision. And the question that I'm about to ask you is
9 sort of a hybrid, it's a technical legal question and,
10 please, if it is something that you do not feel
11 comfortable that you have the expertise to answer --

12 MS. WONG WERTHMAN: Thank you.

13 MS. NEVILLE: -- I do not want you to, this is not
14 a bar exam.

15 MS. WONG WERTHMAN: Thank you.

16 MS. NEVILLE: But just because you have this
17 experience at the Rose Institute I want to ask you this
18 question.

19 Are you familiar with how statistical information
20 can be used to demonstrate racial polarization, is that
21 something that you have --

22 MS. WONG WERTHMAN: No, not comfortable with that.

23 MS. NEVILLE: Well, thank you for answering that.
24 I want to turn it back to the Panel Members then.

25 CHAIR AHMADI: Do you guys have any?

1 VICE CHAIR CAMACHO: Go ahead.

2 CHAIR AHMADI: Okay. I also have a follow-up
3 question on --

4 MS. WONG WERTHMAN: Okay.

5 CHAIR AHMADI: -- one of your statements in the
6 interest essay, in the application.

7 MS. WONG WERTHMAN: Okay.

8 CHAIR AHMADI: You say that you "see the
9 cumulative effect of gerrymandering," kind of along the
10 question that the counsel just asked. Could you elaborate
11 on that, please, like what is the cumulative effects of
12 gerrymandering?

13 MS. WONG WERTHMAN: Many of the local election,
14 now, not competitive, for example that's one.

15 As a fairly moderate mainstream voter, I
16 personally feel like my vote doesn't count. I feel like
17 while we give input to our Legislators and it may not be
18 heard, it may not make a difference.

19 And I don't really see them reaching out to
20 average people, like me, with the exception of sometimes a
21 postcard on what kind of project they brought in. But
22 have they really reached out to people in our neighborhood
23 to ask what do you really care.

24 CHAIR AHMADI: Thank you very much.

25 MS. NEVILLE: Ms. Camacho or Ms. Spano.

1 PANEL MEMBER SPANO: Sorry, Mary, did you have
2 one?

3 VICE CHAIR CAMACHO: No, go ahead.

4 PANEL MEMBER SPANO: Oh, I was curious because you
5 mentioned you feel like you're disenfranchised and they're
6 not hearing your issues. I'm curious to know what your
7 issues are and your concerns are?

8 MS. WONG WERTHMAN: I simply feel like sometimes
9 candidates that make it through the primary don't really
10 reflect what I believe and a lot of my friends in the
11 area. We often joke in Bay Area there are very few
12 Republicans. But, you know, there are actually more than
13 I realize when I start talking with people.

14 But oftentimes we don't feel like we're
15 represented by our party.

16 PANEL MEMBER SPANO: Thank you.

17 MS. WONG WERTHMAN: Sorry.

18 PANEL MEMBER SPANO: That's okay.

19 MS. NEVILLE: You have about 40 seconds, if you
20 would like to make a brief closing statement, you may.

21 MS. WONG WERTHMAN: No. I appreciate opportunity
22 to meet you all, and whether or not I make it to the
23 panel, I just simply want to applaud all the work that
24 you've been doing because it's an inspiration.

25 CHAIR AHMADI: Thank you.

1 PANEL MEMBER SPANO: Thank you.

2 VICE CHAIR CAMACHO: Thank you.

3 MS. NEVILLE: Thank you for meeting with us.

4 MS. WONG WERTHMAN: Thanks.

5 MS. NEVILLE: We will be back at 4:29.

6 (Off the record at 4:14 p.m.)

7 (Back on the record at 4:30 p.m.)

8 MS. NEVILLE: Good afternoon, it's 4:30 and we're
9 back on the record.

10 And we have with us Ms. Raya, is that correct?

11 MS. RAYA: Yes. Yes, thank you.

12 MS. NEVILLE: Great. Welcome, Ms. Raya, we're
13 glad to have you here.

14 MS. RAYA: Thank you.

15 MS. NEVILLE: And we're going to begin with our
16 standard questions.

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

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

24 MS. RAYA: Well, I think the obvious important
25 skills that Commissioners have to have are to be able to

1 set aside preconceived notions, derived from your own
2 experience, in order to be open to whatever data's
3 received and to whatever testimony is received from the
4 public, and be -- have an open mind, as well, to what your
5 fellow Commissioner's have to say.

6 So, listening, listening effectively is a very
7 important skill.

8 Clearly, you also need to know how to identify the
9 data that's necessary to acquire how to get it, how to
10 analyze it, how to weigh the relative value of the data
11 that you get and determine how it will be applied to the
12 task.

13 I think it's also going to be important to know
14 how to hire and manage support staff and I think that will
15 undoubtedly include describing the duties you expect of
16 the support staff, and how you will measure performance
17 that they have actually completed, or provided the support
18 that the Commission needs.

19 It will be important to set, to be able to set
20 priorities for the Commission and to use time efficiently,
21 and that will be something that will be the responsibility
22 of a chair, but also of each individual Commission member.
23 So, it's important to be able to know how to do that.

24 I think you need to be able to get through a lot
25 of material, read through a lot of material quickly, to be

1 able to focus on what's important in that material, and be
2 able to sift out the minutia and be able to not get bogged
3 down in a wealth of material.

4 And in the end I think the most important thing is
5 to be able to make a decision, because I know there's
6 going to be a lot of information provided to the
7 Commissioners and you have to be able to just sort through
8 that, use your best judgment and come to a conclusion.

9 I think that I possess these skills to a
10 sufficient degree to serve on the Commission. There are
11 some things that are more challenging for me, abstractions
12 with numbers, I really have to make myself focus, usually
13 by taking notes or getting help from someone else who's a
14 little more skilled in that area. That's something that I
15 would need to work on.

16 I think sometimes, too, I can be an impatient
17 listener because I want to get to the point, I want to get
18 the result and I find myself, in my mind, jumping ahead to
19 the speaker's conclusions.

20 I do the same thing, if I take notes it makes me
21 slow down and focus a little better on what people are
22 telling me.

23 I don't believe that I have any impediments to
24 serving on the Commission.

25 MS. NEVILLE: Okay. Describe a circumstance from

1 your personal experience where you had to work with others
2 to resolve a conflict or a difference of opinion. Please
3 describe the issue and explain your role in addressing and
4 resolving the conflict?

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

8 MS. RAYA: I served as a volunteer, a community
9 member on a site committee for an under-performing school
10 in our local school district. It's the lowest income
11 school in our district, a lot of non-English speakers
12 among the children and, of course, the parents as well.

13 And the school received some of the special money
14 that was set aside to bring in consultants, study the
15 issue, determine where the problem was and try to find
16 tools that the school could use, obviously, to improve the
17 kids' performance.

18 The tension in that is that we were essentially a
19 committee of -- well, largely, a committee of outsiders,
20 in that we were not part of the faculty, we were not part
21 of the administration, and we were coming in and
22 participating in a critique of the district, the school
23 board, the administration of the school, the faculty and
24 there were some very strong feelings, I think, of having a
25 vested interest in where the school was going to go.

1 And, ultimately, the conflict that some of us on
2 the committee saw was that the school administration was
3 unable to connect with the parents. The principal was a
4 very high credentialed person, she had several degrees,
5 but she was English speaking, was not able to communicate
6 directly with parents, did not -- you just got a very
7 clear sense that the parents in that community were very
8 detached from their children's school experience, they
9 didn't know what was going on even when notices would be
10 sent home in other languages. There just was not that
11 personal connection.

12 And, ultimately, our assessment was that the
13 school needed to look -- the district needed to look at
14 bringing in a principal who could make that connection
15 with the students and with the community.

16 And, understandably, there was resistance not
17 because people didn't think it was a good thing to do but
18 simply because we were questioning the status quo and we
19 were raising issues.

20 In particular, at one school board meeting, I
21 raised the issue that having lived in that community I
22 could see that there were many things in the perspective
23 of the district that had not changed almost since I was in
24 kindergarten in that district, and that there was still
25 some resistance to the notion that cultural and linguistic

1 competence were important in an administrator.

2 And in fact, at that meeting, one of the board
3 members had a very angry confrontation, confronted me.
4 And, ultimately, I saw that what my role was in that whole
5 conflict was really to be the messenger who got shot, and
6 to give him the opportunity to express all his
7 frustration, whatever was coming out of his experience,
8 and to just let that go by so that we could then get to
9 the point of having a reasoned discussion.

10 And I think sometimes that's -- conflict has to
11 happen that way, it can't always be avoided. Sometimes I
12 think just it clears the air, sometimes it reveals
13 something about people that you need to know.

14 And, ultimately, the principal found a position
15 she was happier with elsewhere and the district did retain
16 a Spanish-speaking principal, who's made a tremendous
17 difference, and has engaged the parents and improved the
18 performance at the school.

19 As far as working with Commissioners to resolve
20 conflict, I think the way to do that is to first establish
21 where your common ground is, determine where it is that
22 you're going and, presumably, everybody's going in the
23 same direction of equitable redistricting.

24 Prioritizing the issues that you really have to
25 deal with and letting go of the ones, you know, not -- not

1 trying to take on every battle.

2 Not personalizing disagreements. And I think,
3 also, avoiding the use of loaded words when you're talking
4 to people. I don't know, why are you complaining, you're
5 wrong, you don't understand, I think it's just trying to
6 be very careful about the way in which you communicate
7 with people not to escalate disagreements.

8 MS. NEVILLE: Okay. How will the Commission's
9 work impact the State? Which of these impacts will
10 improve the State the most and is there any potential for
11 the Commission's work to harm the State and, if so, in
12 what ways?

13 MS. RAYA: I think the positive impact certainly
14 could be that if the redistricting is done as it should be
15 that elections will be more competitive, that more people
16 will in fact have a voice and perhaps be motivated to vote
17 because they feel they have a voice.

18 I think the psychology of that is very important.
19 I think also it will force candidates to really campaign
20 on the issues that are relevant to the particular district
21 they're running in and not to just assume that party or
22 incumbency is going to just continue to carry them along.

23 I think a good redistricting plan will assure the
24 long-term integrity of the electoral process.

25 And I think if this Commission is successful that

1 it could set a precedent for similar roles by citizens,
2 perhaps in other areas of government. Maybe it would even
3 be a model for Legislators or other states to follow. I
4 think that would be fantastic.

5 In terms of harm, the obvious, if the districts
6 are not drawn well or there's inequity, or if under-
7 represented voting groups are disenfranchised or lose,
8 perhaps, representation that they worked many years to
9 gain, that would be, I think, the biggest negative.

10 I think, also, there's the possibility of
11 provoking costly litigation. And I'm assuming that there
12 are a number of people, because of Prop. 27, who are still
13 opposed to the idea of this Commission and may be looking
14 for opportunities to continue to promote their position.

15 I think if the Commission doesn't do well it could
16 undermine confidence in citizen leadership.

17 And, of course, a big concern would be the
18 financial impact on the State if the financial resources
19 are not used wisely.

20 MS. NEVILLE: Describe a situation where you had
21 to work as part of a group to achieve a common goal, tell
22 us about the goal, describe your role within the group,
23 and tell us how the group worked or did not work
24 collaboratively to achieve this goal?

25 If you are selected to serve on the Citizens

1 Redistricting Commission, tell us what you would do to
2 foster collaboration among the Commissioners and ensure
3 that it meets its legal deadlines?

4 MS. RAYA: I was the -- excuse me -- the fourth
5 president of the La Raza Lawyers Association of
6 California, and it was a relatively young organization
7 when I became president.

8 We had a lot of people willing to do work, but we
9 needed more structure. And my board accomplished
10 organizing that structure by traveling throughout the
11 State and working with local Raza lawyers associations.

12 And it was a mutual support situation, no
13 hierarchies of power, or anything, just a cooperative
14 approach.

15 And our goals really were to increase the
16 representation of -- our reference, of course, was Chicano
17 lawyers in the profession, to get more students into law
18 school, to get more judges appointed, Latino judges
19 appointed. And to improve the provision of legal services
20 to our communities, to Spanish-speaking communities.

21 And the way that we did that was by establishing
22 not only the relationships statewide, among ourselves, and
23 that was from Northern California to Southern California,
24 and everywhere in between, but also with leaders of the
25 State Bar, with law schools, and with the Governor's

1 Office Appointment Secretary, for legal appointments.

2 It was a, I think, very collaborative approach in
3 that each -- we all took each other, you know, at face
4 value. That was the time when there was still a lot of
5 roles being redefined, gender roles, our organization
6 approaching people in power positions and asking them to
7 consider a different outlook on the profession.

8 But we just did a lot of communication. This was
9 pre-e-mail, of course, so everything was typed and mailed,
10 and we did a lot of traveling, we had a lot of meetings.

11 And in 1981 we met at the State Bar Convention in
12 San Diego and had over 200 Chicano lawyers attend. We
13 also had our first Judge's breakfast, honoring our judges
14 who were then on the bench, and Justice Rose Bird
15 attended. And Governor -- well, then mayor, Pete Wilson,
16 welcomed our convention.

17 So, we really felt that we had achieved a goal of
18 establishing relationships that would have an ongoing
19 positive effect for the judges, I guess ultimately to the
20 appointment of Justice Cruz Reynoso to the Supreme Court.

21 So, a lot of that came out of respect and I
22 think -- I think that that's the way collaboration would
23 be effective on this Commission, having respect for each
24 others' opinions, setting priorities together,
25 establishing deadlines by, you know, working backwards

1 from goals to set benchmarks and I think just being very
2 open to the fact that we're all heading in the same
3 direction, just finding a way to get there together.

4 A considerable amount of the Commission's work
5 will involve meeting with people from all over California,
6 who come from very different backgrounds and very
7 different perspectives.

8 If you are selected to serve on the Commission,
9 tell us about the specific skills you possess that will
10 make you effective at interacting with the public?

11 MS. HAMEL: Five minutes.

12 MS. RAYA: I think I'm a good listener. I think
13 I'm approachable. I'm open to people. I have experience
14 living and working with all kinds of people.

15 In my business I deal with people of different
16 language backgrounds, different racial groups, ethnic
17 groups, ages, economic status, different kinds of
18 businesses, anywhere from, you know, a very small, one-
19 person shop to agencies that have multi-million dollar
20 budgets, so I'm very comfortable.

21 From a personal stand point, I think this is true
22 for many minorities, you always have a foot in two worlds.
23 You grow up that way if you -- you know, you're in your
24 own community, but you're also moving out into the larger
25 world, so you're always exposed to something different.

1 And I think, also, because my family has always --
2 that's just the way my parents lived, that's the way I
3 grew up is respect for people, maintaining people's
4 dignity, that there's dignity in whatever kind of work
5 people do, there's dignity wherever your home is.

6 And I think that the importance is to make
7 voters -- or the public, I should say, feel welcome, feel
8 that they are going to be heard, that their opinions will
9 be respected. Everybody has a story behind their
10 opinions, and feelings, and concerns and I think it's just
11 important to know that that's valid, that that's important
12 to that person and to acknowledge it.

13 And I think that those are skills I have in
14 working -- working with any number of people.

15 MS. NEVILLE: Okay, thank you.

16 Mr. Ahmadi, your 20 minutes.

17 CHAIR AHMADI: Yes, thank you. Good afternoon,
18 Ms. Raya. Sorry.

19 MS. RAYA: Good afternoon. Hello.

20 CHAIR AHMADI: In response to question one you
21 alluded to the need for certain skills, impartiality,
22 open-mindedness, listening skills, ability to gather data
23 and all that. You also mentioned the ability to
24 understand what support do you need or to be able to hire
25 and manage the support staff.

1 Could you please elaborate on that and see, should
2 you be selected as a Commissioner what kind of support do
3 you need?

4 MS. RAYA: Well, I'm assuming that we're going to
5 need the people who will gather, actually gather the data,
6 put data together, whether that is particular consultants
7 or -- and I'm sure a certain amount of clerical help. I
8 think legal counsel.

9 I've been reading through as many things as I can
10 about the law, but also about the history of redistricting
11 efforts and I think that there -- there probably could be
12 a lot of legal minefields, and so I would think legal
13 counsel.

14 I don't know what kind of budget there is for
15 that, but I assume that once we have an idea what's
16 available, then you know how many people you can get to be
17 of assistance.

18 CHAIR AHMADI: You also mentioned gathering data
19 or I better say you'll hire -- you'll need support to
20 gather data for the Commission. What kind of data would
21 the support staff gather for the Commission?

22 MS. RAYA: Well, I know that the Commission will
23 ultimately receive the census results, but I know that
24 there's also information behind that, if you will, that I
25 think would be valuable in understanding language groups,

1 understanding the history of some of the under-represented
2 districts or communities in the State, to understand how
3 those -- whether those communities are still reflective of
4 a particular demographic or have they changed?

5 I know in Los Angeles, communities that used to be
6 mostly Latino are now shifting to be partly Latino, partly
7 Asian, partly Anglo moving into some areas. So, I think
8 it's going to be important to really understand some of
9 those things behind that, what the actual -- maybe the
10 numbers of voting age residents in areas, to really make
11 an assessment. So, I think that's some of the information
12 we would have to get.

13 CHAIR AHMADI: So, how much reliance will you have
14 on the staff to get you that information versus you
15 getting it firsthand?

16 MS. RAYA: Well, I think it's incumbent on each
17 Commissioner to do as much individual research, study,
18 becoming informed, but there has to be one source that
19 everybody has, so that everybody is working from at
20 least -- the material that's going to be used to make
21 judgments, everybody has to have access to the same --
22 that same information.

23 I don't know, also, if there are some issues with
24 respect to the Open Meeting law, with regard to materials
25 that are distributed and acquired, so I think that would

1 be something else.

2 But I do think you're going to have to rely --
3 this isn't a -- as I understand it, that people are going
4 to be working 40, 60 hours every week, and to really do
5 all of that yourself, you would need the Commissioners to
6 put in a lot more time.

7 CHAIR AHMADI: So, help me understand, please.
8 Let's say that you're one of the Commissioners and it's
9 January of 2011, in your mind do the first weeks or maybe
10 even months look like, what are some of the activities
11 that you'll be involved with?

12 MS. RAYA: Well, I think the first thing is going
13 to be the Commissioners need to meet each other, spend
14 some time getting to know each other, understanding each
15 others' background a little bit, what -- and perhaps
16 identifying each Commissioner's strengths.

17 Maybe somebody's really good at analyzing numbers
18 and so you want to know who that person is.

19 I have a law background, you know, I think I can
20 interpret and relate to legal issues.

21 Somebody else may be a sociologist and understand
22 some of the demographic issues, and language, other issues
23 that would be important, so I think that's going to be
24 part of it

25 And then I think just setting forth a schedule,

1 understanding availability and when public matters,
2 hearings would be scheduled, really, establishing a
3 calendar. I think those are the first things in
4 determining, then, what kind of staff is needed to support
5 the efforts of the Commission and going through that
6 process, finding out what the process actually is to hire.

7 CHAIR AHMADI: So, what kind of information would
8 you be gathering at the public hearings?

9 MS. RAYA: I think listening to what people's,
10 their experience has been with voting. I think a lot of
11 people have probably have had experience with voting
12 rights problems.

13 I think people -- I think there are so many
14 disaffected people, people who haven't voted. I don't
15 even know you can even call them voters because they just
16 don't vote anymore, people who feel there is no voice for
17 them.

18 So, I think it's hearing -- hearing those issues.

19 I think it's also going to be hearing from people
20 who are opposed to this process and opposed to having this
21 Commission, I think you're going to have to hear that as
22 well, and be clear -- the Commission's going to have to be
23 clear about how to address, how to avoid any pitfalls that
24 might lead to perhaps litigation later.

25 CHAIR AHMADI: Is that why you would be gathering

1 information from those who proposed Prop. 11?

2 MS. RAYA: Well, I think they're members of the
3 public. I would assume that that's an opportunity for
4 everyone to express an opinion. I'm not saying that I
5 would necessarily seek that out, but I just would expect
6 that we would hear -- the Commission would hear.

7 CHAIR AHMADI: Yeah. No, thanks, maybe I should
8 put it this way --

9 MS. RAYA: Okay.

10 CHAIR AHMADI: -- why would you want to hear from
11 people who did not -- or did not vote for Prop. 11, for
12 example?

13 MS. RAYA: Because I think there were some
14 important concerns people raised about -- people who were
15 in opposition to Prop. 11, concerned that minority
16 communities would be disenfranchised, that perhaps some of
17 the gains that have been made in under-represented
18 communities would be lost in redistricting.

19 So, I think that's an important issue to hear from
20 people about those concerns.

21 I think people also have concerns about the cost
22 of the Commission, especially considering the state of the
23 State budget.

24 And so, I think it's going to be important to be
25 reminded of the accountability to the public, the

1 responsibility to the public to handle -- to spend the
2 funds wisely, to have a good product come out of it.

3 CHAIR AHMADI: Okay. So, to make sure that I
4 heard you correctly, you'll be gathering all this
5 information to better prepare the Commission to deal with
6 that?

7 MS. RAYA: Yes, because I think --

8 CHAIR AHMADI: Is that right? Okay.

9 MS. RAYA: -- I think the Commission has to have a
10 context for the numbers, for the maps and numbers, I
11 think.

12 CHAIR AHMADI: Okay, thank you.

13 In response to standard question number two you
14 provided a very good example, which allows me to have a
15 little bit, you know, discussion on a few questions that I
16 have, basically follow-up questions.

17 Obviously, you're a Hispanic female and you wanted
18 to change the principal on this school, who happened to be
19 an Anglo, and there may have been some perception of you
20 being biased when you were working towards that goal. How
21 did you handle that?

22 MS. RAYA: I think I handled it by being very low
23 key, very calm, trying to stick to the issues and to make
24 it clear that we were talking about the problems the
25 school had, very clear areas where the school could make a

1 difference connecting with parents.

2 And the fact that there were many people available
3 to apply for a position in a school like that, who had the
4 skills to accomplish the change.

5 So, I think just by sticking to the issues, not
6 personalizing it and not taking it personally that there
7 were people who were very angry.

8 CHAIR AHMADI: Could you share some of the details
9 on the confrontation with the board member?

10 MS. RAYA: Yeah, he was an older gentleman who had
11 been on the school board for a long time. I've lived in
12 the community most of my life so I understand --
13 understood what his experiences were that brought him to
14 this point. He was older, he was male, he was Anglo, had
15 a long tenure on the school board. And this was not that
16 long ago so it wasn't -- it wasn't as though I was 25 or
17 something.

18 But I know his perception of me was here's this
19 young woman coming up here and she's going to tell me what
20 to do.

21 And I recounted an experience I had as a child and
22 also recounted that when I went to enroll my own child in
23 school I thought that things had really not changed in the
24 intervening years and now here we are again and it's
25 still -- we're still dealing with the same issues and the

1 Board isn't recognizing it.

2 So, he was very angry, he actually said to me I
3 can't see you, you need to stand up when I'm talking to
4 you. And so, you know, I stood up and I --

5 CHAIR AHMADI: Did you find that offensive?

6 MS. RAYA: No. You know, actually I didn't.
7 Maybe because that's because I'm kind of past
8 personalizing things in that way and really being
9 offended. It was rude, it was definitely rude. But I
10 also think it revealed him to the other people in the
11 room.

12 So, people who were maybe equivocating a little
13 bit about how to solve this problem began to realize that
14 we were no longer having a rational discussion, now we
15 were into the personal and we needed to take a step back
16 and deal with the problem.

17 CHAIR AHMADI: So, what was your immediate
18 response when you heard that phrase or that statement?

19 MS. RAYA: You know, I just -- I smiled. I got up
20 and I stood in the aisle and I said can you see me now?
21 And went on with the discussion. I said, is this better,
22 and went on with the discussion. And really, that pretty
23 much, I think silenced him.

24 CHAIR AHMADI: Thank you. A few times you
25 mentioned that the perspectives had not changed since you

1 had gone to the elementary school, in that same school.

2 MS. RAYA: Uh-hum.

3 CHAIR AHMADI: What would you have liked to see
4 changed in that time, span of time?

5 MS. RAYA: I guess I would have expected that the
6 district and the administrators would have realized that
7 you cannot effectively engage the parents if you can't
8 talk to them. That just really was surprising to me that
9 that was a concept that seemed not to have taken hold.

10 She was very competent. She was very competent,
11 she had very good faculty, a lot of wonderful teachers on
12 the staff, very committed people, but just no connection.
13 And in that community it was very important to draw the
14 parents in, in order to get them involved in working with
15 their kids. That was the only thing that was going to
16 make a huge difference.

17 CHAIR AHMADI: So I understand, from what I'm
18 hearing, is this is a Hispanic community or a mix of
19 different --

20 MS. RAYA: That particular school was
21 predominantly Latino, Spanish-speaking, and the lowest
22 income school, probably, in the district as well.

23 San Gabriel is the community and the demographics
24 have shifted tremendously, but that school still remains
25 largely Latino.

1 CHAIR AHMADI: Okay. How did you get involved,
2 initially, in that task?

3 MS. RAYA: I'm very involved in the community in
4 different ways and I happened to have worked with some
5 school board members on other issues, including a school
6 bond measure. And so when that site committee was formed
7 and they were looking for people to volunteer, that had
8 sort of categories and they wanted a community person, who
9 was also a business owner, so they asked if I would serve
10 on the committee.

11 CHAIR AHMADI: Okay. And I'm sure that there must
12 have been some rules or regulations to govern the
13 assignment to that position. Was there any violation of
14 any rules or anything, or what helped you achieve success
15 in that project?

16 MS. RAYA: I'm sorry, violation of rules as to
17 what the school was doing or the district was doing?

18 CHAIR AHMADI: Yeah, was there any violation of
19 rules or anything?

20 MS. RAYA: No, there weren't any really -- they
21 weren't legal issues. I mean, the kids were getting their
22 education, there were some bilingual support services, you
23 know, plans for the children who needed more language,
24 English language instruction and so on.

25 It was more that they were not reaching their

1 potential and a lot of that was because kids weren't
2 getting assignments done, weren't engaged, really, so much
3 in the classroom sometimes just because they weren't
4 getting what they -- the support from home. Not that the
5 parents didn't want to or didn't care. I mean, they would
6 walk their kids to and from school, but then they would be
7 completely mystified by, oh, here's your homework, I have
8 no idea what this is.

9 MS. HAMEL: Five minutes.

10 MS. RAYA: So, it was really more a question, I
11 think, of just being sensitive and aware of the needs of
12 the community, the language needs and meeting those needs.

13 CHAIR AHMADI: Okay, thank you.

14 Since I have a short time, let me just go to my
15 next question. And this is about material that I came
16 across in your application, actually. You mentioned that
17 you are aware of the social and economic relationship that
18 results from the movement of residents across the border
19 and that this dynamic -- this dynamic is obvious in other
20 areas, such as the Central Valley, where immigrants --
21 where migrants are a significant part of the agricultural
22 workforce.

23 What are some of the issues related to this
24 dynamic that the Commission might address?

25 MS. RAYA: Well, I think one issue that might be

1 addressed is the fact that there are populations that are
2 mobile and so there may not -- it may be harder to
3 identify groups that you in particular want to be
4 sensitive to in terms of their voting rights.

5 Also, that you may miss people and a lot of people
6 may have been missed, still, in this census, even with the
7 relatively high response rate. But people might not have
8 been included in assessing numbers in --

9 CHAIR AHMADI: You mean in the census data?

10 MS. RAYA: Yes. And just also in any other
11 studies that look at residents. I know housing issues,
12 some of those other things that might come into play when
13 you're looking at design -- not designing, but district
14 making, arranging the districts so that you're taking into
15 account the relationship of one community to another or
16 just the boundaries of different community interests.

17 Some people just may not be -- may not have that
18 voice, you know, where you're going to be noticing who
19 they are. Maybe they're -- even their cities and counties
20 are not necessarily tuned into where some pockets of
21 people are that are under-represented.

22 CHAIR AHMADI: Sorry for rushing you but since I
23 have --

24 MS. RAYA: Yes, sorry.

25 CHAIR AHMADI: I'm running out of time one, maybe

1 last question. I would you find out that the census data
2 is not complete?

3 MS. RAYA: Well, I don't -- I think there's always
4 the assumption that there are people that are missed. I
5 think I saw something that said the results were in the
6 90s, if I'm correct about that, in the response.

7 CHAIR AHMADI: I know.

8 MS. RAYA: I'm not sure, 90 percent.

9 CHAIR AHMADI: Sorry.

10 MS. RAYA: But I think there's -- I think that
11 that's -- any time you're going out and asking for that
12 kind of information I'm sure there are people that did not
13 respond, there may be -- but not necessarily just the
14 census, but other studies -- or other assessments of needs
15 in the community and where people are living, those
16 things, housing, and vacancy and so on, those things
17 may -- people may have been missed.

18 CHAIR AHMADI: Okay, thank you very much.

19 MS. RAYA: Thank you.

20 CHAIR AHMADI: No more questions at this point.

21 MS. NEVILLE: Okay. Ms. Camacho, your 20 minutes.

22 VICE CHAIR CAMACHO: Thank you. Hello, Mrs. Raya.

23 MS. RAYA: Hello.

24 VICE CHAIR CAMACHO: Ms. Raya, I'm sorry.

25 MS. RAYA: Thank you, it's all right.

1 VICE CHAIR CAMACHO: I have a few questions. You
2 touched upon the time when you were the president of the,
3 I know I'm not going to say this right, La Raza?

4 MS. RAYA: Yes.

5 VICE CHAIR CAMACHO: You kind of gave a little bit
6 of information on increasing the representation, also
7 going to Northern and Southern California. Can you kind
8 of go a little bit into that, when you were talking about
9 going to Northern and Southern California, what did you
10 do, who did you see, what were the interactions?

11 MS. RAYA: The purpose, mainly, was to meet with
12 Latino lawyers throughout the State, and in a number of
13 counties and cities Latino lawyers came together to form
14 organizations.

15 Sometimes just for the psychological support of
16 having other people who understood what you were going
17 through, perhaps, but also to advocate for, perhaps,
18 judicial appointments in their county.

19 So, the travel was to get to know the different
20 areas, to understand what kinds of candidates might be
21 successful, who's available, who qualifies, what kind of
22 support do you have in the rest of the legal community?

23 Do you have students here, in this community, who
24 are interested in attending law school, how do we get them
25 prepared and get them through the process to get them

1 admitted?

2 So, there were a number of things that we were
3 looking at. Also, the provision of legal services to
4 Spanish-speaking communities.

5 So, in terms of the State organization it was to
6 provide support to the local organizations, sort of the
7 clout, if you will, of the umbrella organization to these
8 local organizations who might have been trying to get
9 funding for legal services, get space, get people to
10 volunteer. Whatever it might be, but just to deal with
11 that particular aspect as well.

12 VICE CHAIR CAMACHO: What did you learn from going
13 to these different areas and identifying what legal
14 services were needed by these communities and these
15 individuals for -- to interest them into the law practice
16 and how could you relate that to being a Commissioner?

17 MS. RAYA: Well, I would say that going to
18 different communities gives you an opportunity to see
19 first of all, I think, how people really have so many
20 goals and desires in common. People generally, pretty
21 much want the same things, they want a good life, they
22 want to educate their kids, they want to live in peace,
23 have a job, have a home, whatever it is, but we all pretty
24 much want those things. In some places it's harder to get
25 them.

1 And I think to parallel that to the Commission, I
2 think most people want to feel that they have a voice in
3 their government. So many people don't feel that way now.

4 And I think it's important to -- for the
5 Commission to recognize the value that that voice has to
6 people and, in particular, to people who have had a hard
7 time maybe getting that voice.

8 So, I think it's understanding -- just
9 understanding that somebody you might think lives out in
10 the middle of nowhere has just as much of a right and just
11 as much of a desire to be heard as the person who can, you
12 know, go stand out in downtown L.A. and draw a thousand
13 people in half an hour with a soapbox.

14 So, I think it's just being open to the
15 diversity -- and I don't mean that ethnic or racial
16 diversity, but the diversity economically, socially, and
17 so on in the State.

18 VICE CHAIR CAMACHO: Okay. There was one
19 statement that you made and I just wanted to get a little
20 bit of clarification for myself. You were talking about
21 some of the areas that you would need just a little bit
22 extra help while you were a Commissioner, and you were
23 talking about -- I'm thinking -- make sure I said this
24 right, abstraction with numbers. Can you kind of clarify
25 that for me, please, so I kind of understand?

1 MS. RAYA: Yeah. I was looking at a breakdown of
2 the census of -- apparently, there's something like 60
3 some racial and ethnic categories possible in the census.
4 Okay, and I'm looking at this chart and it just keeps
5 going in zigzags down with different numbers. And that
6 kind of thing just makes my head spin to look at it
7 because it's -- there's kind of not a picture there, it's
8 just a lot of numbers.

9 So, when I see something like that, it's helpful
10 to me to look either for text or to have somebody who's
11 really skilled, more skilled and has more experience at
12 reading that kind of numerical chart or display, somebody
13 who can sort of pinpoint for me what's really important in
14 this.

15 I'm a visual person, I'm a word person, so I need
16 to have a picture drawn so to speak. Sometimes it's just
17 writing it down, kind of making my own little map and then
18 I can -- then I get it.

19 VICE CHAIR CAMACHO: Okay.

20 MS. RAYA: That's what it is.

21 VICE CHAIR CAMACHO: I just needed a little bit of
22 clarification on that.

23 There was -- I think it was in one of your letters
24 of recommendation, they talked about, or I think it may
25 have been in your application, it was the Ramona Convent

1 Secondary School, I have a question related to that.

2 What did you personally do to help bring back the
3 Ramona Convent Secondary School from its precarious
4 financial position to a position of strength and what
5 lessons did you learn from this experience that would
6 assist you in your work for the Citizens Redistricting
7 Commission?

8 MS. RAYA: Well, my involvement as a board member,
9 my responsibility as a board member was to chair the
10 development committee. So, in part, the help was in
11 raising funds, getting more alumni involved in supporting
12 the school. It's always harder to get women to help their
13 schools. For some reason, you know, the men give to their
14 school and women need to be persuaded a little more.

15 So, it was partly that development. But I think
16 what I learned was how important it is to keep
17 communication going all the time with whatever
18 constituency you're trying to work with. It's not enough
19 to send something out every once in a while and then sit
20 back and wait for a response to come in.

21 I guess on the Commission I would see that as the
22 need to inform the public, to keep the public well
23 informed about what the Commission is doing and to keep
24 offering opportunities for the public to participate in
25 the process. Otherwise, I think the Commission runs the

1 risk of just being another bureaucracy and not really what
2 I think it was intended to be, which was truly engaged
3 citizens on -- you know, on a peer level, so to speak.

4 VICE CHAIR CAMACHO: How do you think it would be
5 the best way to engage the public in this redistricting?

6 MS. RAYA: You know, I thought about this,
7 wondering whether -- but then I read the Bagley-Keene Act
8 and I thought, oh, I don't know if this work. But I
9 thought, oh, it would be really great if Commissioners
10 could go out and speak to -- okay, I belong to a thousand-
11 member rotary club and I'm going to go and talk about the
12 work of the Commission, as an example.

13 Maybe somebody else has, you know, a member of a
14 big church group or something, but just putting a face on
15 the work of the Commission and connecting.

16 Because not -- obviously, not a lot -- not
17 everybody's going to come to a hearing or necessarily
18 respond in writing, so it may be that the Commission has
19 to go out rather than sit here waiting for people to come
20 in. That's one thought I had.

21 VICE CHAIR CAMACHO: Okay. Where is your favorite
22 place to go in California and why?

23 MS. RAYA: Wow, am I going to get in trouble with
24 somebody?

25 (Laughter.)

1 MS. RAYA: You know, I'm kind of a city person, so
2 I think there are many beautiful places to go, I love
3 going to Mammoth and so on, but I'm not a camper. I love
4 San Francisco, I really do. You can do the outdoor stuff
5 in San Francisco, great museums, theater, food, farmer's
6 market, yeah. To me, it has a lot of things. I worry
7 about earthquakes but, other than that, it's great.

8 VICE CHAIR CAMACHO: Thank you, that was my last
9 question.

10 MS. RAYA: Thank you.

11 MS. NEVILLE: Ms. Spano?

12 PANEL MEMBER SPANO: Good afternoon.

13 MS. RAYA: Good afternoon.

14 PANEL MEMBER SPANO: Good afternoon. I was going
15 to go back to your work on the president of La Raza
16 Lawyers Association. Oh, actually, sorry. I want to go
17 back to your work on the school site committee and you're
18 a volunteer.

19 MS. RAYA: Okay.

20 PANEL MEMBER SPANO: And you mentioned that your
21 contentious argument with the older gentleman, that was on
22 the board for quite a long time, a male, Anglo man. Can
23 you tell me what the demographics of the other board
24 members were, were they similar?

25 MS. RAYA: At the time I believe the entire board

1 was Anglo. There may have been one young Latino on the
2 board at the time.

3 PANEL MEMBER SPANO: And at the school, what was
4 the composition of the administration and the teachers?

5 MS. RAYA: Again, I would say predominantly Anglo.

6 PANEL MEMBER SPANO: And do you feel that
7 contributed to not getting the parents engaged and not
8 being able to talk to them effectively?

9 MS. RAYA: I do only from -- but only because the
10 leadership in the school was not aware of how important it
11 was to have direct communication, the principal. I think
12 the principal just didn't understand that, didn't see it
13 herself. We had to come in from outside and say, oh, do
14 you realize this is what's going on here?

15 They were all very qualified people, wonderful,
16 dedicated teachers who took a lot of time with their kids,
17 so I would not criticize the teachers for not being aware.
18 You know, I think people understand their limitations. I
19 mean, I deal with a lot of Asian clients and I don't speak
20 Chinese or Vietnamese, so I understand that sometimes you
21 just have to acknowledge your own limitations.

22 But I think it really came more from a point of
23 view of everything was very structured, organized, you
24 know, followed all the rules, but just missed that idea of
25 actually connecting with a person.

1 PANEL MEMBER SPANO: Do you feel that this current
2 redistricting effort can help with these types of concerns
3 in other communities, as well as this one, if it's still
4 continuing? You said there was improvement, they met
5 their benchmark goals. But do you feel that there's room
6 for improvement and redistricting can help with this type
7 of issue and concern in the community?

8 MS. RAYA: Well, I guess in the sense that if by
9 redistricting people are able to elect representatives who
10 are attuned to their community, the interests of their
11 community, yes.

12 I don't think it's an automatic that because you
13 elect someone from your own community, so to speak, that
14 it's an automatic solution or that that person is
15 automatically going to turn out to be the perfect
16 representative.

17 I don't -- in the case of Roosevelt School --

18 PANEL MEMBER SPANO: Uh-hum.

19 MS. RAYA: I think I revealed the name of the
20 school but --

21 PANEL MEMBER SPANO: That's okay, it's in your
22 app. It's all public.

23 MS. RAYA: Yeah, it's public anyway. But in the
24 case of the school, it wasn't -- it wasn't that the
25 principal or faculty, and everybody had to be Mexican

1 American in order to teach those kids.

2 PANEL MEMBER SPANO: Sure.

3 MS. RAYA: They just had to understand what kind
4 of connection they had to make. They had to understand
5 what kind of resources they had to bring. They had to
6 understand how the parents thought, what the parents
7 wanted or needed in order to help their kids achieve.

8 So, I think it's the same with redistricting, yes,
9 it's important that you follow the standards of the Voting
10 Rights Act and that people not lose their representation,
11 at the same time I don't think you can operate strictly
12 from a point of view that, oh, we have to maintain this.
13 Looking back at previous redistricting efforts, a number
14 of times really didn't -- they didn't really result in
15 change, right, the incumbent stayed in.

16 Maybe that was okay, maybe not, maybe it was time
17 for somebody else to come in and better serve that
18 community.

19 PANEL MEMBER SPANO: So, with the board members,
20 do you think that the board members fairly represented
21 their constituents in this district?

22 MS. RAYA: I think that they were people who had a
23 great interest in -- you're talking about the school
24 district, right?

25 PANEL MEMBER SPANO: Uh-hum, uh-hum.

1 MS. RAYA: I think they were people who had a
2 great interest in education, they had been in the system a
3 long time and the world had changed, and people's
4 expectations in the community had changed. That school
5 district was desegregated in 1957, okay, so we're talking
6 about 2000 or so that I think the committee was operating,
7 and that many years later you're still arguing the same
8 issues, still trying. You know, change is a long time
9 coming.

10 PANEL MEMBER SPANO: I'd like to talk about your
11 work on the Committee of Bar Examiners, the Moral
12 Character Subcommittee.

13 MS. RAYA: Uh-hum.

14 PANEL MEMBER SPANO: How did you get involved in
15 this subcommittee?

16 MS. RAYA: Well, I was on the Committee of Bar
17 Examiners so, you know, everyone serves on a subcommittee
18 of the Committee of Bar Examiners, and the Moral Character
19 Subcommittee, bit structure here -- the Moral Character
20 Subcommittee is the one that I was -- spent a good deal of
21 time on.

22 PANEL MEMBER SPANO: Were you chair?

23 MS. RAYA: I was chair of that committee for a
24 time, yes.

25 PANEL MEMBER SPANO: Okay. And what were your

1 responsibilities in addition to chair?

2 MS. RAYA: We convened -- we reviewed applications
3 for people who had been denied admission to the Bar
4 because of some moral character issue, which could have
5 been anything from really committing some kind of a crime
6 of fraud, or whatever. It could have been somebody who
7 had a number of failures to appear on traffic citations.
8 Different issues that raised a question about perhaps
9 their respect for the legal system that, you know, they're
10 going to be an officer of the court, but they're
11 disrespecting the court by not appearing 10, 12, 15 times
12 that they're summoned to appear.

13 So, it was to hear -- sometimes to hear testimony
14 from the applicant and then to consider the record and
15 make a determination whether that person should be allowed
16 admission.

17 PANEL MEMBER SPANO: So, these were people that
18 passed the Bar that were trying to get their --

19 MS. RAYA: Yes.

20 PANEL MEMBER SPANO: -- okay, licensure?

21 MS. RAYA: Yes.

22 PANEL MEMBER SPANO: Okay. Can you describe the
23 different groups and individuals that you served or you
24 heard from?

25 MS. RAYA: You know, it was a real range of

1 people. Some were -- you know, I mentioned the failure to
2 appear guy because that always stuck in my head. But he
3 was, you know, a relatively young guy, I think somebody
4 who just sort of blew off whatever happened and didn't
5 think a traffic citation was a big deal, I guess. And all
6 the way to people who were maybe embarking on a second
7 career and had some legal or other problems in their
8 background but, you now, obviously were mature,
9 responsible people that just kind of got stuck with a
10 little bit of baggage and needed to go through the process
11 to get approved.

12 PANEL MEMBER SPANO: From your recollection, did
13 the needs of these groups and people differ by demographic
14 breakdown, such as socioeconomic, age, race, et cetera,
15 income?

16 MS. RAYA: I don't think so. I think, you know,
17 it was pretty much across the board. Maybe more males
18 than -- I don't know what that means, but as I recall,
19 yeah, I don't recall seeing too many -- too many women.

20 PANEL MEMBER SPANO: The women have more moral
21 character.

22 MS. RAYA: I don't know, or maybe just managed to
23 skate through.

24 PANEL MEMBER SPANO: Since these people were just
25 applying for the licensure were they fairly all young or

1 did you see broad age groups?

2 MS. RAYA: The age group ranged, you know, from
3 twenties to maybe middle age. I think beyond that you're
4 not getting too many people who are just trying to get
5 admitted to the Bar.

6 PANEL MEMBER SPANO: Was your being impartial
7 always easy?

8 MS. RAYA: No, it wasn't. You know, I think -- I
9 think this poor guy that was the failure to appear, I'm
10 going to use him again. But I just saw that as such a
11 disregard of the opportunity you were given.

12 I know how hard I worked to go to law school, I
13 know how hard all my friends worked and I just thought,
14 you know, you were handed this and this is how you
15 respond, you know, and this is how you look at it. I just
16 couldn't understand somebody not taking it seriously.

17 It really took a while for me to -- you know, I
18 had to really make myself step back and say, okay, does he
19 get it, you know, or is -- you think, you don't want to
20 deny somebody admission for what seems to be a minor
21 thing, but at the same time, you know, your own buttons do
22 get pushed based on -- you know, that's what you bring to
23 the table. But you just have to make yourself step back.

24 PANEL MEMBER SPANO: Okay. Is that what you do to
25 reinforce your impartial stance at these times?

1 MS. RAYA: Yeah, I think you have to say -- you
2 have to know that about yourself, you have to recognize --
3 we all have biases, we all have prejudices, we're human
4 beings, nobody is free of that. I think you just have to
5 know what yours are.

6 PANEL MEMBER SPANO: Yes. From this experience,
7 what did you learn from this work that can enhance your
8 skills as you make decisions as Commissioner in
9 determining the boundaries and interacting with your
10 fellow Commissioners?

11 MS. RAYA: Well, I guess for us to say that, you
12 know, again, knowing what your own buttons are, not
13 personalizing issues, and taking whatever information
14 you're given in this process, you know, just at face value
15 and working from there.

16 PANEL MEMBER SPANO: You mentioned in your work
17 with the La Raza organization that you often approach
18 leaders to get the work out, the Governor's Secretary you
19 mentioned.

20 Is there any instances of you interacted with
21 elected officials?

22 MS. RAYA: Well, I guess yes, in that we did lobby
23 the Governor for judicial appointments.

24 PANEL MEMBER SPANO: As a registered lobbyist?

25 MS. RAYA: But by lobbying I mean -- no, no, no.

1 Let me take that word back. Okay. No.

2 We did advocate --

3 PANEL MEMBER SPANO: Okay.

4 MS. RAYA: -- for Latinos to be appointed to the
5 bench.

6 PANEL MEMBER SPANO: Okay. Have you had any other
7 interaction or relationships with any elected officials?

8 MS. RAYA: Well, I mean, on a personal level but
9 not --

10 PANEL MEMBER SPANO: Personal basis?

11 MS. RAYA: I've never been a lobbyist; I've never
12 held elected office.

13 PANEL MEMBER SPANO: I gather you don't plan to,
14 either?

15 MS. RAYA: No, no.

16 PANEL MEMBER SPANO: Okay. Can you tell me the
17 worst experience you've had while participating in a group
18 decision making and what role you played in managing the
19 conflict?

20 MS. RAYA: I'm trying to think of -- excuse me.

21 PANEL MEMBER SPANO: Uh-hum.

22 MS. RAYA: Some time ago, this was quite a long
23 time ago. And you don't mind, I won't identify this
24 geographically or anything.

25 PANEL MEMBER SPANO: Sure.

1 MS. RAYA: But I was employed at a university and
2 a number of issues arose which I guess we would now
3 characterize as -- they would fall somewhere in the
4 category of sexual harassment, with respect to a number of
5 women employees and a particular male administrator.

6 And, ultimately, the administrator was removed
7 from his position because we -- the group of women who
8 were affected filed a complaint, filed a complaint with
9 the university and pursued it.

10 And that was personally painful, not because
11 anything terrible happened to me, but because I really did
12 not want to see that happen to him, but there was no
13 resolution, no acknowledgement on his part that there was
14 a problem that needed to be dealt with.

15 And, ultimately, he left no choice to the
16 administration except to reassign him. And, you know, my
17 role in that was somewhat of a leader of the group,
18 helping to organize and focus the issues, get away, again,
19 from the emotional and personal aspect of it, and also to
20 keep it from becoming an issue about who's going to
21 replace him.

22 You know, I really felt it just needed to focus on
23 solving this particular problem.

24 And afterwards, you know, it was terrible, it was
25 just terrible to have to walk around and see him, see some

1 of these people. You know, you don't -- it's not
2 something you do lightly, but I felt it was the right
3 thing to do to stand up for these women, and I felt he
4 needed to take responsibility for it.

5 PANEL MEMBER SPANO: Did you participate in the
6 decision?

7 MS. RAYA: No, no, no, I had nothing to do with
8 the decision.

9 PANEL MEMBER SPANO: Okay.

10 MS. RAYA: I was more, you know, trying to get the
11 university to address it.

12 PANEL MEMBER SPANO: Do you belong -- thank you.
13 Do you belong to any clubs, organizations and/or groups
14 that would benefit in any way by you being named to the
15 Citizens Redistricting Commission?

16 MS. RAYA: I don't think so. I really belong to
17 very little these days. I've given up a lot of my
18 memberships --

19 PANEL MEMBER SPANO: Oh, have you? You have a
20 long list here. Okay.

21 MS. RAYA: Yeah, I'm a little more focused on --
22 you know, having to be a little more focused on my
23 business. And that's actually one of the reasons why I
24 feel I'm available for a position like this, it's the
25 right time for me to be able to do something like this.

1 PANEL MEMBER SPANO: You have the time now?

2 MS. RAYA: Yeah.

3 PANEL MEMBER SPANO: Okay, thank you.

4 MS. NEVILLE: You have time; you have two and a
5 half minutes left.

6 PANEL MEMBER SPANO: Oh, that's okay.

7 MS. NEVILLE: I thought you thought you were out
8 of time and I --

9 PANEL MEMBER SPANO: Okay.

10 MS. NEVILLE: Panel Members, other follow-up
11 questions?

12 CHAIR AHMADI: May I? If you have, go ahead.

13 VICE CHAIR CAMACHO: I have some, but do you want
14 to --

15 MS. NEVILLE: Mine are very short. Whatever you
16 like, whatever's your pleasure.

17 VICE CHAIR CAMACHO: Why don't you go ahead,
18 first?

19 CHAIR AHMADI: Mine is short as well, but let me
20 start. La Raza Lawyers Association, the Chicano lawyers,
21 is that organization still exists?

22 MS. RAYA: Yes, it's still in existence.

23 CHAIR AHMADI: Are you still involved with that?

24 MS. RAYA: I'm not involved, no.

25 CHAIR AHMADI: When was the last time that you

1 were involved with that?

2 MS. RAYA: It's been a number of years.

3 CHAIR AHMADI: Okay.

4 MS. RAYA: A number of years. I've actually -- my
5 law license is now inactive and has been for I think close
6 to 10, 12, 15 years. I've lost track.

7 CHAIR AHMADI: That's fine.

8 MS. RAYA: So, it's been a while.

9 CHAIR AHMADI: I had a follow-up question, that's
10 why I started with that.

11 MS. RAYA: Yeah, thank you.

12 CHAIR AHMADI: But I don't have any more
13 questions, thank you.

14 MS. RAYA: Thank you.

15 VICE CHAIR CAMACHO: Looking at your application I
16 see that you have elementary and secondary education
17 credentials. Did you teach at any schools?

18 MS. RAYA: I did, for one semester.

19 (Laughter.)

20 MS. RAYA: You know, I really enjoyed it, you
21 know, I've sometimes thought I would go back to teaching,
22 but in part it was a choice because, you know at that time
23 that was a choice women made to become teachers, which was
24 fine, but it wasn't satisfying enough to me, and it just
25 took me a little while to realize what I really wanted to

1 do was go to law school. So, that's what I did.

2 VICE CHAIR CAMACHO: Also, I see that you went to
3 the University of Davis.

4 MS. RAYA: Yes.

5 VICE CHAIR CAMACHO: That's not a big, urban area.
6 What did you think of it being there, and could you take
7 that experience with you as a Commissioner?

8 MS. RAYA: You know, it was a small community and
9 then it was pretty isolated. I mean, it didn't have any
10 of this stuff going on at the time. But it also kind of
11 forced you to look inward. You know, I developed very
12 good friendships, a lot of support groups. I liked the
13 law school, the law school was, you know, very receptive.

14 But, you know, I think it just teaches you that
15 you don't need a lot of glitz, you don't need a lot of --
16 you can find a lot of things within a group, and within
17 people, and perhaps on the Commission. You need to really
18 look inward and not -- I think it would be very easy as a
19 Commissioner to think, wow, here I am, you know, and want
20 to engage the world because you think I'm a Commissioner.

21 And it's more important, I think, to look inward
22 to how the group is going to function together, how the
23 group can pull together.

24 VICE CHAIR CAMACHO: Thank you, that was my last
25 question.

1 MS. RAYA: Thank you.

2 MS. NEVILLE: Anything further? No.

3 Just a couple of quick questions, I was noticing
4 in one of your letters that you were honored by Assembly
5 Member Eng for your work in the community and I was just
6 curious to know if you know him, personally, or have any
7 relationship with him?

8 MS. RAYA: Yes, I do know him, personally. That's
9 because I'm active in the community. I don't have,
10 really, any kind of other relationship with him, we're not
11 friends. I'm sorry, I'm saying we're not friends, but we
12 really aren't, we're not friends in the sense that there's
13 something beyond just a community-based relationship.
14 He's my representative.

15 And to disclose, I also recently received an award
16 from Senator Carol Liu, who's my State Senator.

17 MS. NEVILLE: Okay. And what was that award?

18 MS. RAYA: It was the Women in Business Award, in
19 July, I was awarded in July.

20 MS. NEVILLE: Okay. Because I'm sure you've read
21 the rules around Commissioners and there are specific
22 rules around ex parte communications with the Legislature
23 regarding this work.

24 MS. RAYA: Right, right.

25 MS. NEVILLE: Another, just a quick one, just

1 because there was some discussion here about your work on
2 the San Gabriel USD School Site Council. Was it under a
3 court order for desegregation?

4 MS. RAYA: Oh, no, no, no.

5 MS. NEVILLE: What was that?

6 MS. RAYA: The desegregation issue was ancient
7 history, really, in the district.

8 MS. NEVILLE: Okay.

9 MS. RAYA: No, this was just the State identified
10 under-performing schools and then provided funds.

11 MS. NEVILLE: Okay. And just my final question is
12 just I'm curious to know if there's a historical figure
13 that you really admire?

14 MS. RAYA: Gosh, I had not really thought about
15 that.

16 MS. NEVILLE: It's Friday afternoon.

17 (Laughter.)

18 MS. RAYA: Joan of Arc. You know, she went to
19 the - went to the stake, you know.

20 MS. NEVILLE: Okay. Well, I have nothing further.

21 And if you wish to make a closing statement, you
22 may. You have about 20 -- is that right, 20 minutes
23 remaining.

24 MS. RAYA: Oh, believe me, I won't take 20
25 minutes. I would just like to thank you for your time.

1 The process has been very -- the whole process, beginning
2 to now, has been very informative to me and really has
3 solidified my interest in being on the Commission. I
4 think I'm at a point in my life where, you know, I'm past
5 all the ego stuff, past -- I would have loved to run for
6 political office when I was younger, I always thought
7 that's what I would do. But I'm not interested in that.
8 I am someone who's very involved in community service and
9 I just see this as an opportunity to apply what I -- my
10 life experience has given me and I think I could make a
11 significant contribution.

12 So, thank you for your time.

13 VICE CHAIR CAMACHO: Thank you.

14 CHAIR AHMADICHAIR AHMADI: Thank you.

15 PANEL MEMBER SPANO: Thank you.

16 MS. NEVILLE: Thank you. We will be back on
17 Monday at 9:14.

18 (Recess at 5:42 p.m.)

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