

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, 4<sup>th</sup> Floor  
Sacramento, CA 95814

FRIDAY, SEPTEMBER 10, 2010  
1:00 P.M.

Reported by:  
Peter Petty

## APPEARANCES

### Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

### Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

### Interviewees

Christine T. Hernland

### Public Comment

Jim Wright

Sam Walton, NAACP

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P R O C E E D I N G S

MS. RAMIREZ-RIDGEWAY: Let's go back on record.

The hour being one o'clock and all Panelists being present, we are now ready to begin our final interview.

Our next Applicant, Christine Hernland, is here.

Welcome, Ms. Hernland, are you ready to begin?

MS. HERNLAND: I am.

MS. RAMIREZ-RIDGEWAY: Please start the clock.

What specific skills do you believe a good Commissioner should possess? Of those skills, which do you possess? Which do you not possess and how will you compensate for it? Is there anything in your life that would prohibit or impair your ability to perform all of the duties of a Commissioner?

MS. HERNLAND: All right. Well, thank you for having me here today.

And the Commission is going to be solving a lot of problems, so I think just kind of general problem solving skills are very important.

Now, how do you define problem solving skills? There are a lot of -- you know, people possess a lot of different skills and you're looking for someone who can have and stated analytical skills, skills of communication, skills working with others.

You need people who understand California, you

1 need a variety of -- and you need it all in one person.  
2 But each different person is going to be stronger in these  
3 different areas.

4           And I've seen that a lot of people that are being  
5 interviewed are very strong in community organization,  
6 things like that.

7           I think what I have to bring to the table would be  
8 my analytic skills, especially since, you know, I am a  
9 scientist and I deal with lots of information coming in,  
10 and I have to sort through that information. I have to  
11 determine which information is important and I have to  
12 come to conclusions that may or may not be popular, but if  
13 I believe the data are behind them, then I have to defend  
14 what I found.

15           And that goes back to needing people that can work  
16 together and be collaborative, but you also need people  
17 that once the decision is made can defend that decision.

18           And, but also being open to listening to others.  
19 And, actually, the skills that we have as scientists are  
20 very in tune with that because people are doing new  
21 research every day, every week I receive two or three e-  
22 mails of the new articles that have come out in journals,  
23 and I have to read them and see what -- you know, and  
24 sometimes I have to change my thinking because of new  
25 findings that other people have, and I have to incorporate

1 that into what I'm doing and to understand it better. So,  
2 I have to be able to do the research, lots of reading,  
3 lots of background information, lots of listening to  
4 people at conferences and lots of speaking to people,  
5 either through institutions or at conferences, as well.

6 And so, you need this flexibility to be able to  
7 work with people, but you also need people who can stand  
8 up and defend themselves.

9 I think the skills that I'm weaker on would be the  
10 legal skills. And the best I can do to make up for that  
11 is to do the research necessary, listen to the legal  
12 counsel, ask a lot of questions. That's another thing we  
13 do a lot of and it's a part of, you know, problem solving  
14 is that you have to know which questions to ask and where  
15 to get the information to find that.

16 And so, I think I'll have to do, you know, some  
17 background to be able to catch up in that area. But there  
18 will, hopefully, be other people that are stronger in that  
19 area so we'll help each other out.

20 And, you know, just staying professional and  
21 admitting things that I don't know and standing up for the  
22 things that I do know.

23 And anything that would prohibit? Actually, in  
24 making my application I kept thinking that the nature of  
25 my work is so perfect for this Commission because of the

1 fact that I can put my work on hold for an indefinite time  
2 period and then come back to it, whenever I want to,  
3 because it's not -- since I'm funding my own research, as  
4 I am working more on the Commission, then I can just ramp  
5 down the time that I'm paying myself to do research. And  
6 then, when the Commission work's over, then I'll just ramp  
7 back up. And people in my community are pretty  
8 understanding, you know.

9           And this is a short time frame, six months, on the  
10 order of six months, so I think that -- you now, and there  
11 won't be any loss of -- there won't be any hardship to me  
12 and my family, or me and my career for serving on this  
13 panel.

14           MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
15 from your personal experience where you had to work with  
16 others to resolve a conflict or difference of opinion?  
17 Please describe the issue, and explain your role in  
18 addressing and resolving the conflict? If you are  
19 selected to serve on the Citizens Redistricting  
20 Commission, tell us how you would resolve conflicts that  
21 may arise among the Commissioners?

22           MS. HERNLAND: Okay. So, I thought about  
23 conflicts that arise in sort of a work setting. And we  
24 tend to work pretty well together, but sometimes conflicts  
25 do arise.

1           And one instance in particular that came to mind  
2 was in 2002 the incoming grad students were put through an  
3 examination, and many grad students didn't pass that  
4 examination, but they didn't seem to be treated fairly.  
5 So, the remaining grad students, there were about 30 of us  
6 in the program, and each year about five come in, and  
7 we -- we saw that there was an unfairness that the current  
8 group had -- because I came in, in 1999, and the group  
9 that came in, in 2001, were sort of treated unfairly. And  
10 it was just a kind of a break down in the communication  
11 system within the department.

12           And so, the same -- the students that year didn't  
13 go through the exact same process that the students the  
14 years before had, and we thought that that led to the fact  
15 that they weren't as successful as the students in the  
16 past.

17           So, I organized a meeting of all the grad students  
18 to say, you know, what is it we can do to keep this from  
19 happening in the future, so that we can go to the faculty  
20 with a reasonable discussion, so it didn't seem like we  
21 were just complaining?

22           And, you know, this is very serious because people  
23 who are, you know, entering grad school, this is the thing  
24 that they've wanted to do and they've been working hard  
25 towards for four to five years. And to be told that

1 you've been kicked out and you -- that's not -- you're  
2 going to have to do something else with your life is  
3 rather traumatic and we don't really want that to happen  
4 to people just because the system's breaking down.

5 Now, if they're not suited for grad school then  
6 that's fine, that's the time for them to find out, but  
7 that didn't seem to be fully the case in this instance.

8 So, we had a meeting and we came up with a list of  
9 procedures that the faculty could go through to make this  
10 more standard in the future.

11 And they already had those systems in place, some  
12 of them, but they had broken down and they weren't being  
13 enacted. So, we were just sort of reminding them of how  
14 important their role is and how they need to keep those  
15 systems up.

16 So, we had a discussion with the faculty, we gave  
17 them a document. And, you know, they were open and they  
18 responded and since then the system hasn't broken down  
19 like that since.

20 And to resolve issues amongst Commissioners, you  
21 know, that example and most of the other examples I can  
22 think of where people have conflicts is just a lack of  
23 communication at some level.

24 And so, I think that what we need to do as  
25 Commissioners is, you know, to take some time to get to

1 know each other and understand each others' personalities,  
2 the way each other communicate, and to be very open and  
3 transparent, of course, about all communications, to  
4 include as many of the Commissioners as possible with all  
5 communications to avoid word of mouth, you know, things  
6 getting spread.

7           You know, so trying to -- before the conflicts  
8 happen trying to do the best we can to keep them from  
9 happening in the first place.

10           And then, once they do happen, then we have to  
11 just have people talk to each other, we have to listen and  
12 we have to -- you know, we'll have to come to a compromise  
13 if people feel very strongly on both sides.

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

19           MS. HERNLAND: Well, this is very interesting  
20 because when I first heard about the Commission I thought  
21 this was a great idea, a great experiment. But apparently  
22 I'm not -- there are people who feel otherwise because  
23 I've noticed in the propositions this year there's a  
24 proposition to expand the duties of the Commissioners to  
25 Congressional seats and there's also a proposition to get

1 rid of the Commission altogether.

2 So, obviously, there are some people who believe  
3 that there's potential on both sides.

4 I believe that, of course just coming from just my  
5 background and the fact that I want to be a Commissioner  
6 is just due to the fact that I think there's great  
7 potential for good for the State because people want to  
8 feel represented. And that's the whole purpose of this is  
9 to draw district lines where most -- the highest number,  
10 proportion of Californians feel represented by the  
11 Legislature.

12 And currently, in California, it seems that people  
13 don't feel that way. If you look at the numbers for the  
14 vote that enacted this Commission in the first place, you  
15 know, it only passed by 51 percent and most counties were,  
16 you know, 51/49, 52/48. It was very close.

17 So, obviously, people -- you know, people weren't  
18 resoundingly saying, no, we don't need a Commission, our  
19 district lines are fine the way they are.

20 So, I think that, you know, there is a lot of room  
21 for the Commission to do -- to be a positive for the State  
22 of California in terms of making the people -- giving the  
23 people an opportunity to feel represented.

24 Any harm can come from if the fact that if  
25 district lines were drawn dramatically different than they

1 are today perhaps the shakeup in the Legislature would be  
2 too dramatic. But I don't believe that that's what the  
3 Commission would seek to do. I think that the Commission  
4 just needs to, you know, follow the guidelines and listen  
5 to the parties of interest, and make the best district  
6 lines that we can, and not to, as I said, dramatically  
7 change the shift of -- the balance of power that's in the  
8 Legislature now, but to make sure that the people in each  
9 district feel that their district -- that the people  
10 representing them are truly representing them and their  
11 interest.

12 MS. RAMIREZ-RIDGEWAY: Describe a situation where  
13 you have had to work as part of a group to achieve a  
14 common goal? Tell us about the goal; describe your role  
15 within the group and tell us how the group worked or did  
16 not work collaboratively to achieve this goal? If you are  
17 selected to serve on the Citizens Redistricting  
18 Commission, tell us what you would do to foster  
19 collaboration among the Commissioners and ensure the  
20 Commission meets its legal deadlines?

21 MS. HERNLAND: All right. I was very lucky to be  
22 asked to serve on the California Postsecondary Education  
23 Commission, Improving Teacher Quality Grants Review Panel.

24 And so that included -- so, for two years, in 2008  
25 and 2009 I sat on the Proposal Review Panel and we

1 received around proposals to review for collaborations  
2 between higher ed and, at this point it was elementary  
3 schools, mostly, to bridge the achievement gap.

4 And so, we had to evaluate the plans of how the  
5 higher ed and the schools were going to work together and  
6 what -- you know, so every school and district was going  
7 at it a different way, so we had to evaluate how well they  
8 were going to meet the goals of the call for proposals.

9 And we were given a rubric, actually, so we  
10 followed the rubric, so we'd go through each section and  
11 there were a handful of questions on each section, and we  
12 would give it a numerical score.

13 And so, then we all came into the Panel on one  
14 day, and we sat around, there were a handful of us, and we  
15 would go through each question, on each proposal, and we  
16 would come up with a group score.

17 And most of the time our scores were rather  
18 similar. But if there were differences we would discuss  
19 and say, oh, I read this and this made me think that. And  
20 then other people would say, oh, I read it a different  
21 way, and so then we would have to come to a consensus  
22 within the group, and then we would come up with a score.

23 It usually turned out to be kind of the average  
24 between the two, but sometimes someone would enlighten you  
25 to something you missed and you'd say, okay, I agree, we

1 should score this higher, we should score this lower.

2           And we would go through all the proposals, we'd  
3 just get it done in one day. There were two days  
4 scheduled for the meeting, so the second day we'd come  
5 back and have kind of -- so, there was about three  
6 different groups of these five people meeting, and then  
7 we'd come together back in the big group, and we would  
8 discuss all of the proposals and see where the proposals  
9 in our smaller group sort of ranked in amongst the others.

10           And then it went to the -- to the people who work  
11 in the ITQ program to make the final decision, based on  
12 our recommendations.

13           And I thought that -- I was actually impressed on  
14 how well we were able to come together because we came  
15 together all of the sudden, none of us knew each other at  
16 all, from very different backgrounds. I was probably the  
17 only person -- I was one of the few people from, you know,  
18 just science background. Most of the people were from  
19 education backgrounds, but I was asked to come in because  
20 of all of the educational outreach programs I had done  
21 when I was in San Diego.

22           And so, I felt that my experience having work in  
23 the schools made me qualified to review these proposals  
24 because I understood what it's like to try to take a grant  
25 and try to implement it, actually, on the ground in the

1 schools.

2           And we were able to come together and, you know,  
3 there weren't really many conflicts that arose. We just  
4 had discussions, came to consensus.

5           And I'm hoping that the Commission will work  
6 similarly, where people are coming together for a common  
7 goal. We will get to know each other, we will communicate  
8 with each other on a regular basis and we will make our  
9 decisions based on the facts of the matter and the  
10 guidelines that were given.

11           MS. RAMIREZ-RIDGEWAY: A considerable amount of  
12 the Commission's work will involve meeting with people  
13 from all over California who come from very different  
14 backgrounds and very different perspectives. If you were  
15 selected to serve on the Commission, tell us about the  
16 specific skills you possess that will make you effective  
17 in interacting with the public?

18           MS. HAMEL: Five minutes.

19           MS. HERNLAND: Well, one thing is I really enjoy  
20 interacting with the public.

21           As a scientist, it's very easy to get involved in  
22 what you're doing and to talk to your colleagues, and stay  
23 within the confines of your research program. But I  
24 really sought to get out into the public as much as I can  
25 because I want -- I want to be able to interact with the

1 public. When I say, oh, I'm working on this, I want to be  
2 able to have a discussion with people so that they  
3 understand how what I do is a part of the greater  
4 knowledge of science and the understanding of the world  
5 around them.

6           And I really want people to have that  
7 understanding and appreciation. And since I do earth  
8 science, of course, you know, having that understanding  
9 and appreciation of, you know, the earth that surrounds  
10 them, I find is very important to me and I'm very -- very  
11 excited about that.

12           And I think that I've learned over the years how  
13 to communicate with different groups. I've worked in the  
14 classrooms with the students, partnering with teachers, so  
15 I can communicate at the student's level. And I've worked  
16 in all different levels of classrooms, from kindergarten  
17 through high school. And so, you have to change your  
18 message depending on which group you're working with.

19           Also, I've done a lot of teacher training and so  
20 that's a different, a whole different level.

21           And trying to make -- and not just teacher  
22 training, I found that much teacher training, apparently,  
23 is not very fun for the teachers.

24           But the types of training that we would do, the  
25 teachers really latched onto it because we weren't talking

1 down to them or telling them a bunch of things that  
2 weren't useful to them. You know, we really tried to help  
3 them understand the science behind what they were teacher  
4 so that when they went in the classroom they felt  
5 informed. You know, it's up to them to teach it because  
6 they're the teaching experts. We were the science  
7 experts, so we were giving them the science background  
8 that they needed to pass the information on to their  
9 students.

10 And so, I think that the skills I possess in this  
11 area is just that I enjoy interacting with the public. I  
12 enjoy explaining things to people such that they  
13 understand them and I enjoy interacting with all sorts of  
14 different types of people because I want to make sure as  
15 many as people as possible have an understanding.

16 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

17 CHAIR AHMADI: Thank you very much.

18 Good afternoon, Dr. Hernland.

19 A few quick questions, just to make sure that I  
20 understood correctly your responses.

21 MS. HERNLAND: Okay.

22 CHAIR AHMADI: You mentioned that when you were  
23 discussing your availability --

24 MS. HERNLAND: Yes.

25 CHAIR AHMADI: -- if I heard you correctly you

1 mentioned that -- you suggested that the Commission work  
2 will take six months, did I hear you correctly?

3 MS. HERNLAND: Well, I meant of intense -- because  
4 the Census comes in no later than April --

5 CHAIR AHMADI: Uh-huh.

6 MS. HERNLAND: -- and then so there's April, June,  
7 July, August and we have to have it by September; correct?

8 CHAIR AHMADI: By September 15<sup>th</sup>, correct.

9 MS. HERNLAND: Okay, so that sounds like five  
10 months of intensive, so there's the build-up before that.

11 CHAIR AHMADI: Correct. So, you're available  
12 throughout this.

13 MS. HERNLAND: So, nine months. Yes.

14 CHAIR AHMADI: Okay, just wanted to make sure.  
15 And before I go to my follow-up questions, in your  
16 application, in the family information section --

17 MS. HERNLAND: Yes.

18 CHAIR AHMADI: -- you did not list any family  
19 members but --

20 MS. HERNLAND: Originally.

21 CHAIR AHMADI: Originally. So, it has been  
22 amended?

23 MS. HERNLAND: Yes, it has.

24 CHAIR AHMADI: Okay, thank you so much. My copy  
25 doesn't have that amendment, but I just wanted to make

1 sure, so I'll get the amendment.

2 A few follow-up questions --

3 MS. HERNLAND: Okay.

4 CHAIR AHMADI: -- on your responses.

5 Let me start off with your response to question  
6 number three.

7 MS. HERNLAND: Yes.

8 CHAIR AHMADI: And when you were discussing the  
9 potential harm --

10 MS. HERNLAND: Yes.

11 CHAIR AHMADI: -- as a result of the Commission's  
12 work, you mentioned that if the district lines are drawn  
13 in such a way that is dramatically different than how it  
14 is that would probably cause a shift in the power.

15 MS. HERNLAND: It wouldn't necessarily cause a  
16 shift in power, but it would cause a shift in who's  
17 represented by whom, perhaps, and then people might not  
18 feel comfortable. If every person in the State is now  
19 represented by somebody different, they may not feel very  
20 comfortable with that.

21 CHAIR AHMADI: Right.

22 MS. HERNLAND: So, that's kind of what I meant by  
23 that response.

24 CHAIR AHMADI: So, my question is does that also  
25 mean that you're going to try to maintain the same lines?

1 MS. HERNLAND: Well, I think the purpose of this  
2 is that the lines are supposed to change somewhat in  
3 response to the change in demographics in the past ten  
4 years and the equalization of the population in each  
5 district.

6 CHAIR AHMADI: Uh-hum.

7 MS. HERNLAND: So, you know, those adjustments are  
8 going to have to be made.

9 CHAIR AHMADI: Correct.

10 MS. HERNLAND: And I don't know what software  
11 process went into creating the district lines as they are  
12 currently, so I don't know how -- when we start I don't  
13 know how different it's going to look from what is  
14 currently there in terms of -- you know, some districts  
15 will probably change -- some districts -- a few districts  
16 could change dramatically, especially the ones that are  
17 particularly, let's say, broad. Like, you know, of course  
18 around here there are districts that, you know, extend  
19 from the valley all the way into the foothills, into the  
20 Sierras, and those are very -- you know, those are drawn  
21 to equalize the population and things like that. But, you  
22 know, those might shift.

23 Some districts -- it seems that the districts are  
24 the most compact are the ones that feel most represented,  
25 according to the votes in the 2008 election.

1           The smallest districts had a higher percentage of  
2 no votes for the Redistricting Commission, probably  
3 because, I'm interpreting, that they felt represented so  
4 they didn't see a need to change what was -- how things  
5 were working.

6           Whereas districts that were less compact felt less  
7 representation. So, some districts may change.

8           I guess I was talking about more of if you just  
9 sort of randomly drew lines and everything was different,  
10 then people may not feel comfortable with that.

11           CHAIR AHMADI: So, let's assume that the  
12 Commission is doing its job --

13           MS. HERNLAND: Yes.

14           CHAIR AHMADI: -- as best as it can, following the  
15 laws, and rules, and drawing the lines based on input from  
16 the public, and communities and all that, and as a result  
17 there is a shift in power; would you be comfortable with  
18 that?

19           MS. HERNLAND: It's up to whether the people are  
20 comfortable with that, it doesn't --

21           CHAIR AHMADI: Would you be -- would you be  
22 comfortable with that?

23           MS. HERNLAND: If the people are comfortable with  
24 it, then I'm comfortable with it.

25           CHAIR AHMADI: Okay.

1 MS. HERNLAND: I mean, we're going to be out  
2 talking to people and if they're fine with it then I  
3 shouldn't be upset by that.

4 CHAIR AHMADI: Okay, thank you, just wanted to  
5 clarify.

6 MS. HERNLAND: Okay.

7 CHAIR AHMADI: I have a few questions based on  
8 your application material.

9 MS. HERNLAND: All right.

10 CHAIR AHMADI: You state that each region in  
11 California has its own natural and economic resources.

12 MS. HERNLAND: Correct.

13 CHAIR AHMADI: And pressures that relate to its  
14 natural landscape and history, and these differences often  
15 manifest themselves in the political culture of the people  
16 who reside in these localities.

17 Can you tell us how this understanding is  
18 important to the Commission's work?

19 MS. HERNLAND: Well, the Commission's work is  
20 designed that we need to understand the place. We're  
21 going to go to many different places and hear from many  
22 different people and it would be -- it's good for us to  
23 understand the State as best we can.

24 And I was trying to emphasize that, you know, you  
25 have different regions, you have farming regions where

1 water is a big issue.

2 CHAIR AHMADI: Uh-hum.

3 MS. HERNLAND: You have regions where, you know,  
4 in the forests, and you have mining regions, and you have  
5 fishing regions, and you have -- you know, so the  
6 landscape sort of defines the economy and so, therefore,  
7 people have different concerns and different relations to  
8 the land. And understanding that, in terms of where  
9 people are coming from, to me is important.

10 CHAIR AHMADI: Okay. Thank you again.

11 Again, based on your application material, you  
12 have put together a few programs?

13 MS. HERNLAND: Yes.

14 CHAIR AHMADI: You're talking about Pisces --

15 MS. HERNLAND: Yes.

16 CHAIR AHMADI: -- to provide science education and  
17 information --

18 MS. HERNLAND: Correct.

19 CHAIR AHMADI: -- to diverse population. The  
20 establishment of these programs required outreach and  
21 collaboration, you suggest.

22 MS. HERNLAND: Definitely.

23 CHAIR AHMADI: So, again, if you are selected as a  
24 Commissioner, how might you use these experiences to help  
25 you with your responsibility as a Commissioner? What is

1 the value that you bring to the Commission, based on these  
2 experiences that you gained?

3 MS. HERNLAND: Well, I think the value that I  
4 bring to the Commission, as I said, I bring a certain, you  
5 know, analytic understanding of the information, you know,  
6 trying to sort through the information that's coming to  
7 us.

8 CHAIR AHMADI: Uh-huh.

9 MS. HERNLAND: But also being able to communicate  
10 and work well with others. There are many scientists, who  
11 are brilliant scientists, but they don't work well with  
12 others. And that's okay, they do their job, they publish  
13 their papers and, you know, we read them, and we use them,  
14 and they're useful.

15 But it takes a different set of skills to work  
16 with people and accomplish a broad-reaching goal.

17 For instance, when we were working in the -- when  
18 I was working with the Pisces Group in San Diego, at the  
19 time the San Diego School District wouldn't partner with  
20 us, so we had to work with every -- all the school  
21 districts surrounding the San Diego School District. So,  
22 it required a lot of travel on our part. We had to go to  
23 the outskirts of the greater San Diego region in order to  
24 reach all the people that we -- as many of the students as  
25 we could.

1           So, really -- so, working with others and  
2 communicating with the different groups, and communicating  
3 in a way, as I said, that helps people understand and not  
4 feel that the -- I hope to help the people understand, if  
5 I were on the Commission, that the Commission is not there  
6 to impose anything upon them, we're there to respond to  
7 their concerns to make sure that the people feel  
8 represented.

9           CHAIR AHMADI: Can you share with us any thoughts  
10 that you might have in terms of, you know, what are some  
11 of the concerns or issues that the residents of California  
12 has in general terms, especially if you compare a most  
13 populated area versus a rural area, for example?

14           MS. HERNLAND: Okay.

15           CHAIR AHMADI: What might be some of the issues?

16           MS. HERNLAND: I mean, I can't speak for -- this  
17 is very new to me in terms of going out and speaking to --

18           CHAIR AHMADI: I understand, yeah.

19           MS. HERNLAND: -- different communities and trying  
20 to resolve issues amongst different communities.

21           However, you know, I think rural populations will  
22 have concerns about land use because they own land, and  
23 they -- or, you know, they live off -- or they live off  
24 the land, and so that's very important to them.

25           Whereas rural -- whereas people that live in the

1 densely population area perhaps they have, you know,  
2 issues about mass transportation, which do not apply so  
3 much in the rural communities. Or perhaps some of the  
4 rural communities want mass transportation.

5 But, you know, there's things that are more  
6 specific to where your location is and, therefore, you  
7 know, and that's why districts that may be too spread out  
8 maybe can't -- it's hard for the representatives to meet  
9 the needs of a vast variety of these populations because  
10 they're so -- because their needs can be so different.

11 CHAIR AHMADI: Okay. Thank you so much.

12 You identify yourself as an American Indian or  
13 Alaskan Native?

14 MS. HERNLAND: Correct, Choctaw.

15 CHAIR AHMADI: So, do you have affiliation with  
16 that Tribe?

17 MS. HERNLAND: Yes. I grew up in the Choctaw  
18 Nation, in Oklahoma.

19 CHAIR AHMADI: Okay, okay. We had another  
20 Applicant from the same tribe, I believe, a few days ago.

21 MS. HERNLAND: Oh, really? That's funny.

22 CHAIR AHMADI: That's interesting. Okay, thank  
23 you so much. And let me see if I have any other  
24 questions.

25 The meetings -- when you were discussing your

1 response to question number four --

2 MS. HERNLAND: Yes.

3 CHAIR AHMADI: -- about the proposal review panel?

4 MS. HERNLAND: Correct.

5 CHAIR AHMADI: The meetings that you held, were  
6 they like open public meetings or --

7 MS. HERNLAND: They weren't open public meetings.

8 CHAIR AHMADI: They were no?

9 MS. HERNLAND: They weren't. There was no public  
10 record of the meetings.

11 CHAIR AHMADI: Okay. But do you have any -- not  
12 that it's required, but do you have any experience with  
13 open public meetings, or no?

14 MS. HERNLAND: Currently, I do not.

15 CHAIR AHMADI: Okay. And the last question I have  
16 is in response to question number one, when you started  
17 your response you mentioned that the Commission's job is  
18 to solve problems?

19 MS. HERNLAND: Yes.

20 CHAIR AHMADI: Can you elaborate on that, please,  
21 what do you mean by that?

22 MS. HERNLAND: By solving problems I mean that,  
23 you know, as I said, a lot of information is coming in and  
24 we have to sort through it, and to figure out -- it's  
25 first we have to meet the guidelines, the legal guidelines

1 of drawing the district lines, but we're going to have to  
2 listen -- we're listening to a lot of different  
3 communities as well, and so we're going to have to -- and,  
4 you know, all the lines have to fit together. So, if we  
5 change one line here, we're changing -- you know, we're  
6 changing other districts, too. So, we have to come up  
7 with sort of a -- we want to maximize the amount that  
8 people feel represented and minimize the amount that  
9 people feel frustrated.

10 And so, there's a lot of different things to  
11 consider, so you have to be used to dealing with a lot of  
12 information and, you know, processing it, whether it's  
13 just in your head, or whether it's using the computer  
14 skills. I assume there's some -- there's been some  
15 mention of that the Commissioners will need to learn  
16 software to do their work.

17 And, of course, in my work I do my -- I write my  
18 own software to do whatever I need to do, so I'm very, I  
19 guess, skilled at using computer software.

20 CHAIR AHMADI: Okay.

21 MS. HERNLAND: But I'm not sure exactly what the  
22 Commission's requirements are for that or what the demands  
23 will be.

24 CHAIR AHMADI: Okay. Thank you very much.

25 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

1 VICE CHAIR CAMACHO: Thank you.

2 Hello, Dr. Hernland.

3 MS. HERNLAND: Hello.

4 VICE CHAIR CAMACHO: I just wanted to get a little  
5 bit of clarification on one of the questions that Mr.  
6 Ahmadi asked.

7 You haven't had any experience with the open  
8 public meetings, but you've had experience giving  
9 presentations --

10 MS. HERNLAND: Correct. Oh, and then I thought,  
11 well, technically, the -- I'm on the Science Boosters at  
12 my daughter's school, but nobody comes to the meetings,  
13 but they are technically open public meetings.

14 (Laughter.)

15 VICE CHAIR CAMACHO: So, you have those, but no  
16 one comes.

17 But have you had any other interactions, like when  
18 you were down in San Diego and doing the science fairs,  
19 did you interact with the teachers and the students and  
20 did you --

21 MS. HERNLAND: Right. So, it wasn't science  
22 fairs, we were in the classrooms teaching the students,  
23 partnering with the teachers, and we did this for about --  
24 we would do this for about three classroom periods each  
25 week, and we were working in a couple of different

1 classrooms at any given time. So, I was working probably  
2 about a couple, an average of a couple of hours a day in  
3 the classrooms, with the teachers.

4 So, we had to -- you know, and there's a lot of  
5 different personalities, so you just learn the personality  
6 of the teacher that you're working with and how to work  
7 together to make the lesson work in the classroom.

8 And so, I did that, but I also did the training of  
9 the teachers in the program. And I also brought groups  
10 into Scripps, that was part of the SCOPE project was to  
11 make the science that happened on the Scripps campus  
12 accessible to all communities. Not just schools but there  
13 were, you know, senior citizen groups, and there were  
14 groups that came in from the Imperial -- all the way from  
15 the Imperial Valley and we would -- you know, anybody who  
16 wanted access to know what, you know, science research is  
17 like, not just going to the aquarium and seeing the fish,  
18 but just what it looks like when a scientist is doing the  
19 work of the scientist. They would come and we would give  
20 them tours of the labs and talk about our work.

21 So, we did that on the Scripps campus, itself.

22 And then I go to meetings, several meetings a year  
23 talking to people. And then I also get invited to  
24 departments, so universities have programs where they  
25 bring speakers in for their seminars, so every department

1 has a seminar about every week, and so they're always  
2 looking for people to come in and give talks. So, I give  
3 a lot of talks.

4 VICE CHAIR CAMACHO: But during these training  
5 sessions, or these interactions with the senior groups, or  
6 senior individuals and these teachers, this was kind of  
7 like a give and take, also, it wasn't -- you weren't  
8 giving a presentation to them, you are also taking  
9 information from them to help gear your classes for the  
10 students' needs?

11 MS. HERNLAND: Yes. So, you know, we would -- you  
12 know, we ask a lot of questions because we need to gauge  
13 their understanding before we can start our discussions  
14 about our work.

15 And one of the things -- like one of the things  
16 that really shocked me one time is we had a group of  
17 students from the San Diego area, they were more from the  
18 urban San Diego area, and some of them had never been to  
19 the beach in San Diego. And this just -- you know, those  
20 of us who -- and the Scripps campus is on the beach, so we  
21 see it every day. And it helped me realize how much we  
22 take, you know, what we had for granted.

23 And that when groups came in, that one of their  
24 main things is they want to be on the beach and see the  
25 beach. So, all of our groups that would come through, you

1 know, we would take them down into the sand and, you know,  
2 show them the cliffs, and do our discussions from down  
3 there instead of trying to do discussions in a classroom.  
4 You know, they want to be outside and in it. So, yeah,  
5 there's a lot of learning from the groups that were  
6 visiting to see how we could best make it useful for them.

7 VICE CHAIR CAMACHO: Okay. You were talking about  
8 your involvement with the California Postsecondary  
9 Education.

10 MS. HERNLAND: Yes.

11 VICE CHAIR CAMACHO: You might have said how many  
12 people or how many groups were involved, but can you tell  
13 me again?

14 MS. HERNLAND: So, the Improving Teacher Quality  
15 Review Panel was around 15 to 20 people, and we separated  
16 into about three groups, so each sub-panel was a handful  
17 of people.

18 VICE CHAIR CAMACHO: Did you feel it was hard to  
19 come to consensus with this --

20 MS. HERNLAND: No, actually, it was really easy.  
21 I was impressed. But, you know, we were all there to  
22 achieve the goal of giving the best proposals the funding  
23 that is available.

24 And one thing that we did is the proposals that  
25 weren't as strong, we took the time to write a large

1 amount of comments, so that when they got these proposals  
2 back they would know how to improve them for the next  
3 time. Because some of the people had like very -- you  
4 know, they had some very great ideas or they were in a  
5 place that we thought could really use that type of  
6 program, but the way it was put forth wasn't quite  
7 fundable at that time, so we would give them the comments  
8 that they would need to that, hopefully, in the next round  
9 they could improve and submit a new -- so that they can  
10 serve the students that obviously needed serving.

11 VICE CHAIR CAMACHO: One of the answers that I  
12 heard during your -- those five questions, or it could  
13 have been Mr. Ahmadi's, I'm not sure, but you were talking  
14 about the analysis of the groups that voted in favor or  
15 against Proposition 11.

16 MS. HERNLAND: Right.

17 VICE CHAIR CAMACHO: Who do you think should be  
18 heard when the Commission goes out to the public?

19 MS. HERNLAND: Well, I think that the groups that  
20 need to be heard, I mean, there's -- the groups that will  
21 come to us, so that we know what their concerns are.

22 But we also need to reach out to groups. It's  
23 somewhat how when this -- the people who were applying for  
24 the Commission, there were certain groups that went out to  
25 spread the word so that people would even know that the

1 Commission was taking place, so that they could get the  
2 broadest representation on the Commission to begin with.  
3 And, hopefully, we can use those same -- those same lines  
4 of communication to reach groups to know when we are  
5 making our deliberations on the district lines, so that  
6 any groups that might have interest in that know how to  
7 access us, and come to us, and let us know what their  
8 interests and concerns are.

9 VICE CHAIR CAMACHO: Do you think the voices of  
10 the people that can vote are the ones that should be heard  
11 or is there another group, or other groups that should be  
12 heard, also?

13 MS. HERNLAND: Well, I mean, I guess there is the  
14 possibility that people might be more inclined to vote if  
15 they feel that they're more likely to be represented. So,  
16 possibly groups that were not interested in voting before  
17 might become interested. And maybe they don't have a  
18 voting record, but they would like to feel that if they  
19 did start voting they could be represented.

20 So, I mean, how do we reach those who haven't been  
21 voting already and aren't involved in the political  
22 process, and that's a difficult question.

23 And I would say that there were -- I assume that  
24 there will be other Commissioners that, you know, this  
25 kind of community organizing and outreach, will understand

1 that area better and we'll come together and come up with  
2 ways to make sure that groups are not being passed over.

3 VICE CHAIR CAMACHO: Do you think -- because,  
4 obviously, the Census data, it counts everyone who's  
5 living in California.

6 MS. HERNLAND: Okay

7 VICE CHAIR CAMACHO: It doesn't matter if they  
8 vote or don't vote, if they're a citizen or if they're  
9 not; does that pose an issue with you on listening to them  
10 and understanding their needs?

11 MS. HERNLAND: I don't believe so. I mean, you  
12 know, we have the guidelines that we have and we have the  
13 groups that will come and discuss things with us. And as  
14 I said, there's this kind of trying to have a general  
15 understanding of the diverse populations in California,  
16 right, there are a lot of people in different areas. And  
17 you said, like, they may not all come to our Commission  
18 hearings to discuss, but we need to understand who's  
19 there, and who's speaking and who's not speaking.

20 And, you know, our job is to go by the Census  
21 numbers to draw the lines and we will have to do that.

22 VICE CHAIR CAMACHO: Okay. In your application  
23 you talk about when you were at the Rice University, where  
24 you obtained your bachelor's degree, you founded -- you  
25 were the founding member of the Rice Native American

1 Student Association.

2 MS. HERNLAND: Correct.

3 VICE CHAIR CAMACHO: You raised money and  
4 organized the first ever campus Pow Wow.

5 MS. HERNLAND: Although, I would say there were a  
6 couple of members who were more -- they were graduate  
7 students, and they formed it, and they sought, they went  
8 and looked through the records of the university to find  
9 out who also associated as a Native American, and they  
10 contacted me and then I joined.

11 VICE CHAIR CAMACHO: Oh, great.

12 MS. HERNLAND: As opposed to the other groups,  
13 when I was in graduate school, that I originated myself.  
14 Okay.

15 VICE CHAIR CAMACHO: What was your role on the  
16 project, the Pow Wow, that brought -- oh, I'm sorry.  
17 Would you describe the issues you encountered in  
18 determining how to treat Rice University's mascot during  
19 the first campus Pow Wow.

20 MS. HERNLAND: Right. So, we did fund-raisers to  
21 fund the Pow Wow. We did an Indian fry bread taco night,  
22 and that was fun. And so, I became the treasurer, because  
23 there were only a handful of us, so there were a couple of  
24 grad students, a couple of undergrads.

25 And we started contacting the different tribes,

1 asking if they'd like to come. You know, some of them  
2 were very receptive because this has been -- there had  
3 never been a Pow Wow on the Rice campus and so they were  
4 really interested in getting that opportunity.

5 But it hadn't happened before so, you know, some  
6 people -- you kind of take a leap of faith when  
7 something's done for the first time.

8 But then some of the groups were apprehensive  
9 about coming on campus because for some tribes the owl is  
10 a sign of death and, therefore, they were very  
11 apprehensive coming on the campus because our mascot is  
12 the owl because -- and so, we had to explain to them that  
13 in -- when, you know, Rice was founded the culture is  
14 that, you know, an owl represents wisdom, and so that's  
15 why that mascot was chosen. And, hopefully, they could  
16 understand that and overcome that, and take our  
17 interpretation of the mascot and not be frightened or  
18 upset by it while they were there.

19 And they did come and it was very successful. And  
20 a few years ago I received the Rice Alumni mailing and  
21 looked on the back and there was a picture of a dancer in  
22 full regalia, and found out that the Pow Wow was still  
23 going strong, so I was very happy about that.

24 VICE CHAIR CAMACHO: How hard was it to  
25 communicate, and identify the issues, and have an

1 understanding?

2 MS. HERNLAND: I guess we didn't find it  
3 difficult. You know, the tribes came to us with their  
4 concerns, and we listened and we -- you know, and they  
5 didn't have to come, you know, if they felt that the  
6 situation wasn't right for them, then they just chose not  
7 to.

8 But the tribes that we did interact with, they  
9 enjoyed the opportunity and they came and it wasn't, I  
10 guess, very difficult to have those discussions and to  
11 come to an agreement.

12 VICE CHAIR CAMACHO: So, you listened to them, and  
13 you explained and heard their views?

14 MS. HERNLAND: Yes, exactly.

15 VICE CHAIR CAMACHO: Okay.

16 MS. HERNLAND: And they felt that their views were  
17 being heard and that we addressed them, and came to a  
18 conclusion, you know, a consensus that they could agree  
19 with.

20 VICE CHAIR CAMACHO: Since you learned some of the  
21 customs and learned some of the other cultures, of other  
22 Native American Indians through that event, and I'm  
23 probably sure through other events in your life, how would  
24 that experience help you as a Commissioner?

25 MS. HERNLAND: I think, as Commissioners, we have

1 to understand that not everybody thinks as we do, as  
2 individuals. You know, different people have different  
3 experiences that lead them to experience the world in  
4 different ways.

5           And we have all different, not just like our  
6 employment, but our upbringing and everything that we do  
7 in our life contributes to how we perceive the world and  
8 how we interact with it.

9           And not just different communities, but that's  
10 just on an individual basis.

11           And, you know, each community of interest is going  
12 to be made up with a variety of different individuals,  
13 with different backgrounds. So, to treat every community  
14 as just a block is not realistic, either.

15           It's just treating everybody with respect, and  
16 respecting everybody's intelligence, and that people have  
17 different types of understandings of the world, and  
18 respecting what they do understand and coming to the table  
19 with what we understand, and trying to make people aware  
20 of how we see the world and learning from each other, from  
21 everyone, from different experiences.

22           So, as Commissioners we're going to have to do  
23 that with each other and as a Commission, as a whole,  
24 we're going to have to interact with the State on that  
25 level.

1           VICE CHAIR CAMACHO:  Okay.  Sorry, let me get my  
2 notes.

3           MS. RAMIREZ-RIDGEWAY:  We have about five minutes.

4           VICE CHAIR CAMACHO:  Oh, thank you.

5           There's -- as you discuss, there's various groups  
6 out there that you can go to, to get more of a public  
7 input.  You're at a public meeting --

8           MS. HERNLAND:  Okay.

9           VICE CHAIR CAMACHO:  -- you have various interest  
10 groups, public opinions that you're hearing from.  How  
11 would you decipher that information to help you formulate  
12 the district lines?

13           MS. HERNLAND:  Well, the people, the groups that  
14 come, I assume that they will come because they have some  
15 interest, they have some opinion about where the district  
16 lines are now, and whether or not they agree with them or  
17 disagree with them, or believe they could be better, or  
18 like them the way they are.

19           So, those groups will let us know how they feel  
20 about the current district lines, I assume, or whatever,  
21 if we have proposed district lines that they are  
22 responding to.

23           And we'll have to take into account which  
24 populations are speaking to us, how -- you know, the  
25 numbers are important, how large the populations are, how

1 they're distributed within the community. You know, how  
2 compact are certain communities, how spread out are  
3 certain communities, and we'll have to incorporate, you  
4 know, what their concerns are.

5           And, you know, you really have to look at it in  
6 terms of the people, but we're going to have to lay this  
7 down into what the geologists call -- we look at the earth  
8 from the inside and we call that a cross-section, when we  
9 look at the earth from the top we call it map view.

10           So, there's going to be a lot of, you know,  
11 thinking about populations in terms of map view and we'll  
12 have to figure out what these peoples' and groups'  
13 concerns are and how we have to relate those to the  
14 information as they're distributed in order to determine  
15 if we can meet -- how many of those groups' needs we can  
16 meet at the same time.

17           VICE CHAIR CAMACHO: So, you'd be getting the  
18 information and then seeing if groups have to be modified,  
19 if need be --

20           MS. HERNLAND: Well, I don't know if the --

21           VICE CHAIR CAMACHO: -- due to population and --

22           MS. HERNLAND: Well, I don't know if we have the  
23 ability to modify the groups as they are. I mean, they  
24 are where they are.

25           VICE CHAIR CAMACHO: Modify the lines, I'm sorry.

1 Yeah.

2 MS. HERNLAND: So --

3 VICE CHAIR CAMACHO: Let's move 'em.

4 (Laughter.)

5 MS. HERNLAND: So, yes, I'm saying that we'll look  
6 at the groups, we'll look at where they are and maybe we  
7 can come up with a solution that will make most people  
8 happy.

9 And sometimes, you know, there are hard decisions  
10 that have to be made and, you know, we won't be able to  
11 make every group happy all of the time. And that is part  
12 of the Commission's work that when that happens to explain  
13 why -- why that is happening, to those groups, so that  
14 they don't feel it's happening because of special  
15 interests, or political bias, and that they just happen to  
16 be in an unfortunate setting where, in order to meet our  
17 other guidelines, maybe their -- you know, maybe we can  
18 help them sort out their interests and find a way to work  
19 within the lines as they're going to be.

20 VICE CHAIR CAMACHO: Thank you. That was my last  
21 question.

22 MS. HERNLAND: All right.

23 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

24 PANEL MEMBER SPANO: Good afternoon.

25 MS. HERNLAND: Good afternoon.

1 PANEL MEMBER SPANO: Would you like some water?

2 MS. HERNLAND: Oh, I have my water here.

3 PANEL MEMBER SPANO: Oh, I mean, did you want to  
4 take a drink?

5 MS. HERNLAND: Oh, I've had some, thank you.

6 PANEL MEMBER SPANO: Okay. You mentioned earlier  
7 about the first ever campus Pow Wow.

8 MS. HERNLAND: Yes.

9 PANEL MEMBER SPANO: I was -- and you said there  
10 were other tribes that were contacted?

11 MS. HERNLAND: Yes.

12 PANEL MEMBER SPANO: I was curious to know what  
13 other tribes were represented at the Pow Wow?

14 MS. HERNLAND: I actually don't remember the  
15 specific tribes represented.

16 PANEL MEMBER SPANO: Okay.

17 MS. HERNLAND: Yeah, I grew up in Oklahoma and we  
18 had our -- we had the Five Civilized Tribes.

19 PANEL MEMBER SPANO: Uh-huh.

20 MS. HERNLAND: So, when we were in Texas it was a  
21 whole different set of tribes because most of the tribes  
22 came from Texas and Louisiana.

23 So, the graduate students who formed the group,  
24 they had more of a connection with the tribes in that  
25 area, so they made the initial contacts.

1           And then I -- it wasn't until then that I sort of  
2 started appreciating my Native American heritage. I had  
3 sort of always grown up with it and took it for granted,  
4 so to speak. And it wasn't until these later years of  
5 college that I started realizing how, you know, special it  
6 was.

7           And then I went -- the first Pow Wow I ever went  
8 to was in New York State at the -- with the Iroquois and I  
9 thought, well, this is somewhat ridiculous, but that's the  
10 way it turned out. You know, sometimes you have to get  
11 away from home to realize what you've been missing.

12           PANEL MEMBER SPANO: What made you like -- when  
13 did the light bulb go on and show you the appreciation for  
14 the --

15           MS. HERNLAND: Well, certainly, that experience.

16           PANEL MEMBER SPANO: Uh-hum.

17           MS. HERNLAND: I also had an experience, when I  
18 was in high school I spent a summer attending college at  
19 Cornell, and since I listed myself as Native American they  
20 said, oh, well, you're going to be in this Native  
21 American, you know, group. And I'm like, okay, that  
22 sounds like fun.

23           So, at Cornell, they actually had like a special  
24 meeting house and club house. And from the sky, the  
25 design of the roof is meant to look like an eagle. And so

1 it was a very -- and since I had just sort of grown up,  
2 you know, with the -- in the Indian tribe it didn't -- I  
3 didn't realize how special it was until I sort of got out  
4 of it. Because it was like, wow, this, you know, Ivy  
5 League School has this really nice building dedicated just  
6 to the Native American students, you know, and the respect  
7 for them. And so, it was very interesting. We went on  
8 different field trips and we got to know each other, so  
9 that experience enlightened me.

10 PANEL MEMBER SPANO: Until someone put you in a  
11 group and says, oh, you're special. Okay.

12 (Laughter.)

13 MS. HERNLAND: You have a special building,  
14 whatever.

15 PANEL MEMBER SPANO: I mean, I imagine growing up  
16 you just didn't realize, it just felt normal and you just  
17 don't --

18 MS. HERNLAND: Yeah, it's just something, you  
19 know, you hear stories. One of my family members wrote a  
20 book called "Choctaw Heritage", that she published  
21 herself, so there's not many copies. And whenever I go  
22 home I start reading it because she just kind of tells all  
23 the tales of the extended family members.

24 So, the town I grew up in was actually the land  
25 that was allotted to the Indians, so my -- the town I grew

1 up in was Heavener, Oklahoma.

2 PANEL MEMBER SPANO: I'm sorry?

3 MS. HERNLAND: Heavener, Heaven with an e-r on the  
4 end.

5 PANEL MEMBER SPANO: Oh, Heavener, okay.

6 MS. HERNLAND: And that was named -- and my middle  
7 name is Tabitha, which is after the woman whose land that  
8 was, Tabitha Hickman Ward Heavener.

9 PANEL MEMBER SPANO: Oh, okay. And that land was  
10 there, there was actually a railroad stop. So, she had  
11 the land and her husband actually had her claimed as less  
12 than half-blood Indian so that he could take the land, and  
13 then he sold it to the railroad.

14 So, I actually ended up being a higher percentage  
15 Choctaw than I thought because the family sort of dug up  
16 this information.

17 PANEL MEMBER SPANO: Interesting. How does your  
18 identity as a member of the Choctaw Nation influence your  
19 work as a Commissioner?

20 MS. HERNLAND: It's hard to say it influences my  
21 work, it's just sort of a part of who I am, and what I  
22 know, and that I've grown up in different communities.

23 PANEL MEMBER SPANO: Uh-hum.

24 MS. HERNLAND: You know, growing up in rural  
25 Oklahoma is very different than being in, you know, urban

1 San Diego.

2 But I feel that I, you know -- I guess I just feel  
3 that I'm comfortable in many different situations.

4 PANEL MEMBER SPANO: Uh-hum.

5 MS. HERNLAND: I understand how some groups can  
6 have histories that are very complicated and sometimes  
7 tragic, but it's -- but that, you know, the people can  
8 come together and do the best, and come back from that and  
9 prosper in the future.

10 PANEL MEMBER SPANO: Thank you.

11 You mentioned during your college years you  
12 returned back to your high school in Oklahoma.

13 MS. HERNLAND: Oh, that's right, yeah.

14 PANEL MEMBER SPANO: Yeah, and you wanted to  
15 encourage students, who were mostly economically  
16 disadvantaged, like yourself, to attend college. That you  
17 said you provided tools and encouragement, especially, in  
18 demonstrating that even being a teenage mother shouldn't  
19 be an impediment to education, since there are many  
20 resources available.

21 MS. HERNLAND: There are, yes.

22 PANEL MEMBER SPANO: You also stated that you  
23 especially emphasized the under-representation of the  
24 Native Americans on higher education, since most of the  
25 classmates belonged to many tribes that had been displaced

1 there.

2 What were the demographics of the students?

3 MS. HERNLAND: I think most of the students would,  
4 you know, describe themselves as, you know, Caucasian.  
5 But most of them had -- you know, they were more, you  
6 know -- if they went through their bloodline, they were  
7 probably more Native American than I was.

8 But as I said, around there it was sort of  
9 taken -- you know, everybody had -- you know, everybody  
10 was Native American, and so it wasn't -- and so, then I  
11 like to bring it back to them and saying in other places  
12 that's considered a special thing. And also, there's  
13 resources within the tribe to help send people to school.

14 And I don't think people necessarily associated  
15 themselves with their tribe so much, so they didn't think  
16 about accessing those resources.

17 And I also think that because they were very poor,  
18 or even if they were more of the middle class, they  
19 didn't -- they didn't see the financial resources to  
20 attend college in a broader area.

21 So, in that region people just tend to just go to  
22 the community colleges that were within an hour radius.

23 And when you -- in talking to counselors, they  
24 didn't really know much more about it, than going to  
25 schools just in Oklahoma.

1           And, actually, people will come in from the  
2 smaller community colleges and discourage students from  
3 going to the larger schools. And I thought --

4           PANEL MEMBER SPANO: Well, because they wanted the  
5 business.

6           MS. HERNLAND: Right. But, you know, for a lot of  
7 people, you know, maybe making the jump to Oklahoma State  
8 or University of Oklahoma might have been too much at that  
9 time. So, there were the students that was a good option  
10 for.

11           But for students who wanted something more, there  
12 were little resources to understand of how to achieve  
13 that. And so, when I was going back, I was trying to help  
14 students understand that the resources were there, that  
15 there were a lot of options available to them

16           And, you know, at the time the internet was  
17 becoming popular in my school. It actually was one of the  
18 first in the state to really be connected, and so they had  
19 the resources even at the school to start doing the  
20 research to -- even if the school counselors didn't have  
21 the information, they could go out and get the  
22 information, themselves.

23           PANEL MEMBER SPANO: What tools -- you provided a  
24 little information on this, but what tools and  
25 encouragement did you provide?

1 MS. HERNLAND: Well, I guess -- did I already  
2 answer that for you or --

3 PANEL MEMBER SPANO: The technology aspect and  
4 everything.

5 MS. HERNLAND: And the support.

6 PANEL MEMBER SPANO: And the support, yeah.

7 MS. HERNLAND: You know, sometimes just having  
8 somebody come in and say, you know, that they've known  
9 pretty much all their lives, because it was a small school  
10 and we all knew each other, so people that they had seen a  
11 couple of years ahead of them come back and say I've been  
12 elsewhere, and this is how it is, and you can do it, too.

13 PANEL MEMBER SPANO: The identity, your  
14 familiarity.

15 MS. HERNLAND: Because so few people did leave to  
16 go to school elsewhere, so just going down to Texas was  
17 quite a --

18 PANEL MEMBER SPANO: It's big.

19 MS. HERNLAND: Was a big move, yeah.

20 PANEL MEMBER SPANO: Yeah. Based on your  
21 experience, what are the challenges faced by the Native  
22 American teens in advancing to the higher education. I  
23 know you mentioned they're kind of hesitant in going to  
24 these big schools. Yeah. Based on your experience, what  
25 are the challenges faced by the Native American teens in

1 advancing to the higher education. I know you mentioned  
2 they're kind of hesitant in going to these big schools.

3 MS. HERNLAND: Well, I can only speak of the  
4 region that I grew up in, and it's a very economically  
5 depressed region. And so, I think that people, they don't  
6 feel they have the resources, and I think the schools  
7 don't necessarily give the students the encouragement they  
8 need to get out because people -- people become afraid of  
9 getting out of the region.

10 PANEL MEMBER SPANO: Yeah.

11 MS. HERNLAND: Something I didn't mention in my  
12 application, but I was a part of a group where a  
13 philanthropist, here in California, who had spent part of  
14 her time growing up, Ruth Norman, founded a -- made a  
15 foundation where she went back to Oklahoma and gave  
16 scholarships to fifth graders, so that they would always  
17 know that they could go to college, and they could go to  
18 any college they wanted to and it would be paid for. And  
19 she did this for three years, and I was in the second of  
20 the three years.

21 It ended up, since I was a teen mother, I didn't  
22 need the money to go to college, I was able to go on full  
23 scholarship. But we've always kept in contact and we're  
24 still friends today, actually.

25 But only out of -- you know, there were about 20

1 students each year, so out of about 60 students only a  
2 handful of us actually went to four-year colleges, even  
3 knowing that college was paid for and available.

4 PANEL MEMBER SPANO: That's interesting.

5 MS. HERNLAND: So, and she and I have had many  
6 discussions over the years of what more could be done,  
7 what are the issues that lead to that and, you know, what  
8 could we, ourselves do.

9 PANEL MEMBER SPANO: Yeah, what can be done?

10 MS. HERNLAND: That's a good question. I mean,  
11 you tell people that they can go and that's what I'm  
12 saying, like the schools need to give -- you know, part of  
13 it's like this culture that people stay close and it's  
14 hard for them to make the break and to go out, and venture  
15 out further into the world.

16 PANEL MEMBER SPANO: Do you have any suggestions  
17 for the types of approaches the Citizens Redistricting  
18 Commission might consider in seeking input from similar  
19 populations in California that are -- I know this is in  
20 Oklahoma --

21 MS. HERNLAND: Right.

22 PANEL MEMBER SPANO: -- but there probably are  
23 depressed areas in California that have the same issues.

24 MS. HERNLAND: Well, I would think that, you know,  
25 there are many groups that have some sort of -- some sort

1 of organizational structure. I mean, in looking out, you  
2 know, understanding -- you know, if the Commissioners are,  
3 I assume, going to come from across the State and we're  
4 each going to have better understandings of the regions  
5 that we have resided or worked within and, you know, if  
6 we -- we should look in the different regions of  
7 California and make sure that the different types of  
8 people that reside there are being considered. And if  
9 they're not being heard from, we need to make sure that  
10 they know what is happening, so that if they want input  
11 that they could provide that.

12 PANEL MEMBER SPANO: Can you tell me, what does  
13 appreciation for California's diversity mean to you?

14 MS. HERNLAND: To me it means that I need to  
15 understand that not everybody in California has the same  
16 experience that I do. And as I say, it's not just like  
17 the diverse populations, I see it on more of an individual  
18 basis.

19 And people -- you know, I guess I don't see it on  
20 more of like terms of different groups, it's just that  
21 there's a lot of different people.

22 And the different regions and different groups  
23 have -- I guess I see it more regionally, in terms of  
24 geographics, because as I go to different regions of the  
25 State I tend to get different interactions with the types

1 of people.

2           Since living in the Sacramento area, I like to go  
3 to the Northern California Coast as much as I can because  
4 I find it's very -- it's very laid back and I enjoy sort  
5 of the rural and the relaxed setting that I often find up  
6 there.

7           I like going into the mountains because you find  
8 people who, you know, they've done the Pacific Crest Trail  
9 three times and they're doing it again, you know. You  
10 know, there's people who are very outgoing and rugged.

11           And, you know, I love the cities, I love getting  
12 out and walking and experiencing the people. Whenever I'm  
13 in a place, I like to walk it as much as possible and just  
14 to get a feel for the people and the energy that each  
15 region has.

16           You know, and it varies, but there's something --  
17 there's positive, it seems, everywhere I go.

18           PANEL MEMBER SPANO: Why do you believe that  
19 appreciation for California's diversity is so important to  
20 redrawing the lines?

21           MS. HERNLAND: Well, in drawing the lines you have  
22 to listen to the concerns of other groups of people that  
23 maybe you haven't ever interacted with or, you know, in  
24 terms of the work that I do, I don't interact with. It's  
25 not a part of my job to go out into the community

1 organizing and things like that. So, I mean, I've done  
2 levels of organization to try to get out to different  
3 groups, but that doesn't mean that I reach everybody all  
4 the time.

5 And so, you have to encounter different people,  
6 and listen to them, and try to understand, you know,  
7 they're going to have concerns and they're probably going  
8 to feel very strongly about them, and that's why they're  
9 going to be there discussing with us.

10 And we need to understand what it is, the history  
11 behind that, why do they feel so strongly. And if we  
12 don't understand it then we need to, you know, talk to  
13 each other, talk to members of that community, do research  
14 to understand why different groups are feeling the way  
15 there are and is there something we can do in drawing  
16 district lines to help them to --

17 MS. RAMIREZ-RIDGEWAY: Five minutes.

18 MS. HERNLAND: -- to find a balance or, you know,  
19 how can we communicate what we're doing to them in a way  
20 that reaches them.

21 PANEL MEMBER SPANO: What value do you see in  
22 having a diverse 14-member Commission?

23 MS. HERNLAND: Oh, I see great value in having a  
24 diverse -- so, there's so many different strengths that a  
25 Commissioner needs to have but, you know, it's going to be

1 very difficult to find someone who -- you know, there's  
2 going to be different levels of strength in different  
3 areas, but each Commissioner is going to have to have some  
4 understanding of the others, you know.

5           People are going to have to, you know, go on the  
6 computers and run the software, and understand the data  
7 that's coming in, even if they're not used to that sort of  
8 work, but they can. And it's up to us with those stronger  
9 analytic skills to help them get there.

10           Likewise, there's going to be Commissioners with  
11 more legal expertise and they're going to have to explain  
12 to those of us that don't have those legal expertise, you  
13 know, that side.

14           People who have the more experience in the  
15 community are going to have to explain to the rest of us,  
16 you know, if we're -- to help us understand how to  
17 interact with communities better, if they see -- if they  
18 feel that that's necessary.

19           PANEL MEMBER SPANO: What do you expect to be the  
20 more challenging duties and responsibilities of a  
21 Commissioner?

22           MS. HERNLAND: I think hiring staff is going to be  
23 the most challenging.

24           PANEL MEMBER SPANO: Yeah.

25           MS. HERNLAND: It's something that I've never done

1 before because I've always been, you know, self-funded  
2 researcher, so I think that's going to be the most -- and  
3 that's going to be one of the first things that we do as a  
4 Commission, so that will be -- that will be very  
5 challenging. And it's a very important job because those  
6 are the people that are going to be providing the support  
7 to make sure that the Commission gets its work done on  
8 time. So, it's going to be very important decisions.

9 PANEL MEMBER SPANO: The critical qualities that  
10 you're going to want to see in staff are going to be  
11 pretty difficult to assess and determine, you think?

12 MS. HERNLAND: I don't know if finding the  
13 qualities, but it's just something I haven't done before  
14 in terms of interviewing and selecting, and so it's just  
15 going to be a unique, a new experience for me.

16 PANEL MEMBER SPANO: I know I don't have very much  
17 time left, but could you tell me about your worst group  
18 experience that you've ever had?

19 MS. HERNLAND: Worst group experience?

20 PANEL MEMBER SPANO: Yeah.

21 MS. HERNLAND: Oh, goodness. I've been very  
22 blessed with many positive group experiences. Worst group  
23 experience?

24 It's hard to say specifically but, you know,  
25 sometimes I've been in experiences where, you know, people

1 have interests that they don't make clear. You know what  
2 their interests are but they -- and they're acting on that  
3 interest, but you don't -- they're not being straight  
4 forward that that's the interest that they're acting on.  
5 And that can make things difficult in interactions.

6 So, and if you understand where they're coming  
7 from then it makes it easier to say, oh, well, I  
8 understand that they're, you know, saying this because  
9 they're trying to advance this goal, but they're not  
10 admitting that at this time.

11 And that's why I think that the Commission, we  
12 have to be very straight forward with each other and, you  
13 know, try to understand each other so that we can have  
14 effective communication and open communication.

15 PANEL MEMBER SPANO: How much time?

16 MS. RAMIREZ-RIDGEWAY: One minute.

17 PANEL MEMBER SPANO: One minute, okay. Thank you.

18 MS. HERNLAND: All right, thank you.

19 MS. RAMIREZ-RIDGEWAY: Panelists, are there  
20 follow-up questions?

21 CHAIR AHMADI: No.

22 VICE CHAIR CAMACHO: I can wait.

23 MS. RAMIREZ-RIDGEWAY: Dr. Hernland --

24 MS. HERNLAND: Yes.

25 MS. RAMIREZ-RIDGEWAY: -- if you were presented

1 with facts that permitted, but did not require you to  
2 create a majority/minority district would you do so, and  
3 why or why not?

4 MS. HERNLAND: A majority/minority district, can  
5 you specify?

6 MS. RAMIREZ-RIDGEWAY: A community that is  
7 comprised primarily in terms of statistical numbers of  
8 individuals who are a member of one or more racial  
9 minorities.

10 MS. HERNLAND: Okay. I don't believe that a  
11 district necessarily needs to be composed of one  
12 particular minority or another, a district can definitely  
13 be -- have --

14 MS. RAMIREZ-RIDGEWAY: You could draw it -- you  
15 could draw it either way --

16 MS. HERNLAND: If I could draw it either --

17 MS. RAMIREZ-RIDGEWAY: -- and still do it either  
18 way legally.

19 MS. HERNLAND: Either way legally. Well, it would  
20 depend on how the minority -- what the concerns of those  
21 minority groups are. Because just because they're in one  
22 minority group doesn't mean they have one -- a unified set  
23 of concerns in terms of their community.

24 And so, I suppose I wouldn't be tempted to draw  
25 district lines based on the -- whether the -- on the

1 ethnicity of the community as opposed to what their  
2 interests -- where their interests lie, I suppose. Is  
3 that clear enough or do you want me to --

4 MS. RAMIREZ-RIDGEWAY: It is. It is.

5 MS. HERNLAND: Okay.

6 MS. RAMIREZ-RIDGEWAY: You talked about your  
7 experience teaching the teachers?

8 MS. HERNLAND: Yes.

9 MS. RAMIREZ-RIDGEWAY: How would you parlay that  
10 into the Commission's work?

11 MS. HERNLAND: Well, the way I see it and the  
12 terms that we're going to be interacting with communities,  
13 and we're going to have to be explaining what our roles  
14 are, and what our guidelines are, and why they are what  
15 they are. And as we get closer to drawing the final lines  
16 we're going to have reasons that we have the lines where  
17 they are.

18 And so, explaining to people in terms that are  
19 meaningful to them, that's where I see my teaching  
20 experience coming in, in terms of understanding what --  
21 getting -- finding out what their understanding is in  
22 order to best explain what our -- what our -- how our work  
23 is interacting with them.

24 MS. RAMIREZ-RIDGEWAY: I don't have additional  
25 questions.

1 Ms. Camacho, did you have one?

2 VICE CHAIR CAMACHO: Yes, I did.

3 Hello, Dr. Hernland, again.

4 MS. HERNLAND: Hello.

5 VICE CHAIR CAMACHO: What do you think about  
6 directing staff?

7 MS. HERNLAND: What do you mean thinking -- think  
8 about?

9 VICE CHAIR CAMACHO: You were talking about  
10 your -- most of your work has been kind of by yourself,  
11 and getting the grants. As a Commissioner you're going to  
12 be directing staff --

13 MS. HERNLAND: Correct.

14 VICE CHAIR CAMACHO: -- or having staff.

15 MS. HERNLAND: And so, that will be the most  
16 unique experience for me in terms of being --

17 VICE CHAIR CAMACHO: Yes.

18 MS. HERNLAND: -- the director of the staff that I  
19 have. How many staff will there be? We don't know yet,  
20 okay.

21 VICE CHAIR CAMACHO: Yeah, that's up to the  
22 Commission.

23 MS. HERNLAND: Oh, okay. You know, as I said,  
24 communication, making it clear to them what I expect and  
25 what I need, and having them make clear to me what they

1 can do. And, you know, we're going to be working in very  
2 tight timeframes here.

3 And, you know, I was looking at other states that  
4 have boards that draw the district lines and they get, you  
5 know, 18 months.

6 (Laughter.)

7 MS. HERNLAND: Okay, maybe not quite as intense  
8 but, you know, there's -- we have to be very clear on what  
9 needs to be done. And me, as the director, you know, will  
10 have to be very clear with my staff what I need done, and  
11 how I -- you know, how I need it done, and what my  
12 strengths are, and that I've hired them to do -- to  
13 perform these certain tasks, and these are the tasks that  
14 I need. And if there's, you know, reports or information,  
15 you know, in terms of data, or software or things that I  
16 have to make it clear what I need them to do, and what  
17 timeframe I need to do it on, that's the best answer I can  
18 give right now.

19 And, you know, when people are dealing with other  
20 people, you know, things come up and you just have to -- I  
21 think -- I'm hoping that this process attracts people who  
22 are really interesting in getting this districting job  
23 done and done well. Since it's an experiment, if we don't  
24 do a good job then this may not be given a chance to  
25 happen again, either in California or anywhere else.

1           And so, it's up to us to really go above and  
2 beyond to make sure that our job is being -- we're doing  
3 the best job that we can, and that we hire the best staff  
4 and work with them in a way that is above reproach,  
5 essentially.

6           VICE CHAIR CAMACHO: Thank you. That was my last  
7 question.

8           MS. RAMIREZ-RIDGEWAY: Other questions, Panelists?

9           CHAIR AHMADI: No.

10          MS. RAMIREZ-RIDGEWAY: We have just about 16  
11 minutes remaining on the clock, if you'd like to make a  
12 closing statement, Dr. Hernland.

13          MS. HERNLAND: All right. In my closing statement  
14 I'd just like to reiterate that the -- you know, the  
15 stated skills of the Commissioner were analytic skills,  
16 understanding diversity of California, and geography, and  
17 impartiality. And those are skills that I believe that I  
18 possess in great amounts.

19          And I hope that I can communicate that through the  
20 work that I do, that these are things that I do every day.  
21 I'm always looking at information, evaluating it, and we  
22 have to do this on a very impartial basis.

23          The community that I work in is very small,  
24 there's only a few hundred of us in the world that work on  
25 the problems that I work on. And we know each other very

1 well, and we review each other's papers, and we work with  
2 each other. But at the same time, at the end of the day  
3 we go back and we're -- you know, we're best friends, or  
4 we're very good friends, or perhaps we don't like each  
5 other very much.

6 But when we're doing our job, we're completely  
7 impartial, and that's how science progresses, science will  
8 not progress by people just fulfilling their own egos or  
9 self-interest.

10 And that's very much like the Commission work,  
11 where the Commission work is based on people who are there  
12 to do their jobs, and be impartial, and use their skills  
13 and their talents in order to best serve their State.  
14 And, you know, this is somewhat -- again, we're coming  
15 forward on a voluntary basis. I mean, yes, I know there's  
16 compensation, but in terms of we're taking breaks from our  
17 careers, and our lives because this is going to be very  
18 time intensive.

19 But, you know, I believe that I'm here because I  
20 have these skills. And usually I use them to perform my  
21 science, but that's a very selfish thing to do, because  
22 that's something that really only -- that, you know, that  
23 I get benefit, that my colleagues get benefit from,  
24 science as a whole gets a benefit from, but most people in  
25 their daily lives won't know about that.

1           And I see the Commission as a -- you know, I've  
2 been looking for a venue in order to use my skills with  
3 the public. There's science education, which I believe is  
4 very useful, but this is something where I can really use  
5 all of the skills that I possess, and have been trained.  
6 And, really, the taxpayers provide the money for me to be  
7 able to do the work that I do. I get most of my money  
8 from the National Science Foundation, as a grad student  
9 and on today.

10           And, you know, the people have spent, have  
11 invested in me to have the skills that I have and I just  
12 really hope to have the opportunity to use those skills  
13 for the benefit of the general population.

14           So, thank you.

15           CHAIR AHMADI: Thank you.

16           PANEL MEMBER SPANO: Thank you.

17           VICE CHAIR CAMACHO: Thank you.

18           MS. RAMIREZ-RIDGEWAY: Thank you for coming to see  
19 us, Dr. Hernland.

20           MS. HERNLAND: Thank you.

21           MS. RAMIREZ-RIDGEWAY: Well, Mr. Ahmadi, would you  
22 care to resume Chairmanship?

23           CHAIR AHMADI: I would love to, but -- there's a  
24 but here -- you have done such a wonderful job, Stephanie,  
25 and I really want to thank you so much for allowing me to

1 fully focus my attention to the interviews, and the  
2 questions, and interaction with our respectful applicants.

3           Since this meeting has two more agenda items, and  
4 the main part of the next item is public comments, and I'm  
5 sure that I'll benefit to continue to have fully focused  
6 attention to the public comments and gathering  
7 information, as much as I can.

8           So, if you don't mind, and if Mary and Kerri  
9 supports me, I'm happy if you can please continue to  
10 facilitate this meeting.

11           MS. RAMIREZ-RIDGEWAY: That's fine with me.

12           Panelists?

13           VICE CHAIR CAMACHO: I agree.

14           PANEL MEMBER SPANO: Yes.

15           VICE CHAIR CAMACHO: And since --

16           CHAIR AHMADI: Thank you.

17           VICE CHAIR CAMACHO: -- Nasir, or Mr. Ahmadi has  
18 not had the opportunity to have his ability to be a  
19 Chairman during this process, and this was his time to  
20 have that, I would suggest that at our next meeting that  
21 he be the Chairman, also.

22           CHAIR AHMADI: Oh, thank you, Mary, I would be  
23 honored. Thank you very much, no problem.

24           MS. RAMIREZ-RIDGEWAY: Okay. Well, with that I  
25 will exercise my role and say let's recess for about --

1 well, let's recess until 2:45, because we want to allow  
2 staff an opportunity to swap out the table --

3 CHAIR AHMADI: Sure.

4 MS. RAMIREZ-RIDGEWAY: -- pull in the podium, and  
5 allow our videographer to make the adjustments he needs to  
6 make to the sound system and such.

7 So, why don't we recess until 2:45 and we'll come  
8 back in at that time and see, I think we have two  
9 individuals here for public comment so far, we may get  
10 more.

11 CHAIR AHMADI: Okay, thank you.

12 VICE CHAIR CAMACHO: Okay.

13 (Off the record at 2:20 p.m.)

14 (Back on the record at 2:44 p.m.)

15 MS. RAMIREZ-RIDGEWAY: The hour being 2:44 and all  
16 Panelists being present, let's go ahead and get back on  
17 record.

18 I feel like we should have every Applicant who  
19 interviewed with us here, with some Champagne, or  
20 Sparkling Cider, or something to that effect.

21 CHAIR AHMADI: I know.

22 (Laughter.)

23 MS. RAMIREZ-RIDGEWAY: To celebrate. Not because  
24 we're done, but because they've all taken time out of  
25 their busy lives to come here and answer our challenging

1 questions, and share their thoughts, and sometimes their  
2 deep feelings about personal things, and their beliefs on  
3 fundamental philosophies, and principles.

4           And every one of the Applicants has shown an  
5 openness and a commitment to California.

6           And on behalf of the Panel, and the State Auditor,  
7 and all of the Bureau staff I just want to thank those  
8 Applicants and express our gratitude, and toast to them  
9 with our non-existing Champagne or Sparkling Cider.

10           We may have our fiscal troubles, but in many ways  
11 California is a very rich State and I think our Applicants  
12 have show us that.

13           With that, we're still on Item 5, and I believe we  
14 have two gentlemen here who would like to make public  
15 comment.

16           I think we should take those comments and then my  
17 suggestion would be that because of the way the agenda's  
18 been set out, we recess until Monday and continue to take  
19 public comment on Item 5, to the extent that there is any.  
20 We'll do it briefly, we won't dedicate a whole day to it,  
21 because we still do have Items 6 and 7 to get through  
22 before we can adjourn the world's longest meeting.

23           (Laughter.)

24           MS. RAMIREZ-RIDGEWAY: And I want to let the  
25 public know, whether they're here today, or they come on

1 Monday, or whether they submit written comments, which is  
2 my understanding there will be a written comment period  
3 that goes through next week, that I think my understanding  
4 is that the Panel is deeply interested in understanding  
5 not just who members of the public would like to see on  
6 the list of names that go to the Legislature, but why.

7 I think that's information that would be helpful  
8 and so I'd ask the public to provide us with some  
9 particulars about why they'd like a specific Applicant  
10 over the others.

11 And with that, we'll take public comment. Is  
12 there a preference, guys? Mr. Wright.

13 MR. WRIGHT: Good afternoon, I'm Jim Wright, I'm a  
14 voter from San Jose, still, okay. I am in awe of your  
15 effort and the effort of all of the candidates. This has  
16 been an amazing experience to see many of them in person,  
17 to watch them all on the video at home, and everyone of  
18 them is qualified to do the job, quite frankly.

19 But I've got a few concerns, a few thoughts that I  
20 thought I would pass your way.

21 Some of the interviewees really do have a hidden  
22 agenda. I have the doubts that some of these candidates  
23 can really be impartial during the functioning of the  
24 Commission. Their bias in favor of one factor or another  
25 has seemed to me to be quite clear, and I'm sure you've

1 spotted them as well. I won't go anywhere near trying to  
2 name them.

3 Some of the Applicants are really confused about  
4 how the Commissioners must act, in particular when and  
5 under what conditions they may discuss Commission business  
6 and with whom. And this needs to be carefully addressed  
7 when discussing Bagley-Keene during their training.

8 Most of the candidates are unsure concerning the  
9 concept of communities of interest. They've got some  
10 idea. Do you realize that the smallest COI is yourself,  
11 or your family, and then extends to things such as church  
12 members, your neighbors, the neighbors surrounding, oh,  
13 say, a pot club, a liquor store, a car dealership, a dump,  
14 or an oil refinery, or those serviced by a water  
15 districts. Parents of children at a school, people on  
16 social security, an elder residential community, dog  
17 owners, cat lovers, there are lots of different kinds of  
18 communities of interest.

19 The difficulty here is that many of them are  
20 spread very widely and are not geographically compact.  
21 So, the trick is going to be how do you work this out, the  
22 Commissioners have got a challenge there.

23 A few of the candidates were vague or noncommittal  
24 in their ability to spend the time necessary to do the job  
25 right. Some of that was clearly lack of understanding of

1 the work that might be required and the time it might  
2 take. This is admittedly a bit vague at the moment,  
3 mostly because this is the first cycle.

4 Okay. Others expected to maintain their full time  
5 jobs, while devoting only scant hours to the Commission.  
6 You've noticed this because you questioned them on the  
7 issue.

8 I believe that a lack of desire and ability to  
9 spend whatever time is necessary should disqualify all  
10 such candidates because they are not committed to the  
11 process of the Commission.

12 One question was only obliquely addressed with a  
13 couple of the candidates, namely, will you remain involved  
14 with the Commission should you not become a Commissioner?  
15 It would have been a fine indicator of a candidate's  
16 commitment, but a little late now. Maybe the next ARP  
17 would see fit to make this part of one of the standard  
18 questions.

19 Kerri, you used the question I proposed several  
20 times, thank you.

21 PANEL MEMBER SPANO: Oh.

22 MR. WRIGHT: I appreciate your willingness to take  
23 the idea and use it where it fit.

24 The question basically was would any organization  
25 you are involved in benefit from you being a Commissioner.

1 And as you may have noticed, all the responses were  
2 negative.

3 A few candidates clearly understood the need for  
4 the Commission to actively attack setting up their  
5 organization, their staff and their work as soon as the  
6 Commission is fully formed, this should be a critical  
7 criteria in your evaluation. You know who they are  
8 because you questioned them on how they would proceed and  
9 what they would do first.

10 Along that line I collected some of those ideas  
11 that they did express, and adding a couple of my own put  
12 together a Gantt chart, proving that the work can be done  
13 and can be concluded by September 15<sup>th</sup>.

14 Now, this is just a sample, just an idea, but  
15 maybe it's a starting point for the Commission and I offer  
16 that to you.

17 Diversity is another issue that has been addressed  
18 by many of the questions and many of the answers. Let me  
19 offer that diversity on the Commission is important  
20 because the public expects to see their own face within  
21 the Commission. It seems to be important to a great many  
22 people that something like that happen, okay, and that's  
23 the key reason why we need to see that this Commission is  
24 as diverse as we can possibly make it, representing people  
25 from California.

1           And by the way, some of the candidates would be  
2 much better suited, in fact very well suited to be staff  
3 of the Commission, rather than on the Commission. I  
4 spotted one individual that would be an absolute perfect  
5 publicist for the Commission, another that has skills that  
6 would make him a perfect chief of staff, and others that  
7 would be very good analysts.

8           And I hope that perhaps the Commission would dig  
9 into that, the pool of failed candidates, when they're  
10 looking for staff. There are people out there that have  
11 the skills to do the job.

12           Again, okay, let's go on to the important matter.  
13 I'd like to share with you Jim's top fives. Within the  
14 three groups I have gone through all of the applications,  
15 not quite to the same extent you have, I've listened to  
16 all of the interviews and I've made a selection of five  
17 people in each of the category that I think would make a  
18 beautiful Commission, an absolute perfect Commission.

19           If we look at the Others, and I'll give you only  
20 the last names, Salinas, Levin, Parvenu, Lorono and  
21 Galambos Malloy.

22           For Democrats, Afflerbach, Imbasciani, Aguayo  
23 Schupbach, Leichty and Ohlson.

24           For the Republicans, Shipman, Lax McAndrews,  
25 Wilczynski, and Jorgensen.

1           What struck me about Mr. Jorgensen, the very first  
2 interviewee, he'd be a perfect Chairman for the  
3 Commission.

4           I've made no attempt to balance these three lists  
5 for gender, ethnicity, age, income, geography, religion or  
6 whether they prefer pepperoni on their pizza. You're  
7 going to have to do that hard part, okay.

8           Best of luck to all of those who will be selected  
9 as part of the final 60. Thank you again for the  
10 intelligence, diligence that you folks have put into this  
11 process, it's made it real. Thank you.

12           CHAIR AHMADI: Thank you, sir.

13           MS. RAMIREZ-RIDGEWAY: Thank you.

14           MR. WRIGHT: Do you have any questions of me?

15           CHAIR AHMADI: I don't.

16           VICE CHAIR CAMACHO: Is there any specifics on why  
17 you selected these? Did you feel that they met those  
18 qualities that you put down better than the others, or  
19 were there specific qualities on each of these?

20           MR. WRIGHT: Yes, there are specific qualities on  
21 each of those people. I have my notes, but they're not in  
22 front of me right now. I can provide that information to  
23 you, if you'd really like to have it. I'd rather not  
24 because it is my opinion, it's strictly my opinion. It's  
25 based on the same information that you have in front of

1 you.

2           And in looking across all of the people, I was --  
3 I was keeping track and putting -- I was associating a  
4 number, a ranking with each person and I would review that  
5 and, you know, sort them and these were the five that  
6 percolated to the top, okay. They seemed, to me, to  
7 represent the qualities that Jim Wright would like to see  
8 in members of the Commission.

9           So, yes, if you need more information, would like  
10 to have more information, I'd be glad to provide it to you  
11 in whatever form you want. I'd rather not, if we can  
12 avoid that.

13           MS. RAMIREZ-RIDGEWAY: Let me just say that if you  
14 do provide it, we do have to make it a public record.

15           MR. WRIGHT: I understand.

16           MS. RAMIREZ-RIDGEWAY: So, think about that before  
17 you make your decision.

18           MR. WRIGHT: I understand that. That's exactly  
19 why I'm saying I'd rather not do it, okay.

20           VICE CHAIR CAMACHO: Okay. I just was wondering  
21 if there was specific qualities that you saw in each.  
22 But, no, that's okay.

23           MR. WRIGHT: They fit Jim Wright's opinion of who  
24 should be on the Commission. Okay?

25           VICE CHAIR CAMACHO: Okay, thank you.

1 MR. WRIGHT: Anything else?

2 VICE CHAIR CAMACHO: I don't have anything else.

3 MR. WRIGHT: Thank you very much, folks, it's been  
4 a fun experience.

5 MS. RAMIREZ-RIDGEWAY: Thank you, Mr. Wright.

6 VICE CHAIR CAMACHO: Thanks.

7 Yes, sir, Mr. Walton.

8 MR. WALTON: I'm Sam Walton and I'm working on  
9 behalf of the NAACP. And I'll just tell you, I'm so  
10 impressed with the work you guys have done so far, I feel  
11 like I know you now. I mean, I met you a few months ago,  
12 but I've watched you so much on TV and just the subtleties  
13 of the way you inquire.

14 And I've appreciated your ability to inquire and  
15 to dig while making the Applicants feel very, very  
16 comfortable, and part of that is a skill, and I comment  
17 you for it, because it is that skill that made it possible  
18 for those of us, who were observing, to get to know the  
19 Applicants.

20 An interview process is difficult because people  
21 kind of know what they need to do, and they understand the  
22 social psychology of individuals and they come forward and  
23 they present a picture, they paint a picture. And you  
24 guys were able to penetrate beneath the surface.

25 And the one thing that I am more impressed with is

1 that the people that interviewed, you had to go through  
2 and you had to get past the paperwork to the individuals,  
3 and the people you got to were really very outstanding.

4 That just watching those interviews, it's kind of  
5 a renewed faith about the capabilities of California  
6 citizens. It dispels the notion that you have to be an  
7 expert in this process all your life in order to make or  
8 participate in public policy.

9 You guys were able to drill down, you know, from  
10 what was it, 35,000 applications, down to 120 people that  
11 we were able to view in the open, as they exchanged.

12 And I loved the approach you used to it, I mean,  
13 smiling and encouraging, and complimenting, and that made  
14 every individual here, that made every person that  
15 interviewed encouraged to share with you.

16 And I believe that of the hundred and, what was  
17 it, 17 or so that were interviewed, I believe that just  
18 about any one of them could do that job, with a few  
19 exceptions.

20 But I do believe you were able to get down to an  
21 outstanding group of people.

22 At this stage I'm not going to make any  
23 recommendations about who, you know, I think or is the  
24 best, but I do anticipate participating in that process,  
25 and I do anticipate, you know, following up subsequently

1 with some kind of written communications about, you know,  
2 people that we're impressed with, that we think would be  
3 beneficial.

4 But I can say that the majority of the people that  
5 I watched in these interviews, I'd be comfortable with,  
6 you know, most of them. You know, it's an outstanding  
7 group.

8 So, I do think that, finally, it's a confirmation  
9 that we've been under the illusion that there are no, you  
10 know, regular people in a sense, without having to be a  
11 professional in a given area, but these were people who  
12 came to the table with a variety of experiences at all  
13 levels, many of whom may not have done this.

14 And I believe it's important to recognize, based  
15 on the logic, the analysis, the approach, it confirms that  
16 they can do this job without having to be experts in  
17 redistricting. And I think that's a real important thing  
18 because the people who do redistricting will throw  
19 numbers, and statistics, and facts, and maps, and before  
20 one knows it, they're overwhelmed with the notion that  
21 you've got to be an expert to get down to making some  
22 common sense decisions about, you know, what America or  
23 what California should be governed by, how it should be  
24 governed.

25 And watching some of those interviews, you know, I

1 was very impressed with the level of technical knowledge  
2 of many of them, and I think that's really important, but  
3 I don't think it's the only thing.

4 There are so many other characteristics that came  
5 through.

6 So, I want to just say, you know, it's an  
7 impressive process, you guys have done an impressive job  
8 in interviewing, and I think your work starts now, because  
9 that 120 will be way more difficult to skip through than  
10 that first 35,000, or that first 30 some odd thousand,  
11 because these people are all talented.

12 But I can say whoever you wind up selecting I  
13 believe will do an excellent job because the pool really  
14 did have a talented group.

15 So, that's it, if you have any questions.

16 CHAIR AHMADI: No, thanks.

17 PANEL MEMBER SPANO: I don't have any.

18 CHAIR AHMADI: Thank you so much.

19 VICE CHAIR CAMACHO: Thank you.

20 MS. RAMIREZ-RIDGEWAY: Thank you, Mr. Walton.

21 Seeing no further public comment, let's go ahead  
22 and recess until -- can we make it 9:30 on Monday?

23 CHAIR AHMADI: Sure.

24 VICE CHAIR CAMACHO: That's fine.

25 PANEL MEMBER SPANO: Okay.

1 MS. RAMIREZ-RIDGEWAY: 9:30 Monday morning,  
2 whereupon we will resume taking public comment. And if  
3 there is little or none, we'll move forward to the next  
4 agenda items.

5 CHAIR AHMADI: Okay, thank you.

6 (Recess at 3:03 p.m.)

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