

BEFORE THE
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

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

555 Capitol Mall, Suite 300
Sacramento, CA 95814

WEDNESDAY, AUGUST 25, 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

Candidates

Elaine W. Kuo

Janet Heinritz-Canterbury

Susan Burgess Miller

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P R O C E E D I N G S

AUGUST 25, 2010 1:00 P.M.

MS. RAMIREZ-RIDGEWAY: It's one o'clock, let's go back on record.

We have with us this afternoon Ms. Elaine Kuo. Ms. Kuo, are you ready to begin?

MS. KUO: Yes, 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. KUO: Good afternoon. I'd like to start off and just discuss some of the skills that I feel would be helpful for a good Commissioner. There are six items that I'd like to discuss today.

The first of which, I feel that being a strong organizer, being organized would be very helpful in this position. And by that I mean the ability to develop timelines, maintain good records, ability to keep to those timelines.

As a higher education researcher and

1 practitioner, I've had experience in organization,
2 managing projects, planning programming, coordinating
3 staff trainings, working with the different constituents
4 that often call upon higher education institutions.

5 Within that context I've also designed lesson
6 plans, been in the classroom and organized evaluation
7 efforts of the practices within higher education
8 institutions.

9 And part of the context of being a good
10 organizer or being organized with your tasks is also the
11 ability to be flexible and to be able to respond
12 effectively to changes. Because especially in the
13 positions that I have been in, some of the
14 responsibilities are not necessary, specifically dealt
15 with by myself, in the sense that you have to work with
16 others to make sure the tasks get done.

17 And so, you have to be able to work with other
18 people and respond to that.

19 And that leads into number two, which is the
20 ability to be a good communicator. And part of this
21 entails sort of being able to be an active listener, and
22 also to be able to, as well, process that information that
23 you're listening to.

24 To be able to express your ideas in a clear
25 manner, both on paper, as well as face to face.

1 Being able to recognize your audience and what
2 the audience might need to hear from you or present it in
3 a way that is accessible to the audience.

4 To ask questions and to facilitate, sometimes,
5 if needed.

6 And in my experience dealing with that, I have
7 had a wide variety of experiences speaking with different
8 groups of individuals, ranging from students, parents,
9 faculty, staff, administrators, coming from a wide variety
10 of different backgrounds.

11 I have conducted staff trainings and workshops,
12 oversaw focus groups, where some of the facilitation
13 skills do come in. And I try to aim to be as open and
14 accessible as possible during that process.

15 Third, the important of collaboration, to be
16 able to work with others to identify a common purpose and
17 to work with that, and work towards that. And part of
18 that certainly includes being able to encourage
19 participation of everyone who is to be involved in that
20 process.

21 Again, impartiality is also -- at least you
22 should strive to be impartial. The ability to consider
23 multiple perspectives and to recognize the value of the
24 different perspectives.

25 And so, in my work I have tried to remain open o

1 different points of view. I think, to a certain extent,
2 that is how new knowledge is created, when you come with
3 perhaps your perspective, based on your background and
4 life experiences, and you have a chance to interact with
5 other people, that when that comes to a shared space
6 sometimes new ideas and positive efforts towards change
7 can occur from that context.

8 Another skill that a Commissioner should have is
9 also an awareness or understanding of diversity. This can
10 occur as part of lived experience or just the
11 understanding of the value and the validity of all the
12 diverse attributes that are represented in this State.

13 And in my experience, I have had both
14 minority -- having -- I have had the experience of being a
15 minority, having the minority experience, but I've also
16 had the experience of having the majority experience,
17 depending on the settings that I was in.

18 I have experience living in different parts of
19 the State and also have been fortunate to be in work
20 environments where I was interacting with people from
21 diverse backgrounds.

22 And part of this entails extending myself to
23 develop an awareness of other experiences, other than
24 mine, to acquiring that knowledge either, again, through
25 lived experience or as an educator, through my own

1 research, to better understand sort of how diversity plays
2 a role in terms of the college student experience. And
3 also, then, to continuously develop cross-cultural skills
4 so that I can successfully collaborate and interact with
5 people that I work with, in my work environment.

6 Finally, the data analysis skills will be very
7 important for a Commissioner to have. They need to be
8 able to process large amounts of data in a relatively
9 short amount of time. They need to be able to insure the
10 accuracy of the facts and to be able to discern facts from
11 opinion.

12 And in my experience, I have conducted research,
13 I have worked in an institutional research office where I
14 have developed familiarity with both quantitative and
15 qualitative research skills.

16 My office focused on helping the institution
17 learn about whether their curricular efforts and
18 initiatives were really promoting student outcomes,
19 positive student outcomes. And so in that process I was
20 exposed to being able to develop research design, survey
21 design, interview protocol, et cetera.

22 In terms of what I don't possess and how I will
23 compensate for it, I have limited experience in terms of
24 mapping and I do not come from a legal background. But
25 this is where I sort of -- I take from my previous

1 experience, as well as my own approach to learning about
2 new things into this setting.

3 So, as with any research project that you begin,
4 you don't often know the answers or you do not understand
5 the process by which a certain outcome may occur. So, you
6 begin the process by learning about it, learning as much
7 as you can, gathering information, reviewing that
8 information, connecting it with other sources, such as
9 experts or, in this case, maybe other Commission members,
10 the larger community to better understand what it is
11 you're dealing with.

12 I'm also -- while I may not have a strong legal
13 background, I am experienced with upholding rules and
14 regulations and understanding that the legal requirements
15 may be something that is important to rely on in terms of
16 making some of these decisions regarding redistricting.

17 Additionally, I have had opportunities to
18 collaborate, certainly in my work experience, but I also
19 have limited experience in sitting on a statewide
20 commission in terms of -- especially about redistricting.

21 But again, I think I can compensate using my
22 experience sitting on other -- through other committee
23 work, be it in admissions, be it with faculty/student
24 committees, be it with committees that are helping to
25 decide curricular initiatives, and I think some of those

1 skills would certainly translate into this setting.

2 And there's nothing that will -- that I believe
3 will prohibit or impair my ability to carry out the
4 functions. I have no ties to the current political
5 system. I've never really been involved in either state
6 politics, other than voting, and I don't believe I carry
7 any biases in that particular context, thank you.

8 MS. RAMIREZ-RIDGEWAY: We have about ten minutes
9 remaining.

10 Describe a circumstance from your personal
11 experience where you had to work with others to resolve a
12 conflict or different of opinion. Please describe the
13 issue and explain your role in addressing and resolving
14 the conflict?

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

18 MS. KUO: Okay. So, as an institutional
19 researcher, we were asked to a funding agency to examine
20 partnerships between my institution and local institutions
21 regarding the transfer process.

22 So, we designed an evaluation rubric based on
23 the funder's requirements and then approached the
24 individual institutions.

25 When we went to the initial, first institution

1 we quickly encountered some resistance when we presented
2 the evaluation rubric. I quickly realized that we needed
3 to de-emphasize that rubric, even though it was certainly
4 a requirement as part of the funding, but that we needed
5 to step back and to ask the institution what they were
6 concerned with, what their expectations were and what they
7 were hoping to gain out of this process.

8 So, we began to really ask a lot of questions
9 and our team was able to encourage them to feel included
10 in this process so that we could agree on a common goal,
11 that this evaluation report had to be done, regardless of
12 how the institution may have felt about the particular
13 product of having to do an evaluation report.

14 So, we proceeded to discuss and focus on
15 highlighting aspects of the institution that would speak
16 to the transfer process that would also be helpful for the
17 institution and not just specifically for the funder. So
18 that we then modified aspects of the rubric so that it
19 would satisfy both the institution and the funding agency.

20 And so, from this experience I take with me
21 that, you know, conflicts are not always negative, they
22 certainly can be positive. In this way we were able to
23 find out about a specific, unique program at that
24 institution that deserved to be highlighted as part of
25 this evaluation process that we needed to conduct.

1 And so, I think really to work around the
2 conflict or through the conflict you need to focus on the
3 common purpose, you need to establish that. You need to
4 separate the personal and focus on doing the work that
5 would benefit the people of California. You try to
6 understand what the concerns are, their expectations, ask
7 questions, you repeat to demonstrate your understanding
8 and to recognize that negotiation and compromise may be
9 needed, so where is the zone of overlapping interest where
10 we can come to an agreement.

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

16 MS. KUO: Redrawing the lines to more accurately
17 reflect the changing population in different districts, so
18 that the elected official can better represent their
19 constituents and needs, I think that's a major impact.

20 This process can affect the type of State
21 legislation that gets introduced, which bills get support.

22 Potential harm would be if the Commission is not
23 able to work well together, accomplish the deadlines that
24 are set, if districts are drawn without the public's
25 input, if districts do not take into account demographic

1 changes over the last ten years people may feel that as a
2 result that the officials elected may not actually
3 represent their interests, and this can possibly lead to
4 people feeling less invested in the process and possibly
5 political disenfranchisement, if they choose to opt out.

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

11 If you are selected to serve on the Citizens
12 Redistricting Commission, tell us what you would do to
13 foster collaboration among the Commissioners and insure
14 the Commission meets its legal deadlines?

15 MS. KUO: I was hired to supervise a staff
16 responsible for -- excuse me -- after hour's issues at --
17 within university apartments. So, I was responsible for a
18 student staff that served undergraduate, graduate, and
19 faculty residences.

20 And I think as the previous supervisor had left
21 before the term ended, I inherited his staff and I had to
22 work with them collaboratively so that we could carry
23 out -- we could establish a level of trust so that their
24 job responsibilities could be carried out in an effective
25 manner.

1 So, in addition to me being open to my
2 expectations, my understanding of the job, I also then
3 reached out to ask them what their roles were like, what
4 their typical job was like, what their typical shift was
5 like, what's a worst-case scenario? What were their
6 expectations about how this job fit into their own
7 experiences and what they hoped that they could expect
8 from their supervisor?

9 So, really to develop this sense of community we
10 then had to meet and discuss, you know, what is the common
11 purpose here, what is it that we're trying to accomplish?

12 And in this particular case we had to realize
13 that the shared aim of responding to tenants concerns was
14 important and that we needed to see how we could help,
15 collectively, to get this done.

16 And when the staff sort of realized that they
17 could rely on each other, and they could rely on myself as
18 well, the job responsibility just became more manageable
19 and things flowed more smoothly.

20 So, I also maintained good notes of the
21 meetings --

22 MS. HAMEL: Five minutes.

23 MS. KUO: -- as well as my reflections, and
24 tried to insure that my behavior matched what I said.

25 In the end I believe the staff saw me as an ally

1 for them and my supervisor at the time noted that there
2 was improvement in terms of staff cohesion, and so I saw
3 that as a very productive effort. That even though I was
4 the supervisor in this context, I really was only as good
5 as my staff functioned.

6 And in terms of taking that experience and to
7 promoting collaboration on the Commission, again focusing
8 on the process or the task at hand, identifying these
9 shared aims, promoting inclusion, asking questions and
10 operating transparently in a way so that what you say is
11 also matched with how you then behave.

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

19 MS. KUO: Okay. Specific skills that I would
20 have interacting with the public are certainly my direct
21 experience having interacted with the public, specifically
22 I've had to present my work, as well as the evaluation
23 results to a variety of different populations.

24 As an admissions officer, I've had to interact
25 with parents and students. And within that role I had to

1 help demystify what is sometimes a complicated process to
2 understand. And I imagine that redistricting on some
3 level is similar in that regard.

4 I also am curious by nature and love to learn,
5 and I think that aspect of my personality does come
6 through when interacting with the public. And that
7 approach leaves the space open for asking questions,
8 responding, so that it's a mutual exchange of information
9 that then serves to establish rapport and help work
10 towards a specific goal.

11 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

12 CHAIR AHMADI: Yes, thank you. Good afternoon,
13 Ms. Kuo -- Ms. Kuo, I'm sorry.

14 MS. KUO: Oh, no, no problem.

15 CHAIR AHMADI: In response to question one, as
16 one of the skills necessary for the Commissioners you
17 mentioned that they should have understanding of
18 diversity. And a question that I was planning to ask
19 relates to that, so let me just read it to you, please?

20 To what extent do you think geographic location
21 affects the preferences and needs of residence and can you
22 give us a few examples of preferences someone from an
23 urban area may have that might differ from preferences of
24 a resident of a rural area?

25 MS. KUO: In regards to geographic diversity, I

1 think the needs, depending on where you live in the State,
2 can differ. For example, someone from a more rural part
3 of the area, perhaps with -- excuse me -- perhaps with
4 agricultural interests, would perhaps may have more
5 concern about issues related to water access, related to
6 access to healthcare, related to educational access, as
7 well, because of distance for example.

8 For someone living in a more urban area, issues
9 related to water, for example, while not to say that they
10 would not be important, perhaps given the industry in
11 urban areas there would be other concerns related to that,
12 that would be more important or have priority for the
13 urban area. For example, access to H-I visas for people
14 who work in the technology sector, they might have
15 concerns related in that regard.

16 Does that answer your question?

17 CHAIR AHMADI: Yes.

18 MS. KUO: Okay.

19 CHAIR AHMADI: Thank you. I'd kind of like to
20 follow up on that. I'm sure that from your academic and
21 life experience, as you mentioned in response to my first
22 question, there are differences, you know, throughout the
23 State of California.

24 How would you go about to make sure that you get
25 input and make sure that you understand those differences

1 before making a decision on the redistricting work? What
2 would be your approach to gain knowledge of differences
3 and how would it play a role in your decisions?

4 MS. KUO: I think this starts at the beginning
5 of the process, when the Commission is first established.
6 I think that as a committee, perhaps, there would be the
7 opportunity to decide how to tackle this large issue of
8 gathering information, perhaps some of the
9 responsibilities can be divided, but that there needs to
10 be an effort to collect data or information directly from
11 the communities, themselves.

12 And, certainly, there would, I would imagine, be
13 information that would be available from the State level,
14 as well as perhaps other information that had been
15 collected to outside experts. So, perhaps, political
16 scientists, urban planners, people who have also, perhaps,
17 written or presented information in regards that would --
18 that could speak to the situation in each of the different
19 existing districts.

20 I think that would be the initial approach. And
21 then, certainly, the opportunity to then actually go to
22 each of the areas. I recognize that all the districts
23 will necessarily be visited, but opportunity to invite the
24 public, then, to participate.

25 And I recognize that a lot of the discussion is

1 also on the differences and to be mindful of the
2 differences. But I think in terms of redistricting it is
3 something that we're trying to do for the benefit, for the
4 good of the State at large, which would represent all
5 people. And so, on some level it's also coming to terms
6 with what are some of the similarities within each
7 district and not just the differences.

8 CHAIR AHMADI: Okay. So what kind of
9 information would you collect from communities? You
10 mentioned that some of the data will come from the
11 communities, could you elaborate on that, please?

12 MS. KUO: I would imagine that within each
13 community there would be organizations that serve to
14 document their community in terms of assessing sort of the
15 changes that have occurred in the last ten years, or
16 projected changes based on where we were ten years ago, as
17 well as efforts regarding the community's response to the
18 change in demographics.

19 I guess one specific example I could probably
20 mention is that institutions of higher education, for
21 example, might have a master plan, something that they may
22 have written in terms of helping them focus and look at
23 their community in order to be more responsive and --

24 CHAIR AHMADI: Master plan. You mentioned
25 master plan?

1 MS. KUO: Yeah, or like a strategic plan, you
2 know, something where they would discuss -- for example, a
3 community college might have a plan or a strategic vision
4 where they would anticipate what the changes have been in
5 their community, how that might affect what kind of
6 certificates or degrees that they would offer in terms of
7 the programs, how the demographics have changed. You
8 know, if an area within the last ten years that they
9 anticipate, based on projections, may change in terms of
10 some basic skills, such as English language acquisition,
11 the institution usually tries to address that by offering,
12 for example, more English as a second language courses.

13 But I think information like that would also be
14 helpful to the community. That's just one small example.

15 CHAIR AHMADI: Sure, sure. Just to make sure
16 that I got it correct --

17 MS. KUO: Uh-hum.

18 CHAIR AHMADI: -- I believe, and please correct
19 me if I misinterpreted that, I believe when you mentioned
20 data from communities you meant -- you meant to say
21 institutional organizations or community, for example,
22 community of higher education institutions or community
23 of -- is that correct?

24 MS. KUO: Right.

25 CHAIR AHMADI: Okay.

1 MS. KUO: I think it's from specific
2 organizations that are within the community and need to be
3 responsive to that community.

4 CHAIR AHMADI: Okay.

5 MS. KUO: Whether -- and I'm thinking more along
6 official lines, you know, that are established, as opposed
7 to just a group of people who write a report and decide to
8 submit that to the committee.

9 CHAIR AHMADI: Okay. How would you insure that
10 you also have input from individuals who are not
11 necessarily associated with one of these organized
12 structural communities, as you described it?

13 MS. KUO: Sure. I think that the public
14 hearings are an important venue to have, where you can
15 solicit individual opinions and perspectives about the
16 redistricting process, with their prior experience as well
17 as their concerns about this upcoming redistricting.

18 I also think that there are avenues that perhaps
19 can be used in terms of the internet, for example, where
20 perhaps people can express concerns and issues that they'd
21 like to see the Commission address.

22 Certainly, also, too, that when you are
23 conducting outreach into the community through those
24 organizational channels that perhaps, you know, they have
25 some information from their individual folks that they are

1 in connection with, that some of those viewpoints also get
2 conveyed to the committee, as well.

3 CHAIR AHMADI: To the Commission, you mean?

4 MS. KUO: I mean to the Commission, I'm sorry.

5 CHAIR AHMADI: No, that's okay.

6 You also mentioned that you will be also
7 collecting expert opinion or information from the experts.
8 Can you elaborate on that as well, please?

9 MS. KUO: Sure.

10 CHAIR AHMADI: What kind of information and to
11 what extent -- I think my goal is to make sure that I
12 understood your response correctly, how much reliance you
13 will be giving to what type of information from the
14 experts?

15 MS. KUO: I think, really, even though I have
16 lived in different parts of the State, it would be a
17 challenger for any Commissioner to really know every part
18 of this State. I think the importance is to be open to
19 learning about all corners of the State.

20 But I think where experts would come in would be
21 to be provide just sort of a broad scope of some of the
22 key issues that have been documented in the past, either
23 through rigorous study, which could be helpful for the
24 Commission to have sort of an overall lay of the land
25 before they actually go into the communities or solicit

1 the community's perspective on the issue.

2 I think that that's sort of where I was thinking
3 about where these outside sources could come into play.

4 And I know that there may be budget limitations
5 in regards to that, which is why I don't know that I would
6 advocate for a complete reliance on outside sources, but
7 to actually be able to take people's work, who have -- who
8 have become experts in that particular field to help
9 inform and provide a broader framework so that we have a
10 starting point.

11 CHAIR AHMADI: How comfortable are you with your
12 understand, of level of understanding of California's
13 diversity in terms of demographics and geography?

14 MS. KUO: I think I'm fairly comfortable with my
15 understanding of the geography. I think there's always
16 more to learn, I think it's impossible to know everything,
17 but I think this is why the Commission is made up of more
18 than just one person.

19 I think that what I am able to bring is
20 certainly my perspective of having lived in different
21 areas within California, different socioeconomics, you
22 know, urban, suburban, for example, and where the
23 industries have been slightly different, and may have been
24 varied.

25 And from that, then to reach out and to learn

1 more about sort of the other perspectives that are out
2 there.

3 I am, as a person who is curious and wants to
4 learn about the environment that I'm placed in, I've
5 always made an effort to learn more about these
6 experiences that I might not have lived myself. So, for
7 example, when working with students, you know, if I'm
8 invited to speak and I have been invited to speak, for
9 example, for different student populations, then I try to
10 learn about sort of what context those students come from,
11 perhaps what things might interest them in terms of how I
12 can best tailor my presentation towards them.

13 So, I might not have that lived experience, but
14 I certainly make the effort to learn about it and be open
15 to it, and to recognize that despite some differences in
16 diversity in terms of background characteristics, lived
17 experience, that there are other factors that may identify
18 us and bring us together in the dialogue.

19 So, for example, you and I, if we entered a room
20 for a meeting, for example, we may look like two very
21 different people that, you know, you're a man, I'm a
22 woman, we may not -- you may immediately think, okay, what
23 does that mean, what does that represent? But to move
24 beyond that initial identification with, well, if she's a
25 woman then there must be certain things that she believes

1 in, to recognize that there are other identities that we
2 carry with us beyond just what you can see on the surface.

3 So, you might be someone's child, you might be a
4 parent, and perhaps these are things that are also my
5 lived experiences, and these are -- these are experiences
6 and identities that we can bridge across and then moving
7 on towards, well, how are those differences -- those
8 experiences different given that you're a man and I'm a
9 woman, and how can we build and come to productive
10 discussion based on that.

11 CHAIR AHMADI: So, let's use your example or
12 description. Could you put that in perspective in terms
13 of California as a whole? For example, if you compare
14 Northern California with Southern California, what are
15 some of the similarities and what are some of the
16 differences and to what extent you'll consider that in
17 your decision making process?

18 MS. KUO: Okay. Certainly, in terms of some of
19 the differences, we can consider population density.
20 Southern California tends to be more populated than
21 Northern California. I think the types of -- and so
22 that's one example.

23 CHAIR AHMADI: Uh-hum.

24 MS. KUO: In terms of perhaps building from a
25 difference such as that in terms of then the type of

1 industries that may be supported by the different
2 environments, in terms of Southern California having a
3 much closer border to another country --

4 MS. HAMEL: Five minutes.

5 MS. KUO: Oh.

6 CHAIR AHMADI: Thank you.

7 MS. KUO: Versus Northern California's border to
8 other states within the Union. There might be concerns
9 and issues that would be different in regards to that.
10 But I think some of the commonalities that is shared by
11 the State, as a whole, are concerns about access to
12 healthcare, concerns about access to education, the
13 distribution of resources between north and south, for
14 example.

15 That despite the differences in population
16 density that people in Northern California would like to
17 feel that their issues are also being addressed as equally
18 as those concerns in the south.

19 CHAIR AHMADI: Okay, thank you so much.

20 I had a question on -- a clarification question.

21 MS. KUO: Sure.

22 CHAIR AHMADI: In your application, and in part
23 of the response to question number one on the application
24 you -- let me just read this statement to make it -- to
25 get it correct.

1 You're saying that "while it is the government's
2 role to acknowledge and to respond to the public's
3 concerns, this dynamic only works if we assume some
4 responsibility, in speaking up and advocating for our
5 communities."

6 MS. KUO: Uh-hum.

7 CHAIR AHMADI: Could you elaborate on that last
8 phrase in that statement, please?

9 MS. KUO: Sure. Well, the government -- when I
10 say the government only works if we, as the people, are
11 also involved, part of that is in the sense that our votes
12 elect who ends up being part of the government. So, if
13 you don't participate in that process, then your
14 perspective would then be left out because your vote sort
15 of signifies how you feel, or who you feel should
16 represent you and your interests.

17 In terms of the advocacy part, that sometimes
18 there is also the responsibility within each community to
19 be able to help create and convey a message by
20 organization of a group of individuals for those who may
21 not feel as comfortable doing so, in terms of highlight
22 issues and concerns to the government or their elected
23 officials.

24 And I think it is really serving as a
25 representative, a voice for people who may not have access

1 or feel as comfortable in terms of the traditional formats
2 of conveying their interests to the government in terms of
3 such basic things as, perhaps, participating in public
4 meetings and things of that nature.

5 I think in specific relation to the Commission,
6 I think in some ways the advocacy component is important
7 in the sense that you're advocating that all the voices of
8 California be heard in this process. And you want to
9 insure that you're able to keep that door open for those
10 people to convey their views.

11 And so, as a Commission, we're sort of working
12 with the people and advocating and recording what they
13 want, oh, how they see the process as we move forward.

14 CHAIR AHMADI: Okay. And I believe
15 within -- well, you established an organization or a
16 program when you were in school.

17 One minute? Okay, thank you.

18 CHAIR AHMADI: The Asian American Studies
19 Program at the college campus?

20 MS. KUO: We tried. Well, we started the
21 process, but it did not become actually instituted at the
22 institutional level until I guess ten years later.

23 CHAIR AHMADI: Yeah. Well, my question was is
24 that successful, or was it successful, are you happy with
25 the results?

1 MS. KUO: Yeah, I think so. I mean, it's
2 institutionalized, you know, it's an official part of the
3 curricular offerings now. So, in that sense I view it as
4 a great success because none of those academic offerings
5 were available when we first started.

6 CHAIR AHMADI: Okay, thank you so much. No more
7 questions.

8 MS. KUO: Uh-hum.

9 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

10 VICE CHAIR CAMACHO: Thank you. Hello, Ms. Kuo,
11 how you doing?

12 MS. KUO: Good. Thanks.

13 VICE CHAIR CAMACHO: I have one clarifying
14 question. When you were talking about the funding and the
15 rubrics that was developed, can you explain who originally
16 set that rubric the way it was?

17 MS. KUO: Sure. I'm assuming you're talking
18 about my question about the conflict?

19 VICE CHAIR CAMACHO: Yes.

20 MS. KUO: Okay. So, originally, the partnership
21 institutions, it's my understanding that they had
22 submitted for funding, and as part of the funding agency's
23 requirements was that an evaluation report be conducted to
24 demonstrate, you know, as part of accountability, where
25 all that money went.

1 And so, we got involved as an institution
2 because we were specifically looking at the transfer
3 process and transferring to my institution.

4 So, initially, the funding agency had set some
5 specific parameters of what they thought would be
6 acceptable and what they specifically wanted to understand
7 about the process and how it was unfolding at the
8 partnership institutions.

9 So, and we were invited on board to participate
10 with that effort.

11 VICE CHAIR CAMACHO: So, the funding
12 institutions set -- originally set that rubric?

13 MS. KUO: Right.

14 VICE CHAIR CAMACHO: So, when you were -- when
15 you modified those rubric you had the discussion with that
16 funding institution?

17 MS. KUO: Right. In ways that we could still
18 honor what they wanted, but yet provide a document that
19 would also be of use and helpful to the partnership
20 institutions.

21 And then part of that entailed a negotiation
22 process of demonstrating -- of being able to demonstrate
23 the uniqueness of the partnership campuses and, as a
24 result, not a single -- not one single rubric could
25 necessarily fulfill sort of the desired information that

1 the funding agency wanted. And so, we were able to come
2 to an agreement about that.

3 VICE CHAIR CAMACHO: Okay. You have prepared
4 different research or you've performed various research
5 throughout your academic career. What were your research
6 conclusions about the demographic influences on
7 educational outcomes and how will that knowledge help you
8 as a Commissioner?

9 MS. KUO: I guess I can say in terms of
10 educational outcomes in this State, I think part -- one of
11 the important things that I learned is that certainly
12 regardless of your background or your -- regardless of
13 your background, all families want their children to
14 hopefully obtain higher education, and that the larger
15 issue becomes what are the circumstances that might
16 facilitate or inhibit this process.

17 And that, I think, sort of begins to look at
18 this dynamic of educational outcomes for the different
19 population groups with the State, that you're operating on
20 a premise that it's not because one population group is
21 less invested, and so then their outcomes are lower, or
22 less desirable, but that there are certainly system
23 constraints, as well as perhaps individual circumstances
24 that also come into play.

25 And I think I take away from that experience

1 that ultimately we do have a common goal, we do have a
2 common purpose that we share.

3 And, consequently, in regards to the
4 redistricting, that I would hope the Commission is coming
5 together with the hopes of drawing lines that would
6 benefit all people of California and to recognize that
7 that's sort of the starting point. And then to go back
8 and consider what other circumstances that may provide a
9 challenge, that we would have to sort through during that
10 process.

11 I hope that answers your questions.

12 VICE CHAIR CAMACHO: What other challenges do
13 you think the Commission would have to sort through?

14 MS. KUO: I think timeline is a big issue. I
15 think that's something that needs to be established right
16 away in terms of actually getting the tasks done that
17 needs to get -- needs to be accomplished during that
18 specific timeframe.

19 I think it's also processing the large amounts
20 of information so that it can be distilled in a way that
21 is manageable.

22 I've certainly conducted research where you end
23 up with a lot of data and you're trying to make sense of
24 what are the valuable pieces here.

25 So, I think those are some issues and certainly

1 dealing in terms of public relations with the public, in
2 terms of their reactions based on their expectations and
3 concerns, and being able to respond to that in an
4 effective manner.

5 VICE CHAIR CAMACHO: As you know, there's
6 various laws and regulations that deal with or guide --
7 that will be guiding the Commission. I don't expect you
8 to know them, you'll have legal counsel that will help you
9 with them, but how do you think the Voting Rights Act of
10 1965 will affect the Commission's work?

11 MS. KUO: Well, it's my understanding that one
12 of the guidelines to this Commission is that we do uphold
13 the Voting Rights Act of 1965. So, in that sense it
14 becomes an important piece of legislation that would guide
15 us in our work in terms of making sure that there are no
16 barriers inhibiting the participation process, and that
17 lines are not drawn that create disenfranchised
18 communities.

19 In addition, I know that -- or it's my
20 understanding that there are some counties in California
21 that are part of -- excuse me if I'm not using the
22 terminology correctly -- part of covered jurisdictions
23 that may require pre-clearance in order to make any
24 changes in regards to lines being drawn.

25 So, I would imagine that that is where legal

1 expertise would come in handy in terms of helping us guide
2 what the Voting Rights Act say, and in terms of how the
3 Commission can hold true to that law and that piece of
4 legislation.

5 VICE CHAIR CAMACHO: Okay. You also did some
6 research about the students. What did you learn during
7 you research about how students become invested in their
8 communities and how will that information be beneficial as
9 a Commissioner?

10 MS. KUO: I guess the one piece of research I
11 can speak to is looking at how students end up in
12 leadership positions on their campus, in terms of looking
13 at student leadership development.

14 That particular research sort of fits into sort
15 of the larger interests I have in general about how
16 institutions develop citizenship values and sense of
17 social responsibility to your community, regardless of how
18 you choose to define your community.

19 And one of the things that I did find was that
20 students want to feel a part of whatever community they're
21 in. In this case it's a college environment. And
22 students who are successful at becoming involved do feel
23 more attached and connected to that community.

24 And that feeling, then, leads them to become
25 further interested in what is going on in their community,

1 how they can help shape and perhaps impact the community.

2 And along that process they begin to realize
3 that even though they may be one student at an institution
4 of X student population, that they can have an impact on
5 what happens in terms of the lived experience that's
6 shared by that community.

7 And I think part of that process is achieved,
8 also, through opportunities for students to engage in
9 critical thinking, to be able to be exposed to other ideas
10 that may be unfamiliar to their own experiences, and sort
11 of this challenging of their beliefs and values that they
12 may have come in with.

13 I think a lot of times it expands them to think
14 about the world differently and what their role would be
15 in that context.

16 So, those are some of the takeaways that I had
17 culled from that particular research.

18 And I think in some ways it's also true in terms
19 of political participation that people who are able to
20 feel included in the process and become a part of the
21 process feel that they are then empowered as well, and
22 that continues their involvement and engagement. And I
23 think that becomes important in terms of being able to
24 engage the people, not just on the Commission, but also
25 with the public in that process, to make sure that

1 everybody continues to feel a part of this movement, of
2 this larger community. In this case, in terms of
3 redistricting, of working to establish these lines that
4 accurately reflect the State.

5 VICE CHAIR CAMACHO: During this study did you
6 just look at a particular set of students, or was it a
7 group, or did you separate them out into certain groups?

8 MS. KUO: There are actually two components to
9 the study. So, the first part was I conducted -- I looked
10 at a nationwide sample of students and I conducted
11 statistical analysis based on the population sample, and
12 looked at specific outcomes related to leadership. And I
13 looked at leadership and quantified it in more than just
14 specific outcomes, such as if you were elected president.
15 But I also, in addition to those behavioral
16 characteristics, I also looked at values and believes that
17 the students self-reported in terms of statements such as
18 I can make a change in my community, or I believe, you
19 know, in the role of active -- social activism, et cetera.
20 And so, I did that.

21 And then the second part was more qualitative,
22 where I actually interviewed students at one institution
23 who were in leadership positions and asked them, in terms
24 of having had done the first part, where I could see
25 perhaps what experiences at a college environment would,

1 perhaps, facilitate leadership development, to look at
2 then how the students felt that their lived experiences
3 helped them think about leadership and helped identify
4 themselves as leaders.

5 The population that I worked with, for the
6 purposes just for time and expediency, was I looked at
7 white students and also at the Asian American,
8 Asian/Pacific American populations.

9 VICE CHAIR CAMACHO: So, it was just those two
10 groups?

11 MS. KUO: It was just those two, right. Right.
12 It was for my dissertation and just for, you know,
13 expediency factors.

14 VICE CHAIR CAMACHO: Okay. Did you break those
15 two groups out any further of where they originally came
16 from, economic, to determine if those factors affected?

17 MS. KUO: I did control, so control in the sense
18 that I tried to account for where they came from, the type
19 of institution, specifically, also looking at their
20 socioeconomic status, parental income levels, things of
21 that nature.

22 VICE CHAIR CAMACHO: Okay. I noticed in your
23 application that you have been very busy in your life.
24 You have been such a benefit to your family that you
25 helped out your family for the last five years.

1 What did you learn from that experience that
2 will help you as a Commissioner?

3 MS. KUO: I think I learned a lot in terms of
4 family dynamics.

5 MS. HAMEL: Five minutes.

6 VICE CHAIR CAMACHO: Thank you.

7 MS. KUO: And no one can push your buttons like
8 your family. Like, you know, in some cases your parents
9 created those buttons and so they know how to push them.
10 And this is so different than in the work environment, I
11 think.

12 And so, having had that experience, I think I've
13 learned a lot about the whole separating of the personal
14 because so much of it does feel personal and that's where
15 the emotions come in.

16 But I think in terms of being able to accomplish
17 something, you have to be able to separate that out, you
18 have to find zones where you can negotiate.

19 You know, when my father was ill, certainly one
20 of the common sort of purposes or goals as a family, we
21 obviously wanted to keep him going, so we certainly
22 want -- we all wanted that, including himself.

23 But I think it gets to the point where he wants
24 to do certain things that may be contrary, for example, to
25 what the doctors are encouraging and you have to find this

1 mutually agreed zone.

2 So, if, you know, he wants to just eat his
3 Snickers bars, and eat his McDonald's, and you know that
4 the doctor has said that that's not going to help, but you
5 kind of think, okay, we could endlessly argue about this,
6 we obviously do not agree, we will not come to an
7 agreement. Okay, there's no zone of agreement there.

8 So, let's step back. Okay, the goal is we want
9 to keep you healthy, happy, living independently, you
10 know, at a specific level for as long as we possibly can,
11 so what can we do to maintain that, to still accomplish
12 that?

13 So, we made sure he still went to all his
14 doctor's appointments, for example. We mutually agreed
15 that he'll take his pills at the prescribed times. And
16 then that's all right, then you can have your McDonald's.
17 You know, we may not be comfortable with it, you know, as
18 a family member watching it, but you realize that at least
19 you guys -- you share that goal of sort of keeping his
20 health up as long as you possibly can.

21 And that way I think when you leave the table my
22 father didn't feel that I was pressuring him all of the
23 time, like why are you eating McDonald's? You know, do
24 you want to -- don't you want to live? But that he leaves
25 feeling that his voice is heard. You know, he likes his

1 McDonald's, he likes his Snickers bars, but that he's
2 still doing his best in terms of doing what he wants, and
3 holding fast to his values, but working with me to make
4 sure that his health issues are still being addressed.

5 So, I think that's an example of something that
6 really came into play in terms of the last five years.
7 And I think in a work environment sometimes that doesn't,
8 you know, manifest as dramatically in terms of life and
9 death circumstances in the workplace.

10 VICE CHAIR CAMACHO: Thank you. That was my
11 last question.

12 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

13 PANEL MEMBER SPANO: Good afternoon.

14 MS. KUO: Good afternoon.

15 PANEL MEMBER SPANO: Your work with the Asian
16 American Studies Program, you spoke earlier about this, it
17 took ten years to reach an impact. Can you tell me your
18 belief on why it was -- it took so long?

19 MS. KUO: I wouldn't say there was no impact
20 until the ten years, I think there was -- there were
21 incremental changes. I mean, there were certain people
22 who were hired, but maybe were housed in more established
23 departments.

24 So, for example, an historian who could talk
25 about some of the Asian American issues, but not in an

1 independent department.

2 I think a part of it is that in some cases
3 change is slow. I think the culture of higher education
4 in some ways moves much slowly than sometimes you think it
5 is -- you think it will unfold.

6 PANEL MEMBER SPANO: Is this at UCLA?

7 MS. KUO: No.

8 PANEL MEMBER SPANO: Oh, where was this?

9 MS. KUO: No, this is out of state, at
10 Northwestern University.

11 PANEL MEMBER SPANO: Oh, Northwestern. Okay,
12 thank you.

13 MS. KUO: Okay. So, I think partly this is
14 where it becomes helpful to recognize the institutional
15 system that you're working with. I think this also
16 reflects, sometimes, the -- diversity is not the right
17 word, but the difference in terms of how different
18 background characteristics may influence how you approach
19 an issue, such as the creation of an Asian American
20 Studies Program.

21 So, students, they want change now, you know,
22 it's got to happen. I'm only here four years, you know,
23 we want it, you should be responsive, do it, what's the
24 problem?

25 Whereas I think, you know, administrators, the

1 institution as a whole, there are other issues to
2 consider. There could be budgetary issues, there could be
3 other, more pressing issues within the institution. And
4 so, consequently, if you don't sort of have this larger
5 understanding you may just feel like, well, it's not --
6 the system's not being responsive, you know, I don't
7 understand and I don't want to be engaged anymore. I
8 mean, sometimes it's a possible outcome.

9 But I think in our case initially, certainly I,
10 myself, had that attitude that, you know, we're being very
11 clear, we're gathering evidence that there's a need,
12 shouldn't this be at least acknowledged?

13 But I think what that experience taught me was
14 that change doesn't always necessarily happen in the
15 instance.

16 And I think the redistricting is -- can be
17 somewhat of a good example in the sense that when you draw
18 the lines your goal is to draw lines that are then
19 official for the State, but the effect is ongoing and it
20 will occur over ten years.

21 I mean, you just hope that the initial dialogue
22 you've started, as I did as a student, would be fruitful
23 and yield a positive outcome.

24 PANEL MEMBER SPANO: Uh-hum. At Northwestern
25 was there not a large Asian population or what?

1 MS. KUO: I think at the time I was there it was
2 probably about 15 percent or so.

3 PANEL MEMBER SPANO: Okay. And the impact, was
4 one of them the leadership that you were talking about or
5 is that something different? Earlier, you talked about
6 the awareness of students and the impact of their
7 leadership abilities and what they're capable of, was that
8 one of them or --

9 MS. KUO: In terms of my previous --

10 PANEL MEMBER SPANO: I think you were talking
11 about it. Earlier, I was trying to understand the impact
12 that this program had at Northwestern?

13 MS. KUO: Oh. I, actually, have not conducted
14 actual studies of this program, so I don't have any
15 documented evidence, it's all anecdotal.

16 PANEL MEMBER SPANO: Okay.

17 MS. KUO: In terms of the cohort that I was
18 involved in, what they have gone on to do in terms of
19 involvement in the community, whether it be through direct
20 sort of human services, or working specifically with the
21 Asian/Pacific American community, or through other avenues
22 where they can provide financial support for these
23 efforts, or in terms of supporting candidates for office,
24 that could also support and address, you know, the needs
25 and concerns of this particular group.

1 PANEL MEMBER SPANO: Okay. You state in your
2 application that you participated and conducted diversity
3 and consensus building workshops, where individual traits
4 are valued and seen as assets when problem solving.

5 What do these workshops consist of and what is
6 their value?

7 MS. KUO: I'll speak specifically in regards to
8 the staff training I conducted when I was with University
9 Apartments.

10 I think we conducted various different exercises
11 to talk about the unique sort of demographics represented
12 within the University Apartments. And we had interactive
13 opportunities where students could talk about their
14 experiences, people who were returning staff members,
15 versus the new staff members.

16 We also, then, for example, did exercises in
17 saying, okay, we've talked about sort of the diversity in
18 the different groups. We then drew sort of, for example,
19 sort of a person to say, well, this is the -- this is you,
20 your role, so what are the things that would make this
21 person effective at their job and what are some of the
22 traits that they would need to develop?

23 You know, so I broke the group up and then we
24 would come back and talk specifically about that. So,
25 again, focusing on sort of some of the differences that

1 exist and the importance to be aware and recognize what
2 that means, and how that may influence some of the
3 responses you may get in terms of your actual interaction
4 when you go out to these residences.

5 But then to focus on but in terms of your role
6 what are some of the things as a group that we need to
7 have in order to make sure that the job gets done?

8 I also did invite speakers to come and do
9 workshops and talk about how diversity and issues of
10 cultural sensitivity, sexual harassment, you know, all
11 those things in terms of how that would also come into
12 play.

13 A lot of times I tried to keep it as interactive
14 as possible, working with undergraduate and graduate
15 students in terms of not just a lecture format, going
16 through notes, but to also have more mobile activities,
17 the vote with your feet, you know, putting the marbles in
18 different things so that, then, you can elicit an actual
19 conversation instead of just responding to raised hands or
20 calling on people.

21 So, that the activity feels more like something
22 we, as a group, are constructing as opposed to I have this
23 list of things we must cover for either legal purposes, or
24 for the purposes so that you can accomplish your
25 responsibilities and I'm here to inform you as to what

1 those are.

2 PANEL MEMBER SPANO: Yeah. Did you find that
3 people's awareness to cultural diversity was somewhat
4 limiting or were they pretty aware of diversity? And I'm
5 assuming this was in California, right?

6 MS. KUO: Right, right. I mean, I think at UCLA
7 it's a unique institution as, you know, being in an urban
8 setting. I think that given its history and its place in
9 California that students, for the most part, and again I'm
10 working with older students, these are not incoming
11 students --

12 PANEL MEMBER SPANO: Sure.

13 MS. KUO: -- that they have an awareness level.
14 Some of them have had the benefit of working in other
15 environments. And being exposed to sort of the campus
16 culture, I think the value placed on that at a campus,
17 like UCLA, I think it's hard to ignore it.

18 But that said, that doesn't necessarily mean
19 that people consciously, on a day-to-day basis are
20 thinking about it.

21 So that exercises, such as this, allow us as a
22 group to think about how that might affect their work and
23 to think about different ways you might approach a
24 specific context that you may not have had to deal in your
25 student identity, on an everyday basis, going to class and

1 things of that nature.

2 PANEL MEMBER SPANO: How important would it be
3 for a Commissioner, all of the Commissioners to have this
4 type of cultural diversity in their decision making?

5 MS. KUO: I think it's important but, you know,
6 I'm not evaluating. I'm not in that position, as you are,
7 to evaluate that and decide the priority you'll place on
8 that in terms of evaluating all the candidates.

9 But I do think it's important because, really,
10 that's the way that you can insure that the different
11 voices are represented.

12 And it's also where new understanding can be
13 reached or new information can be reached when you have,
14 when you enter a space and you think that there is the
15 possibility that someone may have a different perspective.

16 And so, you want to make sure that that gets
17 included to understand that perspective, acknowledge the
18 validity, but then to come back and say, okay, but we're
19 still trying to draw the lines, so what can we agree on?
20 How can we work together to make sure that that gets
21 heard, while taking into account disparate views.

22 PANEL MEMBER SPANO: Thank you.

23 You said you have familiarity with the political
24 process and in addition to exercising your right to vote,
25 you served as a precinct inspector.

1 MS. KUO: I did.

2 PANEL MEMBER SPANO: And managing four precinct
3 clerks and insuring that the voting process proceeded
4 smoothly. Can you talk about that a little bit?

5 MS. KUO: Sure. This occurred while I was at
6 UCLA and I had the opportunity to be involved in the 2000
7 elections. The county was interested in seeking precinct
8 officers and to work at the locations on site. I don't
9 know how familiar, but UCLA, because of the size of the
10 institution, they actually had polling places on campus,
11 more than one.

12 So, they wanted to solicit people who were
13 actually -- you know, who were interested in participating
14 in that process, and so that's how I got involved.

15 And I went through the training. And I thought
16 it was actually really interesting. And had a chance to
17 then watch it unfold, the whole day, before bringing all
18 the results to the mandatory drop off point.

19 And it was just fascinating to watch all the
20 students come in, because they were primarily students
21 because of the location, so it was sort of a unique
22 population group as well. To see students who were
23 engaged in the process, who were interested, felt that
24 their vote was going to make a difference. You could hear
25 them talking about, oh, what does this mean, you know.

1 And this was all before Gore v. Bush, you know,
2 unfolded. So, it was really exciting and then you'd have,
3 you know, students come in and say, oh, you know, I've
4 been hearing election returns.

5 And so, I found that to be really rewarding and
6 definitely worth sort of the time that I invested in that
7 process.

8 PANEL MEMBER SPANO: When you were doing this,
9 did you find that most students were really engaged and
10 interested in the process, and the outcomes, and kind of
11 had stimulating discussions about or debate about any of
12 the issues?

13 MS. KUO: Some of it. And I think partly,
14 again, you know, the caveat is this is a self-selected
15 group. I mean, the people who were showing up at the
16 polling stations are those who wanted to vote. So, I
17 wasn't privy to, you know, the students who never came,
18 even though they were certainly eligible to vote.

19 But at least the students who were there, I just
20 found that really heartening. I think that a lot of times
21 a lot is sort of said about sort of younger voters, but I
22 do think that there is great interest out there and those
23 who choose to be involved at that stage in their lives I
24 think find ways to make connections between what seems to
25 be going around out there and tying it into sort of their

1 personal lives and what they plan on doing, and how it
2 will affect them as they move forward.

3 I think this is, really, sort of in some ways
4 developmental and perhaps this hits people at different
5 points in their lives that, you know, you sort of start
6 off, your world is only the big as your backyard in the
7 sense that it's as far as your parents will let you roam.
8 So, that is your understanding of the world.

9 But as you grow older and, hopefully, with more
10 experiences you begin to see that we live in a highly
11 globalized and connected, interconnected community and
12 that certainly issues and events that occur outside of
13 your own backyard can certainly have repercussions on what
14 happens to you. If not now, you know, certainly down the
15 line if you have children, as you age, as you leave the
16 workforce.

17 And so, those are things that I think the
18 students begin to form those connections and I think that,
19 hopefully, that can be something that can be further
20 developed amongst sort of student populations. I just
21 found that really interesting and rewarding.

22 PANEL MEMBER SPANO: Did it sort of inspire you
23 about redistricting?

24 MS. KUO: A little bit. I think a lot of sort
25 of my involvement with the political process was somewhat

1 limited by my personal circumstances, in which what had
2 happened to my family, as well as the requirements to try
3 to fulfill my graduation requirements as well.

4 I think I've always been interested in the
5 process but had not found a good venue to perhaps apply my
6 skills. And when I saw an opportunity to get involved
7 with this Redistricting Commission, I thought that this
8 was a great way that given sort of my lack of previous
9 direct involvement with any political party, that this was
10 a where I could, hopefully, use some of my skills in a
11 different format to help the State. And, certainly, to
12 perhaps provide a different perspective than the typical
13 or stereotypical people who self-select and become active
14 in this process.

15 PANEL MEMBER SPANO: Thank you. If you were
16 selected as a Commissioner do you think you'd be that good
17 Commissioner that would be able to promote that youthful
18 perspective out there and get the students involved in
19 redistricting, and express their concerns to -- do you
20 feel like you could -- I think you could do it -- with
21 your energy and your experienced based on reaching out to
22 all the students and your awareness; what do you think
23 your role would be?

24 MS. KUO: I'd like to think so. I mean, the
25 student population, that is where my passion lies. I

1 think that sort of the higher education experience can be
2 a very transformative time, especially developmentally,
3 for everyone.

4 And I try in my various job responsibilities to
5 help promote that. And, certainly, having been in higher
6 education my entire career has been in that field, I am
7 familiar with sort of the dynamics of college campuses and
8 perhaps places to start in terms of networking with folks
9 to get the message out, and to encourage them to be a part
10 of the process, to actually think about how these issues
11 may affect them, if not them directly at this moment in
12 time, perhaps their families.

13 And how those issues could come into play and
14 how their perspective could then actually be included in
15 the process. Because, certainly, ten years is a long time
16 so, you know, if they're 18 now, they'll be 28 in ten
17 years and at that point a lot of those issues become truly
18 much more salient in terms of how the redistricting
19 process can go.

20 So, we want, then, to encourage that
21 participation. And I certainly would be excited if I
22 could participate in that.

23 PANEL MEMBER SPANO: Thank you. You mentioned
24 that the language you used as a tutor, to recent
25 immigrants, is different from being a facilitator in a

1 focus group with first-generation college-going students.
2 Can you tell me the differences?

3 MS. KUO: In terms of working with first-
4 generation college students, a lot of it depends on the
5 context of how they ended up at the institution and what,
6 specifically, we are working towards in terms of English
7 as a second language, tutoring is a little different.

8 A lot of what I focused on had to do with
9 conversational skills and to understand sort of the idioms
10 and sort of the slang of our culture, in the sense that --
11 I'm trying to remember.

12 Oh, you know, somebody once said to me, you
13 know, like the notion of cheese. You know, there's just
14 cut the cheese, cream cheese, you know, that the word
15 cheese had a specific context, but when you attach it to
16 other things it seems to have different meanings. And so,
17 that was more the focus of talking about that in terms of
18 English as a second language.

19 The other piece, I'm sorry, if you could repeat
20 it?

21 PANEL MEMBER SPANO: Oh, you mentioned that the
22 language you used as a tutor to recent immigrants is
23 different from being a facilitator in a group with first-
24 generation college-going students.

25 MS. HAMEL: One minute.

1 MS. KUO: I think as a facilitator, the emphasis
2 is on keeping the group together in terms of working
3 towards specific stated objectives. And in that context
4 my role is to certainly focus on insuring that the people
5 who come from perhaps traditionally less-represented
6 groups, such as first-generation college students, to
7 voice their opinions or to ask them, well, what's your
8 take on that? You know, we just heard X person say this
9 on this particular subject, you know, what's your take?
10 You know, do you agree, do you disagree, to make sure that
11 their views are at least part of that dialogue.

12 So, that is sort of the facilitator.

13 In terms of working as a tutor directly, it
14 tends to be more one-on-one. There have been a couple
15 situations where I've had small groups, but a lot of it
16 was sort of more interactive conversational, trying to
17 establish that rapport of, you know, familiarity and
18 comfort as opposed to, in a facilitator group, where my
19 role is more neutral and really trying to facilitate, take
20 good notes so that that information is documented and it's
21 helpful the group later.

22 MS. RAMIREZ-RIDGEWAY: And you're out of time,
23 sorry.

24 PANEL MEMBER SPANO: That's okay.

25 MS. RAMIREZ-RIDGEWAY: We didn't want to

1 interrupt you.

2 Panelists, do you have follow-up questions?

3 VICE CHAIR CAMACHO: I don't have any follow-up
4 questions.

5 CHAIR AHMADI: I can wait and go after you.

6 MS. RAMIREZ-RIDGEWAY: Okay. Your letter of
7 recommendation, Dr. Kuo, one of them, talks about having
8 participated in heated discussions during college
9 admissions. Do you think you're going to face similar
10 heated discussions if you're on the Commission?

11 MS. KUO: It's possible. I certainly -- I don't
12 know is probably the accurate response. But it's
13 certainly possible because I think that the issue of
14 redistricting perhaps means different things to different
15 people.

16 I think some people may feel more invested in
17 one way or the other about the process. I think some
18 people just have concerns about how this process will
19 unfold and want to remain true to the letter of the law,
20 as well as being able to invite the public into a
21 discussion.

22 So, it is possible. And, again, I think heated
23 discussions are not necessarily a bad thing. I think
24 sometimes it's uncomfortable and I will not -- you know,
25 I'm not going to admit that, you know, I look forward to

1 heated discussions and I just love being in the midst of
2 those kind of conversations. But the reality is, is that
3 it happens and I think when it happens you have to sort of
4 be open to it and that you have to open yourselves up to
5 the idea that heated discussions sometimes pushes the
6 conversation forward because there's obviously concerns
7 that had not been previously addressed or presented.

8 And you don't know, maybe that person,
9 specifically in terms of the Commissioners, may have held
10 back for a while and there may have been a specific reason
11 for that, and now it's come to the forefront. And so, you
12 need to then focus on that issue, that it's not so much
13 perhaps the manner in which it unfolds, which is -- which
14 is a challenge. You know, if somebody is upset and
15 yelling, for example, it's very extreme, but then you are
16 able to focus on that issue and to bring other
17 Commissioners into this process because it is supposed to
18 be a committee -- a Commission's decision by committee, in
19 terms of being able to come to an agreement, at least
20 among nine of the Commissioners.

21 MS. RAMIREZ-RIDGEWAY: Do you have any thoughts
22 or insights about how you make sure your fellow
23 Commissioners don't hold back?

24 MS. KUO: I guess this is where, to a certain
25 extent, I would like to lead by example in terms of

1 sharing my views, and being open about my perspectives, or
2 my understanding or lack of understanding with certain
3 issues. I don't know everything.

4 Even though I come from a specific background
5 and I have developed a specific skill set, I'm still
6 learning.

7 I also think that this is where it becomes
8 important to really further the dialogue by asking
9 questions. Like, you haven't spoken. You now, we've
10 had -- we've talked for 30 minutes about this particular
11 issue of where we're going to draw this line, what's your
12 take? You know, I think that that effort to also read
13 nonverbal communication skills, nonverbal sort of gestures
14 become important to make sure that at least amongst all
15 the Commissioners that they feel that when we interact
16 together, especially, you know, most of this, I'm sure, is
17 in a public setting, that at least the Commission, itself,
18 supports each other in terms of being able to be open in
19 that regard.

20 MS. RAMIREZ-RIDGEWAY: I haven't had the
21 opportunity to read some of your writings. I know you're
22 an author.

23 I wondered if you could sort of give me the one-
24 or two-sentence Cliff Notes of some of the work that
25 you've done and whether or not any of it relates, or you

1 think could be beneficial to your task as a Commissioner?

2 MS. KUO: Some of the things that I have had the
3 opportunity to author include looking at English as a
4 second language, at the community college level, looking
5 at the kind of services that they provide.

6 I've also had a chance to look at -- conduct
7 sort of a literature review, which I sort of say it's like
8 a state of the union, it's like what's happening in this
9 particular field. In this case, looking at Asian American
10 studies.

11 I've also had the opportunity to write some book
12 reviews dealing with issues of multi-cultural -- regarding
13 issues of multi-culturalism.

14 I've also commissioned a lot of reports dealing
15 with curricular initiatives, as well as efforts to help
16 improve teaching and to better understand how that
17 learning dynamic occurs in the classroom, and not just
18 looking at, well, is this student learning, but how are
19 they engaging with the instructors in helping to create
20 that learning experience.

21 I think that's sort of the bulk of what I've
22 done. And also, looking at in what ways can the process
23 not only help students, but also help the faculty.

24 I think a lot of times a lot of emphasis is
25 placed on are the students -- you know, how are the

1 students doing, is this curriculum having an impact, but
2 to also look at it from both sides.

3 MS. RAMIREZ-RIDGEWAY: So, given that body of
4 work and also the studies that you've done with white and
5 Asian students in terms of trying to see how they get
6 invested in their community, do you think that any of that
7 work will help you in your outreach efforts or in getting
8 people invested in the Commission's work, redistricting?

9 MS. KUO: Right. You know, and again part of,
10 sort of the reason that I looked at sort of white and
11 Asian students had to do with the fact that I thought I
12 would be interesting to look at a population group that,
13 historically, hasn't really been associated with sort of
14 visible leadership roles versus sort of a group that
15 certainly has had a lot more documentation about actual
16 sort of titled leadership involvement. You know, where
17 they're visible, they're elected, they're selected to
18 represent whatever community that they are a part of.

19 And I think by looking at sort of the two, that
20 you're able to sort of see the spectrum, okay, and that
21 nothing is just one or the other, that people are
22 interested or they're not interested. I don't think it
23 necessarily falls that way. I mean, certainly, there will
24 be people on the extreme.

25 I think, certainly, some people may fall where

1 they're kind of interested, but they don't really know
2 what it's about and so they move on, perhaps, with their
3 daily lives because they think, well, I don't really know,
4 it seems complicated versus -- you know, that's one
5 example.

6 Versus, perhaps, a group that feels that
7 redistricting's not really that interesting because it
8 doesn't seem to have an impact on my life, so then there's
9 a different sort of educational initiative that needs to
10 occur with that group of people.

11 So, I think what I take away is that no one
12 group necessarily falls into specific constructs, even
13 based on sort of whatever information we get, and that we
14 have to be open to that and be able to sort of reframe
15 what the issues are to fit that particular group of folks
16 in terms of addressing what may be important to them, and
17 more salient given their communities.

18 MS. RAMIREZ-RIDGEWAY: So, do you think that the
19 Commission should sort of take a two- or three-pronged
20 approach to outreach efforts aiming, in one sense, to
21 people who are highly interested, in another sense to
22 people who are kinda, sorta interested but, you know, just
23 don't have time, and then a group of folks who really
24 aren't interested for whatever reason?

25 MS. KUO: I think, ideally, you know, again,

1 depending on time and budget constraints, certainly that
2 is a good way to approach it, to at least make that effort
3 to capture as many perspectives as possible.

4 From there, you know, again then, hopefully, you
5 can also rely on community resources in terms of being
6 able to work with them and, you know, getting the word out
7 into the sort of sub-communities within that. I think
8 that would be a good approach, at least initially.

9 MS. RAMIREZ-RIDGEWAY: You said you've -- in
10 different circumstances in your life you've been a member
11 of the minority and a member of the majority.

12 MS. KUO: Uh-hum.

13 MS. RAMIREZ-RIDGEWAY: What insights do you
14 think those experiences will give you as a Commissioner?

15 MS. KUO: I think having those kinds of
16 experiences, where you're one of the group or not of the
17 group, I think definitely has shown me that regardless of
18 what group you belong to there are still unique
19 differences that occur in terms of perspectives, and
20 values, and beliefs within group and also between groups.

21 And that is something that the Commission needs
22 to be aware of, that if you're entering a district that
23 seems to have a predominant racial group I think, you
24 know, then you also need to be open that even though they
25 may be of the same racial background, that there are

1 unique issues facing that particular group dependent on
2 other issues, other characteristics, other lived
3 experiences that that group might have.

4 On the other side, if you're going into a group
5 where there's a small -- there's a minority within this
6 larger population group, then it also becomes important to
7 highlight or to think about ways to bring that smaller
8 group into the conversation.

9 There may be structural aspects that that
10 particular group may not have been able to participate
11 before, or to feel that their participation could lead to
12 any sort of acknowledgement or change about drawing the
13 lines, and then that also becomes important as well.

14 So, I think having had the perspective of both,
15 I think has been valuable for me as I've worked with
16 different population groups.

17 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi, I thought you
18 had a question and we've got about two minutes remaining.

19 CHAIR AHMADI: Actually, I'm satisfied, now,
20 with the responses.

21 MS. RAMIREZ-RIDGEWAY: Okay. Any other
22 questions from the Panel?

23 We literally have two minutes remaining, if
24 you'd like to make a closing statement?

25 MS. KUO: I think I just wanted to thank you for

1 the opportunity to get involved in the process and
2 regardless of the outcome, I just felt that it was a
3 really rewarding experience.

4 And it really allowed me to reflect on sort of
5 some of the reasons why I thought -- why I always thought
6 California was such a great State in terms of the
7 opportunities that it could provide.

8 So, and I just wish you the best of luck as you
9 make your decision. I think it's a challenge in terms of
10 trying to find a group of people that will work
11 collaboratively and work towards a common, sort of good of
12 drawing the lines that would benefit all of the people of
13 California. So, thank you. Thank you for listening to me
14 today.

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
19 see us, Dr. Kuo.

20 Let's recess until 2:44.

21 (Off the record at 2:30 p.m.)

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

23 MS. RAMIREZ-RIDGEWAY: It's 2:44, let's go back
24 on record. Are you ready?

25 We have with us this afternoon Mrs. Janet

1 Heinritz-Canterbury. Are you ready to begin?

2 MS. HEINRITZ-CANTERBURY: I am, thank you.

3 MS. RAMIREZ-RIDGEWAY: Please start the clock.

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

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

11 MS. HEINRITZ-CANTERBURY: Thank you. I think
12 that a good Commissioner, probably my most important
13 concept of a good Commissioner is somebody who is very
14 committed to community involvement and community input,
15 and understands the processes and the -- has the patience
16 to stick with that and do that.

17 I think a Commissioner needs good people skills,
18 an active listener, he's nonjudgmental, needs to be
19 impartial, comfortable interacting with the public. Needs
20 to communicate clearly, not be afraid to ask questions,
21 not be afraid to say I don't know.

22 I think there's also a whole list of technical
23 skills, project management, budgeting, understanding the
24 stakeholders. I know that that one's incredibly important
25 just given my experience in a lot of issues. It's very

1 important to know who the stakeholders are and, you know,
2 when you're stepping on toes and when you should avoid
3 toes to step on.

4 There's so many others, being comfortable with
5 data, choosing and using experts, knowing how to talk to
6 experts and ask them questions.

7 But I think for me, you know, the Commission is
8 like a team and everybody on the team has a goal, has the
9 same goal, we want to win. And there's a plan to do that
10 winning.

11 I hate to use a sports metaphor, but my son
12 would be proud of me.

13 And yet, every player supports every other
14 player and every player has a specific role to play.

15 So, the question for me, question number one for
16 me is what is that role, what is that role that I play,
17 and I think that's what the question's getting at?

18 And I think the role that I play, I've been a
19 community organizer for most of my professional life, for
20 probably over 30 years. I hate to say it that way, but
21 long time.

22 I started working in the civil rights movement
23 way back in the sixties, did some organizing against strip
24 mining in rural West Virginia in the seventies.

25 I've been building senior organizations and

1 organizations of people with disabilities in California
2 since coming here.

3 My expertise is community empowerment and I
4 understand some of the functions that communities go
5 through, that community organizations go through, that
6 community residents go through when they are trying to
7 work on issues and empower themselves.

8 Bringing diverse groups together, helping people
9 see common and opposing interests.

10 Facilitating meetings around divisive issues.
11 Identifying allies, collaborators and stakeholders,
12 turning unfocused whining, which we're all probably
13 familiar with, into action strategies for change. These
14 are things I do well, these are things I've done a lot,
15 and I think that they're very, very valuable skills for
16 the Commission.

17 I've been with people for over 30 years. Not as
18 a bureaucrat, not as a program administrator, but as a
19 community organizer. I don't speak for people, I teach
20 people how to speak for themselves. I work with people so
21 that they can speak for themselves, through an empowerment
22 process, going through a lot of those things that I just
23 mentioned.

24 This is very intense, involved work. It's not
25 something you do from an office or with a phone, you know,

1 this is out visiting with people and meeting people.

2 For me, it's a wonderful thing, it's how I
3 get -- you know, it's what gets me up, what got me up for
4 years, and years, and years in the morning.

5 There's a lot of reasons for why I'm interested
6 in people, but we'll get to that in a second.

7 So, I understanding how organizing works, I
8 understand how community development works. And I think
9 that community groups can use this Commission process, can
10 use the entire redistricting process to build stronger
11 organizations. They can use this issue, because of the
12 transparency they can use this issue to empower people,
13 and to build organization, and to build sustainable
14 organizations in the community after this Commission is
15 done.

16 And I think that's one of the critical things
17 about this Commission that it leaves something in the
18 community. Because if the maps don't get approved it's
19 kind of like why did we bother to do all of this?

20 So, that sustainable organization that this
21 Commission can create is a phenomenon that I think is
22 something that I can deal with, I can help bring about if
23 I'm on this Commission.

24 Community organizations know their community
25 well, they know their issues, they know the tactics and

1 strategies that the people that are in that organization
2 are comfortable with.

3 And I think that the Commission needs to hear
4 from people at every level and as often as possible, and I
5 think I can -- again, I can help the Commission do that.

6 Some of the things that organizations do, let me
7 just list them out, not that -- not that -- I'm not sure
8 what Commission relationship the Commission would have
9 here, but these organizations do strategy meetings, they
10 do role playing with people, they do training, lots of
11 training.

12 And those things in our case, in the case of the
13 Redistricting Commission those things would be aimed at --
14 at least initially they might be aimed at people preparing
15 testimony that they would bring to the Commission.

16 So, here we are, we're sitting there as a
17 Commission, we're listening and we know that this person
18 is bringing testimony that they have developed through
19 this broad disciplined community process. That's a
20 different kind of testimony than the Commission is going
21 to get from an individual person in the community.

22 Both testimonies are important, one is not more
23 important than the other, it's just a different kind of
24 testimony. It gives you a more integrated, a deeper, and
25 a broader look at that community because it's coming from

1 the kind of process that I know about and that I can bring
2 to the Commission, and I think that's important.

3 So, I totally appreciate -- one of my main
4 characteristics of the Commissioner is this, is
5 willingness and is interest in getting community
6 involvement and I totally appreciate community involvement
7 and I'm interested in those processes.

8 I think that my -- those skills, my knowledge of
9 the community processes, my knowledge of community
10 organization and empowerment, coupled with my people
11 skills, are probably the strongest skills that I bring to
12 the Commission.

13 I have good management skills, I run a small
14 nonprofit. You know, I've managed federal and foundation
15 grants and, you know, have done enough managements stuff
16 that I have some management skills. That's probably not
17 my strongest that I'm bringing to the Commission.

18 I worked as a statistician for several years and
19 have been around statistics long enough and enough not be
20 afraid of numbers, not to be afraid of reading research
21 reports.

22 I grew up third oldest of 18 children and I
23 have -- I think my people skills come because I've always
24 been around hoards of people. I mean, when you grow up
25 with that many people in the house, you know, you start

1 negotiating when you wake up in the morning for the
2 bathroom, we had one bathroom. And so, I'm negotiating,
3 building allies and developing strategies at seven o'clock
4 in the morning when I get up to go to school.

5 That has -- that kind of people involvement
6 has -- defines my life in many ways.

7 I have excellent listening skills, interviewing
8 skills, you know, which I learned through that, through my
9 organizing, through social work training. I do dispute
10 resolution, volunteering with the Los Angeles City
11 Attorney's Office.

12 I have been on a county board in L.A. County for
13 a number of years and I'm very used to the Brown Act
14 requirements and I'm used to operating in that milieu and,
15 you know, my guess is I would be able to learn the Bagley-
16 Keene requirements as well, and I'm perfectly comfortable
17 doing that.

18 I think I bring a powerful personal story to the
19 Commission, I think that's important. As I said, I'm
20 third oldest of 18 children. I left home for the civil
21 rights movement. I left a fairly conservative Wisconsin
22 community to go do something which, in the sixties was
23 fairly radical.

24 I was the breadwinner for my husband and three
25 children for many, many, many, many years until my

1 children were graduated from high school.

2 I've survived cancer and three brain tumors. I
3 feel that the power of my story makes me human, makes me
4 want to be connected to other people, and I think that's
5 important for the Commission to have.

6 What skills do I need help with?

7 MS. RAMIREZ-RIDGEWAY: We have about nine
8 minutes remaining.

9 MS. HEINRITZ-CANTERBURY: Okay, thank you.
10 I think I need to know this issue much, much, much, much
11 better. I came to this application process because of the
12 opportunity for community involvement and, really, I'm
13 anxious to learn much more about this issue.

14 And as I said, learning the stakeholders is very
15 important. I know how important it is for me on the
16 issues that I work on more intensely.

17 I need to know the legal mandates, I need to
18 know the legal framework, I need to know the GIS and
19 mapping, I know nothing about that stuff, other than what
20 I've heard from my kids in school.

21 I need to know Bagley-Keene. I would love to
22 know about new media and how the Commission could use it
23 effectively to do its job.

24 I'd like to know how to do Powerpoint and other
25 electronic presentation mechanisms.

1 Nothing in my life would impair my ability to
2 perform the duties of a Commissioner. I sort of feel like
3 my whole life has prepared me to do this job, I think I
4 feel like everything is sort of coming together and I can
5 do a wonderful job.

6 I consider this one of the most important
7 responsibilities in my life and I welcome it.

8 MS. RAMIREZ-RIDGEWAY: Okay. We do have less
9 than eight minutes.

10 Describe a circumstance from your personal
11 experience where you had to work with others to resolve a
12 conflict or difference of opinion? Please describe the
13 issue and explain your role in addressing and resolving
14 the conflict?

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

18 MS. HEINRITZ-CANTERBURY: Okay. I want to talk
19 a little bit about my board responsibility in Los Angeles
20 County, I'm on the board of something called the Personal
21 Assistant Services Council, which oversees the delivery of
22 in-home supportive services in Los Angeles County.

23 There's 180,000 consumers, IHSS in-home
24 supportive services consumers on the program, about
25 160,000 workers.

1 In the PASC, the organization that I sit on the
2 board of is supposed to be -- is supposed to oversee the
3 delivery of the services, so we sort of work between
4 clients and workers. We're the employer of record for the
5 workers.

6 And the board is a 14-member board right now,
7 it's been a 14-member board for a number of years. It has
8 to reflect -- well, it reflects the diversity that we're
9 interested in, you know, it's got the race, income,
10 gender, geography, ethnic diversity that we talk about,
11 and it also has personality differences, personality
12 clashes, okay.

13 So, for a couple of years, when I first got on
14 the board, I was like many of the other board members,
15 some of the other board members, I was continually
16 frustrated leaving meetings because there would be -- we
17 would spend so much time watching the personality clashes,
18 basically, and not dealing with our mission at all, not
19 really getting to any kind of strategic disciplined
20 discussion about what the problems were.

21 And at some point I said, okay, I've got to deal
22 with this, I can't stand it.

23 So, I actually started trying to figure out, you
24 know, what -- how was I going to deal with this? One of
25 the things that I did, I took advantage of an opening on

1 the board and got a new person onto the board, she's an
2 IHSS client, she's Latino, and she really knows the
3 program well.

4 And so when the -- my thought was and my working
5 with her my thought is, okay, when the conversation starts
6 into the personality clashes, she can bring it back and
7 focus on issues that are facing consumers, and that's
8 precisely what happened.

9 I talked to the officers, some of whom had been
10 officers for ten years --

11 MS. RAMIREZ-RIDGEWAY: Five minutes.

12 MS. HEINRITZ-CANTERBURY: -- about -- this is
13 too bad, I've got to speed this up. About stepping down
14 and letting other people run, that also happened.

15 We now have a new executive director, the board
16 actually came together to hire a wonderful new executive
17 director.

18 To say the least, the board is now functioning
19 in a much more disciplined way and we're actually able to
20 respond to some of the serious dangers that are facing In-
21 Home Supportive Services because of funding up here, in
22 Sacramento.

23 MS. RAMIREZ-RIDGEWAY: How will the Commission's
24 work impact the State? Which of these impacts will
25 improve the State the most? Is there any potential for

1 the Commission's work to harm the State and, if so, in
2 what ways?

3 MS. HEINRITZ-CANTERBURY: I think the impacts
4 are potentially stunning. People, you know, more people
5 may vote, more people may run, and more incumbents may
6 lose. Those are good things.

7 And I think that people -- people get energized
8 when they have victories. And so, if the Commission maps
9 are approved and withstand legal challenges, I think
10 people will be buoyed, I think people will be buoyed into
11 acting differently in the democratic process.

12 What happens if they're not approved I think is
13 a really important question?

14 For me, as an organizer, it's really hard to say
15 that people are going to be demoralized and feel terrible
16 and cynical if the maps -- if this thing fails, if this
17 thing doesn't succeed.

18 Because in organizing, every defeat is an
19 opportunity to figure out how to get a victory next time.
20 You just re-strategize and reset the pieces to -- and you
21 do that with the people, you do that in a leadership
22 development framework so that people are talking about the
23 issue and figuring out, okay, what do we do now?

24 I think that -- I mean, that's incredibly
25 important, I think, for the Commission to understand that.

1 A lot rides on the Commission, obviously, I'm not saying
2 the Commission isn't important, but I do think that my
3 bringing that reasoning to the Commission is important.

4 I also think that as we work with communities
5 and community organizations, for us to understand that
6 this is not just a one-shot deal for them, this is an
7 ongoing -- this is part of an ongoing process for them. I
8 think that that's another thing that I would bring to the
9 discussions of the Commission.

10 I think, again, the transparency that this thing
11 offers is just phenomenal. I have never, never, never
12 worked in anything with so much transparency.

13 You know, the State budget, the California State
14 budget, last year's State budget was carved in a room,
15 closed doors, five people, no hearings, no testimony, no
16 public comment, and that budget was passed and affected
17 every person who lives in California.

18 This Commission is the exact opposite of this
19 over, and over, and over again this Commission has the
20 opportunity for transparency and has the opportunity to
21 involve people, and people are -- people are going to be
22 buoyed by that.

23 I mean, unless we lie to them and unless we say
24 all kinds of great things are going to happen and then
25 they happen, but nobody's going to do that.

1 So, I think it's -- again, because I understand
2 those processes, because I understand the importance of
3 development --

4 MS. RAMIREZ-RIDGEWAY: One minute.

5 MS. HEINRITZ-CANTERBURY: -- that's going to
6 happen. Okay, sorry.

7 MS. RAMIREZ-RIDGEWAY: So, I think we can extend
8 by five minutes, but at the end of five minutes --

9 CHAIR AHMADI: I agree.

10 MS. RAMIREZ-RIDGEWAY: -- we'll stop you.

11 MS. HEINRITZ-CANTERBURY: Thank you.

12 MS. RAMIREZ-RIDGEWAY: Describe a situation
13 where you've 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 insure the
20 Commission meets its legal deadlines?

21 MS. HEINRITZ-CANTERBURY: Well, I'll try to
22 shorten this a little bit because I do -- I feel the
23 pressure and I don't like to feel it.

24 I actually volunteered a couple years ago to do
25 a phone bank for Obama, in South Los Angeles. South Los

1 Angeles is the African American, primarily African
2 American neighborhood in Los Angeles. And a group of
3 people got together, most of them had never registered and
4 never voted before, certainly never been involved in
5 voting activities before, and said let's do something to
6 take advantage of the enthusiasm that people felt about
7 having an African American running for President and
8 activate people in our neighborhood, activate African
9 Americans who can be relatively inactive in terms of
10 political processes and so that's what we did.

11 Our goal, we set a goal to become the highest
12 producing phone bank in California. And so, I was
13 actually in charge of the phone operation. There were
14 about 20 people on the team and we were all volunteers, we
15 were all just doing this because we cared.

16 And so, we developed different kinds of things.
17 One of the things that I did was figure out how to get
18 callers to come back over, and over, and over again, so
19 that we could become the highest producing phone bank in
20 the State. And, basically, I had an idea, which I got
21 because I talked to the volunteers every day, talked to
22 the callers who were coming in every day, figured out how
23 to get them to sort of testify to me when they were going
24 to come back in, and they would put that on a little
25 yellow Post-It note, and put it on a big calendar that we

1 had posted on the board.

2 And we had volunteers who came back over, and
3 over, and over again, because they knew their name was on
4 the board, they knew they were going to get a reminder
5 call from us. And we had food and free parking.

6 So, we became this really tight machine and it
7 was wonderful and we really did -- we did achieve our goal
8 and we actually became one of the highest producing phone
9 banks in the country.

10 The interesting thing about this is that I was
11 the only white person in the phone bank, okay. None of
12 the volunteers were white, none of the other 20 people on
13 the team, in the leadership team were white.

14 And so, this made it doubly interesting for me.
15 Not only was I challenged by what we were doing, but also
16 challenged just because of my own role.

17 And I think that, you know, they learned about
18 working in collaboration, they learned about white people
19 and I learned about black people, and I think that
20 that's -- I don't know, I think that on the Commission
21 that sensitivity to -- I mean, part of what I did is I
22 didn't dominate conversations, I didn't shove my ideas out
23 there. I listened a lot and I did try to facilitate with
24 other people. I built a team of women -- sorry, built a
25 team to sort of run the phone operation, they all happened

1 to be women volunteers, and they were all -- they were all
2 African American. But when we had our little team
3 meetings, and there was about six of us, it was a
4 wonderful dynamic because I was developing them as
5 leaders, I was -- they'd never been involved in anything
6 like this before in their life, it was wonderful.

7 Thank you.

8 MS. RAMIREZ-RIDGEWAY: We have two minutes
9 remaining.

10 A considerable amount of the Commission's work
11 will involve meeting with people from all over California,
12 who come from very different backgrounds and very
13 different perspectives.

14 If you are selected to serve on the Commission,
15 tell us about the specific skills you possess that will
16 make you effective in interacting with the public?

17 MS. HEINRITZ-CANTERBURY: I think that this
18 probably comes down to having -- at least at some level
19 this comes down to having effective meetings and making
20 people feel invited, making people feel like they're being
21 listened to, involving them at all aspects, at all levels
22 of the process.

23 I think that's very important. It certainly --
24 you know, what I've learned over the years is talk to
25 people before you meet with them, you know, have a big

1 meeting because what you'll deal with when you start
2 talking to people is sort of a mini meeting of what your
3 big meeting is going to be.

4 And the community people know better than
5 anybody what that community is receptive to and the kinds
6 of things. So, thank you. I'm good, I'm good, I would
7 rather interact with the Panel right now, thank you.

8 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

9 CHAIR AHMADI: Yes, thank you very much.

10 Good afternoon.

11 MS. HEINRITZ-CANTERBURY: Hi.

12 CHAIR AHMADI: I'd like to take you back to your
13 response to question number four and, if I heard you
14 correctly, you mentioned something about the challenges
15 that you faced while you were working with a group of
16 volunteers in this community, on the phone bank.

17 Could you tell us a little more about the
18 challenges and how you handled that?

19 MS. HEINRITZ-CANTERBURY: I think that, you
20 know, when you walk into a group like that, Mr. Ahmadi,
21 with -- you know, and I'm -- literally, I'm the only white
22 person there and I'm a little bit overwhelming. I'm this
23 white woman with big, bushy hair and whatnot.

24 CHAIR AHMADI: Overwhelmed in what way?

25 MS. HEINRITZ-CANTERBURY: Overwhelming

1 physically, I think.

2 CHAIR AHMADI: Okay.

3 MS. HEINRITZ-CANTERBURY: I'm white, their
4 black, I've got -- you know, I'm older, I think I can be a
5 little bit overwhelming in my physical appearance. Not in
6 a negative way but just kind of like, oh, you know Janet,
7 you know. I mean, I mean I still people now in a store,
8 they'll see me across the store from Ralph's and they go,
9 Janet, you know. So, it's just like I have this memorable
10 physical appearance, I believe, I don't know. Anyway,
11 that probably doesn't get to your question.

12 Part of it -- part of it was learning how -- or
13 not learning, but just how not to dominate discussions,
14 because I think I -- since I've done a lot of that work, a
15 lot of organizing and a lot of, you know, getting people
16 involved, a lot of community work for so many years, I can
17 do this stuff.

18 And it's important for me to have other people
19 learn how to do it and the way they learn is by doing it.
20 So, like creating this team of phone bank -- just for the
21 phone bank operation, just the women who trained the
22 volunteers when they walked in the door, because if the
23 people came in and didn't know how to make phone calls,
24 didn't know how to record the data, didn't know how to
25 turn the data in, what do we do when we have a problem

1 caller, somebody screaming at them on the phone or
2 something?

3 I can train them, but it's much better for me to
4 train these other people so that they become empowered and
5 they become leaders, and people see them in a leadership
6 role.

7 I don't need to do that. I mean, part of a
8 function of an organizer is to teach somebody else to do
9 it so that the organizer works themselves out of a job.

10 So, really, you know, in the phone bank
11 that's -- that is one of the things that happened, you
12 know, and by the time of the election I didn't -- I wasn't
13 as essential as I was in the beginning, when I was first
14 getting things set up.

15 CHAIR AHMADI: How did you get started on this,
16 how did you become involved?

17 MS. HEINRITZ-CANTERBURY: Well, since I live in
18 this neighborhood, Mr. Ahmadi, it's -- I got an e-mail, I
19 think, from a friend who said we're doing this, we're
20 doing a meeting to talk about political activities in
21 South L.A.

22 CHAIR AHMADI: Who was this friend?

23 MS. HEINRITZ-CANTERBURY: Oh, this was just a
24 friend of mine, yeah, somebody that I'd know for a couple
25 of years. And he lives in South L.A., and he's African

1 American, and he's just a friend and he knew I would be
2 interested so -- or figured I would probably be interested
3 because I'm interested in community work.

4 And so, I went to the meeting and what was clear
5 to me is actually what I said a few minutes ago, this was
6 such an opportunity to involve people and to activate
7 people who've never been involved before, people who have
8 been cynical and just depressed about the way the world
9 works, and people don't care about us kind of thing.

10 And so for us, for the people in that room, it
11 was like, wow, let's take advantage of this. And so, we
12 would have people -- believe it or not, we had people come
13 in our office every day. We were right on Crenshaw
14 Boulevard, which is sort of like the center of the
15 neighborhood. We would have people come in the office who
16 had never -- you know, 70-year-old people who had never
17 registered to vote, Mr. Ahmadi.

18 So, we would register them to vote and then I'd
19 go down and talk to them about coming up and doing phone
20 banking or one of the people on my team would go down and
21 talk to them about coming up and doing phone bank.

22 And over two months, because this whole thing
23 only lasted like two months, some of these people really
24 just became different in their relationship to the world,
25 in their relationship to the power structure, in their

1 relationship to the political system that they live in. I
2 mean, it's a powerful, powerful thing to watch.

3 CHAIR AHMADI: Thank you. Thanks, thanks.

4 MS. HEINRITZ-CANTERBURY: Uh-hum.

5 CHAIR AHMADI: You know, I have several
6 questions and I'm trying to manage my time so I can get to
7 all of them, hopefully, and I appreciate that --

8 MS. HEINRITZ-CANTERBURY: I understand the time
9 problem.

10 CHAIR AHMADI: No, no, you're doing fine, thank
11 you.

12 So, let me just -- so, if I'm jumping here and
13 there, that's why.

14 MS. HEINRITZ-CANTERBURY: Okay.

15 CHAIR AHMADI: To what extent, if any, you have
16 had any interaction with members of the Legislature,
17 that's the State Legislature, or members of the Congress,
18 or any staff members from the Congress or the State
19 Legislature?

20 MS. HEINRITZ-CANTERBURY: Do I have any
21 relationship with them or would I have any dealings with
22 them?

23 CHAIR AHMADI: To what extent, if any?

24 MS. HEINRITZ-CANTERBURY: Oh, I deal with the
25 Legislature, not directly with Legislators, but I do a lot

1 of advocacy work around in-home supportive services, and
2 I've done that for 10, 15 years, since coming to
3 California.

4 CHAIR AHMADI: What type of advocacy work?

5 MS. HEINRITZ-CANTERBURY: Basically, teaching
6 or, you know, working with seniors and people with
7 disabilities so that they understand the program, doing
8 training around the aspects of the program, how does --
9 how does the program work, how are hours assessed, that
10 kind of thing.

11 It's the work of the public -- I mean, of the
12 Personal Assistance Services Council, it's the work that
13 we do there.

14 CHAIR AHMADI: Okay. Okay.

15 MS. HEINRITZ-CANTERBURY: And there are many
16 times during the year when the Legislature, when whatever
17 the Legislature is considering or doing affects the in-
18 home supportive services clients in a big way. And so,
19 you know, typically, I will go to a meeting and, you know,
20 talk about some bill that's being considered, or some
21 budget proposal that's being considered. Last year there
22 were some very significant budget proposals that were
23 being discussed, that would severely reduce services for
24 in-home clients.

25 So, we talked about that, you know, what can

1 people do about it? They can write letters, they can make
2 phone calls, that kind of grass roots advocacy, I think,
3 is a very typical term for it.

4 CHAIR AHMADI: So, it sounds like the
5 interactions, as you described it, is within your
6 professional responsibilities?

7 MS. HEINRITZ-CANTERBURY: Yes, it's my --

8 CHAIR AHMADI: Or does it go beyond that?

9 MS. HEINRITZ-CANTERBURY: Though I'm a
10 volunteer, Mr. Ahmadi, I'd not -- I mean, I don't get paid
11 to do this, I'm doing this as part of my responsibility on
12 the board and an interested person in this issue.

13 CHAIR AHMADI: Okay.

14 MS. HEINRITZ-CANTERBURY: I don't have -- you
15 know, I don't have a direct contact with any Legislator
16 and, actually, I don't even have a contact, direct contact
17 with any staff people.

18 I just -- even when I'm -- you know, working at
19 the National Council of Senior Citizens in D.C., I had --
20 I would work on issues in the same way, it would be
21 educating people, it would be talking with people,
22 figuring out what kind of strategy they wanted to use to
23 affect some policy or some law that was being considered
24 in Washington.

25 And, again, I was never, you know, the lobbyist,

1 I was never the policy person who went up and schmoozed
2 with either the staff or the members. I didn't
3 particularly want to be that, that's not my skill, that's
4 not my strength --

5 CHAIR AHMADI: Thank you. Thank you.

6 MS. HEINRITZ-CANTERBURY: -- that's not my forte
7 at all.

8 CHAIR AHMADI: Have you ever been appointed --
9 in your application let me just backtrack a little bit.

10 MS. HEINRITZ-CANTERBURY: Yeah.

11 CHAIR AHMADI: You mentioned, you name a lot of
12 boards and councils that you have been part of and that's
13 impressive. Have you ever been appointed to any of those
14 by the State Legislature or the State, like the Governor?

15 MS. HEINRITZ-CANTERBURY: Not by the State, Mr.
16 Ahmadi. My personal assistant -- served as a -- a council
17 appointment came through a board of supervisor member in
18 Los Angeles, and through Supervisor Burke, who's actually
19 retired now.

20 CHAIR AHMADI: Okay. Okay, you worked as
21 executive director, Congress for California Seniors.

22 MS. HEINRITZ-CANTERBURY: Uh-hum.

23 CHAIR AHMADI: Could you tell us a little bit
24 about that?

25 MS. HEINRITZ-CANTERBURY: Yeah.

1 CHAIR AHMADI: This was way back in the
2 seventies, I think.

3 MS. HEINRITZ-CANTERBURY: This was way back but,
4 yeah, we're okay with that.

5 CHAIR AHMADI: Thank you.

6 MS. HEINRITZ-CANTERBURY: So, CCS is its
7 acronym, Congress of California Seniors, is an
8 organization made up of -- mostly of senior clubs, which
9 are all over the State. CCS represents a lot of union
10 retiree clubs. Typically, you know, Steelworkers Local
11 19, or whatever, will have a club just for the retirees.
12 They meet, they talk about issues, they have refreshments,
13 you know, they do some volunteering at different places.

14 So, CCS -- like I said, CCS's strong suit is
15 representing those labor retiree groups. So, my job -- it
16 was a tiny little organization, I was the executive
17 director, my job was to run the office, manage the office,
18 do fundraising, did some foundation fundraising. And
19 also, the same kind of advocacy that I describe to you a
20 minute ago, issue advocacy, trying to work with senior
21 groups to understand issues, figure out what kind of
22 action strategy they wanted to develop.

23 You know, again, from my initial testimony, take
24 that whining and haranguing that people love to do and
25 sort of turn it into what are we going to do about it and

1 how are we going to do that.

2 CHAIR AHMADI: Okay, thank you.

3 MS. HEINRITZ-CANTERBURY: You're welcome.

4 CHAIR AHMADI: Thanks again.

5 In response to question number one, you
6 mentioned as part of the description of the skills that
7 understanding the stakeholders.

8 MS. HEINRITZ-CANTERBURY: Uh-huh.

9 CHAIR AHMADI: Could you describe in more detail
10 who are the stakeholders for the Citizens Redistricting
11 Commission work?

12 MS. HEINRITZ-CANTERBURY: Boy, you know, I'm not
13 sure I know a good answer to that. I'm not sure that I
14 feel comfortable at all, intellectually, about answering
15 the question, Mr. Ahmadi.

16 And that's what I was saying in my -- what I do
17 need, I need to know a lot more about this issue.

18 I know how important stakeholders are because in
19 the in-home supportive services work that I do on the
20 Personal Assistance Services Council, and actually I wrote
21 a publication which is all about the stakeholders, and how
22 they came together in order to build this structure that
23 the State now has for overseeing in-home supportive
24 services.

25 And so, I wrote a whole research report on the

1 importance of that interaction and, you know, what was
2 fearful among the workers, what was fearful for the people
3 with disabilities, what was, you know, something you
4 didn't want to talk about with seniors? I mean, all of
5 these things interact in that field, in in-home supportive
6 services.

7 And there is no way that we could have made the
8 change that we made unless people -- unless people
9 understood those stakeholder relationships and then how do
10 you bring that together, how do you identify the common
11 issues that we all face.

12 And, you know, I don't know how time works now,
13 but there was a meeting one time in Oakland, it was in-
14 home supportive services consumers and workers. And they
15 were in a room together and talking about testimony that
16 they wanted to send to the White House Conference on
17 Aging.

18 And in ten minutes' time the meeting just kind
19 of deteriorated into, you know, suspicion, and name-
20 calling, and it was really not -- and those things are
21 there. You know, it's like consumer -- or clients, we
22 call them consumers sometimes, home care consumers feel
23 like, you know, the workers aren't working hard, they feel
24 like maybe the workers are stealing things from them, that
25 whatever, there's all sorts of suspicions that the

1 consumers can have. The workers --

2 CHAIR AHMADI: Did I hear you correctly, I'm
3 sorry for interrupting, were you a participant in that
4 meeting?

5 MS. HEINRITZ-CANTERBURY: I was the person that
6 organized the meeting, I was the organizer.

7 CHAIR AHMADI: Oh, you were the organizer, okay.

8 MS. HEINRITZ-CANTERBURY: Yeah. And workers, at
9 the same time, have a lot of suspicions and difficulties
10 with the consumers. So, how do you get them to actually
11 go into a meeting like that and figure out what they want
12 to say, together, that they can send to Washington.

13 And there was a guy named Ed Roberts, who's this
14 wonderful leader in the disability community, and I went
15 over and I said to Ed, if you could help me out here, I
16 need you to say that the issues are bigger than each
17 group, and if we don't get together we're going to get --
18 we're not going to get anything. Our services are going
19 to be reduced, which is going to affect both workers and
20 consumers.

21 And Ed had tremendous carriage, he was in a
22 wheelchair, he had powerful charisma, and he wheeled up
23 into the center of the room and he said -- okay, he said,
24 if we don't get together, we're not going to be here as
25 consumers and workers in this program for very much

1 longer, because they're going to do away with the program.
2 We need to figure out what it is we have together, not
3 what it is we have that separates us, but what can we do
4 together.

5 And it changed the dynamic in the room. It
6 changed the dynamic in the room and it was a powerful
7 example of understanding the stakeholders and then dealing
8 with it over, and over, and over again, because every
9 single meeting you have that same thing come up.

10 So, I can't really answer the question about the
11 stakeholders in the Commission -- in the redistricting
12 process, but that's one of the things I really, really,
13 really want to learn.

14 CHAIR AHMADI: So, who do you think -- should
15 you be selected as a Commissioner, who you will be
16 interacting with?

17 MS. HAMEL: Five minutes.

18 MS. HEINRITZ-CANTERBURY: I would be interacting
19 with community people, I would be interacting with
20 community organizations, I would be interacting with --
21 probably with experts, people who know something about,
22 you know, the statistics and the mapping, and all of this.

23 I think that, you know, what a stakeholder is,
24 you know, is what's their stake in the thing. So, what's
25 their stake here, I suppose the answer to that would be

1 those communities of interest, I guess, is what they're
2 being called or what they're -- the term.

3 What are those communities of interest in any
4 given geographical area?

5 You know, I don't know that the people who are
6 putting together the statistics and the mapping, that's
7 not somebody I would call a stakeholder. I think the
8 stakeholders are those forces in the community that are
9 going to be affected by this in a big way. Political
10 parties, incumbents. I mean, the political parties is no
11 small -- that's no small stakeholder, I'm sure. I don't
12 know, but I would guess.

13 CHAIR AHMADI: Do you expect to interact with
14 political parties as part of your Commission's work?

15 MS. HEINRITZ-CANTERBURY: I would think that
16 they would testify, I would think that they would be
17 involved in the input process, I would hope that they
18 would.

19 CHAIR AHMADI: As a community member or as a
20 party to the decision making?

21 MS. HEINRITZ-CANTERBURY: Oh, in -- I would hope
22 they would come in and give input, like I would expect
23 from any other organized group or any other individual.
24 Yeah, I would expect that. I would be sort of
25 disappointed if they didn't, because I think we need to

1 hear from them.

2 CHAIR AHMADI: How much time do I have?

3 MS. HAMEL: Three and a half.

4 CHAIR AHMADI: Three and half, okay. Thank you.

5 Let's go back to my follow up on your response
6 to question number four, which was about this phone bank,
7 and you were discussing the challenges and as part of that
8 you mentioned that one of the challenges were not to be
9 perceived as a dominating party to that --to the
10 discussions.

11 MS. HEINRITZ-CANTERBURY: Right.

12 CHAIR AHMADI: What caused you to assess your
13 presence in this -- in this group, within this group of
14 people, that you may be perceived as dominating, why do
15 you feel that way? Was that a feeling that you had before
16 going to the group, or when did it occur to you that you
17 may not -- you may step back?

18 MS. HEINRITZ-CANTERBURY: I think in, you know,
19 the first meeting I'm literally the only white person in
20 the meeting and it's a meeting of 20, 25 people. So, when
21 you're the only person of -- whether one -- you know,
22 whether you're the only Latino in a group of white people,
23 or the only African American in a group of Latinos, you're
24 going to be noticed. I mean, it's part of the dynamic.

25 I'm on a neighborhood board for L.A. Care, which

1 is this -- which represents Medicaid recipients in Los
2 Angeles, and I'm the only white person in that group, that
3 group is predominantly Latino.

4 So, when I say things, maybe it's just me, you
5 know, maybe other people don't see it, but I don't think
6 so. I think when -- I think in our society it's just a
7 factor that we -- that we have.

8 My kinds may not have it because my kids grew up
9 in a very much multi-cultural, much more multi-cultural
10 setting that I did, or that a lot of people my age did.

11 You know, I grew up in an all white, very
12 conservative community in Wisconsin.

13 MS. HAMEL: Two minutes.

14 MS. HEINRITZ-CANTERBURY: My kids grew up in
15 Washington D.C. and went to school where they were a
16 minority.

17 So, they're going to have a different -- they
18 may go into a room with 25 people of a different race or
19 ethnicity and not feel strange at all. My kids grew up in
20 Washington D.C. and went to school where they were a
21 minority.

22 So, they're going to have a different -- they
23 may go into a room with 25 people of a different race or
24 ethnicity and not feel strange at all.

25 CHAIR AHMADI: Thank you very much. And, you

1 know, the reason I wanted to make sure that I'm clear on
2 that is that also in your application there was a
3 statement that relates directly to this question, and your
4 example, where you say you "walked a fine line not to be
5 the bossy white woman." I'm just quoting your thing.

6 MS. HEINRITZ-CANTERBURY: Right.

7 CHAIR AHMADI: So, that's why I asked you and
8 thanks for the clarification, appreciate that. No more
9 questions.

10 MS. HEINRITZ-CANTERBURY: Yes, good. Thank you,
11 I appreciate that.

12 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

13 VICE CHAIR CAMACHO: Thank you.

14 Hi, Ms. Heinritz-Canterbury.

15 MS. HEINRITZ-CANTERBURY: Hi. How are you?

16 VICE CHAIR CAMACHO: As you stated, you live in
17 South L.A. How do you think your appreciation for your
18 diverse area will help you on the Commission?

19 MS. HEINRITZ-CANTERBURY: I think my
20 appreciation for diversity, Ms. Camacho, I think is
21 extremely important to the Commission, and it certainly
22 comes from more than my living in South L.A. I mean, it
23 really does come from a lifelong -- from lifelong
24 experience.

25 I mean, for me, a white person who actually -- I

1 don't know if I'd ever even spoken to an African American
2 before I left Wisconsin, get on a bus and go to Selma,
3 Alabama, where I lived with African Americans for the next
4 year, I mean it just -- that's an appreciation that is in
5 my gut, it's palpable, I can still remember the feeling
6 of, wow, you know, where am I and what world is this? And
7 that's a fascination that excites me about my life, and
8 about the way I see people, and the way I interact with
9 groups.

10 I actually -- I love that. And so, for me to
11 bring that to other people, for me to have that
12 consciousness and I can share it with other people and
13 create any -- you know, that excitement and that openness,
14 and that interest in human connection with other members
15 of the Commission, if I can work with them on -- you know,
16 with diverse groups, to me that's -- that's a wonderful
17 opportunity and it's something I would look forward to
18 doing. I would hope that -- I would hope that people
19 would be -- I mean, I think all the Commissioners would
20 probably be open to it. It's something that the
21 Commission needs to be, we need to be sensitive to
22 diversity and bringing in as much as we possibly can into
23 the process.

24 VICE CHAIR CAMACHO: Okay. In your application
25 you talked about this one interaction you had. Why did

1 the Korean Disability Association representative not feel
2 his community was receiving enough help and how did you
3 resolve this issue?

4 MS. HEINRITZ-CANTERBURY: That's a really
5 interesting, really interesting situation. I think that
6 if you look at Koreans in L.A., they have a very sort
7 of -- what's the word I'm trying to think of? You know,
8 it's a coherent sort of geographical area where they live.
9 I think the services are oftentimes less than what they
10 need and I think that that frustration and just fear that
11 people aren't getting what they need, and particularly
12 people with disabilities who, if you're Korean and you're
13 already sort of isolated and not sure that anybody in this
14 society, in that neighborhood really cares about you,
15 other than the other Koreans, and then on top of that
16 you're in a wheelchair and you only have, you know, one
17 arm, or whatever, I mean, you've got some disability,
18 which is a serious disability, there's a tremendous amount
19 of fear and anger that that person has inside them, you
20 know.

21 When they get up in the morning that's like, oh,
22 my God, I'm facing this world, that is really difficult.

23 And so when they would come to an organization
24 like COLIF, the organization that I was on the board was
25 called COLIF. It's a wonderful organization, it's an

1 independent living center, it's in downtown Los Angeles
2 and much of their constituency is Korean. Korean,
3 Filipino, Latino, it's a very diverse constituency that
4 they're supposed to take care of.

5 COLIF doesn't have enough resources to take care
6 of everybody that needs care. So, what you have is, you
7 know, the Korean disability organization trying to get
8 what they need for folks, and then you've got COLIF trying
9 to get more for everybody, and so it was -- it was just a
10 constantly difficult situation.

11 And oftentimes, when you're working in the
12 disability community, you're actually working with people
13 with mental disabilities, and so that can complicate
14 things tremendously because I just changes, it changes the
15 nature of the discussion. You know, how do you have a
16 conversation with somebody who has limitations, mental
17 limitations. It's difficult and it has to be disciplined,
18 it has to be -- on the part of the organizer, on the part
19 of the people sort of managing the pieces, it has to be,
20 you know, respectful, and disciplined, and nonjudgmental,
21 and it's very time consuming and I think that sometimes a
22 board member -- because I was a board member there, I
23 wasn't a staff member, sometimes a board member can play
24 the role of facilitating difficult things more than the
25 staff people.

1 And if the staff person, and in the case of the
2 Korean Disability Association, actually, we set up a
3 situation where both the staff people and the gentleman
4 from the Korean Disability Association could -- could
5 contact me.

6 So, they would call me at home and I would have
7 a conversation with them, and I was able to play a role
8 to, you know, to deflate -- again, deflate the anger and
9 try to get to the common issues that they were trying to
10 deal with, and try to figure out how it could be fixed,
11 knowing that both groups are starting from not having
12 enough resources to deal with what they need to deal with.

13 VICE CHAIR CAMACHO: Thank you. That was my
14 last question.

15 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

16 PANEL MEMBER SPANO: Good afternoon.

17 MS. HEINRITZ-CANTERBURY: Hi.

18 PANEL MEMBER SPANO: Hi. You mentioned earlier
19 your phone bank experience and how you learned a lot about
20 yourself and, as a white woman in a predominantly black
21 group.

22 And I noticed that you said in your application
23 that you actually live, primarily, in an African American
24 community.

25 MS. HEINRITZ-CANTERBURY: Right. I actually

1 live about three blocks from the phone bank, Ms. Spano.

2 PANEL MEMBER SPANO: Okay.

3 MS. HEINRITZ-CANTERBURY: So, it was great.

4 PANEL MEMBER SPANO: It was very close.

5 MS. HEINRITZ-CANTERBURY: Very close, very nice.

6 PANEL MEMBER SPANO: So, by the time that you
7 worked at the phone bank, were you already aware that the
8 interactions with the African and Latino communities, and
9 how to relate to them?

10 MS. HEINRITZ-CANTERBURY: Well, yeah. Yeah, I
11 mean, given that that's been a good part of the work that
12 I've done over the years.

13 PANEL MEMBER SPANO: So, being the only white
14 person in this group wasn't -- was it really a different
15 experience for you, or were you -- you seemed really
16 comfortable in this setting, then?

17 MS. HEINRITZ-CANTERBURY: Well, the way it was
18 different is that it was so intense. I mean, there we
19 were every single day and we had these horrendous numbers
20 of phone calls. You know, 50,000 phone calls, it's just a
21 gigantic number of phone calls that we would do on a
22 weekend, with 60, 70 people coming and going all day, so
23 it was very intense.

24 And then at night we would have team meetings
25 and we would evaluate what we did, what went well, what

1 didn't go well, who did what, who should do what the next
2 day. It was just much more intense.

3 I mean, generally speaking, my life is very
4 interactive with different -- with different people,
5 different cultures, different ethnicities, different age
6 groups. You know, even there are differences between
7 people. If you're working in the disability community,
8 which I've done so much, there's a difference between
9 working with people who have post-polio versus people who
10 are -- who have mental limitations.

11 There's all kinds of differences, people who
12 have environmental sensitivities. There are different
13 sensitivities in all of these different groups and I've
14 done a lot of work with the different groups and I am
15 not -- I'm not unused to doing that.

16 But honestly, Ms. Spano, the phone bank was a
17 cut above all of that just because, you know, you get up,
18 you're there at nine o'clock in the morning and we'd be
19 there until ten o'clock at night, and then you'd wake up
20 the next morning and you'd be back there at nine o'clock
21 and nothing intervened. You know, it was like you go to
22 bed and get up, and there we all were again, and so we did
23 have to appreciate each others' personal values.

24 You know, I would bring fruit from my yard for
25 people, we shared recipes. I mean, we did these kind of

1 things that -- just sort of human contact, you know, human
2 connection kinds of things to sort of break the intensity,
3 I think, of the work.

4 PANEL MEMBER SPANO: It's two months, you said,
5 two months --

6 MS. HEINRITZ-CANTERBURY: Two months. I know,
7 and that's how come I think I could do it, because we all
8 knew there was an end. I don't think I could do that for
9 very -- forever. I mean, it was just way, way, way, way
10 over the top.

11 PANEL MEMBER SPANO: So, being the only white
12 person in a group of all these black people really wasn't
13 a big deal for you because it was really the work, getting
14 the work done, right?

15 MS. HEINRITZ-CANTERBURY: Exactly.

16 PANEL MEMBER SPANO: You mentioned in your
17 application that you are involved in many volunteer
18 efforts and one of them is the Peoples Council for Health
19 and Human Services.

20 MS. HEINRITZ-CANTERBURY: Uh-hum.

21 PANEL MEMBER SPANO: And can you help me
22 understand, this is a 14-member council, convened by
23 California Assembly Speaker Karen Bass. How did you
24 become a member of this council?

25 MS. HEINRITZ-CANTERBURY: Actually, I

1 volunteered for it. But I think it's probably larger
2 than -- do I say 14 in my application, Ms. Spano?

3 PANEL MEMBER SPANO: Yes.

4 MS. HEINRITZ-CANTERBURY: Okay. It's probably
5 larger than 14, but I suspect no more than 14 people
6 actually come to meetings each time.

7 PANEL MEMBER SPANO: No more than 14, you say?

8 MS. HEINRITZ-CANTERBURY: No more than 14. I
9 don't think we've ever had a group bigger than 14.

10 But in South L.A., or actually it should be in
11 her whole district, I'm in her district and this is made
12 up of people who are in organizations or active in
13 organizations in her district. So, like the Urban League
14 has a representative in the group, Planned Parenthood,
15 there are all these little neighborhood drug coalitions,
16 community coalitions. There's so many community
17 organizations that want to share with each other, it's
18 like a networking opportunity more than anything.

19 And we meet, I think it's -- I actually haven't
20 been to the last two meetings, I hate to say. But we
21 meet -- like last year we did a health fair, for instance,
22 in South L.A.

23 And it was great for me because I had
24 volunteered at RAM, and I don't know if you guys know what
25 RAM is, but it's this wonderful, wonderful thing. It's

1 this nonprofit in Virginia, and he usually does free
2 healthcare, free health clinics with doctors, dentists,
3 chiropractors, acupuncturists, just hundreds and hundreds
4 of different specialties.

5 They go all over the world, to third world
6 countries, and they put on these medical, these free
7 medical things.

8 Now, they're doing them in the United States.
9 So, the first one they did, one of the first ones they did
10 here is in L.A., in South L.A., at the Forum. And so, I
11 think there were 20,000 people that got services in the
12 first one they did, and then they did a second one the
13 next year.

14 So, I volunteered because I really wanted to be
15 there, I wanted to be a part of it, and it was wonderful.

16 It was just almost indescribable.

17 But from that group I met the people at RAM, I
18 met -- I just sat there and registered people when they
19 came in, in the morning. I didn't have any big function
20 or anything, but I just loved interacting with the people.

21 PANEL MEMBER SPANO: Do you have any contact
22 with Speaker Bass or her staff?

23 MS. HEINRITZ-CANTERBURY: I do. I do.
24 Generally speaking, the meetings are -- one of the staff
25 people is at those meetings, Ms. Spano, and they give --

1 like, for instance, on the health fair they say how much,
2 or whatever, how much resources Speaker Bass will
3 contribute to doing the health fair and we do the
4 planning, or the group does the planning and carries it
5 out. But generally speaking, one of the staff people is
6 there, yeah.

7 What's the nature of your relationship, other
8 than at this council, with Speaker Bass and her staff?

9 MS. HEINRITZ-CANTERBURY: I have actually met
10 with her, because she's my member, my representative --

11 PANEL MEMBER SPANO: I see.

12 MS. HEINRITZ-CANTERBURY: -- I have actually met
13 with her on in-home supportive services with other -- with
14 people with disabilities and seniors. Actually, no, I
15 take it back. I've never met with her, I've met with her
16 staff on in-home supportive services. Her staff in L.A.
17 I don't know anybody in Sacramento that works for her.

18 PANEL MEMBER SPANO: And what other issues do
19 you discuss with her?

20 MS. HEINRITZ-CANTERBURY: In-home supportive
21 services, just general budget stuff, when she was, what do
22 you call it, budget -- no, when she was Speaker of the
23 House last year, or of the Assembly, excuse me.

24 PANEL MEMBER SPANO: And you're still a
25 volunteer member, current volunteer member of this

1 organization?

2 MS. HEINRITZ-CANTERBURY: Yeah. As I said, I've
3 missed the last several meetings but --

4 PANEL MEMBER SPANO: Okay.

5 MS. HEINRITZ-CANTERBURY: I'm probably not their
6 best volunteer, Ms. Spano.

7 PANEL MEMBER SPANO: Do you ever speak to her
8 about redistricting?

9 MS. HEINRITZ-CANTERBURY: Oh, no. No.

10 PANEL MEMBER SPANO: Do -- does this
11 organization and any other organization that you belong
12 to, volunteer or work for, donate financially to any
13 political causes?

14 MS. HEINRITZ-CANTERBURY: No. No. Actually --
15 no, nobody has any money. Nobody that I work with has any
16 money, whether it's an organization or an individual, no.

17 PANEL MEMBER SPANO: Okay.

18 MS. HEINRITZ-CANTERBURY: And plus that, you
19 know, like I work with a lot of organizations that are
20 501(c)(3), that are nonprofits and --

21 CHAIR AHMADI: Nonprofits.

22 MS. HEINRITZ-CANTERBURY: -- you know, they
23 can't do the political stuff, anyway, so they're not --
24 they don't even -- I mean, typically, what we want to do
25 is educate people so they can, in fact, talk to somebody

1 that's supposed to be representing them and say, okay, so
2 what are you going to do about this issue or that issue?
3 But not in any kind of partisan way, to be sure.

4 PANEL MEMBER SPANO: Thank you.

5 How will your training in social work contribute
6 to your ability to perform as a Commissioner?

7 MS. HEINRITZ-CANTERBURY: You know, social work,
8 they spent a lot of time talking about community analysis,
9 which was interesting for me because I've certainly
10 thought I knew how to do community analysis, but we did a
11 tremendous amount of work around community analysis.
12 Maybe it's because the professor at UCLA, in community
13 analysis, was one of the better professors, he was
14 terrific.

15 And I think the other thing that I spent a lot
16 of time on in social work school was interviewing. And,
17 actually, because you have to do -- I didn't -- I
18 didn't -- my priority wasn't clinical, my priority was
19 what they call macro, which basically means that you're
20 dealing with organizations as opposed to dealing in a
21 clinic sense, with people.

22 But you have to take a certain amount of
23 clinical stuff and my first year of internship was
24 actually a clinical internship, where I had clients,
25 people coming in for help, you know, to talk to somebody,

1 to deal with their issues.

2 And, boy, I'll tell you that was just -- that
3 was just really, really, really helpful for me in terms
4 of -- because you really -- you can't say anything. It's
5 like this dispute resolution thing that I'm doing with the
6 L.A. County City Attorney -- or the L.A. City Attorney,
7 you cannot take a position. You know, you really have
8 to -- you have to facilitate that person thinking about
9 the issue. And if it's a dispute resolution, you have to
10 get both people to think about the issue and to figure out
11 what they want to do together on it.

12 Whereas, as an organizer, there are certainly
13 times where, as an organizer, you can put an idea out
14 there with people and say, okay well, what do you think
15 about this?

16 And so that would -- that's my sort of tendency
17 to be able to do that kind of thing. But in clinical work
18 and social work you don't do that. You know, you don't
19 say, gee, why don't you try this? Huh-uh, that's not,
20 not, not, not good.

21 PANEL MEMBER SPANO: No. So, do you believe
22 that you -- you mentioned the risks of transference and
23 counter transference in social work. Do you believe this
24 knowledge will assist you in the Commission?

25 MS. HEINRITZ-CANTERBURY: Yeah. I think that

1 just to be conscious of that is tremendously powerful
2 because it checks me. You know, it's like -- it's just
3 like somebody patting me on the shoulder and saying, hey,
4 what do you -- don't say that, you know, or whatever. I
5 mean, it's a wakeup call, just understanding it and being
6 sensitive to it, and they really -- they really spent a
7 long time on that, a lot of course work and stuff.

8 The other thing we talked a lot about in social
9 work school was ethnicity and, you know, getting people
10 comfortable working together and, you know, did a lot of
11 research papers.

12 And, you know, I was the oldest person in the
13 class, to say the least. You're talking about 20-year-
14 olds, 22-year-olds doing this, so it was always an
15 interesting experience to see what other people -- what
16 these young students would talk about and what I would
17 talk about in my papers. But it was a great experience.
18 I mean, I wouldn't trade it for the world.

19 PANEL MEMBER SPANO: What are your expectations
20 of Commission work?

21 MS. HEINRITZ-CANTERBURY: Say that again, Ms.
22 Spano?

23 PANEL MEMBER SPANO: What are expectations of
24 Commission work, the extent of the responsibility, in your
25 mind?

1 MS. HEINRITZ-CANTERBURY: It sounds like a lot
2 of work. It actually does sound like a lot of work. I
3 don't quite understand how somebody can do it if they have
4 a full time job. But I don't, so I'm not worried about
5 that particular aspect of it.

6 But I do think that it will be, I don't know how
7 many -- you know, in terms of hours I don't know.

8 But in terms of doing a good job, you know, it
9 will be getting around the State and getting into
10 different communities. And I know how hard it is to get
11 into -- you know, you're trying to get into all the
12 communities and then somebody comes along and says, well,
13 you haven't met with us, you know. So, oh, you know, we
14 missed one kind of thing, you know.

15 So, it's going to take a lot of discipline, a
16 lot of figuring that out. And I think my sensitivity, my
17 experience in having done that for as much as I've done it
18 is important, because I can keep reminding me, I can keep
19 reminding the Commission, you know, to do our due
20 diligence.

21 Because if people feel, if people come into the
22 system feeling already like they're not being listened to
23 or they had to invite themselves to the table, as opposed
24 to us inviting them to the table, it's not necessarily a
25 good thing. I think our opportunity is going to be to

1 bring people into the process as early and as often as
2 possible.

3 That's why I say the transparency is just -- to
4 me, you know, I think this transparency is so important.
5 It's important to us in terms of our work, in terms of the
6 results, whether the maps get approved or not.

7 But the fact that this has been a transparent
8 process means that community organizations and
9 neighborhood people can use it as an empowerment mechanism
10 to keep doing work on this issue, you know.

11 PANEL MEMBER SPANO: Do you perceive the work of
12 the Commission redistricting effort as a community service
13 opportunity?

14 MS. HEINRITZ-CANTERBURY: Say that again, Ms.
15 Spano?

16 PANEL MEMBER SPANO: Do you view the Citizens
17 Redistricting Commission effort as an opportunity for
18 community service work?

19 I know you want to see more community
20 organizations developed as a result of it, is there any
21 other -- I just want to get your thoughts on that?

22 MS. HEINRITZ-CANTERBURY: Well, generally
23 speaking, when people do stuff like this, when people come
24 and testify before a Commission like this, or when people
25 get involved in preparing testimony, when people do any of

1 those things that are in some way interacting them with
2 somebody who can do something about an issue that they
3 have, that interaction is what develops people as
4 participants in the world that they live in, as
5 participants in the decisions that affect their lives.

6 You know, some people feel so powerless that
7 they don't even try to affect those decisions that affect
8 their lives. So, this gives people that opportunity.

9 And whether, you know, whether the maps are
10 approved or not, whether it's successful or not, those
11 people are better off. Those people are more engaged in
12 their world, they're going to say -- they're going to say
13 different kinds of things to their kids about hope and
14 about a future.

15 PANEL MEMBER SPANO: Do you think it's more
16 important to have all -- your ideas about promoting the
17 effort, the aftermath of the redistricting effort, do you
18 think it's more important to see these community -- more
19 community organizations develop because of it or are there
20 other things that you want to see as a result of
21 redistricting?

22 k MS. HEINRITZ-CANTERBURY: Well, I would love to
23 see the maps approved and I would love to see those
24 changes that we all think would happen, you know, more
25 candidates, less incumbent victories, you know, more

1 people voting, that would be wonderful

2 I mean, I know the power that I felt watching
3 people register to vote in South L.A., I mean that was
4 just terrific to have those conversations with people, to
5 see them get engaged, you know.

6 So, I mean that would be terrific. But I think
7 that's a long haul. I think this is so hard, I just think
8 this is a tremendously hard task. And that's why, you
9 know, I do think it's -- if the Commission is disciplined
10 in making itself known to communities and really engaging
11 communities, they're going to have so much more support at
12 the community level when it comes down to voting for the
13 maps, you know? I mean, it's a process, the whole thing
14 is a process.

15 And if they engage in a serious, disciplined
16 way, if they engage the community throughout that process,
17 when the maps show up on a ballot, you know, are you going
18 to vote for this or not, the community will say, hell yeah
19 we're going to support that, we're going to vote for it,
20 we had input into that process.

21 So, it's not going to be the first time they've
22 heard of it, you know, so the whole thing comes together.

23 And I think it's critical that the Commission do
24 that.

25 PANEL MEMBER SPANO: Thank you.

1 MS. RAMIREZ-RIDGEWAY: Panelists, are their
2 follow-up questions? You've stolen most of mine, but I
3 have two.

4 CHAIR AHMADI: I don't have any.

5 MS. RAMIREZ-RIDGEWAY: You said that your phone
6 bank work was really intense, with ten-hour days, day
7 after day, for two months, and that if it had been much
8 more than that you didn't know if you could do it?

9 MS. HEINRITZ-CANTERBURY: Yeah.

10 MS. RAMIREZ-RIDGEWAY: The Commission's intense
11 work --

12 MS. HEINRITZ-CANTERBURY: Yeah, I know what's
13 coming here.

14 MS. RAMIREZ-RIDGEWAY: -- is going to begin
15 November 18th and continue through a minimum of September
16 15th. How are you going to do it?

17 MS. HEINRITZ-CANTERBURY: The thing is -- what's
18 your name, what's your first name?

19 MS. RAMIREZ-RIDGEWAY: Stephanie.

20 MS. HEINRITZ-CANTERBURY: Stephanie. I don't
21 see how it could be ten hours a day, every day. I
22 can't -- because there are people who are in this pool, at
23 least, who have full time jobs. So, I'm thinking -- I'm
24 thinking I can do it because it's not going to be as
25 intense as that was. And I think that the time period is

1 fine. I think the time period is great.

2 But I don't see how it could be as intense as
3 that was for that length of time, and then still be doable
4 for people who are full time workers.

5 MS. RAMIREZ-RIDGEWAY: I guess I'm thinking
6 there's a possibility that they may ask those of you, who
7 do not work full time, to put in a ten-hour day, seven
8 days a week, so that they can work.

9 MS. HEINRITZ-CANTERBURY: Well, you know, all I
10 can say is I know -- I know my physical limitations. I
11 know that I do have some physical limitations and I'm
12 going to -- I mean, even in the phone bank, you know, I
13 told Diane I don't have any saliva because my, what do you
14 call it, radiation. And so, part of the reason, just a
15 real practical reason for me to develop this team of
16 people to do the work, actually the intense work with the
17 actual phones, is because I can't talk that much.

18 So, I needed people to do the training, I needed
19 people to go to the different phoning rooms and talk to
20 the volunteers. I needed that because I can't do that.

21 And I -- you know, if I did it, I would have
22 been really sick.

23 MS. RAMIREZ-RIDGEWAY: But you're not.

24 MS. HEINRITZ-CANTERBURY: I mean I spend a lot
25 of time working on my health. I really am not ignoring my

1 health anymore.

2 MS. RAMIREZ-RIDGEWAY: But you're not concerned
3 that you have the stamina and ability to do the
4 Commission's work?

5 MS. HEINRITZ-CANTERBURY: I do. I do.

6 MS. RAMIREZ-RIDGEWAY: You are concerned or
7 you're not concerned?

8 MS. HEINRITZ-CANTERBURY: I'm not -- I mean,
9 what I'm concerned of is my own diligence with taking care
10 of myself. You know, I do yoga, I do -- I work out as
11 frequently as I can.

12 I mean, I'm conscious of my physical limitations
13 and my mental limitations, as well. So, I do think I can
14 do that.

15 MS. RAMIREZ-RIDGEWAY: Okay. I want to take you
16 back to a conversation you had with Mr. Ahmadi about the
17 phone bank because I'm a little confused by the
18 conversation that you had. I thought that I heard you say
19 that as the only white person there, you may have been
20 viewed as dominating. And I'm confused because my
21 perception, however naïve it may be, is that I would think
22 your voice, as the minority, would not be perceived as
23 dominating.

24 So, I want you to explain to me, briefly, since
25 you've already gone over the territory, what you meant and

1 why you think that way?

2 MS. HEINRITZ-CANTERBURY: I think it has to do
3 with -- I think it has to do partly with, as I said I
4 think to Ms. Spano, I think it has to do with our society
5 or maybe -- I don't remember who it was, maybe it was Ms.
6 Camacho. That I have -- I have a consciousness that I'm
7 different. I don't exactly know that those would be the
8 words, but I'm this and then there are all these other
9 people that are something else.

10 So, maybe it's just my awareness of that, that
11 then I say I don't want to dominate the conversation, I
12 don't want to make people feel that I'm going to come in
13 here and try to run things because I'm white and that's
14 what white people do, or something, I don't really know.

15 You know, part of it is having worked in the
16 civil rights movement where, you know, white people, I
17 mean if you work in the south in the civil rights
18 movement, you get a really different image of race, you
19 know, than we do here. We have very different race
20 relations.

21 MS. RAMIREZ-RIDGEWAY: It's very different in
22 the south.

23 MS. HEINRITZ-CANTERBURY: Pardon me?

24 MS. RAMIREZ-RIDGEWAY: It's very different in
25 the south.

1 MS. HEINRITZ-CANTERBURY: So --

2 MS. RAMIREZ-RIDGEWAY: So, just to clarify then,
3 maybe I'm getting it now. Did you mean, when you spoke to
4 Mr. Ahmadi and said, talked about dominating, that you did
5 not want to be perceived that way or that you were
6 perceived that way?

7 MS. HEINRITZ-CANTERBURY: Oh, no, I didn't want
8 to be perceived that way.

9 MS. RAMIREZ-RIDGEWAY: Okay, got it. I
10 understand, yeah.

11 MS. HEINRITZ-CANTERBURY: The second one, yeah.
12 No, I don't think I was perceived that way at all.

13 MS. RAMIREZ-RIDGEWAY: Okay.

14 MS. HEINRITZ-CANTERBURY: In fact, that's
15 definitely the feedback that I get over and over again.

16 MS. RAMIREZ-RIDGEWAY: That's what confused me.

17 MS. HEINRITZ-CANTERBURY: I'm sorry. Yeah, you
18 got that?

19 MS. RAMIREZ-RIDGEWAY: Yeah.

20 MS. HEINRITZ-CANTERBURY: Okay.

21 MS. RAMIREZ-RIDGEWAY: I don't have further
22 questions. Panel, do you have questions?

23 CHAIR AHMADI: Neither do I. Thanks for the
24 clarifying question.

25 MS. HEINRITZ-CANTERBURY: Thank you.

1 MS. RAMIREZ-RIDGEWAY: We have some time left on
2 the clock, if you'd like to make a closing statement?

3 MS. HEINRITZ-CANTERBURY: You know, actually, I
4 didn't prepare a closing statement because I figured I'd
5 do what I did in the first one, which was talk way, way,
6 way, way --

7 MS. RAMIREZ-RIDGEWAY: You don't have to, just
8 if you want to.

9 MS. HEINRITZ-CANTERBURY: No, I think this is a
10 wonderful process you guys. Over and over and over I'm
11 just stunned at the transparency.

12 And I think the power of transparency for this,
13 in terms of making it succeed, maps passing and all
14 succeed, you know, the big picture succeed has so much to
15 do with really using that transparency as a tool and
16 seeing that, never forgetting that the Commission has the
17 power because they have that transparency, it's in the
18 law, you have to do it.

19 So, you know, I watched the debate that you guys
20 had about me, you know, getting in this pool. I mean, I
21 can't even believe that, especially since I know stuff,
22 like last year's budget, five people in a room, closed
23 door, two o'clock in the morning. No public testimony, no
24 minutes from the meeting, you know, and that budget is
25 what ended up -- is what we're all living with now.

1 This just couldn't be any more different, you
2 know, just couldn't be any more different.

3 So, I really hope the Commission embodies that,
4 and deals with that, and really uses it as a tool. It's
5 such a wonderful, wonderful tool in their toolkit, and I
6 think I'm key to making the Commission do that, to helping
7 the Commission do that. So, I really appreciate it.

8 You know, the process of me thinking about all
9 this stuff has also been incredible. It's been wonderful.
10 I'm sure I've been driving all my friends and my family
11 crazy, what do you think about this, what do you think
12 about that?

13 So, I'm sure they're going to be glad that this
14 part of it is over. But thank you very much.

15 PANEL MEMBER SPANO: Thank you.

16 VICE CHAIR CAMACHO: Thank you.

17 MS. RAMIREZ-RIDGEWAY: Thank you for coming to
18 see us.

19 CHAIR AHMADI: Thank you.

20 MS. RAMIREZ-RIDGEWAY: Let's recess until 4:29.

21 (Off the record at 4:02 p.m.)

22 (Back on the record at 4:29 p.m.)

23 MS. RAMIREZ-RIDGEWAY: The hour being 4:29 and a
24 quorum being present, let's go back on record.

25 We have with us, for our last interview of the

1 day, Dr. Susan Miller.

2 Are you ready, Dr. Miller, to begin?

3 MS. BURGESS MILLER: I am, thank you.

4 MS. RAMIREZ-RIDGEWAY: Please start the clock.

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

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

12 MS. BURGESS MILLER: Well, in addition to the
13 statutory requirements, which I believe I have all of
14 them, I believe all Commissioners should possess critical
15 thinking and critical listening skills, including the
16 ability to develop, explain and defend the criteria and
17 the logic behind the drawing of the maps. Acuity in
18 quickly understanding complex concepts, presented orally
19 in public sessions and in writing.

20 And the ability to frame validating and
21 clarifying follow-up questions to any materials that is
22 presented either in training or public sessions.

23 I believe all Commissioners should be
24 technologically competent to deal with the software that I
25 am certain will be used in doing the scenarios and the

1 simulations.

2 The only weakness, I was not schooled in
3 California. I did not go public schools in California;
4 therefore, I did not have California history and civics in
5 the fourth and seventh grade.

6 Being a resident by choice, 13 years ago, I have
7 intentionally tried to understand the governmental
8 processes of California and the evolution, so I have
9 intentionally delved into the history and how we got where
10 we are currently.

11 I am committed to this process and there is
12 nothing in my life that would stand between me and
13 completing this mission.

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?

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

22 MS. BURGESS MILLER: What comes forth to my mind
23 was in the National Oceanic and Atmospheric
24 Administration, and it was in 1984, shortly after I
25 entered the position of personnel director for NOAA, there

1 in Washington, I was contacted by the U.S. Attorney's
2 Office there for the Eastern Region, asking me what I was
3 going to do about the class action suit?

4 I didn't know anything about a class action
5 suit, so I said let me check into it, I'll get right back
6 to you.

7 So, I found out that a series of discrimination
8 complaints had been filed by African Americans against a
9 section of the Agency 12 years ago.

10 Because it, of course, had missed all the
11 timelines for internally calcifying it, it had gone to the
12 EEOC, the national commission, and those had missed those
13 timelines and, therefore, the plaintiffs were able to file
14 suit in federal court, which they had done, and it had
15 been certified as a class action suit.

16 I researched the antecedents, and then working
17 with the regulations, and having talked to the
18 stakeholders, the major stakeholders, the agency
19 officials, the representatives of the plaintiffs,
20 developed a solution that addressed the concerns and, most
21 important, held the agency and its officials accountable.

22 It was signed off -- all this happened in about
23 six weeks and we solved a 12-year standing issue.

24 And how would I resolve any conflicts that are
25 coming up? Well, of course, it would depend upon

1 primarily my role in the Commission. I'm assuming we will
2 organize ourselves. Excuse me for using the second person
3 plural -- the first person plural.

4 First, you keep the goals of the Commission in
5 line, much like in the class action, what is the problem,
6 what are you trying to achieve in the class action suit?
7 We are trying to achieve equality, equal access under the
8 law, items like that, adherence to the merit promotion
9 plan.

10 I would also refer strongly to Robert's Rules of
11 Order. I find those to be invaluable in public hearings
12 and other parliamentary situations.

13 I would also hearken back to training that we
14 had received as a Commission, because I certainly expect
15 there to be training on the laws, the conditions, the
16 regulations and other aspects that we would have to know.

17 The key, of course, is hearing both parties out
18 depending on how complex the conflict was.

19 I would hope to be able to suspend personal
20 views. Because if there is to be a solution found, it has
21 to be found on neutral ground.

22 And then I would try to engage all in finding a
23 solution that again provided benchmarks and
24 accountability. How can we tell we are adhering to the
25 solution that we agreed to?

1 MS. RAMIREZ-RIDGEWAY: How will the Commission's
2 work impact the State? Which of these impacts will
3 improve the State the most? Is there any potential for
4 the Commission's work to harm the State and, if so, in
5 what ways?

6 MS. BURGESS MILLER: In the perfect situation,
7 the State will be redrawn so that it is accountable to the
8 voters. And by that I mean it was -- I took the vote on
9 Proposition 11 to mean the voters did not feel the current
10 situation provided accountability to them.

11 That, I think, is the most important element is
12 to make it accountable to the voters in a representative
13 democracy.

14 And the harm, if it is done incorrectly, it can
15 provide even less accountability than currently and cause
16 all sorts of divisive responses from the citizens, who may
17 become even more disillusioned.

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

23 If you are selected to serve on the Citizens
24 Redistricting Commission, tell us what you would do to
25 foster collaboration among the Commissioners and insure

1 the Commission meets its legal deadlines?

2 MS. BURGESS MILLER: About 20 years ago I was
3 the New Building Project Director for NASA Headquarters.
4 And by that it meant I was in charge of getting a building
5 built, a building site selected, a building designed, a
6 building built, and all of NASA Headquarters employees,
7 number between 2,500 to 3,000 at any time, moved from 11
8 different sites around Washington DC into a single
9 building.

10 The primary dramas were two. One, NASA did not
11 want to move. And, too, they certainly did not want to
12 move off the Washington Mall, the National Capitol Mall.
13 Very prestigious location, none of the potential sites
14 were on that Mall.

15 This was the first major construction that had
16 been done for a federal agency in 20 years, so there were
17 not recent precedents to go against, to hold as to
18 standard.

19 The primary problem, after the building was
20 selected on a big Source Evaluation Board, which I was a
21 member of, is that the major players -- now, I was not the
22 administrator of NASA, I was not an associate
23 administrator, I was simply a division director, so I did
24 not hold hammers, velvet gloves, anything to make these
25 senior officials play well with me or others.

1 The biggest issue was the housing plan because
2 NASA, how we were going to fit people into the building
3 and provide for conference rooms, and public spaces, and
4 circulation.

5 NASA had been used to private offices and, at
6 the most, semi-private offices. This was not going to
7 happen, we were going to go to cubicle forms in order to
8 max-pac the people.

9 The requirements were set by the General
10 Services Administration and in federal regulation, and the
11 space that would be allotted was set that way and that's
12 how we had purchased, procured the building.

13 All the stakeholders, so now you're talking
14 about the Associate Administrator for Space Science, who
15 is -- at that time was renown in the space/science
16 community, the Director of Human Space Flight, so all of
17 these are luminaries with a large constituency,
18 themselves, and their views on how the space should be
19 laid out.

20 Needless to say, space science did not agree
21 with manned space flight, did not agree with
22 administration, did not agree with earth sciences. And I
23 had to get this group of 12 to okay a housing plan.

24 Because NASA's a scientific agency and it's
25 primarily run on data, and this was in the very early time

1 of Excel, so 1989, 1990, I ran endless scenarios on Excel
2 showing each member what the housing plan would look like
3 with their recommendations.

4 Since they all saw it would take three buildings
5 of our size, more or less, to satisfy any one of them, we
6 realized that you couldn't -- the data wasn't lying, it
7 wasn't being manipulated. I gave them the spreadsheets so
8 they could run the data, themselves.

9 And that transparency brought them to a common
10 ground. You couldn't get a waiver from Newton on space
11 and time, you couldn't put two people in the same square
12 foot of space, you couldn't put a conference room on top
13 of an office. And so, it was data run after data run
14 showing them the facts that brought them to agreement, and
15 they realized that the plan -- there was one plan where
16 everyone fit and I got sign offs on time.

17 Would you repeat the second part of that
18 question?

19 MS. RAMIREZ-RIDGEWAY: Sure. If you are
20 selected to serve on the Citizens Redistricting Commission
21 tell us what you would do to foster collaboration among
22 the Commissioners and insure the Commission meets its
23 legal deadlines?

24 MS. BURGESS MILLER: Similarly, in that
25 situation where if we chose a chairman or a vice chair, if

1 I was not that, my parliamentary influence would be no
2 greater than anyone else's. But I certainly think this
3 data, these line drawings are very data driven with the
4 census data, with the requirements of the Voting Rights
5 Act, the requirements of the Voters First Act. There are
6 parameters that can't be violated.

7 And I am hopeful that the software is mature
8 enough that we can do various scenarios, various
9 simulations that will, perhaps, address some of the
10 conflicts that way.

11 If they are interpersonal or not map, not
12 content related that way, I would fall back on my
13 mediation skills. I have a lot of years of experience of
14 working in difficult situations, trying to get confluence
15 of thought in a -- on very touchy situations, so that
16 people -- they don't have to be best buddies, but they can
17 at least be pleasant constituents on a Commission.

18 MS. RAMIREZ-RIDGEWAY: A considerable amount of
19 the Commission's work will involve meeting with people
20 from all over California, who come from very different
21 backgrounds and very different perspectives. If you are
22 selected to serve on the Commission, tell us about the
23 specific skills you possess that will make you effective
24 in interacting with the public?

25 MS. BURGESS MILLER: Almost my entire 40 years

1 of career has been in public service, has been in
2 government, from schools, to local, to federal
3 governments. And anyone who has been a government
4 employee knows you can't pick your customers. You can't
5 pick who you work with. They come to you as a colleague,
6 they come to you as a citizen seeking redress or seeking
7 to be heard.

8 That said, I have had the experience over my
9 life to live in very rural and very urban environments. I
10 have also had the opportunity to be a multi-cultural
11 diversity trainer, so in seasoning an ear to any
12 dialectical nuances.

13 Try to believe that I can understand the
14 phrasing the syntax of most people who come to public
15 hearings and speak.

16 MS. HAMEL: Five minutes.

17 MS. BURGESS MILLER: And so, my entire career
18 has been built on public service to listening with the
19 entire public of all economic levels, all educational
20 levels, and all geographic demographics.

21 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

22 CHAIR AHMADI: Yes, thank you.

23 Good afternoon, Dr. Miller.

24 MS. BURGESS MILLER: Good afternoon.

25 CHAIR AHMADI: A couple of times when you were

1 responding to these questions I heard you talking about a
2 software, just to make sure that I understood you
3 correctly, what software do you refer to? I may have
4 missed it so --

5 MS. BURGESS MILLER: No, I was under the -- I
6 believed that there is a software out that assists states
7 and municipalities in simulating the drawing of
8 particularly districts --

9 CHAIR AHMADI: Okay.

10 MS. BURGESS MILLER: -- where data can be fed
11 in. And that it is a very specialty software. I don't
12 know what it is, I've not been trained on it. But I am
13 hopeful that in this day and time there are technological
14 helps to making sure some of these considerations are
15 factored in.

16 CHAIR AHMADI: Okay, got it. Thank you.

17 So, you mentioned that you moved to California
18 13 years ago?

19 MS. BURGESS MILLER: I did.

20 CHAIR AHMADI: What impressed you the most? Was
21 that your first time?

22 MS. BURGESS MILLER: I had been on business
23 travel to California, previously.

24 CHAIR AHMADI: Okay.

25 MS. BURGESS MILLER: When we moved, however, it

1 was not to San Francisco or Los Angeles, per se, it was
2 upper Los Angeles County.

3 What impressed me foremost was how big the sky
4 is out here and the play of shadows and light on the
5 mountains that surround my house. I'm on a valley, but
6 there are mountains on three sides.

7 And how it can be nighttime in the east and
8 still daytime in the west from my front porch.

9 That geographic splendor, to me, mirrored the
10 rich tapestry of the people that are here. It's a very
11 diverse populace. I love the heterogeneity of it.
12 Spend a lot of time world traveling, traveling around to
13 appreciate the wonders of the variety of people and
14 philosophies.

15 CHAIR AHMADI: Thank you. And you kind of
16 provided an answer, partial answer to my next question
17 that I was planning to ask, which was about, you know, how
18 the geographic location impacts the communities' political
19 preferences? Could you elaborate on that aspect of that?

20 MS. BURGESS MILLER: I can. California, as
21 everyone in this room knows, is the size of the east coast
22 of the U.S., and yet the geographic diversity is much
23 greater than the east coast because there are no deserts.
24 Everything on the east coast is an hour apart; major
25 metropolitan areas are an hour apart, from Boston all the

1 way down to South Carolina.

2 In California, everything is really far apart,
3 from Weed in the north, to Trona or Baker in the Mojave
4 Desert. These are organizations -- or civilizations,
5 communities that do not have access to a major
6 metropolitan area. They tend to be more singularly in
7 industry that tends to bring with it the philosophies and
8 political views that come with more rural areas that tend
9 to be under-served by other services, that people in more
10 urban areas take for granted. Flush toilets, you know,
11 turn on the tap, water may or may not come out. Flip a
12 switch, electricity may or may not come out. The access
13 to higher education.

14 I live in a general area of 500,000 people that
15 has no public universities. The nearest ones are an hour
16 and a half to two and a half hours away, making it almost
17 impossible for anyone to be a commuter to those schools.

18

19 That changes -- that impacts how a
20 community thinks. And so, the expanse of California, with
21 its geographic and population differences, is bound to
22 provide differences in philosophy and political points of
23 view.

24 CHAIR AHMADI: So, how would you -- excuse me --
25 should you be selected as a Commissioner, how would you go

1 about considering all this diversity into your decision
2 making process, how would you approach it?

3 MS. BURGESS MILLER: Well, first, you do look at
4 what the Voting Rights Act and Proposition 11 provides.
5 That's a pretty good guideline to what you can and cannot
6 do on city lines, county lines, communities of interest,
7 minority -- majority/minority districts. The issuing of
8 nesting comes up and its potential impact, particularly,
9 on Hispanic populations, research shows.

10 And then you keep the goals of the Commission in
11 mind, you do have a timeline, it has to be done. That's
12 why I'm hopeful that there are -- there's a software that
13 will take, particularly with the census data not coming in
14 until March or April.

15 CHAIR AHMADI: I believe April.

16 MS. BURGESS MILLER: You know, it just keeps
17 getting worse and that's if they're on time.

18 And you do, you have to weigh the balance of the
19 legal regulations against what's possible, where are --
20 where do you have to balance off and perhaps compromise.
21 You know, you look at the order that those requirements
22 come in and you can't violate that order. Even if it ends
23 up with a funny shaped district, you still have to obey
24 the higher order requirements.

25 CHAIR AHMADI: So, besides those requirements

1 and criteria in the law, what other factors would you be
2 interested to consider?

3 MS. BURGESS MILLER: Of course, you want to hear
4 from the people. I mean, that's the kind of classic
5 answer.

6 My concern would be whether we are hearing in
7 public sessions, one, how are we going to cover, will
8 there be subsections, you know, will there be quorum of
9 the committee that can go out without the committee of the
10 whole?

11 How do you gather the data, how do you gather
12 comments from the huge expanse that is California, without
13 short-shifting what time you have left to actually do the
14 hard work of drawing the lines?

15 How do you balance, how do you discern where
16 there are special interest groups who purport to be
17 representing people? You know, no one speaks for me, so I
18 don't know what proof we would ask for that they speak for
19 the population that they purport to represent?

20 So, how do you discern the public interest, how
21 do you take the comments, how do you distill them into
22 factors that you can actually, as a Commission, deal with
23 in the drawing, in the timeframe.

24 Project management on this activity is going to
25 be a huge requirement. You have to manage the time, you

1 have to manage the data, you have to manage the drawing of
2 the maps, and that you have to manage the personalities;
3 you have to manage a team.

4 And without, you know, being a member of a
5 Commission, you have to work a lot on goodwill.

6 CHAIR AHMADI: You mentioned ability to just
7 tell special interests -- or distinguish special interest
8 from factual participation or opinions from the public.
9 How do you do that?

10 MS. BURGESS MILLER: Well, it doesn't mean that
11 special interest aren't valid opinions. I mean,
12 certainly, they are the words of the people that are
13 speaking them.

14 And it's by listening to everything and
15 aggregating that in the whole, having the minutes, having
16 the transcripts or taping of that and then distilling
17 through that, as in other public hearings. You know, the
18 voice of the one may be just as important as the voice of
19 the many.

20 CHAIR AHMADI: Okay. So, let's pretend that
21 you're in a public meeting that is well attended by
22 several distinctly different communities or interests and
23 you --

24 MS. BURGESS MILLER: Is it in any particular
25 locale?

1 CHAIR AHMADI: No.

2 MS. BURGESS MILLER: Okay.

3 CHAIR AHMADI: No, just pretend that you're
4 attending this meeting. And there are -- the participants
5 have strong views about what they believe in or the
6 considerations that they have to be considered by the
7 Commissioner in the decision making process.

8 What are some of the things that you would do to
9 assure that each one of them are considered, or at least
10 they have the perception, are convinced that the
11 Commission has heard them, and then for the Commission to
12 distinguish or to balance in what way to use that
13 information?

14 MS. BURGESS MILLER: Well, first, again, using
15 Robert's Rules of Order or whatever framework the
16 Commission has set up to make sure that all speakers get
17 an equal chance.

18 So, whether there are up-front times, you have
19 three minutes, you have five minutes, so that there is
20 that kind of access. First, giving people a chance at the
21 mike is important, without letting one group or one person
22 dominate the mike for 20 minutes, half an hour.

23 So, those kind of parliamentary requirements are
24 very important up front, that people know.

25 You also have to be not afraid to call time.

1 While we're having to call time in this to get it done.
2 You have to be able -- if it's a three-minute, then you
3 have to let people know up front and let them distill
4 their comments into the meatiness. And then you have to
5 adhere to it so that everyone does get a chance at the
6 mike. Because they've come a distance, if it's during the
7 day they've taken off work, perhaps.

8 You have to honor their commitment to being
9 there and being heard, and not let any one speaker
10 overrun, therefore depriving them of that access.

11 After the end, of course, as you know in public
12 hearings, you can't take action, you can't say things, I
13 agree with you totally. You take their words and the you
14 take it back and you deliberate.

15 Some of the ways, putting them into common
16 groupings, these people are concerned with community of
17 interest, these are concerned not. They want the mosquito
18 abatement group to be all in one district, this group is
19 more interested in ethnic compactness. And so, you still
20 if you can distill them into piles that are common. You
21 back away, you see them at -- the data's going to tell you
22 something.

23 CHAIR AHMADI: Okay. Thank you so much.

24 You currently own a consulting business?

25 MS. BURGESS MILLER: I do, my husband and I.

1 CHAIR AHMADI: Okay. Could you please tell us a
2 little bit about your --

3 MS. BURGESS MILLER: What we do?

4 CHAIR AHMADI: Yes. And who are your clients
5 and all that.

6 MS. BURGESS MILLER: Okay. We set up the
7 consulting business as we were retiring from NASA. Our
8 focus is on working with, initially, corporations,
9 nonprofits, community groups on strategic planning, how to
10 change their culture. Which is, of course, the name,
11 Complex Culture Change Consulting.

12 Some of the work, early work was with family
13 businesses that were having generational changes and it is
14 much easier if it's the father is ceding control to the
15 daughter and the daughter wants to change things up.

16 It's far easier for them to be mad at a
17 consultant than in each other.

18 And so, one of the things you try to do is make
19 it my fault and then, you know, my enemy's enemy is my
20 friend, and then you help them build a common vision that
21 way that there is not the pain of change.

22 In the past couple of years it has morphed into
23 working with the Aero Institute, which is the Aerospace
24 Education, Research and Operations Institute, which is one
25 of 16 NASA -- official institutes of NASA.

1 And I function primarily as the executive
2 director, on a part-time basis. We do work with both NASA
3 Dryden and NASA Ames, over in Mountain View.

4 MS. HAMEL: Five minutes.

5 MS. BURGESS MILLER: We work with communities,
6 local industry and the universities in trying to provide
7 the workforce for the future. And that's been almost
8 exclusively for the past two years.

9 CHAIR AHMADI: Okay. Sounds like impressive
10 expertise and knowledge that you have that may very well
11 be useful for the Commission, because the Commission is a
12 new entity and is just starting from the ground.

13 Any thoughts on how the Commission -- what is
14 the most efficient and effective way for the Commission to
15 start its business?

16 MS. BURGESS MILLER: First, you have to agree on
17 your mission. The vision has been set out by the voters
18 of California. The next thing is to agree on a mission,
19 because that will be your guiding constitution. And when
20 there are times of conflict or you're getting bogged down,
21 you refer back to that.

22 It's also useful to come up with some guiding
23 norms on behavior, how we will behave as colleagues. And
24 it sounds, it may sound juvenile, but in the heat of
25 discussion it's very useful to have some written rules

1 that you have agreed to philosophically at the beginning.

2 Develop a timeline from when we need to be
3 finished and work back to. Then, it's the simple plan
4 your work, work your plan.

5 CHAIR AHMADI: Have you thought about what is
6 the mission of the Commission?

7 MS. BURGESS MILLER: I have one person's view
8 that would have to be informed by the other Commissioners
9 that are selected.

10 CHAIR AHMADI: Which is?

11 MS. BURGESS MILLER: My view?

12 CHAIR AHMADI: Yes.

13 MS. BURGESS MILLER: First, do no harm. You've
14 heard that before. Make sure you obey the law. Make sure
15 you conserve public resources, which include time. Come
16 up with benchmarks that you can measure yourself against.
17 And it's how you'll know you're getting the job done, it
18 is about accountability and benchmarks.

19 CHAIR AHMADI: Okay, thank you very much. No
20 more questions.

21 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

22 VICE CHAIR CAMACHO: Thank you. Hello, Ms.
23 Miller?

24 MS. BURGESS MILLER: Hello.

25 VICE CHAIR CAMACHO: You were on a water

1 company, so from your perspective on this company, how do
2 you view the Northern California and Southern California
3 competition and conflict over water and then how do you
4 think the issue will touch the Commission?

5 MS. BURGESS MILLER: Oh, my goodness. Water
6 rights in California, a history, a field of study all by
7 itself, and I certainly do not claim to be expert in the
8 history or the current dramas that are going on, because
9 we're a small, mutual water company that serves 166 lots.
10 It's a little less than one square mile. But it's my
11 water, it's the water that serves my family, so I have a
12 critical interest in it meeting drinkable water, and it
13 being a very high standard that way.

14 I think the solution won't be pretty for anyone.
15 I think there will be lots of lawsuits involved. I think
16 there will be lots of competing experts brought in my
17 plaintiffs, and defendants, and I suspect the U.S.
18 Geological Survey, and the Bureau of Land Management, and
19 all of that will bring experts to the table. EPA, I am
20 certain, will be heard from. Because these rights, you
21 know, don't all come from within California. They are
22 interstate commerce issues. They can be interstate
23 commerce issues.

24 But they are the lifeline of much of California.
25 If you do live in the more northern, green, wet climes,

1 you have clearer access to that. I mean, there is a lot
2 more surface water, there's easier groundwater access.

3 In the more deserts, not so much. There are
4 aquifers and that's where the debate comes is how fast are
5 the aquifers being drawn down? And right now there are
6 dueling experts on how much water is there, how much is it
7 being replenished.

8 Impacting the work of the Commission, I'm not
9 sure I see a direct connection right now because the
10 availability of water is not one of the legal
11 requirements.

12 It will play out, I suspect, in public arena, in
13 legislatures, in other forum that way. But I don't know
14 that I see it impacting the work -- other than people will
15 be concerned, we will hear about it at public hearings.
16 Because any time there is an open mike, people will bring
17 their concerns to the mike.

18 VICE CHAIR CAMACHO: Thank you.

19 MS. BURGESS MILLER: Uh-hum.

20 VICE CHAIR CAMACHO: Could you recap any efforts
21 in which you engaged to increase inclusivity of all when
22 you were a human resource director?

23 MS. BURGESS MILLER: Well, that would be about
24 20 years' worth of work.

25 Instant case, of course, is the NOAA situation

1 that I talked about, where the plaintiffs as a group,
2 African Americans, felt they had been locked out of
3 promotion opportunities.

4 And we crafted a solution that began to remedy
5 that situation.

6 Also, when I was in NOAA -- I mean, in NASA, but
7 no longer an HR director, I headed up a multi-cultural
8 training team for NASA Headquarters, and it was force
9 feeding. NASA management decided that we were not
10 appreciative of diversity sufficiently. As you may guess,
11 NASA is a very science and technical organization which,
12 at that time, had been very heavily populated by males.
13 Females, minorities had not been part of the mainstream
14 for very long.

15 And that was not satisfactory because the best
16 minds that could do the job were not being brought to the
17 table, and that was harming the work of the public.

18 And so, sometimes you use velvet gloves and
19 sometimes you use humor, but in all cases you make it
20 known that the current situation is not acceptable. I
21 mean, and these can be measured with metrics and
22 benchmarks, also, you have the data from the labor -- from
23 the Bureau of the Labor Statistics, telling you what the
24 population -- because one of the first throw offs is,
25 well, there are not enough women engineers. You know, if

1 we hired every woman engineer, we couldn't populate them
2 all. You know, we couldn't -- there wouldn't be enough to
3 fill NASA.

4 And then you show them the data. So, again, you
5 refer back to the data and the data often refutes commonly
6 held claims of what the applicant pool does have in it.

7 Shame is a useful emotion in working with
8 organizations in trying to get that kind of activity to
9 change, because it is intensely personal people are
10 bringing their past experiences, whether they are legal or
11 not, to the table.

12 And it takes nuancing and nudging, and shame,
13 and strong recruitment. You can't just expect the
14 brightest and the best to come find you, you've got to
15 know how to recruit. You've got to know how to go where
16 the talent is.

17 So, sitting at the table and waiting for
18 applications to come in, when you post an ad, is not going
19 to generally produce. Because word gets around, you know,
20 if -- you want to be comfortable in the work place. Many
21 people do not want to be the ones that break the ceiling,
22 and so you want to work in a place where you believe your
23 skills and thoughts will be appreciated, and that doesn't
24 happen by just letting it happen, you have to work the
25 case.

1 VICE CHAIR CAMACHO: Now, I know you were
2 talking that NASA, you helped build a building for them.

3 MS. BURGESS MILLER: Right.

4 VICE CHAIR CAMACHO: Were you anywhere involved
5 with the hiring process or promotions?

6 MS. BURGESS MILLER: The first 15 years of my
7 career I was an HR director, that's what I did almost
8 exclusively, except for position classification,
9 discipline. It turns out you actually can fire civil
10 servants, you can discipline them, much to the public's --
11 the public doesn't believe you can, but it does happen all
12 the time, and it's not impossible.

13 You have to follow due process, you can't be
14 arbitrary or capricious, but it can happen without
15 dedicating three lifetimes to doing it.

16 So, I supervised hiring, recruitments. My
17 personal specialty was classification, which was grading
18 jobs on how much should they be paid, how should they be
19 classified, reductions in force, how should similar jobs
20 be grouped for competition purposes in reductions in
21 force, and employee relations.

22 So, kind of the harder -- the hiring is the
23 kinder side of personnel, where you get to bring great
24 people to the table and satisfy management's vacancies,
25 the other side of that coin are some of the harder things

1 to do.

2 I found that managers would always joyously take
3 credit for hiring somebody good, but it would be my fault
4 that I was having to fire somebody. And that's human
5 nature, also. You know, you want to go to the light, you
6 don't want to deal with the messy, hard things.

7 VICE CHAIR CAMACHO: When you were talking about
8 your -- I think it was the -- was it the ethnic training?

9 MS. BURGESS MILLER: Multi-cultural diversity
10 training.

11 VICE CHAIR CAMACHO: Thank you. Was that at --

12 MS. BURGESS MILLER: NASA Headquarters, after --

13 VICE CHAIR CAMACHO: Can you talk a little bit
14 more about that?

15 MS. BURGESS MILLER: More about that. When I
16 came back to NASA, after running the county in Virginia,
17 as a county administrator, NASA asked me to come back and
18 build the building, that it was a really hard job, and we
19 thought of you, are you interested in coming back?

20 Okay. It made financial sense to come back, so
21 I went back.

22 After the building was built, then everybody has
23 to be somewhere and I moved into an executive officer job,
24 running departments including facilities, and real estate,
25 aircraft operations, IT, personnel, procurement, all the

1 administrative functions that NASA requires to function as
2 an agency.

3 Because of that, I was appointed by the
4 administrator to head up a team to train NASA. He had, at
5 that time, determine that NASA was not the diverse
6 organization that it needed to be to thrive under its new
7 challenges, and that part of the reason were the current
8 philosophies that seemed to be dominant from -- if you saw
9 Apollo 13 and you saw the mission controllers, they were
10 exclusively male, exclusively white, exclusively with
11 skinny little ties. Not a diverse group.

12 And that group were now the managers, the
13 chiefs.

14 Like we mentioned earlier, people like to
15 surround themselves with people who think like they do,
16 it's a comfort zone. And so, it turned out that a lot of
17 the hiring had continued from predominantly major
18 universities, Purdue, MIT, Georgia Tech, Virginia Tech,
19 Cal Tech, Cal Poly, San Luis Obispo, the major engineering
20 powerhouses, and to the exclusion of some of the other
21 excellent schools that had a very diverse population.

22 So a -- we developed a curriculum that could be
23 done in three days. They wanted five days. I argued that
24 five days would cause more resentment than good, simply
25 because nobody was backfilling their work behind them.

1 Taking people out of a job for three days just means they
2 have to peddle faster to get the work done when they get
3 back in.

4 And this was a sensitive activity, people were
5 vehemently against it. The union was vehemently against
6 this training, the union represented the engineers and
7 scientists. Their constituency, therefore, reflected the
8 majority of the senior personnel views.

9 But we trained it and we rolled it out across
10 the agency. I don't have any metrics to tell you whether
11 it made a difference, whether that training made a
12 difference, but I can tell you NASA is a more diverse
13 place than it was 20 years ago. That could be simply the
14 evolution of life.

15 VICE CHAIR CAMACHO: So, this training was 20
16 years ago?

17 MS. BURGESS MILLER: This was in '94-'95.

18 VICE CHAIR CAMACHO: Okay. You were talking
19 about the hiring practices of NASA, going to these larger
20 universities --

21 MS. BURGESS MILLER: Majority from those
22 universities, right.

23 VICE CHAIR CAMACHO: Did you change after your
24 class, where they were going to various other universities
25 to look for engineers?

1 MS. BURGESS MILLER: Not only the class, but in
2 putting together recruitment plans. If, instead of
3 letting the recruiting managers select which schools they
4 were going to, we put together their agenda of schools to
5 attend, and you make sure that it does reflect the
6 diversity of America because, you know, NASA's all over
7 America.

8 And so, you make sure that minority
9 universities, minority serving universities, HVCUs, tribal
10 colleges, and majority university. But women's schools,
11 because women's schools produce mathematicians and
12 physicists, even if they don't produce engineering, if
13 they don't have an engineering curriculum.

14 MS. HAMEL: Five minutes.

15 VICE CHAIR CAMACHO: Thank you. Did you help
16 with this recruitment plan for NASA?

17 MS. BURGESS MILLER: Oh, of course, on several
18 times. I mean there are -- at every NASA centers, so I've
19 been at four NASA centers. In each case I was in
20 personnel, so in each situation I would have been an
21 influencer. Again, until I became personnel director, I
22 was not in the staffing function, which would have been
23 recruitment. But once I became personnel officer,
24 certainly, in laying down the requirements. And there
25 are -- it's unacceptable to keep going back to the same

1 well.

2 VICE CHAIR CAMACHO: Can you tell me when you
3 were the personnel director and was this for NASA, also?

4 MS. BURGESS MILLER: For the National Oceanic
5 and Atmospheric Administration, that was from '84 through
6 '88, and that was in the DC area and then nationally.

7 And for the Headquarters function, I was an
8 executive officer over that function, so I had an
9 influencer. As opposed to being the personnel officers
10 for Headquarters, I was the executive officer at the area,
11 at the organizational level above it. But once you've
12 been in personnel, people -- I'm sorry, I still call it
13 personnel. I understand it's human resources. I'm not
14 sure I think of humans as resources, so I -- and then they
15 even become human capital, and that even gives me bigger
16 problems, but that's a philosophy.

17 So, did that answer the question?

18 VICE CHAIR CAMACHO: Yes.

19 MS. BURGESS MILLER: Okay.

20 VICE CHAIR CAMACHO: Do you happen to know,
21 during the time that you were personnel director or over
22 that department, how much change in diversity in those
23 locations? Gender? Racial?

24 MS. BURGESS MILLER: It changed. I don't have
25 any stats on my thumb drive that I currently have plugged

1 in and to pull out.

2 The stats are verifiable and they're probably
3 not on the web anymore, because those would be antiquated.

4 But these kind of data are tracked by the Office
5 of Personnel Management, and so they are publicly
6 available, you know, because it's public information.

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

9 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

10 PANEL MEMBER SPANO: Thank you. Good afternoon.
11 You have an extensive job history and I need to
12 get it clear in my mind.

13 MS. BURGESS MILLER: Okay.

14 PANEL MEMBER SPANO: Because we're going back
15 and forth. And so, I noticed in your application you
16 mentioned the Maryland Health Claims Arbitration Board.

17 MS. BURGESS MILLER: Uh-hum.

18 PANEL MEMBER SPANO: Can you tell about what
19 year was that?

20 MS. BURGESS MILLER: That would have been when I
21 was living Laurel, Maryland, so it would have been in the
22 early -- early, mid-eighties. That was not an employment,
23 that is a commission of citizens that was volunteer. I
24 mean, if you sat on a board, you were compensated for your
25 travel. But that was not an employment situation.

1 PANEL MEMBER SPANO: So, it was an arbitration
2 board, so you heard medical claims --

3 MS. BURGESS MILLER: Claims, when they came to
4 that point.

5 PANEL MEMBER SPANO: And what was your role on
6 this board?

7 MS. BURGESS MILLER: One of a panel of three,
8 when we were convened. I mean, the panel, the commission,
9 the panel, there were probably 15 of us, and so they drew,
10 convened panels as needed from that.

11 PANEL MEMBER SPANO: This was back in the
12 eighties, right?

13 MS. BURGESS MILLER: Yes. And it was a similar
14 situation, you had to, one, apply. No one was
15 conscripted. You had to show why you were impartial, why
16 you could listen to public -- to both sides without --
17 with suspending any personal beliefs and go strictly on
18 the record. You know, you couldn't say "I feel" in a
19 decision.

20 PANEL MEMBER SPANO: What kind of claims did you
21 hear?

22 MS. BURGESS MILLER: They were primarily on
23 doctors and -- I only got to do it twice, and they were on
24 doctors avoiding malpractice. I mean, it was a patient
25 complaining about a doctor's treatment.

1 PANEL MEMBER SPANO: Were there claims in favor
2 of the doctor or of the patient?

3 MS. BURGESS MILLER: It split.

4 PANEL MEMBER SPANO: Really. At times was it
5 hard to be impartial, where you heard some of these cases,
6 you said two claims?

7 MS. BURGESS MILLER: In neither of them were
8 there situations where I had any personal or family
9 members have similar health situations, so I did not -- I
10 didn't have to suspend any personal experience that way.
11 And I think that is when you were -- before they
12 impaneled, they said it's about something like this, is
13 there anything -- should you recuse yourself from that?

14 PANEL MEMBER SPANO: Okay, thank you.

15 And then you mentioned that you were a member of
16 the BOE for -- Board of Equalization for King George
17 County, Virginia?

18 MS. BURGESS MILLER: I was.

19 PANEL MEMBER SPANO: Was that after your board
20 experience?

21 MS. BURGESS MILLER: That was after '87, yes.
22 So, that was in, I want to say, '95, maybe '94.

23 CHAIR AHMADI: '85 or --

24 MS. BURGESS MILLER: '95, '94 or '95, I want to
25 say that's when it was.

1 PANEL MEMBER SPANO: Oh, when this was, not '87?

2 MS. BURGESS MILLER: Yeah, not '87.

3 PANEL MEMBER SPANO: Oh, okay.

4 MS. BURGESS MILLER: No, I was saying it was
5 after '87, I was doing the math in my head.

6 PANEL MEMBER SPANO: Okay. And what was your
7 role on the BOE?

8 MS. BURGESS MILLER: I was one of a panel of
9 five that looked at property assessments vis-à-vis going
10 real estate rates, and then received complaints from
11 people who believed their assessments -- no one ever
12 complained they thought their assessment was too low, they
13 were all -- because, of course, property tax was set on
14 the value, so there were all the complaints that this is
15 too high, this is ridiculous, this land has been in my
16 family for 120 years and --

17 PANEL MEMBER SPANO: A lot of citizens at public
18 meetings?

19 MS. BURGESS MILLER: Everyone who had a
20 complaint.

21 PANEL MEMBER SPANO: How heated were those
22 public meetings?

23 MS. BURGESS MILLER: It involved money.

24 PANEL MEMBER SPANO: Yes. Can you tell me a
25 little bit about it?

1 MS. BURGESS MILLER: I was the -- all of us were
2 the stupidest people on earth.

3 PANEL MEMBER SPANO: Why do you say that?

4 MS. BURGESS MILLER: Well, I mean, that's what
5 the public told us, the people who, clearly, we didn't
6 have enough sense to breathe on our own. If we had a lick
7 of sense, that was a lot. We heard that a lot. This was
8 a rural county in Virginia. It happened to be my
9 ancestral home, so I was of that group, not just from
10 there, I was of there.

11 And so, I had people, sometimes that I was
12 related to, and sometimes that I'd gone to school with
13 telling me how -- not just me, but how stupid the entire
14 panel of five was.

15 And how this piece of property could never be
16 worth that. Now, the fact that they had just had it
17 rezoned to commercial so they could sell it, but hadn't
18 sold it, yet, they were disappointed that we had paid
19 attention to little nuances like that.

20 And you listened and you smile, and you say
21 thank you for your information, we will certainly consider
22 it.

23 PANEL MEMBER SPANO: How difficult was it when
24 you knew the people, when you're related to the people
25 there, when you have to hear them make such strong

1 criticisms of your ability?

2 MS. BURGESS MILLER: It's not easy, but it's not
3 impossible, because it's what the job requires. And
4 again, you suspend that offense that you feel -- you can't
5 feel offended. The hardest thing is not flushing up in
6 color, that's hard to avoid that autonomic response.

7 PANEL MEMBER SPANO: What did you learn from
8 that experience, that you can bring to the Commission?

9 MS. BURGESS MILLER: Ooh, that all interests are
10 personal. And when people are standing in front of a
11 microphone it doesn't have to be sense they're talking.
12 They have certain words they've got to get out and you
13 need, as in a public hearing, you need to hear them out
14 because that is their public right is to say that.

15 You use, again, Robert's Rules of Order, or your
16 parliamentary procedures to avoid profane or over time
17 things, so that others' rights are not being imposed on by
18 their rantings. Oh, wait a minute, their public comments.

19 And so, you just use those techniques that are
20 at your hand to control -- you can't control what they're
21 saying, except for profanity, but you can control the
22 situation.

23 PANEL MEMBER SPANO: Did you find it hard to
24 filter out the noise from the facts that they were
25 presenting, from what you already personally know about

1 the person, in terms of maybe their personality, and let
2 that get in the way?

3 MS. BURGESS MILLER: I learned to not presume on
4 people, not to prejudge a book by cover, or anything,
5 learned that a long time ago, because I don't want to be
6 judged that way, myself.

7 So, maybe the first time you do it, but that was
8 a long time ago. I've had quite a bit of experience
9 filtering that out, and being pleasant, and taking
10 appropriate notes.

11 PANEL MEMBER SPANO: Thank you. And then you
12 mentioned you were a county administrator --

13 MS. BURGESS MILLER: I was.

14 PANEL MEMBER SPANO: -- in King George --

15 MS. BURGESS MILLER: I was.

16 PANEL MEMBER SPANO: -- County, of Virginia.

17 And was this an elected or an appointed position?

18 MS. BURGESS MILLER: That's an appointed
19 position.

20 PANEL MEMBER SPANO: It is.

21 MS. BURGESS MILLER: Appointed by -- I applied
22 to an ad and the five-member board of supervisors hired
23 me.

24 PANEL MEMBER SPANO: And --

25 MS. BURGESS MILLER: And I wasn't the only

1 candidate so --

2 PANEL MEMBER SPANO: Pretty competitive.

3 And what year was this, about?

4 MS. BURGESS MILLER: In '88 to '89. I was there
5 20 months when NASA called and said will you come back?

6 PANEL MEMBER SPANO: I see, okay. So, then you
7 went back to NASA. So, you were at NASA from --

8 MS. BURGESS MILLER: From '73 until '84, I was
9 at NOAA from '84 through '88, I was at King George County
10 from '88 through '89. At NASA, from the end of '89,
11 transferring out here, Headquarters until '97, and then
12 Dryden until I retired in '06.

13 PANEL MEMBER SPANO: Oh, okay. Dryden in '06,
14 okay. So you've --

15 MS. BURGESS MILLER: And before that I was a
16 public school teacher for three years.

17 PANEL MEMBER SPANO: Okay, three years -- you
18 got three years in there so --

19 MS. BURGESS MILLER: No, from '70 to '73, before
20 I joined NASA.

21 CHAIR AHMADI: Okay, a teacher in Virginia?

22 MS. BURGESS MILLER: In North Carolina.

23 PANEL MEMBER SPANO: North Carolina, okay.

24 What prompted you to move from Virginia, North
25 Carolina, to California?

1 (Laughter.)

2 MS. BURGESS MILLER: My husband had grown up in
3 California. He was working in Washington DC when we met,
4 and the attractiveness of not retiring on the East Coast,
5 and retiring back in California, it's his love. I love
6 him, we tested it, I love California.

7 PANEL MEMBER SPANO: It's a big move, big
8 adjustment for you?

9 MS. BURGESS MILLER: It took me about 30 seconds
10 to adjust. It was clearly the right place for me. Family
11 is -- despairs, but we moved most of the family with us.
12 Some cousins, you know, are you going to move home? You
13 know, sweetie, I am home.

14 PANEL MEMBER SPANO: In 2002 to June '06 you
15 were Director of Academic Investments?

16 MS. BURGESS MILLER: Correct.

17 PANEL MEMBER SPANO: And this is for another
18 organization?

19 MS. BURGESS MILLER: NASA Dryden.

20 PANEL MEMBER SPANO: NASA. NASA Dryden. What
21 were your responsibilities as director?

22 MS. BURGESS MILLER: Managing the education
23 programs with universities, K through 12, working with our
24 partners on creating this Aero Institute, which is a new
25 business model, a new institute, to try to get the work of

1 the people done in a more efficient, effective manner.

2 So, the majority of the job was running the
3 education programs here, in Southern California, and
4 Arizona.

5 PANEL MEMBER SPANO: So, you're managing K
6 through 12. What exactly -- who were the stakeholders
7 involved in this?

8 MS. BURGESS MILLER: Well, first, the American
9 people because they were funding it.

10 PANEL MEMBER SPANO: Okay.

11 MS. BURGESS MILLER: The second, of course, were
12 Congress, who was also funding it, you know, for their
13 constituents.

14 The specific stakeholders were NASA Headquarters
15 program managers and then our constituency that we wanted
16 to use the programs.

17 You know, you can develop great programs, if
18 nobody's using them; it's not a good use of public funds.

19 PANEL MEMBER SPANO: What type of programs are
20 these new business models?

21 MS. BURGESS MILLER: In the K-12, I don't know
22 if you've ever heard of the NASA Explore school program?

23 PANEL MEMBER SPANO: Huh-um.

24 MS. BURGESS MILLER: It's a program to engage
25 middle schools in stem education, that's science,

1 technology, engineering and mathematics, to embolden the
2 curriculum, to engage parental involvement a little more,
3 to make sure that the teachers had the curricula and the
4 specialized training to teach to the demands.

5 But particularly challenging because most of the
6 tests, the standardized tests, don't test for science,
7 engineering, geography, items like that, so there has to
8 be very tied to state and national standards so that the
9 teachers feel comfortable embracing the curricula.
10 Because, otherwise, they will stay with what they are
11 comfortable with that they know meets the standards.

12 So, you have to make it easy for teachers and
13 fun for them to take this and bring science, and
14 engineering, math, technology down particularly into the
15 lower grades.

16 Research shows that by ten years old students
17 have identified that I like science and math or science
18 and math is hard. So, you've got to get them before their
19 ten if we're going to have the workforce that we need to
20 be technologically and industrial competent and
21 competitive as a nation. And that, of course, applies to
22 California because California's Aerospace central.

23 PANEL MEMBER SPANO: You said Southern
24 California, this was where you were --

25 MS. BURGESS MILLER: Southern California and

1 Arizona was my service area for K-12.

2 PANEL MEMBER SPANO: Were they the under-
3 represented areas in Southern California?

4 MS. BURGESS MILLER: Oh, yes. Have you ever
5 been to Trona?

6 PANEL MEMBER SPANO: Trona, Southern California?

7 MS. BURGESS MILLER: In Kern County?

8 PANEL MEMBER SPANO: No. Trona? What's the
9 demographics?

10 MS. BURGESS MILLER: Small, remote mining
11 community.

12 MS. HAMEL: Five minutes.

13 MS. BURGESS MILLER: No amenities. And so, how
14 can you bring insight to the teacher to help the students
15 see what they can be, if their world is open pit mining,
16 how can they see other possibilities.

17 PANEL MEMBER SPANO: Open pit mining, yeah. How
18 effective was this program?

19 MS. BURGESS MILLER: Unfortunately, we're not
20 going to know for a bunch of years. Because, as we see
21 the people going into engineering, science and math in
22 colleges, the number of people going to college, which is
23 really tough in California because with the contraction at
24 the state support level for universities, you know, it
25 would be disappointing if we have encouraged kids to go

1 into that and then they can't get into the universities to
2 further that passion.

3 There are stats but, again, I'm not carrying
4 them with me, now.

5 PANEL MEMBER SPANO: What are the political
6 preferences of this area?

7 MS. BURGESS MILLER: Of Trona?

8 PANEL MEMBER SPANO: Yeah, Atrona -- is it
9 Atrona?

10 MS. BURGESS MILLER: No, Trona, T-r-o-n-a. And
11 I just picked that. But for Baker, I don't know.

12 PANEL MEMBER SPANO: Okay.

13 MS. BURGESS MILLER: I don't. I've tried to
14 stay apolitical. Most of my career I was Hatched, so I
15 couldn't have an opinion that I talked about. I mean, I
16 could have one, I vote. But I could not affiliate with
17 any political philosophy one way or another because that
18 would ruin my impartiality. It would be a violation of
19 the Hatch Act, also.

20 PANEL MEMBER SPANO: You said I have five
21 minutes?

22 MS. HAMEL: Three.

23 PANEL MEMBER SPANO: Three, okay.

24 Have you had any clubs or organizations that you
25 belong to, or participate in make any donation to or take

1 a stance in any regards to political causes or specific
2 candidates for office?

3 MS. BURGESS MILLER: Is there a dollar
4 threshold?

5 PANEL MEMBER SPANO: I'm not sure. I'm just
6 curious if you have?

7 MS. BURGESS MILLER: I made one political
8 donation to a colleague running for State Assembly last
9 election, the primary, \$99. He didn't win.

10 PANEL MEMBER SPANO: Okay.

11 MS. BURGESS MILLER: But it was a colleague I
12 knew. I mean, it was someone I had gone to school with so
13 it was more a support of him than a philosophy.

14 But otherwise, no, mine are mainstream donations
15 as listed on the supplemental application there.

16 PANEL MEMBER SPANO: Thank you.

17 MS. RAMIREZ-RIDGEWAY: Panelists, are there
18 follow-up questions? I know I have several.

19 VICE CHAIR CAMACHO: Okay.

20 CHAIR AHMADI: Can I ask a quick follow-up and
21 then --

22 MS. RAMIREZ-RIDGEWAY: You better be fast.

23 CHAIR AHMADI: This is a yes and no. Well, first
24 of all, I believe the limit for the contribution to
25 political causes in California is \$2,000. That's based on

1 the Voters First Act, correct?

2 MS. RAMIREZ-RIDGEWAY: Correct, in terms of
3 being -- you know, being a disqualifier.

4 CHAIR AHMADI: Right. When you were discussing,
5 with Mary, the water issue for California, I was a little
6 -- I'm a little confused. I just want to make this
7 straight in my head.

8 MS. BURGESS MILLER: Okay.

9 CHAIR AHMADI: So, I'm going to ask you a
10 question in terms of yes or no. Do you think
11 environmental factors or issues, such as water, can shape
12 a community of interest?

13 MS. BURGESS MILLER: Yes.

14 CHAIR AHMADI: Okay, thank you so much.

15 MS. RAMIREZ-RIDGEWAY: You said so many
16 interesting things, Dr. Miller, that I hope I have time to
17 explore them.

18 What kind of unique perspective do you think you
19 bring to the Commission, being a fairly recent resident to
20 our State?

21 MS. BURGESS MILLER: I think I don't have any
22 preconceived notions about the way things should be. Much
23 like an organization can have a culture of how we've
24 always done things, it doesn't mean that they've always
25 been done correctly or reflective -- and if there is no

1 right/wrong, it doesn't mean that it's responsive to the
2 needs of the constituency of that organization.

3 So, I think I bring an open mind that will be
4 shaped by the facts presented, by the training we're
5 given, the instruction on the criteria that we have to
6 adhere to in trying to draw the maps, and a perspective of
7 having lived in different areas, and having known
8 different governmental legislatures, how they do -- each
9 has its own personality. And what can a functional
10 organization look like?

11 MS. RAMIREZ-RIDGEWAY: You talked a little bit,
12 a couple different times, about litigation. And as you
13 probably know, redistricting can be highly litigious. So,
14 I wonder, will you be comfortable if the Commission is
15 sued, you're named as a defendant in a lawsuit and you
16 have to participate in that process?

17 MS. BURGESS MILLER: Yes.

18 MS. RAMIREZ-RIDGEWAY: Your service on the board
19 of directors for the Westside Park Mutual Water Company,
20 Inc. --

21 MS. BURGESS MILLER: Very good.

22 MS. RAMIREZ-RIDGEWAY: -- that's not a public
23 office, is it? It's a private corporation?

24 MS. BURGESS MILLER: No.

25 MS. RAMIREZ-RIDGEWAY: I thought so, I just

1 wanted to confirm.

2 MS. BURGESS MILLER: It's a share -- it's a
3 mutual water company, which means it's owned by the
4 shareholders, which means it's people who own plots in
5 that one square mile.

6 MS. RAMIREZ-RIDGEWAY: I was reading in your
7 application last night that you were present during some
8 desegregation, school desegregation.

9 MS. BURGESS MILLER: I was.

10 MS. RAMIREZ-RIDGEWAY: What do you think that
11 experience gives you in terms of service on the
12 Commission?

13 MS. BURGESS MILLER: I lived through the
14 antecedents of the Voting Rights Act and then how it was
15 amended. I saw -- I was in Virginia, I saw how
16 communities and people could fight against what seemed to
17 be a no-brainer to me.

18 So, I saw resistance, organized resistance. I
19 saw governmental resistance. I also saw the harm that all
20 of that did to the progress of the state and how time was
21 spent litigating, complaining, creating new schools, when
22 that same energy could have been going into a positive
23 future.

24 So, I think sorrow for time spent not in a
25 positive way brings a perspective that you can't get that

1 time back. On this Commission, we are going to be time
2 pushed and you have to take out, winnow out the
3 irrelevancies as best you can, because we are just human,
4 so you've got to do the best you can using measurable
5 criteria, consistent accountability factors.

6 You have to be at least internally consistent to
7 make it happen.

8 PANEL MEMBER SPANO: You may have noticed,
9 earlier, I was smiling as you were talking about some of
10 your personnel work and that's because I have a background
11 in personnel, both in private business, as well as within
12 the civil service organization. And so, I was listening
13 kind of intently to your conversation about outreach, and
14 diversification, and the efforts that you undertook in
15 multiple capacities.

16 I wonder if you can give us a sense of how you
17 think the Commissioner might outreach to some residents
18 who, whether minority or not, may not be as involved in
19 large numbers in the political or electoral process?

20 MS. BURGESS MILLER: That's the issue of the
21 century when you look at voting percentages that come out
22 for elections and how to make it important for people to
23 engage in democracy.

24 One is they have reason to hope that their voice
25 will be equal with other voices and that, of course, the

1 redistricting, hopefully, will provide that balance and
2 that the voices are equally accessible in the ballot box.

3 And I think using not all the traditional
4 methods is not going to help. These are -- people are
5 really busy. If they've got a job, they may even have two
6 jobs. So, you've got to consider that constituency on how
7 can you -- how can you make important for them to have a
8 voice, whether it's using the social media, the new social
9 media, the emerging social media, to other methods of
10 gathering their input, because suppose they can't get the
11 public hearing? And I'm certain there are laws and
12 regulations that the Commission would be trained on, on
13 where these can be limited.

14 But I think you've got to go to where the people
15 are. Again, I don't know how you lay out that recruiting.
16 I mean, it's the equivalent of laying out a recruiting
17 map, of how do you get to representative areas at a time
18 when people can be there.

19 Because you can assure you're not going to have
20 anybody show up if you do it, you know, in the middle of
21 the workday, in some place that's totally inaccessible to
22 the major employment centers. It's going to be really
23 hard.

24 MS. RAMIREZ-RIDGEWAY: I was looking at your
25 donations and I just -- I didn't -- perhaps I'm naïve, I

1 wasn't familiar with a couple of the organizations, I just
2 wanted to know what they were. Is it NARAL?

3 MS. BURGESS MILLER: NARAL. It's a women's
4 rights organization.

5 MS. RAMIREZ-RIDGEWAY: And World Impact?

6 MS. BURGESS MILLER: It's a ministry that is in
7 the area, they have a camp for children in our local area.

8 MS. RAMIREZ-RIDGEWAY: Okay. What role do you
9 think partisanship is going to or should play on the
10 Commission? I mean, we've got these little factions of
11 party/party/party, or nonaffiliation?

12 MS. BURGESS MILLER: Well, legally, it was set
13 up to have that, so it will obviously play a role in the
14 selection.

15 When it plays a role in the selection, depending
16 on how the candidates, the 60 that you present to the
17 Legislature, how polarized they are plays into the odds
18 that they'll be selected.

19 I am an optimist, but I manage my expectations.
20 I would hope that anyone who has gone through this process
21 does have the best of all of California at heart,
22 regardless of how they're registered. And I am hopeful
23 that it will be a tight working Commission.

24 I think there will be philosophical differences,
25 there are 14 people, there will be 14 philosophies. But,

1 hopefully, keeping the eye on the mission and for the good
2 of the people, for the good of California, it's our State.

3 MS. RAMIREZ-RIDGEWAY: As you know the -- or as
4 you may know, I assume you know, the first eight folks who
5 are pulled out of the hopper when the State Auditor draws
6 the names, have the responsibility to select the next six.

7 MS. BURGESS MILLER: Yeah.

8 MS. RAMIREZ-RIDGEWAY: And I'm wondering, how
9 important do you think diversity is in terms of making
10 those final selections?

11 MS. BURGESS MILLER: I think it's critical.
12 Again, if it is to be reflective of California, and
13 diversity does not just mean gender, ethnicity. I think
14 we have to look at regional dispersion so that, again, the
15 voices have access through a member that they can say this
16 is one of mine, this represents my geography, even if
17 they've never heard of the town that person is from.

18 So, I think it's critical. As I said, the
19 diversity is one of the hallmarks of California. It would
20 be a shame if the Commission were not reflective of that
21 to a good part.

22 MS. RAMIREZ-RIDGEWAY: I don't have additional
23 questions.

24 Panelists?

25 CHAIR AHMADI: Neither do I.

1 PANEL MEMBER SPANO: Yes.

2 MS. RAMIREZ-RIDGEWAY: Oh.

3 PANEL MEMBER SPANO: Can you tell me what the
4 NASA rules regarding leaving employment and restrictions
5 on participating in contracts, proposals, or consulting as
6 a former employee are?

7 MS. BURGESS MILLER: Those are covered by the
8 standards of conduct, which are not just NASA, but are
9 federal based.

10 PANEL MEMBER SPANO: Uh-hum.

11 MS. BURGESS MILLER: Depending on the grade
12 level that you left the government, there are some
13 complete bars against ever representing that organization
14 back to your agency or to the government.

15 On others, that if you were involved in the
16 selection of the contract or were a technical monitor on
17 that contract, you may not represent back, you may not be
18 a representative of that organization back to the agency.

19 PANEL MEMBER SPANO: Uh-hum.

20 MS. BURGESS MILLER: Those bars expire with the
21 expiration of the contract that was involved in that
22 source selection or technical monitoring.

23 PANEL MEMBER SPANO: And what level, grade level
24 did you leave NASA at?

25 MS. BURGESS MILLER: As a 15.

1 PANEL MEMBER SPANO: And what is that in terms
2 of this law, this guideline?

3 MS. BURGESS MILLER: That there is not a
4 lifetime bar. It means I could not represent an
5 organization on a contract that I was the technical
6 monitor or the selection official on.

7 PANEL MEMBER SPANO: Did you participate in the
8 contract negotiations, as a business development
9 consultant at Tybrin, when you negotiated --

10 MS. BURGESS MILLER: No, I helped them write the
11 proposal. They won the proposal, but I was writing a
12 proposal. Have no involvement with Tybrin.

13 PANEL MEMBER SPANO: No involvement. You were
14 helping them write the proposal and in no way did you
15 benefit financially in any way?

16 MS. BURGESS MILLER: They paid me to help them.
17 But that was on an hourly basis. I didn't get a kickback,
18 I don't have a job with Tybrin, my husband doesn't have a
19 job with Tybrin, there's no involvement.

20 PANEL MEMBER SPANO: Thank you.

21 MS. RAMIREZ-RIDGEWAY: Dr. Miller, you've got
22 eight minutes, if you care to make a closing statement?

23 MS. BURGESS MILLER: I would like this job, I'd
24 like to be a member of this Commission. I think it would
25 be a way to honor my adopted State.

