

BEFORE THE  
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

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

555 Capitol Mall, 4<sup>th</sup> Floor  
Sacramento, CA 95814

FRIDAY, SEPTEMBER 3, 2010  
9:14 A.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

Steven B. Russo, Chief of Investigations

Diane Hamel, Executive Secretary

### Candidates

Martin Lax

Gregory Francis

Cynthia M. Dai

Josefina Salinas

Robert M. Panerio

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P R O C E E D I N G S

MS. RAMIREZ-RIDGEWAY: The hour being 9:14 and the Panel being present, let's go ahead and get back on record.

I wanted to announce, very briefly, that I will be out of the office this afternoon and Mr. Russo will be here from one o'clock on for our last three interviews.

Our first interviewee is Mr. Martin Lax. Welcome Mr. Lax.

MR. LAX: Good morning.

MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

MR. LAX: 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?

MR. LAX: Thank you. Good morning and thank you for inviting me for this interview, it is an honor and I am flattered to be here.

I am in agreement with the Act, which provides that a Commissioner should possess good analytical skills, be impartial and be receptive to our State's diverse

1 demographics and geography.

2           In reading the Act and regulations, I believe I  
3 have strong analytical skills, am impartial, and will be  
4 receptive to learning more about our great State.

5           In addition, a good Commissioner should facilitate  
6 and open and transparent process, enabling full public  
7 consideration of and comment on the drawing of district  
8 lines.

9           Commissioners must draw district lines according  
10 to the redistricting criteria -- criteria excuse me --  
11 specified in the Voters First Act, and Commissioners must  
12 conduct themselves with integrity and fairness.

13           My supplemental application addresses this, but  
14 I'll go into the regulations and point out some of my  
15 skills or lack thereof.

16           Under the regulations analytical skills are  
17 divided into four parts, with additional subparts.

18           One, having written a thesis for my MBA, hearing  
19 matters assessment appeals board member, being an attorney  
20 and a mediator I have the experience, knowledge, and the  
21 ability to gather and understand accounting data and  
22 testimony regarding commonality that bears upon  
23 redistricting, such as maps and statistical information,  
24 listening carefully and critically to testimony of  
25 witnesses and formulating concise questions that will

1 elicit relevant information.

2 Mapping is new to me, however. This could be a  
3 weakness or a strength, I am a blank slate, I have no  
4 preconceived bias on how to do it. But the concepts  
5 appear to be very manageable as I watched some videos on  
6 what mapping is and how it's done.

7 I would seek expert training, look to my fellow  
8 Commissioners and staff to learn.

9 I have extensive math skills and extensive  
10 experience with computer spreadsheets, programs, and word  
11 processing programs to evaluate the validity and  
12 significance of the information gathered to make decisions  
13 about the proper placements of communities and districts.

14 My professional experiences demonstrate that I  
15 have extensive practice in assessing the credibility of  
16 information provide by staff, consultants, and members of  
17 the public, distinguishing facts from opinions,  
18 distinguishing relevant facts from irrelevant facts, and  
19 assessing the relative strength of competing arguments.

20 I have resolve complex problems, particularly  
21 those involving factual ambiguities that may arise when  
22 all relevant facts are not apparent or when they are  
23 conflicting.

24 As a trained attorney, mediator and AAB member,  
25 and a former federal law clerk, I have the skills to apply

1 the appropriate legal standards to draw district  
2 boundaries, taking into account the U.S. Constitution and  
3 the Voting Rights Act.

4 I regularly research treatises and case law to  
5 understand legal principles. I respect the law and  
6 appreciate the importance of applying proper legal  
7 standards to this redistricting decision.

8 As an AAB member I am guided by county council.

9 I will work effectively as a member of the group  
10 to promote redistricting decisions that are factually and  
11 legally defensible, and that the Commission can agree  
12 upon.

13 As part of a three-member assessment appeals board  
14 we occasionally are called on to prepare findings, which  
15 can be challenged in the courts. We interact effectively  
16 with each other to build consensus on proposed decisions  
17 through reasoned discussion and negotiation.

18 I am able to be impartial. I will evaluate  
19 information with an open mind and make decisions that are  
20 fair to everyone affected and establishing districts that  
21 comply with the law.

22 I appreciate and would look forward to learning  
23 more about our State's populations.

24 I am a native Californian, having traveled  
25 throughout the State my whole life. I was born and raised

1 in the heart of L.A., in the Fairfax area.

2 As a child who traveled throughout Southern  
3 California and camped at the Kern River, Yosemite Park,  
4 the Sequoia Park, and we went to San Diego, Orange,  
5 Ventura, and Santa Barbara Counties, we traveled to the  
6 deserts, mountains and oceans.

7 In my teens and later I traveled up north, San  
8 Francisco, San Jose, the Redwoods, Eureka, Yreka, and  
9 other places.

10 I've traveled to Europe five times. Went to law  
11 school and graduate school in New York and traveled  
12 throughout the northeast, giving me a wider perspective of  
13 people having different backgrounds.

14 As a side note, this past August my family and I  
15 went to San Francisco area for two plus weeks. We visited  
16 museums, parks, colleges, cities, town and rural areas.  
17 We'd go to farms and even a beekeeper's farm.

18 When we travel we always visit local markets, we  
19 visit local farmer's markets and libraries. We learn a  
20 lot about people, their interests and needs.

21 On this trip we listened to a book on tape, John  
22 Steinbeck, called "The Travels of Charlie." My son's a  
23 sophomore and so this was one of his summer reads.

24 Mr. Steinbeck writes, "One cannot truly understand  
25 people traveling down our country's freeways, but one must

1 travel its back roads to meet them.”

2 I have traveled them and I’m very receptive to  
3 learning more about our great State.

4 Last, I do not know why I would not be able to  
5 perform all the duties of a Commissioner.

6 Describe a circumstance from your personal  
7 experience where you had to work with others to resolve a  
8 conflict or difference of opinion. Please describe the  
9 issue, and explain your role in addressing and resolving  
10 the conflict. If you are selected to serve on the  
11 Citizens Redistricting Commission, tell us how you would  
12 resolve conflicts that may arise among the Commissioners?

13 MR. LAX: As an attorney, mediator, assessment  
14 appeals board member, I frequently have to resolve  
15 conflicts and differences of opinion.

16 As a 22-year attorney, in court matters I’ve had  
17 to work on a team, whether it be with fellow lawyers,  
18 experts, clients, clients’ employees, with different views  
19 on how to handle a case and we come to consensus.

20 As a mediator, I have heard over 50 disputes where  
21 there are differences of opinion. My role is to listen  
22 and find a place where both sides can begin to agree, and  
23 then work from there to bring a resolution.

24 Sometimes I do so by placing each side in the  
25 other side’s position. I usually ask each party for ideas

1 and try to find the needs of each party's opinion.

2 As an assessment appeals board member I frequently  
3 have to resolve conflict and differences of opinion.

4 Sometimes there is conflict among the panel of three on a  
5 pending matter. I seek to understand the basis for the  
6 opinions of my colleagues' opinions and work from there.

7 Maybe they saw or interpreted something I didn't  
8 or maybe they did not see something that I did. Sometimes  
9 I'm passive, but usually I'm active, it just depends.

10 Understanding is important before a consensus can  
11 be reached on a team and sometimes not everyone agrees.

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

16 MR. LAX: The Commission's work will impact our  
17 State by giving the voters what they wanted. The voters  
18 voted to take the responsibility to redistrict away from  
19 the Legislature. Redistricting is democracy in action and  
20 is done to ensure that people within a district have a  
21 fair and equal share in the way they are governed.

22 In drawing the district boundaries, the Commission  
23 should want and encourage the public to share their  
24 thoughts and priorities regarding their interests. The  
25 Commission is charged with the duty to set boundaries. It

1 must meet the requirements of federal law and other  
2 requirements, such as not favoring or discriminating  
3 against political parties, incumbents, or political  
4 candidates.

5 In addition, the Commission is required to adopt  
6 district boundaries that maintain the geographic integrity  
7 of any city, county, neighborhood and community of  
8 interest in a single district.

9 In finding out about a community's interest we  
10 must be open-minded and listen to what residents say.

11 If we fail to fulfill the mandates of the voters,  
12 we will be facing our duties and risk failing to give  
13 people within a district a fair and equal voice in the way  
14 they are governed.

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

23 MR. LAX: Thank you. As an attorney, mediator,  
24 and assessment appeals board member I work in groups who  
25 have common goals and we work together to achieve those

1 goals. We are accountable and we know it. I expect this  
2 to be true for each of the Commissioners.

3 An example of my working within a larger group  
4 involved my work in Big Brothers Big Sisters of the  
5 Desert. We were an 18-member board, we had various  
6 positions, secretary, a jury consultant, an attorney, a  
7 therapist, a CPA, a college administrator, an architect, a  
8 chef, an insurance adjuster, a journalist and others.  
9 Some were retired, some were not.

10 We were all concerned about children not having  
11 role models to give them the foundation with which they  
12 would grow into being healthy, contributing adults in our  
13 community.

14 We were in the process of establishing ourselves  
15 in the desert and to do so we needed a solid  
16 infrastructure, including a very detailed case work manual  
17 which lays out the selection and evaluation process of  
18 volunteers, and Big and Little Sisters and Brothers.

19 Well, the first thing we did was to gather other  
20 manuals and each of us had the opportunity to provide  
21 input as to what provisions each board member thought was  
22 important, we worked collaboratively.

23 We then created a single draft case work manual,  
24 which broke up various criteria like client eligibility,  
25 volunteer eligibility, confidentiality forms and other

1 standards, including the standard for the volunteer's  
2 conduct during outings.

3           There was great debate on whether we should allow  
4 outings behind the Coachella Valley, the desert community,  
5 to, say, areas like Riverside, L.A., Orange or San Diego  
6 Counties.

7           On the other hand there were those who thought  
8 outings should be limited to the desert area. But by  
9 working collaboratively we had broad perspectives and  
10 found solutions to the concerns raised.

11           If I were selected to the Commission, I would seek  
12 to confirm our goal, I would seek organization and  
13 brainstorming. I would seek to understand proposals. I  
14 would seek to gain everyone's agreement to do the same.

15           To meet our deadlines we need to work and get  
16 organized, aside from retaining counsel, and executive  
17 director and staff, we need to lay out a plan for public  
18 participation both before and after maps are drawn.

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

1           MR. LAX: I enjoy meeting people with very  
2 different backgrounds and very different perspectives. My  
3 family is from Eastern Europe and I grew up in a community  
4 with many languages. I grew up in L.A., one of  
5 California's greatest melting pots, and have traveled  
6 throughout our State. I am well-traveled, backpacking by  
7 myself, alone, one time for two months, and another time  
8 for five weeks in Europe.

9           I went to UCLA, and law school and graduate school  
10 in New York and traveled throughout the northeast, giving  
11 me a wider perspective of people having different  
12 backgrounds.

13           Professionally, I've had similar experiences,  
14 clients, witnesses have been diverse. Parties, who I have  
15 mediated their cases, and litigants who have appeared  
16 before my have been diverse.

17           My tells me that I'm an extrovert. I adapt well  
18 and seek to communicate.

19           The Commission needs to discuss, together, what we  
20 will do, but I have some ideas to throw into the mix for  
21 discussion.

22           I would work to develop an agenda for hearings  
23 that asks the public what they think is common in their  
24 neighborhoods. I would suggest that a citizen kit be  
25 developed, which would be a valuable tool in understanding

1 the process. A citizens kit would include draft maps and  
2 maybe prior maps, which people maybe find helpful so that  
3 they would be able to distinguish districts.

4 These efforts will facilitate open communication  
5 and give the Commission a rationale to move a line if it  
6 is defensible.

7 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

8 CHAIR AHMADI: Thank you. Good morning, Mr. Lax.

9 MR. LAX: Good morning, Mr. Ahmadi.

10 CHAIR AHMADI: Let me start off with a few follow-  
11 up questions to make sure that I understood your response  
12 to these standards questions.

13 First of all, in response to question one you  
14 mentioned the importance of gathering data and  
15 information --

16 MR. LAX: Yes.

17 CHAIR AHMADI: -- and determining the relevancy of  
18 the information. Could you please elaborate on that, what  
19 kind of data would you gather and how would you use it for  
20 the decision making process?

21 MR. LAX: Okay. I expect that the Census data  
22 would be primary. I'm open to learning exactly what the  
23 public feels is important for us to understand and I'm  
24 really looking forward to hearing from counsel when he or  
25 she, or they are retained, to be well-advised and trained

1 as to what exactly we're allowed to look at and what we're  
2 not to look at.

3 I expect we're supposed to accept everything, but  
4 I'll wait for advice as to what, exactly, we need.

5 CHAIR AHMADI: And in terms of, you know, beyond  
6 the Census data, which is more about, you know, the  
7 demographics in terms of, you know, number of people in  
8 different areas of the State, what else do you think the  
9 Commission needs to have to make the best decisions for  
10 the residents?

11 MR. LAX: Well, you know, I'm looking forward to  
12 actually hearing, if selected, I'm looking forward to  
13 hearing what the communities have to say. I mean, what  
14 interests they have could be varied.

15 I actually, when I took a class, a year class of  
16 leadership at Coachella Valley, they outlined various  
17 topics and we met, there was maybe 40 of us met monthly  
18 and each month we had a different subject.

19 So, I wrote those down to talk about, law  
20 enforcement, government, and judicial process, that may be  
21 of primary concern to a community.

22 Communications and media may be an issue for a  
23 community, education topics, ethnic and cultural diversity  
24 issues. Transportation would be, maybe, a primary  
25 interest in a community. Healthcare or its culture,

1 housing needs, environment. So, what is presented will  
2 depend on what we can consider, I would imagine.

3 CHAIR AHMADI: Okay, okay. Thank you so much.

4 You also mentioned that you have had the  
5 opportunity to travel throughout California, from north to  
6 south. What did you learn from these trips? Did you  
7 interact with the people? Did it help you see some of the  
8 concerns or issues in different regions of the State and,  
9 if yes, what are they?

10 MR. LAX: Sure. Again, I think before I answer I  
11 should preface to say that I think that Commissioners  
12 will -- should be -- not to use their personal experiences  
13 until we hear from the public. I'm not sure if that would  
14 be accurate, but I think that's important.

15 But personally, my wife would probably be happy  
16 about this, but she doesn't like when I talk to people. I  
17 always talk to people and sometimes she gets embarrassed  
18 because wherever we go we talk.

19 So, this last trip was a wonderful trip, my three  
20 kids and she and I, we stayed at a friend's place in Mill  
21 Valley and then took the car out to go out to San  
22 Francisco, and to the City, and go to the museums, and  
23 went to free days at the museum and met people. And we  
24 found that the Oakland Museum was fascinating, with their  
25 history of California and their wide range of periods in

1 California.

2 We also drove through the country. We visited  
3 farms. My little one, seven, put on a beekeeper's outfit  
4 and actually held a bee. And we just listened to what  
5 people's concerns are.

6 I think driving up also was interesting.  
7 California is so, so big and it really hit home to me  
8 that, you know, when we're looking at fitting in the  
9 quantity of people in a district, I think the Senate has  
10 about 850,000 last Census to fit -- you know, in areas  
11 that are sparse those territories, those districts are  
12 going to be very big. I found that interesting, too.

13 Just hearing people's concerns about water, about  
14 growing. In my area tourism is a big issue, Salton Sea is  
15 an issue, healthcare is an issue, education is an issue.  
16 I mean, there are a lot of issues.

17 And so, I think you see some commonality of  
18 different communities' concerns, but then you see  
19 differences.

20 CHAIR AHMADI: What factors do you think  
21 contributes to those by, if I could use the word,  
22 preferences or the way people are affected in the  
23 formation of those, you know, preferences, what factors  
24 contribute to that?

25 I think every person is unique. I think social

1 and economic issues are, of course, a driving factor for  
2 most people's belief systems, how it affects them, how it  
3 affects their families and how it affects the world around  
4 them, what's important to them.

5 CHAIR AHMADI: Could you tell us a little more  
6 about the impact of the relationship between the geography  
7 and political preferences in a specific area, for example,  
8 and you can give us an example.

9 MR. LAX: Actually, I'm sorry, Mr. Ahmadi, I don't  
10 think I can. I don't know. I can't speak to that.

11 CHAIR AHMADI: Do you think there is a  
12 relationship between geography and the people's  
13 preferences?

14 MR. LAX: Oh, absolutely. I think that geography  
15 dictates what your needs are. For example, the desert  
16 where I live, it gets hot and we need to have electricity  
17 for our air conditioners to run. Water is a big issue  
18 everywhere, but also down south.

19 So, geography, of course, I think plays a big  
20 impact on what defines a community.

21 CHAIR AHMADI: Are you happy with the current  
22 lines, the way the lines are drawn?

23 MR. LAX: Again, I really can say that I don't  
24 know. I've never studied the lines, I don't know -- I  
25 just don't -- I know that the Legislature prepared it. I

1 just don't know.

2 CHAIR AHMADI: Okay. Why do you think that  
3 persons who share certain factors, such as race and  
4 ethnicity, for example, have some history of less  
5 opportunity to participate in the electoral process?

6 MR. LAX: Well, I think the Voting Rights Act  
7 addressed obstacles placed in front of minorities and  
8 stopped it, I hope. I think that all people have a right  
9 to representation and all people should have the  
10 opportunity to speak, and there shouldn't be obstacles  
11 placed in front of them.

12 CHAIR AHMADI: So, if you -- how would you  
13 determine or identify these communities who have been  
14 prevented from participation?

15 MR. LAX: I would expect and hope that various  
16 groups or the individuals, themselves, would be  
17 comfortable enough to present information to the  
18 Commission and we would hear their stories, and seek to  
19 understand their stories, and address the lines that they  
20 think should be drawn. I mean, I'd like to see what they  
21 say, whoever it is, about where the lines should be.

22 CHAIR AHMADI: What would be your approach in  
23 situations where the law is not specific in terms of when  
24 the law actually leaves some flexibility in the decision  
25 making process for drawing the lines --

1 MR. LAX: Right.

2 CHAIR AHMADI: -- how would you approach that?  
3 Can you share with us an example, maybe, where there may  
4 be opportunities for the Commission to debate and discuss  
5 what are the benefits or detriments of drawing a line in a  
6 certain way?

7 MR. LAX: The question got more complicated as you  
8 went along, Mr. Ahmadi.

9 CHAIR AHMADI: Let me try it again.

10 MR. LAX: Oh, no --

11 CHAIR AHMADI: No.

12 MR. LAX: -- I understood it though.

13 CHAIR AHMADI: You sure? Okay. Sorry.

14 MR. LAX: My answer, again, is I just don't know  
15 and I'm not embarrassed to say it. I think it comes up  
16 when we hear it and I really don't know how else to answer  
17 it. And I'm sort of embarrassed to answer it that way,  
18 but I think it's the honest answer that I just don't know  
19 until I see it, or hear it.

20 And I expect that we would -- if the law's  
21 ambiguous, I have to understand from counsel, and I'm  
22 looking at counsel, sorry, as to why. What was ambiguous  
23 about it?

24 I can tell you, as an assessment appeals board  
25 member issues come up frequently that we have discretion

1 to decide, for example valuation, and we have what we call  
2 adjustments, and there are numerous factors to how we  
3 adjust, whether it's location, whether it's age, whether  
4 it's square footage, whether -- there's a host of factors,  
5 amenities, size, and so on, and so forth.

6 And there can be great debate among my fellow  
7 board members, and I'm only talking about what's public,  
8 we do take matters under submission and that, of course,  
9 is privileged.

10 But I seek, actually, to make my decisions up  
11 front. Actually, very seldom now do I take matters under  
12 submission and I seek to explain to my -- to colleagues,  
13 as well as the public, and the applicant, who's the  
14 citizen, who's a resident of Riverside County, and the  
15 assessor as to the rationale of why I think what I think,  
16 and if I'm wrong I want them to tell me why I'm wrong, and  
17 I think that facilitates the process.

18 I'm not sure if I answered exactly your question,  
19 but I think I described how I think that way.

20 CHAIR AHMADI: Thank you. No, that's fine. I  
21 have additional questions that I -- maybe follow-up  
22 questions.

23 You emphasized on the importance of public input  
24 before and after the maps are drawn, and I believe this  
25 was as part of your response to question number four,

1 which kind of relates to the subject of, you know,  
2 gathering information from the public, from the citizens,  
3 from the residents of the State.

4 In what way -- or would the information that you  
5 gather before the maps are drawn be different than the  
6 information that you would wish to gather after the maps  
7 are drawn, and if you can elaborate on that, please?

8 MR. LAX: Okay.

9 CHAIR AHMADI: It's kind of like, you know, I know  
10 it's a general question, but if you can give us a little  
11 more specifics about --

12 MR. LAX: It's a perfect question.

13 CHAIR AHMADI: -- you know, why you think it's  
14 important and how would it impact, you know, the revisions  
15 to the map?

16 MR. LAX: It's a great question. When I read the  
17 Act, it was clear that the Commission was to have public  
18 meetings before.

19 CHAIR AHMADI: Uh-hum.

20 MR. LAX: And I think that in order to come up  
21 with a draft you need to understand the community's  
22 interests in preparing the draft.

23 And so, I think there needs to be a lot of  
24 hearings before any map is even written.

25 But, again, I don't want to prejudge and I'd like

1 to hear the other input from the other Commissioners and  
2 counsel as to what we're supposed to do, and what they  
3 think we're supposed to do, and I think we need to bat it  
4 around and debate it.

5 But from my feeling is that in order to even  
6 prepare the first draft we need to not only look at what  
7 was done before, but we should hear from the public as to  
8 where we should initially start those lines.

9 CHAIR AHMADI: When do you think the first draft  
10 should be available or made available to the public, do  
11 you have any --

12 MR. LAX: Yeah, I do.

13 CHAIR AHMADI: I'm not looking for a specific  
14 response --

15 MR. LAX: No, no, I think that's -- that's god.

16 CHAIR AHMADI: -- there's no specific date for  
17 that. But have you given it any thought about, you know,  
18 the process, like at what point do you think the draft  
19 should be ready?

20 MR. LAX: I think it would be great to have a lot  
21 of the information from the communities throughout the  
22 State before April 1<sup>st</sup>, and because I understood that's the  
23 date for the Census. And then as soon as possible to get  
24 that Census data incorporated into the maps so that we can  
25 have the next group of hearings, where we can have those

1 maps include the Census data, so that we know the size and  
2 where the populations are, and then also have the  
3 communities of interest and see if we can start at  
4 least -- at least start from a starting place and then  
5 have a lot of input from the public why those are not  
6 good, or good. It's just a draft, no one's being held to  
7 them.

8 CHAIR AHMADI: Uh-hum.

9 MR. LAX: I think that's a good way to go. But  
10 again, I come back to it really requires the group  
11 deciding and agreeing that that's a good idea, or not a  
12 good idea, or maybe someone has a different idea.

13 I should say it's sort of funny, but I say it  
14 seriously, I was talking to my wife early on and I said,  
15 you know, we're really going to have to have a lot of  
16 meetings and we should probably consider, the Commission  
17 should consider having a bus. And I know it sounds funny,  
18 but I'm serious, it's an idea.

19 MS. RAMIREZ-RIDGEWAY: I'm laughing because I've  
20 been thinking of "The Partridge Family" bus since we  
21 started.

22 (Laughter.)

23 MR. LAX: We can paint it yellow, just so long as  
24 it has air conditioning, that old bus was -- by anyways,  
25 but in all seriousness I think that we need to have a lot

1 of meetings. It's a big State, we want to make sure  
2 everyone's given an opportunity to participate.

3 And, I mean, we get the 14 members and staff, and  
4 we have maybe meetings in the afternoon, and then in the  
5 evening someplace else, and then the next morning we get  
6 on the bus and go to the next town. And literally just do  
7 that maybe three weeks, four weeks. I just don't know,  
8 these are just ideas off the top of my head. Do it for  
9 three or four weeks, that's maybe 40, or 50, or 60  
10 meetings, get as much input as we can, and then stop,  
11 draft the maps and then do the same again. Here's what  
12 we've done, what do you think? And then go from there.

13 And we'd have to have, I think, a third phase  
14 after that, if there's movement of lines, and I expect  
15 there would be, but I don't know, then have -- these are  
16 now the final/final, or at least the latest/latest draft,  
17 how do you -- what do you think now?

18 And where we do that, how do we do that is all up  
19 for debate. But I think it's real important and I think  
20 the bus idea is not such a bad idea.

21 CHAIR AHMADI: No, you have some good ideas.  
22 Also, you mentioned about the citizens kit.

23 MR. LAX: Thank you.

24 CHAIR AHMADI: Can you tell us a little bit more  
25 about that idea?

1 MS. HAMEL: Five minutes.

2 CHAIR AHMADI: Thank you.

3 MR. LAX: Yeah, thank you. I should say, also, we  
4 should look at what other states have done in generating  
5 our ideas, I think the Commission should do that.

6 The citizens kit, I think is -- first of all I  
7 should say everything should be on the internet, and  
8 everything should be streaming, and everyone should have  
9 easy access, and maybe there should be a process of people  
10 inputting information and their thoughts on communities of  
11 interest on the internet, too.

12 And I'm just brain storming with you, Mr. Ahmadi.

13 CHAIR AHMADI: Sure.

14 MR. LAX: The citizen kit I think should include  
15 the demographics -- well, when we have a meeting I would  
16 say we should have maybe a PowerPoint presentation which  
17 lays out the demographics and what redistricting is, so  
18 people really understand and have a better grasp.

19 And then after that we should open it up for the  
20 public to participate.

21 At the meetings I think there should be a kit that  
22 would include maybe the demographic information, the maps  
23 that are proposed, maybe the 2000 maps, or the 1990 maps,  
24 so they can see how things evolved.

25 I'm just open to ideas and I think it would be

1 helpful. Information is power as I have always said, and  
2 I think that would be helpful.

3 CHAIR AHMADI: Okay. Thank you, sir.

4 MR. LAX: Sure.

5 CHAIR AHMADI: No more questions at this point.

6 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

7 VICE CHAIR CAMACHO: Thank you. Hello, Mr. Lax.

8 MR. LAX: Good morning, Ms. Camacho.

9 VICE CHAIR CAMACHO: When you were talking about  
10 going out to the various locations for the meetings, do  
11 you think it's necessary to have all 14 members go to all  
12 the meetings or maybe another concept of maybe dividing  
13 and conquering for these meetings?

14 MR. LAX: You know, I think that legal issues come  
15 up. I think you can't meet separately, the Brown Act and  
16 so on. What's the other statute called, the --

17 VICE CHAIR CAMACHO: Bagley-Keene.

18 MR. LAX: -- Bagley-Keene. So, no, and I think it  
19 would deny the public the benefit of the wisdom of each  
20 and every member. I think each and every Commissioner is  
21 valuable and they should, if they met their  
22 responsibilities and duties, they should attend every  
23 meeting unless sickness or, God forbid, something else  
24 happened.

25 VICE CHAIR CAMACHO: If one of the other members

1 suggested, you know what, let's hold simultaneous  
2 meetings, let's have the people that live up north that  
3 are Commissioners hit these areas, we're going to go down  
4 south, you know, you're one of the southern individuals,  
5 you're going to be having public meetings in these areas,  
6 that way we can hit more areas in a shorter period of  
7 time; would you be amenable to that?

8 MR. LAX: Okay, first -- yeah. Let me say, I'm  
9 open to ideas and whether it makes sense or not, you know,  
10 that's up for discussion.

11 Answering that question, however, I still think  
12 the same answer applies. I think we're running afoul of  
13 the law and, frankly, as I said earlier about my  
14 experience on the Assessment Appeals Board, and also with  
15 Big Brothers Big Sisters and everything else, I think that  
16 if you don't have everyone's input you lose.

17 And so, I would rather hear directly from the  
18 people in whatever community a meeting is in and not miss  
19 a meeting because I'm in another meeting someplace else.

20 There is -- I have another idea, though. I'm  
21 sorry.

22 VICE CHAIR CAMACHO: No, go ahead. But if there  
23 is issues logistically about how to get people and board  
24 members to places, you can have maybe a video where the  
25 board member -- where Commissioners could be there.

1           But I say, because I'm a lawyer and I go to court  
2 a lot, there's nothing like being there. There are verbal  
3 communication, there's non-verbal communication, there's  
4 the atmosphere. It all makes a difference and not being  
5 there makes a big difference.

6           VICE CHAIR CAMACHO: Okay. You served as a  
7 mediator in Riverside County, as you stated. One of your  
8 letters of recommendation indicates that your success rate  
9 in getting cases resolved is 80 to 90 percent, where the  
10 program's overall success has been about 40 percent.

11           To what do you attribute your high success rate  
12 and would this have applicability to Commission work?

13           MR. LAX: Maybe I'm lucky. I think that I have a  
14 wide, broad experience, you know, from clerking for a  
15 federal judge as my first job and I got to see the  
16 world from a judge's perspective, I think that helped.  
17 You know, working for a big New York firm, a big San  
18 Francisco firm, working on my own for 18 or more years, I  
19 just -- it's a personality thing. I just -- I don't know.  
20 I look to understand people's needs and try to find some  
21 common bottom where both sides can agree.

22           Sometimes people need to be told, sometimes people  
23 need to be felt, sometimes people need to be heard. It's  
24 all different. And I don't know if I'm sharing a secret,  
25 it's not a secret, it's just who I am and cases settle.

1           VICE CHAIR CAMACHO: So, these are very applicable  
2 skills that you could use to -- for the Commission?

3           MR. LAX: Of course, yeah, I think so.

4           VICE CHAIR CAMACHO: Okay. You've talked about  
5 your part of the County Tax Assessment Appeals Board.  
6 What are the similarities and differences likely between  
7 your role on this board and what you expect you will do on  
8 the Redistricting Commission?

9           MR. LAX: The Assessment Appeals Board position is  
10 quasi-judicial, meaning that we -- it's an interactive  
11 process where we ask a lot of questions and we make  
12 decisions, and it's final.

13           This process, I think with redistricting, has a  
14 lot more give and take and it's certainly a lot more  
15 extended.

16           And with the Assessment Appeals Board there just  
17 is a panel of three, I just need two, or they need two.  
18 This is nine out of 14 to decide something, so this is a  
19 much broader, I think. As much as I want to say they're a  
20 lot alike, I think they're a lot different, too.

21           But I think they're a lot alike as well. We have  
22 to apply law, we have to respect the law, follow the law,  
23 we have to justify our reasons. We have very complicated  
24 matters on occasion.

25           We had a matter that had several days of testimony

1 and it required an extensive briefing, and we had a  
2 findings packet, and it required a lot of give and take  
3 and we came to a consensus.

4 And I think the same thing would apply in  
5 redistricting.

6 VICE CHAIR CAMACHO: Do you -- you'd also talked  
7 about your Big Brothers Big Sisters interaction and you  
8 were on the board of that; correct?

9 MR. LAX: I was.

10 VICE CHAIR CAMACHO: And there were 18 members on  
11 that one, right?

12 MR. LAX: There was.

13 VICE CHAIR CAMACHO: How was it getting consensus  
14 in that respect because that, you know, you're having more  
15 members, kind of like the Commission?

16 MR. LAX: It's actually very different, I think,  
17 and as much as it's very the same. There's no  
18 accountability in the same degree that the redistricting  
19 is. You can have private meetings with other board  
20 members, you can't do that with redistricting.

21 Everything is up front and open, and with public  
22 input, and that doesn't occur in any nonprofit like that.  
23 So, I think that way it's very different.

24 Although, there are personalities, and sharing  
25 ideas, and negotiating to reach agreement and I think

1 that's the same or it could be the same. Again, I think a  
2 lot has to do with how we're trained.

3 But differently is all of the Commissioners have  
4 duties and we have the duties to perform our jobs and  
5 follow the law. So, I think that I'd expect everyone to  
6 meet those duties and so I think it's very different than  
7 a charitable board.

8 VICE CHAIR CAMACHO: Talking about the Commission  
9 and the different duties, if you were selected as one of  
10 the eight and with your known skills and abilities, who  
11 would you think would be a good fit, or what other skills  
12 and abilities would be a good fit that you would like to  
13 have on the other six Commissioners?

14 MR. LAX: Okay. That process, I understood, is we  
15 would need to have six, two, two, and two. The answer is  
16 the six appointees shall be chosen to ensure the  
17 Commission reflects the State's diversity, including, but  
18 not limited to racial, ethnic, geographic and gender  
19 diversity.

20 So, I -- part of that answer begs the question of  
21 what will the initial eight look like? If it's all women  
22 and one man, then that would be an issue, if you're going  
23 to deal only with gender.

24 If everyone's white and there's no Hispanics, or  
25 African Americans, or Asians, or anyone else, obviously,

1 that doesn't reflect diversity as to race. So, it depends  
2 what exists.

3 Besides that the abilities of, I think, the  
4 Commissioners will be of import whether -- what background  
5 they have. If everyone's a lawyer, that's terrible. But  
6 we need to figure out what the initial eight looks like  
7 before you can answer what the six would look like.

8 VICE CHAIR CAMACHO: So, you found out that the  
9 initial eight are very diverse in their geographic,  
10 gender, socioeconomic, and ethnic/race, and to match your  
11 skills who else do you think you would be looking at for  
12 the other skills in the Commission?

13 MR. LAX: Again, like Mr. Ahmadi, I apologize, I  
14 just don't have the answer. Until I'm there, until I hear  
15 from the other Commissioners, until we have input and  
16 training from counsel and from perhaps consultants, and  
17 maybe we'll look at the videos, maybe we'll have meetings,  
18 maybe -- well, we'll have to have a meeting.

19 But how we do it is something, again, that is not  
20 an answerable question at this time.

21 VICE CHAIR CAMACHO: When -- if you were one of  
22 the eight, when would you want to select the six?

23 MR. LAX: As soon as possible. I think time is of  
24 the essence in this whole process. I'm very concerned  
25 about getting organized and getting deadlines done. We

1 have 14 days notice before any meetings. I mean, time is  
2 wasting and this has to be done by September 15, if  
3 Proposition 20 goes through, it has to be done by August  
4 15. That's -- losing a month is serious, that makes it  
5 from April 1<sup>st</sup>, when you have the Census data and then  
6 you've got to incorporate it, and it's a lot of work.

7 I look forward to it if I'm selected, it's  
8 actually very exciting.

9 VICE CHAIR CAMACHO: So, you have the 14 members  
10 there, what would you want to do, initially?

11 MR. LAX: We need to get trained, obviously. We  
12 need to hire staff, we need to hire an executive director,  
13 we need counsel. I think we need to get logistics  
14 working. All this I think has to be in public, I think  
15 everything has to be in public. So that, I think is  
16 difficult because a lot of logistics to talk about in  
17 public is going to take a lot of time. And I think public  
18 input as to exactly what that's going to be -- and I  
19 should say that I'm not sure, Mr. Ahmadi, if I answered  
20 that part of the question -- as part of having the pre-  
21 and post-meetings, before maps and after maps, we need to  
22 have a lot of public input -- I think I did say that, I'm  
23 sorry, as to even setting up how many meetings we should  
24 have.

25 I think we will have valuable input from the

1 public on that topic, as well, I would expect. Again, I'm  
2 open-minded to hear what fellow Commissioners, counsel,  
3 experts, consultants would have to say.

4 VICE CHAIR CAMACHO: Okay. In your application I  
5 noticed that you ran for city council. When and where did  
6 you run for city council and what did you learn from that  
7 experience?

8 MR. LAX: I live in Indian Wells. I ran when I  
9 was in my early thirties. The average aged resident in my  
10 great city is 67. I don't look like my neighbors. I  
11 attribute that to my failure.

12 I also attribute it my failure when I ran another  
13 time to -- actually, I ran in 2000, loved it, amazing  
14 experience. I got -- our voting base is, I think, 2,200  
15 voters, I got about 700 or so, so I felt pretty good, and  
16 it was very, very fun.

17 I grew a lot, my kids got to watch it and I think  
18 that was also a great reward to do it.

19 And this country, as I think I wrote in my papers,  
20 American is the most amazing country there is, I mean  
21 democracy, our rights. But, so, I ran then.

22 And then I ran in 2001, the following year, again,  
23 but 9/11 happened and so I withdrew, I just didn't do any  
24 campaigning. It was September and I just -- there's no --  
25 it wasn't important enough for me to run, in my mind, for

1 my city, it was in good hands.

2           And then I ran again about four years ago, and I  
3 ran my campaign on an issue and that issue had to do with  
4 transportation or traffic down the main artery through our  
5 city, and I was not for expansion. It still hasn't  
6 expanded their highway. Other people, other candidates  
7 ran for expansion.

8           And I lost, I think, on that reason alone.

9           So, what I -- the question was what I learned from  
10 that?

11           VICE CHAIR CAMACHO: Yeah, what --

12           MR. LAX: I learned that -- that anyone can strive  
13 for anything they want to, and I think that in order to  
14 run for office you better know what you're talking about  
15 and I think you better study, and be prepared.

16           VICE CHAIR CAMACHO: When you were running for  
17 office, obviously, you had to get out and meet the public,  
18 and interact with them. What did you do and how did you  
19 do it?

20           MR. LAX: Again, a small town, so we had 2,200 or  
21 2,500 voters by then, maybe. I broke it down by  
22 households, I dropped it down to maybe about 1,100 or  
23 1,200 households, or so, and we send mailings, letters to  
24 every household. I sent four or five. I started calling  
25 people, I actually called every resident. My throat was

1 harsh.

2           And, you know, my community is not like most  
3 communities, it's a very -- the desert is a very bizarre  
4 place, or a different place, I love it. And Indian Wells,  
5 in particular, is very small. We have four country clubs,  
6 and six golf courses, and four major hotels, and a tennis  
7 stadium all for 500 residents and only 2,500 voters. So,  
8 it's not a normal town that you would expect to see in our  
9 great State.

10           So, yeah, I just met people. I mean, you just  
11 meet people wherever you go. You have mixers. That's how  
12 I marketed.

13           MS. HAMEL: Five minutes.

14           VICE CHAIR CAMACHO: Five minutes. Thank you.

15           You have traveled extensively. What -- tell us  
16 about your favorite place in the State and why it is your  
17 favorite?

18           MR. LAX: Home.

19           (Laughter.)

20           MR. LAX: Home. I love -- you know, we go away a  
21 lot. In the desert you have to go away in the summer, at  
22 least for a weekend, even if it's a Saturday night, you  
23 have to go away just to get out of the heat.

24           But when you come back through those mountains and  
25 you come into the valley, Coachella Valley, your body just

1 relaxes. And I'm not sure if that's because it's home or  
2 if it's because the desert. But the desert is so  
3 tranquil, and open and calming that we -- so that's -- so  
4 home.

5 VICE CHAIR CAMACHO: Okay. Thank you very much,  
6 that was my last question.

7 MR. LAX: Okay.

8 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

9 PANEL MEMBER SPANO: Good morning.

10 MR. LAX: Hi.

11 PANEL MEMBER SPANO: Hi.

12 MR. LAX: Hi, Ms. Spano.

13 PANEL MEMBER SPANO: Can you tell us about your  
14 most challenging experience in working with others to  
15 resolve conflict and describe your role in the issues, and  
16 how you resolved the conflict?

17 MR. LAX: The hardest is going to court trial. In  
18 litigation, when we're opposing another side and we just  
19 can't come to a resolution or a settlement, we have  
20 intense process of learning factors, discovery we call it.  
21 And I'm not sure if I should go through all the details of  
22 discovery but --

23 PANEL MEMBER SPANO: Well, can you tell me a  
24 specific example of your most challenging project? I know  
25 that -- or your court experience that sticks in your mind,

1 that really, really tapped into your skills?

2 MR. LAX: Sure, I'd be happy to.

3 PANEL MEMBER SPANO: Sure.

4 MR. LAX: About six years ago I was retained four  
5 months before an eminent domain trial. I had never done  
6 an eminent domain trial before, it's real estate, the city  
7 was taking property from a property owner, the property  
8 owner decided to fight the valuation.

9 That case actually went up to the court of appeal.  
10 There was ambiguity as to the fairness and the  
11 constitutionality of the law, and there was actually --  
12 unfortunately, there was two other cases decided a month  
13 or two before my case, and those got all the way to the  
14 Supreme Court of California and got ruled on in favor of  
15 the public entity, the city, and against the property  
16 owner, which then made my case moot.

17 So, that was an amazing experience to prepare for  
18 that trial, to do the trial. Did a wonderful job, loved  
19 the experience, intense, hard-fought, at the end of the  
20 case the other lawyer and I shook hands and job well done.  
21 The judge was very complimentary. We had a jury, got to  
22 talk to the jury afterwards.

23 You know, and then go to the court of appeal and  
24 argue in front of the court of appeal and then --

25 PANEL MEMBER SPANO: How was that experience?

1 MR. LAX: I'd rather be in the courtroom talking  
2 to people, frankly. I liked talking to the appellate  
3 court judges, but I just prefer talking to a jury.

4 PANEL MEMBER SPANO: Okay. Why is that?

5 MR. LAX: I think it's normal, it's not -- you  
6 know, it's basic understanding, teaching, it's sharing  
7 back and forth, on voir dire, at least, which is before  
8 you start trial to select your jury.

9 PANEL MEMBER SPANO: Sure.

10 MR. LAX: I'm sorry.

11 PANEL MEMBER SPANO: No, that's okay.

12 MR. LAX: I'm not sure if everyone knows voir  
13 dire.

14 PANEL MEMBER SPANO: Yeah, unfortunately, I  
15 learned that last year, I was selected for jury trial.

16 (Laughter.)

17 MR. LAX: So, yeah, so I just -- that's what I  
18 prefer.

19 PANEL MEMBER SPANO: Okay, thank you.

20 What does appreciation for California's diversity  
21 mean to you?

22 MR. LAX: Well, diversity is defined, again under,  
23 I think one of the regulations, as diversity means the  
24 variety in the racial, ethnic, geographic, economic and  
25 gender characteristics of the population of California. I

1 think that covers everything or close to everything that  
2 could possibly exist.

3           You know, when I -- when Mr. Ahmadi asked me the  
4 question and I talked about my experience with leadership,  
5 Coachella Valley, you know, it means everything. I mean,  
6 and you have to wait to see what every community says, I  
7 think.

8           And again I come back to I'm looking forward, if  
9 I'm selected, to be trained, or the Commissioners should  
10 be trained and we'd understand exactly what that is.

11           PANEL MEMBER SPANO: Sure. Why is appreciation  
12 for California's diversity so important to redrawing the  
13 lines?

14           MR. LAX: I think because the law requires us to  
15 include that as one of the factors.

16           PANEL MEMBER SPANO: Why is it important that  
17 California's appreciation for California's diversity --  
18 appreciation for California's diversity is so important in  
19 complying with the State and federal laws?

20           MR. LAX: Well, I think in defining a community's  
21 interest is appreciating the diversity. Appreciating  
22 what's important in one area as opposed to another area,  
23 and that's how you separate the areas.

24           I think that that's as plain as I can say it  
25 without going into it further.

1           PANEL MEMBER SPANO: Have you thought of like the  
2 challenges that the Commissioners are going to face in  
3 determining that? It's not a really cut and dried area  
4 so --

5           MR. LAX: I'm concerned that people won't show up.

6           PANEL MEMBER SPANO: Show up at the meetings?

7           MR. LAX: To meetings, to public meetings. You  
8 know, I just -- there's no one here today, not that anyone  
9 wants to see me.

10           But in seriousness, I think it's hard to get  
11 people to go to a meeting and I think it's especially hard  
12 in these difficult economic times. That's why one of the  
13 ideas I threw out was having a daytime meeting and maybe  
14 an evening meeting. Maybe that would promote more people  
15 coming.

16           The last thing I would like to see happen is  
17 someone accuse the Commission of not doing everything we  
18 could to at least promote the thoroughness of publicizing  
19 the opportunity to speak to the Commission, and that's why  
20 I think you have to have so many meetings, in so many  
21 areas, so that no one can say that the duties were not  
22 performed.

23           PANEL MEMBER SPANO: Your idea of the bus --

24           MR. LAX: Okay.

25           PANEL MEMBER SPANO: -- taking it all over the

1 place, how hard is it going to be able to go to selected  
2 areas? And I know you mentioned earlier that you have to  
3 discuss with the Commissioners and you don't really know  
4 about --

5 MR. LAX: Right.

6 PANEL MEMBER SPANO: -- probably the priority and  
7 where to hit the areas. But in your opinion do you think  
8 it takes like one meeting's really going to give you  
9 enough information to get a sense of the communities of  
10 interest?

11 MR. LAX: One meeting?

12 PANEL MEMBER SPANO: Yeah.

13 MR. LAX: No, I don't think so, that's why I think  
14 we need multiple.

15 You know, another idea and I didn't say that, you  
16 know, we have a lot of community colleges in our State and  
17 those sorts of venues may be opportune, they could house  
18 and facilitate, you know. I'm not sure how much money  
19 these things cost. The budget, I did not mention, and I'm  
20 concerned about budget issues.

21 And so all that takes into -- you have to take all  
22 that into account in developing what your plan is and how  
23 you're going to effectuate it.

24 PANEL MEMBER SPANO: What value do you see in  
25 having a diverse Commission?

1 MR. LAX: I think it's important to have different  
2 opinions, and different foundations, and backgrounds.  
3 Although the duties are the same for all of us and how we  
4 interpret them, based on our personal education, and  
5 growth and experiences, I think will be interesting.

6 PANEL MEMBER SPANO: In what way do you think the  
7 duties vary among Commissioners?

8 MR. LAX: I don't think they vary at all.

9 PANEL MEMBER SPANO: Oh, okay.

10 MR. LAX: The duties are the same. I think it is  
11 how we approach it, how we approach those duties, and our  
12 experiences, and how we see the world, I think that's  
13 what's interesting.

14 PANEL MEMBER SPANO: Yeah, the perspectives of the  
15 Commissioners.

16 MR. LAX: Absolutely.

17 PANEL MEMBER SPANO: What role do you see yourself  
18 playing, if you're selected as a Commissioner?

19 MR. LAX: I said I sometimes am passive, but I  
20 think from maybe you talking to me now, you know I'm  
21 pretty assertive. It all depends on the makeup of the  
22 Commission and, again, the leadership of counsel, and  
23 although the Commission is the leader, but the guidance of  
24 counsel and the consultants.

25 I'm about getting organized, I like getting

1 organized, I think it's important to be up front.

2 At my Assessment Appeal Board hearings I'm all  
3 about due process. I want to give both sides  
4 opportunities to tell me everything you know so we can  
5 make a decision. And I think I bring that to the  
6 Commission, too.

7 PANEL MEMBER SPANO: Are you comfortable about  
8 taking legal advice from another attorney?

9 MR. LAX: I love talking to lawyers. Some people  
10 call me a lawyer's lawyer. On the other hand, you know,  
11 sometimes I may not agree with my lawyer, my counsel, and  
12 depending on what the issue is I may follow his advice, I  
13 may not. But I would say probably most times I would. It  
14 depends on if there's a basis of ambiguity or not. If  
15 there's no ambiguity, then follow the advice of counsel,  
16 of course.

17 If there's some ambiguity, I'd want to really  
18 challenge my counsel and find out why and what they're  
19 thinking, and why they're thinking, and then debate it  
20 among the other Commissioners as to whether that makes  
21 sense or not.

22 So, I don't want to say I ignore counsel's advice  
23 ever, but I think that sometimes lawyers, and I'm a  
24 lawyer, we tend to be maybe too conservative and there may  
25 be room for argument. And I think a lawyer should

1 always -- as any lawyer knows, there's always an argument,  
2 so it depends.

3 PANEL MEMBER SPANO: Okay.

4 MR. LAX: And I think I'm talking in circles about  
5 it, so I'm sorry.

6 PANEL MEMBER SPANO: Oh, no, that's fine.

7 You stated in your application that whether you're  
8 a mediator, decision maker, or advocate you seek to make  
9 sense of our system to those before me. These  
10 interactions provide an understanding of the process and  
11 appreciation of fairness and justice. When parties are  
12 treated with respect and feel heard, parties trust that  
13 our system works irrespective of whether the result was in  
14 their favor.

15 Do you ever encounter times when the losing party  
16 feels that in spite of evidence or circumstance the ruling  
17 party -- the ruling against them is unfair and a sign that  
18 justice hasn't prevailed?

19 MR. LAX: Do I think that it's a --

20 PANEL MEMBER SPANO: Do you ever encounter times  
21 like that?

22 MR. LAX: Yes. Yeah.

23 PANEL MEMBER SPANO: Can you elaborate on that?

24 MR. LAX: Yeah.

25 PANEL MEMBER SPANO: Okay.

1 MR. LAX: Again, I come to the Assessment Appeals  
2 Board.

3 PANEL MEMBER SPANO: Uh-hum.

4 MR. LAX: We made a decision on a case, or a  
5 matter, and we received a letter from the applicant saying  
6 we think it was terrible, how dare you.

7 I know that that decision I made followed the law,  
8 was based on the evidence presented, and sometimes people  
9 just don't understand no matter what you say, and you have  
10 to accept people for who they are.

11 PANEL MEMBER SPANO: Are there situations or past  
12 experiences that constrain or determine how parties will  
13 perceive fairness or equity, in spite of your efforts to  
14 provide respect, a fair hearing or instruction?

15 MR. LAX: I think so.

16 PANEL MEMBER SPANO: Can you elaborate?

17 MR. LAX: People -- people are people. You have  
18 rational people, you have irrational people. You have  
19 emotional people, you have unemotional people. You have  
20 people and people are people. I hope that answers your  
21 question.

22 PANEL MEMBER SPANO: I'll move on to something  
23 else.

24 MR. LAX: Okay.

25 PANEL MEMBER SPANO: You say you're a member of

1 the Community Task Force for the Human Rights Commission  
2 of the City of Palm Springs.

3 MR. LAX: I was over ten years ago. I was the  
4 Anti-Defamation League's representative to the task force,  
5 which was not the commission, and it was the early stages  
6 of the task force. And I'm sorry, I jumped the gun.

7 PANEL MEMBER SPANO: Early stages. So, you're  
8 not -- you're not involved anymore or you are?

9 MR. LAX: No, this was long ago.

10 PANEL MEMBER SPANO: Okay. Like how long?

11 MR. LAX: Ten years, I think, ten, 12 years.

12 PANEL MEMBER SPANO: Oh, ten years ago, okay.

13 MR. LAX: Yeah.

14 PANEL MEMBER SPANO: Okay. Can you tell you a  
15 little bit about the commission, how you were named to it?

16 MR. LAX: The Anti-Defamation League had a -- I've  
17 heard the phrase, seat at a table. And I was just there  
18 to --

19 PANEL MEMBER SPANO: Is this the -- the Anti-  
20 Defamation is the same as the Community Task Force for  
21 Human Rights Commission, is that the same?

22 MR. LAX: The task force was a subgroup of the  
23 formal commission for the City of Palm Springs.

24 My role was -- the Anti-Defamation League was on  
25 the task force, they had a representative there to give

1 guidance and support, and to give ideas.

2 And so, I sat as their representative for a couple  
3 of years listening, and providing materials, if there were  
4 materials that they needed from the Anti-Defamation  
5 League. Long ago.

6 PANEL MEMBER SPANO: What types of issues did you  
7 talk about?

8 MR. LAX: Oh, they talked about how to implement a  
9 program to give citizens, particularly in Palm Springs, an  
10 opportunity to call to mediate or address issues of hate.  
11 We have a very large gay population in Palm Springs, in  
12 Cathedral City, and throughout Coachella Valley, but not  
13 just the gay population, there were incidents of anti-  
14 Semitism, and Hispanic discrimination, or discrimination  
15 against Hispanics, or whatever.

16 And I think that the City of Palm Springs wanted  
17 to help the community.

18 PANEL MEMBER SPANO: What does the term "equal  
19 opportunity" mean to you?

20 MR. LAX: I don't know how I can answer that  
21 question. Equal opportunity means, you mean, in terms of  
22 voting, in terms of asking for representation in public  
23 office?

24 Equal opportunity to me means that no one should  
25 be denied an opportunity to get ahead in life because of

1 their color, because of their background, because of their  
2 orientation, or anything, or economics.

3 PANEL MEMBER SPANO: Do you believe that they're  
4 still necessary, these laws, equal opportunity laws?

5 MR. LAX: Yeah, I think so. I think that  
6 majorities will try to take advantage of minorities on  
7 occasion.

8 PANEL MEMBER SPANO: In your capacity as a judge  
9 and a mediator how easy is it to be impartial?

10 MS. HAMEL: Five minutes.

11 MR. LAX: Let me just correct, Mr. Spano, I'm not  
12 a judge, I'm an Assessment Appeals Board member.

13 PANEL MEMBER SPANO: Okay.

14 MR. LAX: It's I don't like to confuse the two.

15 PANEL MEMBER SPANO: Are you a mediator?

16 MR. LAX: I am a mediator.

17 PANEL MEMBER SPANO: Okay, let's go with that  
18 then.

19 MR. LAX: I think it applies to both.

20 PANEL MEMBER SPANO: Okay.

21 MR. LAX: I am very impartial. It's not difficult  
22 at all. And, in fact, I really enjoy, very much,  
23 professionally to be a decision maker. I enjoy it, I love  
24 the give and take, especially it's very different than the  
25 court.

1 PANEL MEMBER SPANO: Uh-huh.

2 MR. LAX: Because the court you don't really get  
3 the give and take with the judge, you present your case  
4 and then you get a decision, and the feedback is not as  
5 significant as it is with doing an assessment appeal,  
6 which is actually a lot like what I think the  
7 redistricting will be, there will be some give and take.  
8 You ask, you actively ask questions, and I enjoy that very  
9 much.

10 You know, part of -- I mean, the applicant, very  
11 often, is they don't understand, frequently, why a  
12 property is valued the way it is. And they think just  
13 because the house three blocks or three miles away sold  
14 hundreds of thousands less than their house, why their  
15 house is valued so high.

16 When you start teaching them that there are  
17 differences and you have to adjust, we call it adjust, for  
18 square footage, for location, and so on and so forth, they  
19 then come out of the experience appreciating that, number  
20 one, they were heard, and a better understanding of why a  
21 decision is made.

22 And I'm not saying that we deny those  
23 applications, we still grant them. It may not be to the  
24 degree of lower valuation that they want, but sometimes it  
25 is and sometimes it's not, it depends on the evidence

1 present.

2 So, I prefer, I really enjoy that give and take.

3 PANEL MEMBER SPANO: I'm sure you do.

4 MR. LAX: Yes.

5 PANEL MEMBER SPANO: Do you occasionally encounter  
6 cases where the circumstances of a party arouse sympathy  
7 or empathy with their plight?

8 MR. LAX: Me?

9 PANEL MEMBER SPANO: Yeah.

10 MR. LAX: Oh, yeah.

11 PANEL MEMBER SPANO: Okay.

12 MR. LAX: Yeah, and though you have to remember as  
13 a lawyer to be -- to don't confuse your emotions with the  
14 case. Now, that's sometimes not so easy. I'll share with  
15 you one very quick story.

16 PANEL MEMBER SPANO: Sure.

17 MR. LAX: Early, when my son was born 15 years  
18 ago, my wife was pregnant and she was a school teacher and  
19 she waited until the very last day to give -- you know,  
20 she worked until the very last day.

21 About three or four months later a girl calls me  
22 up and I had not done pregnancy discrimination or any  
23 discrimination case before, and so she says that she was  
24 fired.

25 I can't get into all the details, but we filed a

1 lawsuit based on pregnancy discrimination.

2 And I was very -- I took the case, I think the  
3 only reason I took the case is because I couldn't believe  
4 the story from the employer.

5 The employer said that she just quick. And anyone  
6 knows, who has a child, most people will stay and work as  
7 long as they can, and have their child, and have their  
8 leave and then come back.

9 So it really -- emotional, yeah, I was emotional  
10 about it because it really just violated my belief system  
11 that this employer could say that.

12 PANEL MEMBER SPANO: Was it -- do you find it hard  
13 when you have to fight maintain these emotional boundaries  
14 in cases like this that really touch you?

15 MR. LAX: Well, it doesn't impact, I think, my  
16 impartiality in terms of overseeing the case and  
17 litigating the case. In fact, it only invigorates me.

18 PANEL MEMBER SPANO: How many minutes do I have?  
19 Two minutes. Okay, I'm going to pass because I don't want  
20 to get into a long diatribe, but thank you.

21 MR. LAX: Thank you, Ms. Spano.

22 MS. RAMIREZ-RIDGEWAY: Are there follow-up  
23 questions, Panelists?

24 CHAIR AHMADI: No.

25 VICE CHAIR CAMACHO: I'll wait until you've asked

1 questions.

2 MS. RAMIREZ-RIDGEWAY: Okay. By the way, I really  
3 have been thinking about the "Partridge Family" bus  
4 before, for really a few weeks thinking, you know, aside  
5 from that creating a nightmare from an agendizing  
6 perspective, it would be a great way to get out there and  
7 meet people.

8 MR. LAX: You know, it's actually problem, now  
9 that we're talking about it, because we can't be in the  
10 same bus together.

11 MS. RAMIREZ-RIDGEWAY: Well, you can as long as  
12 you don't talk about business, but how do you agendize  
13 those meetings if you decide, look, there's a bunch of  
14 people right there, let's stop.

15 (Laughter.)

16 MR. LAX: Yeah.

17 MS. RAMIREZ-RIDGEWAY: Which is what I keep  
18 thinking would happen.

19 MR. LAX: Yeah, like maybe closed captioning us in  
20 the bus. By anyways, I'm sorry, go ahead.

21 MS. RAMIREZ-RIDGEWAY: Nevertheless, I think that  
22 the reason that I've been thinking about the benefits of  
23 having a bus, aside from the Bagley-Keene and fiscal  
24 implications, is that I think it's one of the best ways to  
25 get out there and reach people who may otherwise never

1 come to a meeting, as you alluded to.

2 So, assuming that the bus thing doesn't work  
3 out --

4 MR. LAX: Okay.

5 MS. RAMIREZ-RIDGEWAY: -- what do you think the  
6 Commission should do? I mean, you talked a little bit  
7 about the JC, using the JC facilities, what can the  
8 Commission do to reach people, and pull them in, and find  
9 out what's important to them so that they can -- the  
10 Commission can supplement the Census data and figure out  
11 where to draw these lines?

12 MR. LAX: There are so many ways you can answer  
13 that question. Is it 5.9 people -- 5.9 million people  
14 voted in favor of the Act and 5.7 voted against it, they  
15 were clearly interested, you would expect them to follow  
16 through and show up.

17 I don't have an answer to that. It's a shame,  
18 sometimes, that people don't get up and take time out of  
19 their lives to do.

20 MS. RAMIREZ-RIDGEWAY: Why do you think they  
21 don't?

22 MR. LAX: I think because they worry about their  
23 family, they worry about paying the rent, I think they  
24 worry about surviving. I think they worry about their  
25 amusement. And maybe it may not be that important.

1           And on the other hand, they also may think that it  
2 may not make a difference. I don't know what's in their  
3 mind. I vote, I participate and I -- to get people to  
4 come to these meetings, I suppose by as much publicity as  
5 you can.

6           I mean, I haven't talked about the methods but,  
7 you know, everything, radio, television, newspapers, e-  
8 blast, Tweeter. I'm not a Tweeter person, but whatever it  
9 is.

10           And, hopefully, by having a lot of meetings and I  
11 think that the intensity of doing this, I think it's  
12 unavoidable. I think two meetings a day is not bad idea,  
13 afternoon and evening, and traveling, and doing it  
14 intensely for three, four weeks.

15           Give some time off for the Commissioners to spend  
16 time with their families and get home and then come back  
17 and do it again, every week after week, or however you do  
18 it.

19           I don't want to prejudge an idea or plan, but I'm  
20 throwing out some ideas because I may not be invited back,  
21 or the lottery may not take me, or maybe someone from the  
22 Legislature may ding me because they didn't like what I  
23 said. But that's just generally my thought.

24           MS. RAMIREZ-RIDGEWAY: Do you have additional  
25 political aspirations?

1 MR. LAX: I don't have aspirations after losing.  
2 Maybe when I'm 60 or 70 I'll run again and I'll look like  
3 my community. You should never say never but, you know,  
4 every lawyer, I think every litigator inside always wants  
5 to be a judge. And so, I'm not sure if that's considered  
6 a political aspiration.

7 MS. RAMIREZ-RIDGEWAY: I wanted to find out a  
8 little bit more about your service on the AAB. Is that  
9 for a term?

10 MR. LAX: It is a three-year term.

11 MS. RAMIREZ-RIDGEWAY: Uh-hum.

12 MR. LAX: Although we tend to, history shows from  
13 the other members, that they stay on.

14 MS. RAMIREZ-RIDGEWAY: And so, is it an elected  
15 position, or an appointed position, how do you get on?

16 MR. LAX: I submitted an application, as I think  
17 others did, and the Board of Supervisors of Riverside  
18 County voted at a public hearing, after looking at  
19 applications, I expect.

20 MS. RAMIREZ-RIDGEWAY: So, you're on your second  
21 term, now, because it looks like you were two years eight  
22 months when you applied in, I don't know, February?

23 MR. LAX: Right. I was an alternate for roughly  
24 six months, and I think my three-year term concludes in  
25 February, I believe.

1 MS. RAMIREZ-RIDGEWAY: So, I don't know if you're  
2 familiar at all with the regulations that the Bureau's in  
3 the process of promulgating and I'm wondering if you are  
4 familiar -- you're nodding, so I'm guessing yes.

5 MR. LAX: I am.

6 MS. RAMIREZ-RIDGEWAY: You know that there could  
7 be some problems for you to continue your work on the AAB,  
8 potentially. I won't make a judgment call here.

9 And I'm wondering, if you're selected to serve on  
10 the Commission are you willing to, if required, give up  
11 your position on the AAB?

12 MR. LAX: Absolutely.

13 MS. RAMIREZ-RIDGEWAY: How do you think minority  
14 communities are going to be impacted by the Commission's  
15 work?

16 MR. LAX: How they're going to be impacted?

17 MS. RAMIREZ-RIDGEWAY: Uh-hum, or affected?

18 MR. LAX: Well, they'll be impacted because  
19 they'll hopefully have a voice and feel that they have a  
20 voice, as should every group and every citizen.

21 MS. RAMIREZ-RIDGEWAY: I don't think I have  
22 further questions.

23 Panelists?

24 CHAIR AHMADI: I don't have any.

25 MS. RAMIREZ-RIDGEWAY: Ms. Camacho, you were --

1 VICE CHAIR CAMACHO: Yes, I do.

2 It seems like you're very well organized, like you  
3 said, and I was hoping that, you'll probably have it in  
4 your binder, I was wondering, since you did run and we did  
5 talk about your running for City Council of Indian Wells,  
6 if, and you probably do, know the diversity of your  
7 constituents there?

8 MR. LAX: It's more of an affluent -- it's the  
9 most affluent area in the Coachella Valley and it's  
10 primarily white. It's an elderly community, 67 is the  
11 average age, and that includes, I think at the last time  
12 my kids were little, tiny kids, and so you can imagine the  
13 statistical -- how many elderly people it took to offset  
14 to get to 67 my little ones, who were three, or five, or  
15 eight years old, you know.

16 What other demographics are you -- more women than  
17 men.

18 VICE CHAIR CAMACHO: More women than men there?

19 MR. LAX: Yeah, I think statistically that we see  
20 that in most places, it's pretty close. But I don't have  
21 the demographics anymore.

22 It's heavily weighted to Republican, if you want  
23 to know politically, probably 70 percent or 65 percent.

24 It's a very active voting group. Again, it's a  
25 very small voting group, 2,500 people.

1           It's a nice place, I really like living there.

2           VICE CHAIR CAMACHO: Okay. Thank you, that was my  
3 last question.

4           MS. RAMIREZ-RIDGEWAY: Ms. Spano or Mr. Ahmadi?

5           CHAIR AHMADI: Since we have time, I know I said I  
6 don't have any, but just I'm curious.

7           How much time did it take you to complete the  
8 application, the supplemental application? I'm just  
9 curious.

10          MR. LAX: You know, Mr. Ahmadi, I don't know. I  
11 tend to be compulsive about my work and I spent a lot of  
12 time massaging and writing, and massaging and writing, and  
13 massaging and writing.

14          So, whatever time I had I filled it up with  
15 massaging and writing, it depends on what I was doing. I  
16 can't tell you, hours.

17          I will tell you that, you know, I liked doing it.  
18 I liked researching, I liked learning about redistricting.  
19 You always have to monitor the website because the  
20 regulations -- or the rule-making, the rules keep on  
21 changing. Not changing, but there's more rules that keep  
22 adding on to the list of rules.

23          I'm sorry, Mr. Ahmadi.

24          CHAIR AHMADI: No, that's fine, I was just  
25 curious. Thank you so much.

1 MS. RAMIREZ-RIDGEWAY: Any further questions?

2 PANEL MEMBER SPANO: No.

3 MS. RAMIREZ-RIDGEWAY: Okay. We have several  
4 minutes, about 16 on the clock, if you'd like to make a  
5 closing statement.

6 MR. LAX: Well, it went faster than I expected.  
7 I'm sure you want to get on to your vacation. I'll just  
8 tell you that thank you for the opportunity to be here and  
9 thank you for your service. And I'll, I think, leave it  
10 at that.

11 VICE CHAIR CAMACHO: Thank you.

12 PANEL MEMBER SPANO: Thank you.

13 MS. RAMIREZ-RIDGEWAY: Thank you, Mr. Lax, for  
14 coming to see us.

15 Let's recess until 10:59.

16 (Off the record at 10:29 a.m.)

17 (Back on the record at 10:59 a.m.)

18 MS. RAMIREZ-RIDGEWAY: The hour being 10:59 let's  
19 go back on record.

20 Our next applicant is Gregory Francis. Welcome,  
21 Mr. Francis.

22 MR. FRANCIS: Good morning.

23 MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

24 MR. FRANCIS: Yes, I am.

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

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

7           MR. FRANCIS: First and foremost I think  
8 Commissioners are going to have to be very fast learners.  
9 The timeline established by the Voters First Act is really  
10 aggressive, with us having to present our legislative maps  
11 to the Legislature by October. So, there's a lot of work  
12 to do, a short period of time, and we're mandated to get a  
13 lot of public input.

14           The ways I think I've demonstrated this in my  
15 professional career have been mostly in my last two jobs,  
16 written curriculum units for high school units at a  
17 program in Stanford. I typically had to go from zero to  
18 expert in a new subject, such as China's cultural  
19 revolution, or international environmental politics, or  
20 security in East Asia in about six months, because our  
21 deadline to publish was usually about eight months.

22           So, I gained a lot of skills in quickly  
23 identifying experts I could speak to, looking for the key  
24 literature on a subject and running passes through experts  
25 who were available at the university.

1           In my current role as curriculum manager with the  
2 Broad Superintendents Academy, I'm in charge of developing  
3 sessions for aspiring urban superintendents. When I  
4 joined in January of 2007 I had very little information  
5 about this field, I've never worked in a school district,  
6 yet I was in charge of meeting a very high standard for  
7 imparting the attitudes, knowledge, and skills these  
8 aspiring superintendents would need.

9           So, I put together a knowledge management system  
10 for our organization -- or we had a fledgling knowledge  
11 management system that I used to put together my own list  
12 of resources. And our role is basically to bring out the  
13 key issues we think the superintendents need to address  
14 and expose them to the different perspectives on that.

15           And so, it's quite analogous to the Commission's  
16 work in that we have an objective standard to meet and  
17 we're trying to bring different perspectives together.

18           The second skill I think we're going to need to  
19 possess is we're going to need to be really organized and  
20 be very good at project planning.

21           While we do have a staff, we're going to have to  
22 manage that staff very well to meet these deadlines. And  
23 there's some processes in my current role as curriculum  
24 manager that I've developed, that I think will address  
25 that, that I'll address in question five.

1           We're also going to be -- need to be open-minded  
2 and willing to hear new ideas during these community  
3 meetings. And I've -- this is something I've developed in  
4 my last two jobs where my role has essentially been to  
5 create essential questions and bring primary sources to  
6 people but not lead them -- you know, not advocate for one  
7 viewpoint or another. And so, exposure to a diversity of  
8 viewpoints is something that I've valued and done in my  
9 professional career.

10           We're also going to have to be -- have strong  
11 analysis skills. We're going to be looking at complex  
12 datasets and trying to weigh priorities against each  
13 other.

14           To do this well, the most important thing is that  
15 we are -- everyone is aware of the standard we're trying  
16 to meet. And, again, curriculum design is based upon  
17 specifying a quantifiable objective, putting together an  
18 assessment that lets you know if you've met that, and then  
19 focusing everything around that.

20           So, I think just keeping that focus on the  
21 criteria laid out in the Voters First Act is something  
22 that I can demonstrate with the Commission.

23           In terms of what I might lack, I anticipate being  
24 among those with less experience in public service among  
25 the Commission, so some of the protocols around public

1 meetings I'll need to learn and I'll need to lean on the  
2 other Commissioners.

3 I also don't have as much of a sense of a history  
4 of redistricting efforts in California, so that's  
5 something I would need to research beforehand or, again,  
6 lean on the other Commissioners to help out with.

7 MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
8 from your personal experience where you had to work with  
9 others to resolve a conflict or difference of opinion?  
10 Please describe the issue and explain your role in  
11 addressing and resolving the conflict? If you are  
12 selected to serve on the Citizens Redistricting  
13 Commission, tell us how you will resolve conflicts that  
14 may arise among the Commissioners?

15 MR. FRANCIS: In 1996 I was part of a team of four  
16 university students, who went to a city in China to teach  
17 English, through a program called Volunteers in Asia.

18 None of us had teaching experience, it was our  
19 first time doing it, so we had a lot of apprehension  
20 because it was a private school and the parents had very  
21 high expectations for what their students would learn  
22 during the ten weeks in the summer.

23 So, what we started doing is we had a really good  
24 system where we had our classes in the morning, we ate  
25 lunch, and then we gathered for an hour and a half or two

1 hours after lunch to share ideas, to debrief our lessons,  
2 and to prepare for the next day together.

3           And this went pretty well for the first half of  
4 the summer, but halfway through there was an argument  
5 between some of the other teachers and one of them stopped  
6 talking to the other two.

7           I wasn't present during this time so I was playing  
8 the role of kind of intermediary. And for about a week,  
9 since they wouldn't speak to each other at all, we didn't  
10 have these meetings and I felt like we weren't progressing  
11 as teachers because we weren't sharing information and  
12 improving our craft.

13           So, as the one who was still on speaking terms  
14 with everyone, I basically spoke to them separately and  
15 said, you know, we don't have to be friends, we don't have  
16 to talk about personal things but, you know, we're here  
17 with an organization that's giving us this opportunity,  
18 the kids and the parents are -- have faith in us to teach  
19 them as well as we can, and we're not doing that because  
20 of this personal issue.

21           So, can we just keep our meetings, we don't have  
22 to talk about anything personal, but just focus on how to  
23 improve our classroom practice?

24           And I was able to get the other three teachers to  
25 come together and have these meetings. They didn't become

1 friends, weren't on speaking terms, but I felt like we  
2 returned to a continuous improvement cycle that helped us  
3 become much better over that last half of the summer.

4 In terms of how I would resolve conflicts among  
5 the Commissioners in the Redistricting Commission, what  
6 I've seen in organizations is the most important thing to  
7 start off with is really take some time to define our  
8 mission, vision and core values.

9 I think, given the rigor of the selection process  
10 and the clarity of the law, we should be able to do that  
11 pretty quickly. But it's really important to define those  
12 specifically, and to make those visible, and refer to  
13 those during every meeting that we have.

14 If we have this constant North Star to guide our  
15 work, that will help us really to resolve diverse opinions  
16 among when we get these datasets, which ones to  
17 reprioritize because we can say, okay, which -- which of  
18 these plans for redistricting really best will help us  
19 meet our vision and which align best with our core values.

20 So, I expect there to be a diversity of opinion  
21 and there should be, but if we can always come back to the  
22 mission, vision, and core values and keep those paramount,  
23 we should be able to reasonably resolve conflicts.

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

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

4 MR. FRANCIS: The most important promise, I  
5 believe, of the Commission's work and the reason the  
6 Voters Rights Act came about is because I think there's a  
7 sense that the current districts we have, where some  
8 electoral districts are divided over four counties, and  
9 there's some really irregular shapes, for example in Long  
10 Beach, or San Jose, or Fresno, these were carved basically  
11 by the two dominant political parties to create safe  
12 districts.

13 And what that does is in -- to be elected, you  
14 have to basically appease the voters in your party, so  
15 there's no incentive to cross party lines or reach out to  
16 the very large, the large independent portion of the  
17 electorate.

18 What happens then is people put ideological purity  
19 first and basically they know if they can demonstrate that  
20 they're very much in line with their party stance they'll  
21 win election. And when they get to the Assembly or the  
22 Senate, there's still that incentive to maintain the pure  
23 party doctrine, and that leads to a lack of incentive to  
24 cooperate and gridlock in some of the problems addressing  
25 our State's issues, that we've seen.

1           And I think the Commission's hope is that by  
2 keeping geographies and communities of interest together  
3 we create a situation where candidates now that to win,  
4 their seat is not safe for their party, so they have to  
5 appeal not only to members of their party, but to members  
6 of the other party, and the large and growing independent  
7 portion of the electorate, which will lead to people who  
8 are more willing to compromise, who are more reflective of  
9 the interests of their community, and people who should be  
10 more moderate and will work to make deals and address the  
11 key issues our State needs to tackle.

12           The other -- the other two advantages, I believe  
13 that will improve the State are one is that the Commission  
14 is composed almost one-third of people who are declined-  
15 to-state voters. Previously, this group of voters has not  
16 had any input into district lines, and I represent part of  
17 that constituency. And as we know, this has been growing  
18 very frequently over the past few decades.

19           And so, a pretty large portion of the electorate  
20 has basically been disenfranchised in this process.

21           Also, the process has often been done through  
22 meetings that weren't open to the public. Since the  
23 Commission's work will be done openly and everyone will  
24 see the criteria we're using, I believe this advances the  
25 goals of a transparent democracy.

1           In terms of how the Commission's work could harm  
2 the State, one -- one thing that has happened with the  
3 safe districts is often these align with ethnic lines, and  
4 so there has been an increase in minority representation  
5 in some districts for the Senate and the Assembly.  
6 Keeping geographies and communities of interest intact  
7 might decrease the minority representation in our  
8 legislative bodies, but I believe that the benefits of  
9 Legislators who are more moderate and have to think about  
10 the interests of everyone in their district, and not just  
11 the party they belong to, will far outweigh this potential  
12 drawback.

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

22           MR. FRANCIS: About a year from now I spearheaded  
23 a process with the Broad Superintendents Academy to  
24 develop a detail strategic curriculum plan for the 2010  
25 Academy. This was done over the last four months of last

1 year and, basically, what we were trying to do is for the  
2 first time lay out all of our projects throughout the year  
3 and all of our training sessions and look at, when we put  
4 this together, what kind of profile we had around  
5 what's -- because we were inviting what topics we were  
6 covering, how much time we were spending on them, how much  
7 of our time was interactive and what kind of variety we  
8 had around Pedagogy for the Academy.

9           And we wanted to do this because in the past, once  
10 the Academy starts the beginning of the year the project  
11 management is really heavy, and so sometimes we don't step  
12 back and look at how the whole comes together and whether  
13 this meets some of our objectives.

14           And so, I was -- as the curriculum manager, I was  
15 spearheading this process and there was a group of five  
16 people who had input into it. We had three meetings  
17 throughout the end of the year and basically what we  
18 started off doing was looking at what our objectives, main  
19 objectives were for this year, in our metrics.

20           And so, we identified things like the topics we  
21 wanted to cover and how much time to spend on them. We  
22 had a target for what percentage of our time in session  
23 was going to be interactive and we had some other metrics  
24 like that.

25           So, once we laid those out I put together a first

1 draft of the topics we'd cover in session and using Excel  
2 basically mapped this to our objectives around time per  
3 topic, interactivity, and some other metrics we had.

4           And I then presented this at our first meeting and  
5 we got comments from everyone. And typically, when you do  
6 that, there's a lot of -- there's a wide variety of  
7 comments that we can't all take together.

8           And then for the next meeting my role was to take  
9 these comments together, flesh them into one coherent  
10 plan, follow up with people if I felt like they would  
11 have -- if some of their comments might not be  
12 incorporated, and tried to explain why or tried to resolve  
13 that issue, and then present a packet for the next meeting  
14 that laid out what the year would look like at that point,  
15 and had some really targeted questions for our meetings.

16           And doing that helped ensure that within the space  
17 of a day or a day and a half we could basically go through  
18 all the core topics for this complex training process.

19           And at the end of the four-month period we did  
20 have a plan that, right now, is helping us align all of  
21 our -- all of the elements of the Academy much more  
22 closely. And so far we've had the highest rating by our  
23 participants of meeting our objectives that we've ever  
24 had, so I feel that has been pretty successful.

25           As part of the Commission, I think some lessons

1 from this and other work experiences I've had are we need  
2 to have a shared project plan that we can all update  
3 virtually. That's, I think, really important that we all  
4 have the most up-to-date information on where we are on  
5 the activities we need to do and who's responsible for  
6 what, and we should be able to update that virtually so  
7 that everyone can see the most updated copy.

8 I also think it's really important, in terms of  
9 collaboration, to collaborate more frequently, and even if  
10 it's for a shorter period of time.

11 A lot of times, when there's monthly check-ins and  
12 we make a big to-do, and we might have to meet for  
13 example, we miss a lot of the mid-course corrections we  
14 could make if we had a weekly check-in. That might be  
15 virtually by phone, for example, and that would also save  
16 us some money. That's less costly and also allows for  
17 quicker feedback loops, and allows us to address issues  
18 where we might be falling behind on the public meetings,  
19 or getting a dataset, or something like that.

20 MS. HAMEL: Five minutes.

21 MR. FRANCIS: Okay. So, I think the more frequent  
22 meetings will help a lot.

23 And it's also, I think, really important for us to  
24 start every meeting with a status check. Actually, have  
25 everyone send a status check before the meeting so we can

1 spend our time in the meeting addressing issues, rather  
2 than getting up to speed on what they are. And then at  
3 the end of the meeting really being clear about next  
4 steps, who's going to do it, if we're delegating, when  
5 that person's going to know that they have to do the next  
6 step.

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

14 MR. FRANCIS: I think it could be -- add some  
15 good -- add some important value as in part of -- in the  
16 public meeting process of the Commission. I'm fluent in  
17 Spanish, so I could conduct meetings in that language, if  
18 we wanted to do so. And having lived both in Asia and  
19 Latin America, I think I can connect with people in those  
20 backgrounds in some ways pretty easily.

21 I also -- my experience designing curriculum and  
22 in teaching, as I mentioned before, has helped me become  
23 really clear about stating our desired outcomes up front.  
24 And I think both for the Commission's work and also for  
25 the public meetings it's really important that we start

1 the meetings by saying this is the Commission, this is  
2 what we're trying to do, and at this meeting we're trying  
3 to answer this question.

4 And I think that's really clear because these  
5 meetings have a potential to be really unfocused if we, as  
6 facilitators, don't lay out very clearly what we're trying  
7 to get out of the meeting, and then that also allows us to  
8 check when we've done that.

9 And so, I think that course skill will be  
10 important that I will bring to the Commission.

11 In terms of actually facilitating these meetings,  
12 some people are intimidated in public settings, with  
13 microphones and such, so if we do a standard we want to  
14 hear from you, and people come up to the microphone, or we  
15 just do an open Q&A, everyone might not participate.

16 I do have experience with a variety of pedagogical  
17 methods where we can get everyone to have their voice  
18 heard in a more efficient way.

19 So, one example is we might put up -- if our  
20 question for the meeting is what are the top three  
21 criteria by which we should draw our electoral districts?  
22 We might have people -- we might have a forum where people  
23 are first in working groups of three come up with a list  
24 and then we say, okay, now we want three groups to come  
25 together, so now there's a group of nine, can you agree on

1 the top three?

2           And then we take half the room, and the other  
3 half, and then we have the whole room together. So,  
4 everyone's been speaking to -- everyone's had a chance to  
5 speak at some point and we're having them actually do some  
6 of the work of coming to a common ground, that we'll have  
7 to do as a Commission, and I think this could be a good  
8 model for what the Commission does and what our  
9 Legislators would do.

10           There are other methods of increasing  
11 productivity, as well, or interactivity, such as before  
12 and after polls we could do at these meetings, or putting  
13 up a question, how much do you agree with this, and having  
14 people walk to four corners of the room based upon how  
15 much they agree.

16           So, I think just thinking creatively about how to  
17 make sure these meetings do generate a wide variety of  
18 responses and getting a wider spectrum of people to  
19 participate, I think those are ideas I could bring to the  
20 table.

21           MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

22           CHAIR AHMADI: Thank you. Good morning, Mr.  
23 Francis.

24           Well, first of all, you didn't show up on the last  
25 scheduled interview.

1 MR. FRANCIS: Right.

2 CHAIR AHMADI: Would you care to tell us about  
3 what happened? I hope you're safe and --

4 MR. FRANCIS: Yes, there's -- there's no good  
5 excuse for that. I essentially was driving from Fremont  
6 and the time estimated to come here was two hours, so I  
7 left two and a half hours early. I was anticipating, it  
8 being a Friday afternoon, traffic coming out of  
9 Sacramento, as typical traffic flows are, but I forgot to  
10 take into account the summer pattern of people traveling  
11 up to the mountains on Friday afternoon, for the weekend,  
12 so I got stuck in a lot of traffic and I wasn't able to  
13 make it.

14 I called and gave advance notice, and I know you  
15 waited for a while, but I would have made it at 5:00 and  
16 that would have been too late. So, I do apologize for  
17 that, and there was really no good excuse for that because  
18 I could have taken -- I could have come up much earlier.

19 So, if that's something that weighs in your  
20 decision, I accept that that would be a demerit against  
21 me.

22 CHAIR AHMADI: No, that's fine. I'm glad that you  
23 made it today.

24 MR. FRANCIS: Thank you.

25 CHAIR AHMADI: Thank you.

1           In response to question number two, when you were  
2 discussing about your approaches to resolve conflicts  
3 among the Commissioners, you mentioned the importance of  
4 having a defined mission, vision and core values.

5           MR. FRANCIS: Yeah.

6           CHAIR AHMADI: I'm interested to, and I believe  
7 the Panel is interested to hear a little bit more detail,  
8 like what do you think the mission should be or, in your  
9 definition, if you have given it any thought --

10          MR. FRANCIS: Yeah.

11          CHAIR AHMADI: -- we would appreciate to hear from  
12 you, and what is the vision and what is the core values  
13 that the Commission should be having?

14          MR. FRANCIS: Well, it's pretty well spelled out  
15 in the law, so there is some room for variation, but I  
16 think our mission is to redraw the State Assembly and  
17 Senate Districts according to better represent California  
18 per what it states in the law, which is to recognize  
19 diversity, as much as possible keep geographies and  
20 communities of interest intact.

21                 And then there's another list of try to be as  
22 geographically contiguous as possible.

23                 So, we would have to kind of, I think, refer to  
24 that list in terms of our mission.

25                 In terms of our vision I would say that, just

1 having a go at it, I think the vision could be that by  
2 engaging Californians from a wide variety of political,  
3 gender, ethnic, geographic and economic circumstances the  
4 Panel will determine what Californians believe is the  
5 fairest way to divide electoral districts and will then  
6 review datasets to -- and decide which of these datasets  
7 best confer to the public preference.

8           That's not very eloquent, but it's a first go.

9           And in terms of core values, I think our values  
10 have to be representing diversity, trying to hue as much  
11 as possible to the principle of one person one vote, so  
12 roughly equal voting districts, and trying to stick to the  
13 definition.

14           And one other core value that might not be in the  
15 law, for example, is faithfully representing the public  
16 voice in our decision of which map to use.

17           CHAIR AHMADI: So, let me just ask you a  
18 hypothetical question.

19           MR. FRANCIS: Okay.

20           CHAIR AHMADI: Let's say that there is a conflict  
21 between a few of the Commissioners on the definition of  
22 mission. You know, some people say criteria is important,  
23 based on Voting Rights Act for example, and some people  
24 say, no, there is some flexibility and this other factor  
25 is important. So, how would you go about resolving that

1 conflict, if there is a conflict?

2 MR. FRANCIS: Well, one strategy is to bring in an  
3 outside expert, so just get any counsel on that and  
4 legally what those definitions mean, that would probably  
5 be the first step.

6 The second is to look at, a number of states have  
7 done this, now, I think most recently Arizona, to look at  
8 what -- if they had a mission, what that was, but also to  
9 just kind of look at what they -- if they had a more  
10 specific definition that we might be able to use.

11 And then I also think at some point we have to  
12 kind of divine three levels of agreement. There's we  
13 totally agree with this, there's kind of a level where we  
14 have some issues with it, but this is good enough that we  
15 can go ahead, and there's I'm totally in disagreement.

16 And I think, ideally, we want everyone on the  
17 level of we're totally on board, but the goal we would say  
18 is if you don't -- if you can begrudgingly agree to this,  
19 then that's kind of the bar we need to have.

20 So, we might not get everyone to completely be  
21 excited about the specific definition of that mission, but  
22 as long as people aren't vehemently disagreeing that would  
23 be enough to move forward.

24 CHAIR AHMADI: Okay. Thank you so much.

25 MR. FRANCIS: You're welcome.

1 CHAIR AHMADI: Based on your application, you  
2 mentioned that you have had opportunity to organize to, in  
3 your words, "large community events."

4 MR. FRANCIS: Uh-hum.

5 CHAIR AHMADI: Could you tell us a little bit more  
6 about that?

7 MR. FRANCIS: Sure, in --

8 CHAIR AHMADI: Your experiences, I mean, and ways  
9 that it prepared you to be successful on the Commission,  
10 should you be selected?

11 MR. FRANCIS: Sure. In 1996 I organized an event  
12 called "You Can Make a Difference," at Stanford  
13 University, which was a student-run conference. Every  
14 year we chose a topic and we basically convened experts  
15 and tried to give people a way to act upon a certain  
16 issue.

17 The year I did it was children's issues, which  
18 encompassed education, but also youth development and some  
19 other topics.

20 So, my role was to develop the program, so we  
21 basically had to decide what the topics were, divide those  
22 into work streams, we had people who invited different  
23 experts to each of those. And kind of define what the  
24 objective was and go talk with the speakers about what  
25 their specific talking points should be and how this would

1 come together in terms of the whole conference.

2           And as part of this we had to do outreach across  
3 campus, so we visited a lot of student dormitories and  
4 explained what the conference was, and what we hoped to  
5 get out of it. And we had to think of ways to give people  
6 a means of action at the end of the day, and so we ended  
7 up coming up with bookmarks of a list of local  
8 organizations people could volunteer with or donate to,  
9 for example.

10           But my role was basically in developing the  
11 program and, again, just making sure that everyone that we  
12 were working with understood the overall mission of the  
13 conference and what their role was in that.

14           So, I think in terms of the Commission that could  
15 help in terms of focusing our public meetings and also the  
16 staff that we're going to hire, making sure that they can  
17 relate their work to the greater goal of the mission and  
18 they're clear about what their specific role in advancing  
19 the work is.

20           The other event was a charity tennis tournament I  
21 organized in Quito, Ecuador. And for that I would have to  
22 say persistence would be probably the main lesson because  
23 the -- it's a pretty poor country and so it's really hard  
24 to get -- our main goal of collecting funds was through  
25 corporate sponsorships of the tournament, and we also had

1 an entry fee for the people who played, but we were hoping  
2 to get some corporate sponsorships that would raise a lot  
3 of money, and the money was all going to go towards street  
4 children.

5           So, I worked through some of the connections with  
6 the Rotary Club, that was a sponsor for this tournament,  
7 but I was responsible, basically, because it was after my  
8 classes were over with, my master's program, I was  
9 responsible for going and talking to the appropriate  
10 person in each company. And it was really hard to get  
11 them to contribute any money, they don't have much money.

12           Anyway, and it's kind of that culture of private  
13 sponsorship is not as strong there.

14           So, I would say I gained the -- the biggest  
15 quality was persistence and not giving up. At a point, a  
16 couple months before the tournament, I thought we might  
17 not even have it, but I just kept following up on leads  
18 and eventually we had enough sponsors so the tournament  
19 went on. And we raised a thousand dollars, which is not  
20 much here, but it did some good there.

21           And the big thing is that we established the  
22 tournament and it had continued for a few years after  
23 that.

24           CHAIR AHMADI: Thank you. Sounds like a success  
25 story.

1           On the first event that you described, the  
2 conference --

3           MR. FRANCIS: Yes.

4           CHAIR AHMADI: -- was it challenging -- was it  
5 challenging to come up with the final decision for the  
6 topics, or what was the input like?

7           MR. FRANCIS: That -- I think that actually that  
8 was done before I joined the organization. I think their  
9 initial meetings in September or October, when the school  
10 year started, were around what's the topic for this year?  
11 And I joined around October, after it had been decided.  
12 And I think, frankly, that's what attracted me to the  
13 conference. If it had been some other topic that I had  
14 less interest in, I probably wouldn't have joined, so I  
15 didn't have input into that.

16          CHAIR AHMADI: Okay. Okay, thank you.

17          When we talk about California's diversity in terms  
18 of geography and demographics, could you tell us about  
19 your ideas or in your mind how does this diversity affect  
20 shaping the difference preferences that the people have,  
21 or residents have?

22          MR. FRANCIS: In my mind, I think one of the  
23 biggest ways that geography influences people's  
24 preferences is -- or, basically, there's rural and urban  
25 areas often have very different priorities. In a lot of

1 rural areas people are used to more sufficiency and so  
2 they often prefer fewer -- they often ask less of  
3 government and, accordingly, they often prefer a smaller  
4 government.

5 In some urban areas people see that their -- feel  
6 that their quality of life would be improved by a larger  
7 government role. So that's, I think, one of the key  
8 dynamics in our State that's -- we need to balance.

9 I think another thing is industry is very  
10 different, so we have a very large agricultural sector  
11 that corresponds to the Central Valley and other valley  
12 areas, and I think they have certain economic interests  
13 that are different for the service sector, which is more  
14 concentrated along the coast.

15 And so, I think economically there are some  
16 different interests there.

17 Is that pertinent to your question?

18 CHAIR AHMADI: Yeah. If you can share some  
19 specific examples --

20 MR. FRANCIS: Okay.

21 CHAIR AHMADI: -- if you have any? When you  
22 compare, for example, a rural community versus an urban  
23 setting community --

24 MR. FRANCIS: Sure.

25 CHAIR AHMADI: -- in terms of their needs, and

1 issues, and impact on the Commission's work?

2 MR. FRANCIS: Sure. So, one example we passed a  
3 bill to build a high-speed rail network. This is going to  
4 be for people who commute a lot between, for example, the  
5 Bay Area and Sacramento, or Southern California, or Los  
6 Angeles this is really useful. And I think people will  
7 see, people who often have to make that drive or are  
8 flying will see this as a useful alternative and they're  
9 willing to pay more to have that option if they're  
10 traveling a lot.

11 The communities that they're passing through, that  
12 in the Central Valley, some of the proposed lines for  
13 example, they -- because their business is more around  
14 taking care of -- it might be agricultural, so they might  
15 be basically concentrating on their farm, and then they  
16 need to get that product to the nearest packing or  
17 shipping plant, and maybe their family has been there for  
18 generations so they don't have -- they don't have family  
19 that's in the other places, they might not have the need  
20 to ever use this train.

21 And so, the taxes they're paying into that, for  
22 example, they'll feel like is an unfair burden upon them  
23 because it's for other people's use and not their own.

24 CHAIR AHMADI: Okay.

25 MR. FRANCIS: Is that specific enough?

1 CHAIR AHMADI: Yeah, thank you so much.

2 Do you believe that the Voting Rights Act is a  
3 necessary law; why or why not?

4 MR. FRANCIS: I believe it's necessary, but not  
5 sufficient, and so --

6 CHAIR AHMADI: Not sufficient?

7 MR. FRANCIS: Yeah, necessary for what I would  
8 say. I think the core problem here is our State's  
9 political structure has not allowed us to address a lot of  
10 the big economic issues that have come our way, not just  
11 this decade, but over a series of decades, and that have  
12 had impact upon our ability to provide quality education  
13 for all citizens, healthcare, quality of life, sufficient  
14 infrastructure.

15 And so, to fix this I think we need to modify our  
16 State's political structure. One way I think the Voters  
17 Rights Act is a very -- is a great, a necessary step in  
18 doing so because right now Legislators can choose their  
19 voters by deciding which -- who their constituents will be  
20 and they can predict pretty well a configuration that will  
21 keep their party in power, until the next Census at least.

22 And so, it's hard to have a democracy when all the  
23 outcome of the elections is almost preordained. I think  
24 in '94 we had a hundred percent of incumbents winning  
25 election, and we've had 99 percent in recent elections.

1           So, I think this just goes to show that the power  
2 to actually change Legislators, when people feel like  
3 they're not being represented or the policies that are  
4 being implemented do not -- they're not agreeing with, is  
5 really stunted because the lines are drawn so well that no  
6 matter what the dominant party in that district is going  
7 to win.

8           And I think that also decreases voter turnout and  
9 increases voter apathy.

10           And so, I think it's necessary that we at least  
11 are able to draw districts where people feel like they  
12 have -- they're vote actually makes a difference and they  
13 can change things, and that will get -- I think people  
14 will be more responsible and feel like they can actually  
15 change what's going on in the Legislature if this is done.  
16 But I think there's also other changes that would need to  
17 be made.

18           MS. HAMEL: Five minutes.

19           CHAIR AHMADI: And that's why you say it's -- in a  
20 way it's insufficient?

21           MR. FRANCIS: That's correct.

22           CHAIR AHMADI: Okay. Thank you.

23           What other laws do you think the Commission should  
24 follow?

25           MR. FRANCIS: The Commission?

1 CHAIR AHMADI: Yes.

2 MR. FRANCIS: Itself.

3 CHAIR AHMADI: The Redistricting Commission. For  
4 the purpose of redrawing the lines what other laws, or  
5 criteria, or rules do you think they should follow?

6 MR. FRANCIS: Oh, I see what you mean. There's  
7 the Voting Rights Act from, that we need to follow, from  
8 the 1960s.

9 CHAIR AHMADI: Uh-hum.

10 MR. FRANCIS: In terms of making sure that  
11 everyone who's eligible to vote can vote.

12 I know there's -- I think there have also been  
13 some other laws pertaining to the size of districts, and  
14 trying to make sure that those -- that one is not bigger  
15 than another, so there's one person, one vote.

16 CHAIR AHMADI: Size, you mean in terms of  
17 population?

18 MR. FRANCIS: Population.

19 CHAIR AHMADI: Okay.

20 MR. FRANCIS: So, you can't -- if a district  
21 had -- one district had 500,000 residents and the other  
22 had one million that then, in effect, being in that  
23 500,000 district your vote counts twice as much, so,  
24 trying to keep it as proportional.

25 And those are the ones that I know about.

1 CHAIR AHMADI: Okay. Thank you so much, no  
2 questions at this point.

3 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

4 VICE CHAIR CAMACHO: Thank you. Hello, Mr.  
5 Francis.

6 MR. FRANCIS: Hi.

7 VICE CHAIR CAMACHO: When you were talking about  
8 the impacts of the proposition, I heard that you were  
9 talking about the party affiliation and that that should  
10 be taken into consideration.

11 There's various laws, there's the Voters First  
12 Act, which governs -- which is Proposition 11, and then  
13 you have the Voting Rights Act, which is of 1965, which  
14 kind of governs the minority population, and their right  
15 to vote, and stacking and packing them.

16 Would you look at a community of interest and if  
17 you saw that there was a minority group there and they  
18 wanted to be represented, would you be comfortable,  
19 instead of splitting that supposed community of interest  
20 to ensure that that minority group had a voice in the  
21 political process?

22 MR. FRANCIS: Can you restate the question,  
23 please?

24 VICE CHAIR CAMACHO: No problem. Would you be  
25 willing to split a community of interest to ensure that a

1 minority group had a voice in the voting of their  
2 district?

3 MR. FRANCIS: I think I'd want to look more  
4 specifically at what the legal record says about what --  
5 how to define community of interest, because I'm not sure  
6 how that's defined in case law, for example.

7 But maybe -- let me see if this will answer your  
8 question.

9 VICE CHAIR CAMACHO: Okay.

10 MR. FRANCIS: So, for example, I know in East Los  
11 Angeles there's a large Latino community and what I don't  
12 want to -- what I'm not saying is that this should be  
13 split up so that we have equal -- so that this should be  
14 combined with communities that have other ethnicities so  
15 that we have an equal representation.

16 I mean, I think that's -- there's no, I think,  
17 geographic reasons that you would want to split that  
18 community up, but what I guess my concern would be is  
19 around where we have kind of districts that are long  
20 slivers, that are -- that extend, you know, through --  
21 some of our districts are four counties, that are taking  
22 people who might -- it might be a rural area, it might be  
23 a city, it might be divided by a river, a mountain, or  
24 some other natural geographic boundary, but that's put  
25 together to create a safe district.

1           And sometimes this coincides with -- this creates  
2 a district where one ethnicity is dominant. And so, in  
3 those cases where this is created just to be a safe  
4 district, that's what I would -- that's the situation that  
5 I think the Commission should try to make sure we don't  
6 have.

7           Does that -- I'm not sure if that answers your  
8 question?

9           VICE CHAIR CAMACHO: No, I have a follow-up  
10 question.

11          MR. FRANCIS: Okay.

12          VICE CHAIR CAMACHO: So, that's okay. If that  
13 district was drawn to ensure that it met the Voting Rights  
14 Act of 1965, would you be comfortable with that shape and  
15 the purpose of it?

16          MR. FRANCIS: Again, if there were a true  
17 community of interest as we can see it defined, and if it  
18 met the criteria laid out in the Voters First Act, and in  
19 doing these focus groups we felt like people did feel like  
20 this was a community of interest, that they shared common  
21 interests, I would be comfortable.

22          VICE CHAIR CAMACHO: Okay. In your application  
23 you talked about tutoring Spanish and Chinese speakers.

24          MR. FRANCIS: Uh-hum.

25          VICE CHAIR CAMACHO: What ages were the students

1 and how would this experience help you as a Commissioner?

2 MR. FRANCIS: In college I tutored some people who  
3 had service jobs at the university, that I tutored one  
4 man, in particular. He was about, I believe, 40, and so  
5 he was working at the university and he wanted to improve  
6 his English so he could have better job options and things  
7 like that.

8 In terms of tutoring Chinese students, that was  
9 later on when I was working at Stanford, so it was a PhD  
10 candidate -- sorry, it was when I was an undergraduate,  
11 and he was in a doctoral program and he -- he just wasn't  
12 happy with his English level and so he wanted to become  
13 more proficient. And these were one-on-one tutoring  
14 opportunities.

15 In terms of how that would relate to the  
16 Commission, I don't want to presume that I understand the  
17 concerns of any ethnic community because I think those can  
18 be very diverse, so I'm not going to say that. I guess I  
19 will say that if there are people who come to the meetings  
20 or if we can offer meetings, if we believe that there's  
21 sufficient demand that we would want to offer meetings in  
22 Spanish and Mandarin, then I think I could, in Spanish,  
23 facilitate those meetings. Not so in Mandarin. But if  
24 people come to the meetings who can speak those language,  
25 I think I could listen to what they're saying and have

1 that transcribed and put into the official record for our  
2 consideration.

3 VICE CHAIR CAMACHO: Okay. Did you notice when  
4 you were teaching these individuals that due to their  
5 different learning styles or different cultural background  
6 that you had to teach them differently?

7 MR. FRANCIS: Yeah, this was 13 years ago, so I'm  
8 not -- my recollection, specifically, of what I did wasn't  
9 so clear.

10 I think the biggest difference was that their  
11 learning objectives. And so, for the man who came from  
12 Mexico, he was basically trying -- he wanted to be able to  
13 pass the citizenship test and also to be able to read to  
14 his kids, and so that was the type of English I was  
15 teaching him.

16 For the doctoral candidate it was more around  
17 academic English, and so I kind of focused my tutoring  
18 based upon those different vocabulary needs in those  
19 different contexts, and tried to replicate those by using  
20 -- so, for the man who was studying for his citizenship  
21 test I used the bank of questions and some of the  
22 introduction guides as the material that we would go  
23 through.

24 For the fellow who was in the doctoral program, I  
25 had to look -- I looked at some of his notes from class or

1 some of his texts.

2 VICE CHAIR CAMACHO: Okay. I know I'm going to  
3 mess up on this university's name.

4 MR. FRANCIS: Okay.

5 VICE CHAIR CAMACHO: That you went to, to get your  
6 master's degree.

7 MR. FRANCIS: Yes.

8 VICE CHAIR CAMACHO: Universes -- how about the  
9 University in Ecuador?

10 MR. FRANCIS: Yes.

11 VICE CHAIR CAMACHO: Okay.

12 MR. FRANCIS: Got it.

13 VICE CHAIR CAMACHO: You were there for two years?

14 MR. FRANCIS: I was there for one year and then I  
15 went back for half a year to finish my thesis.

16 VICE CHAIR CAMACHO: While you were there what did  
17 you learn about the culture and interaction of individuals  
18 that would help you as a Commissioner, while you were  
19 there?

20 MR. FRANCIS: I think -- so, I studied Latin  
21 American studies, and I think kind of one of the most  
22 important things I learned along those lines was the  
23 tension there is in, particularly Ecuador, around the  
24 dominant culture that is a western culture, and then the  
25 indigenous culture, because there's a pretty big

1 indigenous population.

2           And people who -- in trying to kind of value the  
3 indigenous values while also living in a globalized world,  
4 and I think that was kind of the biggest thing for Ecuador  
5 and in my studies is kind of how to reconcile those two  
6 traditions.

7           In terms of with the Commission, I think one thing  
8 I could -- one experience it has is that there's very  
9 different -- the level of expectations and trust for  
10 public institutions in Ecuador was quite low, and so  
11 people always assumed that anything done public was  
12 subject to bribery or influence.

13           That may be a supposition that some of our  
14 residents, who are from Latin American countries have.  
15 So, I guess in terms of a tangible way I could bring that  
16 to the Commission is just before meetings just really lay  
17 out, okay, look, these are the safeguards that are in  
18 place, this is the process we've used to get to this  
19 phase. And if you have questions about the integrity of  
20 this process, we have transcripts that are available  
21 publicly, and video online for our meetings, as I assume  
22 we'll have.

23           And so, I think that would be a tangible learning  
24 from my time studying in Ecuador.

25           VICE CHAIR CAMACHO: Since these individuals are

1 reluctant with the political and -- political process in  
2 their countries, and that's probably brought up in here,  
3 when they come here, what do you think it would take or  
4 what do you think we could do, as a Commission, if you  
5 were on the Commission, to reach out to these communities  
6 to show that they can come -- they are invited to  
7 participate in these meetings?

8 MR. FRANCIS: One -- I think one important thing  
9 is to have -- sorry, is your question about to get people  
10 to come to the meetings or about -- about ensuring that  
11 there's integrity to the process, or both?

12 VICE CHAIR CAMACHO: No problem. My question is  
13 how do we get these individuals that are hesitant of the  
14 political process to feel welcomed and needed, and to have  
15 them come, get them involved in the meetings?

16 MR. FRANCIS: I think the best way to do so would  
17 be a direct link to their lives and how -- trying to draw  
18 that line to how political good luck affects them. So,  
19 pointing things out by have you suffered because of the  
20 bad economy or do you know someone who has? Have you  
21 found that it's -- have you or someone had to leave  
22 college and not been able to go to college because of  
23 increasing fees? Have you noticed your -- do you feel  
24 like the government doesn't represent you?

25 Try to get some link to their lives and then use

1 that to say this is an opportunity to have -- to make a  
2 different, to try to get our government to solve these  
3 sort of problems for you. And aware most people are still  
4 not fluent in English, so through announcements on the  
5 Univision, or the local television site, you have to  
6 do -- you have to look at the market research to see how  
7 people get their news, whether it's television, radio,  
8 newspaper, internet in that community, or a public event.

9 But I think advertising the public meetings of the  
10 Commission not just as this is the California  
11 Redistricting Commission, with some link as, you know, do  
12 you feel like the opportunities for you have decreased,  
13 and like what I just said. Do you feel like there aren't  
14 jobs that you want anymore, and creating that and using  
15 that as sort of the lead in to any announcements for the  
16 meetings I think would increase attendance.

17 VICE CHAIR CAMACHO: Okay. As you've kind of  
18 discussed, that you're a curriculum manager.

19 MR. FRANCIS: Uh-hum.

20 VICE CHAIR CAMACHO: If you were asked to develop  
21 a curriculum focused on appreciation of California's  
22 demographic diversity, what would you include in that  
23 curriculum?

24 MR. FRANCIS: That's a great question. Someone  
25 should do that.

1           I think I'd want to start with -- so, usually, we  
2 start with the facts, so I'd want to start, for example,  
3 with -- well, first of all, I'd kind of define the  
4 objectives of what we were trying to get to and I think it  
5 would be one is how has California's demography changed  
6 through history? Two is what does it look like now. And  
7 three is what are the positives and benefits of our  
8 current demography, and its productions and how can we  
9 address any challenges?

10           And that would be something that I would not want  
11 to define, but I would want people to discuss and come up  
12 with as a solution at the end.

13           So, I think the first thing is basically to start  
14 off with the history, which is to draw kind of bar graphs,  
15 and how we define demography, I think we can look at  
16 populations so that you can see that, you know, the  
17 population has increased pretty quickly throughout our  
18 State's history in certain times.

19           We could look at economic growth and look at those  
20 bar graphs, and we can look at racial diversity in those  
21 bar graphs. Present those and try to ask people what  
22 the -- if they see any correlation between these,  
23 particularly, you're going to see that the population and  
24 the economic growth has increased at a quick rate.

25           But I think this would also show that -- and you

1 could also do California versus the rest of the country,  
2 and I think this would show that in terms of racial  
3 diversity we've really been sort of the harbinger of what  
4 goes on in the rest of the country.

5 I think that's important to let people see and  
6 it's important to bring up the history of how our laws  
7 have responded to changing demography, whether that's  
8 increased demand for higher education, or teaching  
9 languages other than English in schools, and how our  
10 public institutions have responded to that, and what  
11 people see as the challenges ahead and whether -- and  
12 how -- and what would be some good solutions to respond to  
13 any demographic challenges we have.

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

16 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

17 PANEL MEMBER SPANO: Good morning.

18 MR. FRANCIS: Good morning.

19 PANEL MEMBER SPANO: I'd like to talk about your  
20 Menlo Consulting Group experience.

21 MR. FRANCIS: Uh-hum.

22 PANEL MEMBER SPANO: And now we're going back to  
23 '01, that's a few years go. You were a research analyst  
24 in the tourism consulting company.

25 MR. FRANCIS: Uh-hum.

1           PANEL MEMBER SPANO:  What kinds of data did you  
2 work with?

3           MR. FRANCIS:  We worked with a social science  
4 program called SPSS.  What we did is we would take -- we  
5 did extensive surveys of hypothetical -- or of probably  
6 international travelers, so people who traveled overseas  
7 in the last three years, or who saw themselves traveling  
8 overseas in the next three years.  I think those are the  
9 criteria.  And we would get --

10          PANEL MEMBER SPANO:  Over the next three years,  
11 you say?

12          MR. FRANCIS:  Yeah.

13          PANEL MEMBER SPANO:  Oh.

14          MR. FRANCIS:  I'm not exactly sure what our  
15 timeline was, so I don't want to -- I don't want to --

16          PANEL MEMBER SPANO:  It was more than a short time  
17 is what you're telling me?

18          MR. FRANCIS:  Yeah.

19          PANEL MEMBER SPANO:  Yeah, okay.

20          MR. FRANCIS:  And then we would basically send to  
21 these -- we would, through market research companies, we  
22 would identify these individuals and we'd send them  
23 extensive surveys, more than 50 questions, and then we  
24 would get these responses and put them into SPSS, which is  
25 a data management program.

1           And we did this for a variety of countries, the  
2 U.S., Canada, Mexico, Brazil, Argentina. And then other  
3 travel organizations so, for example, Japan National  
4 Tourism Organization, or Qantas, or a tour group would  
5 basically pay us to tell them.

6           So, if you're Qantas they would say tell us  
7 everyone who's expressed interest in coming to Australia,  
8 and then we want to see what their preferences are in  
9 terms of, you know, how early they plan their vacations,  
10 how much they typically spend, what kind of activities do  
11 they like to do during their vacation, how they prefer to  
12 book their tickets, what their impression is of Qantas,  
13 which is one of the questions we had, how they get their  
14 news.

15           And so, we'd basically filter our dataset for  
16 Qantas and then we would basically create a report that  
17 answered each of those questions, for each of the  
18 questions they wanted us to answer for them, using those  
19 statistics. And then we'd also kind of put together our  
20 recommendation for how they could -- what segments they  
21 could market to, how they could do so, and what kind of  
22 volumes they might realistically expect to receive in  
23 terms of U.S. travelers.

24           PANEL MEMBER SPANO: So, they're your clients,  
25 then, Qantas, Japan --

1 MR. FRANCIS: Yeah, these --

2 PANEL MEMBER SPANO: Okay.

3 MR. FRANCIS: -- non -- so, in the case of U.S.  
4 travelers, non-U.S. companies in the tourism and travel  
5 industry.

6 PANEL MEMBER SPANO: Okay. And what was the  
7 nature of the rigorous qualitative and quantitative  
8 research?

9 MR. FRANCIS: So, the quantitative research was we  
10 had to make sure our datasets were completely -- had  
11 complete fidelity. Every time we ran the numbers we had  
12 to double check those and there were some --

13 PANEL MEMBER SPANO: A complete fidelity, is that  
14 what you said?

15 MR. FRANCIS: Yeah.

16 PANEL MEMBER SPANO: Okay.

17 MR. FRANCIS: The datasets, it's really important  
18 for example if -- if we're saying that here are the people  
19 that have a positive view of Quantas, we basically have to  
20 make sure that we don't include the people who didn't  
21 answer the question, for example, because that can skew  
22 the data.

23 PANEL MEMBER SPANO: Okay.

24 MR. FRANCIS: So, a lot of those --

25 PANEL MEMBER SPANO: The nonresponse ones?

1 MR. FRANCIS: Yeah, nonresponse.

2 PANEL MEMBER SPANO: Okay.

3 MR. FRANCIS: Inclusion and exclusion of those,  
4 it's important to make sure we had those details.

5 And then qualitatively we would often follow up  
6 and do focus groups or we would do calls with people who  
7 booked, for example with Qantas, who were people who put  
8 together tour packages to Australia, and asked them what  
9 patterns they saw from their U.S. -- from U.S. travelers  
10 who wanted to go to Australia.

11 PANEL MEMBER SPANO: Oh, so you would contact  
12 travel agencies and find --

13 MR. FRANCIS: Yes, travel agencies.

14 PANEL MEMBER SPANO: -- and find out. Okay.

15 MR. FRANCIS: Yeah.

16 PANEL MEMBER SPANO: What the interests of the --

17 MR. FRANCIS: Yeah, and then we'd do focus groups  
18 of people in the cities where the interest was highest.

19 So, if we found it was Los Angeles, for example, we'd  
20 advertise and say be part of this focus group. You know,

21 are you thinking about going to Australia in the next  
22 three years, please come and be part of this focus group

23 and we would do those interviews.

24 PANEL MEMBER SPANO: You mentioned that you  
25 transformed this research. What did you mean by that, in

1 your application?

2 MR. FRANCIS: But basically what we did is we took  
3 the quantitative and the qualitative data and we put that  
4 together to create a story of how -- of why we think the  
5 perception of Quantas was the way it was, and put together  
6 hypotheses and suggestions for how the client could use  
7 this to increase their number of travelers.

8 Does that answer your question?

9 PANEL MEMBER SPANO: Okay. I'm trying to get a  
10 sense of it.

11 MR. FRANCIS: Okay.

12 PANEL MEMBER SPANO: I haven't done this type of  
13 analysis.

14 How did you -- how did you know what kind of data  
15 to get? You said you looked at certain countries, right  
16 Brazil, U.S. --

17 MR. FRANCIS: Yeah.

18 PANEL MEMBER SPANO: -- Argentina, you focused on  
19 certain ones based on your clients' needs?

20 MR. FRANCIS: So, to be clear, that wasn't  
21 anything I was responsible for.

22 PANEL MEMBER SPANO: Okay.

23 MR. FRANCIS: I was the analyst so I would -- once  
24 we got all this data, I would analyze it and create the  
25 reports, but I didn't decide what countries we'd focus on

1 and what kind of data we would collect.

2 PANEL MEMBER SPANO: Okay, so you didn't make  
3 that --

4 MR. FRANCIS: No.

5 PANEL MEMBER SPANO: -- determination of the  
6 target areas?

7 MR. FRANCIS: No.

8 PANEL MEMBER SPANO: What kind of variables --  
9 what variables were cross-referenced, like --

10 MR. FRANCIS: So, for example, we would -- what's  
11 a good example? So, for example, we'd look at potential  
12 travelers to Australia, and we'd look at those over 50,  
13 and how they book tickets or what they wanted to do on  
14 their trips.

15 PANEL MEMBER SPANO: Okay.

16 MR. FRANCIS: And what publications they read.  
17 So, if Quantas, for example, wanted to put something in  
18 AARP, they would focus on something like cultural tour, or  
19 certain aspects of Australia that these people were  
20 interested in seeing.

21 PANEL MEMBER SPANO: Okay.

22 MR. FRANCIS: And we could also do it for those  
23 who were under 30, for example, or those who were  
24 traveling with families, and then they can look at what  
25 types of media these people consume. And then, if they

1 wanted to advertise to that group, they could craft their  
2 message accordingly.

3 PANEL MEMBER SPANO: I see. So, from a marketing  
4 perspective then?

5 MR. FRANCIS: Yeah.

6 PANEL MEMBER SPANO: Okay. What kinds of  
7 statistics did you use to evaluate their degree of  
8 association?

9 MR. FRANCIS: It's been a while. I think we did a  
10 lot of R-squared statistical analysis which -- but I'm --

11 PANEL MEMBER SPANO: Sure.

12 MR. FRANCIS: I guess the -- the SPSS program did  
13 most of that, I don't remember.

14 PANEL MEMBER SPANO: Oh, it did. Okay.

15 MR. FRANCIS: The specific terms.

16 PANEL MEMBER SPANO: Okay.

17 MR. FRANCIS: It was -- you know, it was a lot of  
18 how -- it was the correlational, what was the strength of  
19 correlation, you know, zero to one, was it a .8  
20 correlation, .4, .5 correlation?

21 And also, just we had to make sure to determine a  
22 margin of error, that was the other really big thing to us  
23 was, obviously, we wanted to make sure that our margin of  
24 error was less than three percent.

25 PANEL MEMBER SPANO: So, it's the accuracy of it?

1 MR. FRANCIS: Yeah.

2 PANEL MEMBER SPANO: Okay. What strategy or  
3 recommendations did you craft based on all of this?

4 MR. FRANCIS: Those for marketing.

5 PANEL MEMBER SPANO: Okay.

6 MR. FRANCIS: So, for marketing for the airline.  
7 And also, also recommendations around where, for example,  
8 there were people who, in this example, weren't interested  
9 in going to Australia, we would draw upon -- and this is  
10 mostly not me, but the more senior people in the  
11 organization would draw upon their experience to try to  
12 figure out why these people weren't interested and come up  
13 with ways to potentially increase the pool of potential  
14 travelers.

15 PANEL MEMBER SPANO: To reach those that weren't  
16 interested in --

17 MR. FRANCIS: Yeah, but that wasn't my role.

18 PANEL MEMBER SPANO: Sure, okay. Given this  
19 experience, how do you see this experience helping you in  
20 determining like the target areas you want to hit and  
21 addressing certain needs based on what you know now about  
22 the communities?

23 MR. FRANCIS: I would say it gave me a kind of  
24 facility of looking at datasets and I would have to  
25 immerse myself a little bit in those, again.

1 PANEL MEMBER SPANO: Sure.

2 MR. FRANCIS: But I think it's what we were  
3 really -- what was really important to us was to make sure  
4 that our data were really accurate, we were answering  
5 whatever our clients wanted us to answer and we had no  
6 error. And so, there was a level of detail that went into  
7 reviewing and we'd have someone always double review our  
8 data requests. And so, I think that level of rigor is  
9 really important, and as well as just making sure that  
10 when we're doing the cross-referencing we're defining the  
11 variables as specifically as possible.

12 PANEL MEMBER SPANO: Thanks. You -- let's see,  
13 you're the curriculum specialist at two different points  
14 in time here, and I was looking at your application. You  
15 mentioned that it was five years you worked as a  
16 curriculum specialist for the Stanford Program in  
17 International and Cross-Cultural Education, or SPICE.

18 MR. FRANCIS: Uh-hum.

19 PANEL MEMBER SPANO: But in your application it  
20 looks like there's only three years noted in your app. Is  
21 there a time where --

22 MR. FRANCIS: And then, yeah, so I also came --  
23 did you include 2006, that was --

24 PANEL MEMBER SPANO: I have 2002 to 2003, and then  
25 2006.

1 MR. FRANCIS: Okay. I think --

2 PANEL MEMBER SPANO: But you did three to five  
3 years.

4 MR. FRANCIS: The application was for the last ten  
5 years, is that correct?

6 PANEL MEMBER SPANO: Yeah.

7 MR. FRANCIS: So, I also worked there before that,  
8 from '99 through the end of 2000.

9 PANEL MEMBER SPANO: I'm sorry, '99 to what?

10 MR. FRANCIS: From '99 to the end of -- from  
11 September '99 to the end of 2000.

12 PANEL MEMBER SPANO: Okay. And did you focus on  
13 specific areas? I know you've briefly talked about what  
14 you did.

15 MR. FRANCIS: The way we did it is, basically, as  
16 different -- there's an element of timing so, when I --  
17 for example, I came in at '99, at that time the other  
18 specialists were doing other units and I was assigned the  
19 unit on -- I think it was security.

20 PANEL MEMBER SPANO: Security, okay.

21 MR. FRANCIS: Security and international  
22 cooperation, I believe that was it. And then there's just  
23 an element of timing, but sometimes -- sometimes things  
24 lined up, but I really didn't focus on -- I really didn't  
25 develop kind of a body of expertise where I always got the

1 units about China or anything like that.

2 So, I did do two units on security and then I also  
3 did -- so I did one on China's cultural revolution,  
4 another on -- and then another on the Silk Road, so a lot  
5 of that is around China. But it was a really diverse set  
6 of topics so I can never kind of draw on a big knowledge  
7 base, I had to quickly come up to speed on a new topic.

8 PANEL MEMBER SPANO: Okay. What was unique about  
9 the topics that you developed for curriculum?

10 MR. FRANCIS: The reason -- so, the reason this  
11 program exists is to fill gaps in the social science  
12 textbooks. Wherever there's a topic that teachers have  
13 expressed interest into going into further, so things like  
14 the atomic bombing of Hiroshima, or the cultural  
15 revolution. We have a series of units mapping Asia, Latin  
16 America, Africa, Europe, because a lot of the textbooks  
17 don't go into as much depth as some teachers would like,  
18 we would try to fill those gaps with these supplemental  
19 curriculum units.

20 So, they're basically topics that are not covered  
21 in as much depth as some teachers would like and we'd  
22 develop these, and then teachers who want can purchase  
23 them from us, and they just have to pay a one-time fee and  
24 they can use this for all their classes.

25 And so, I think what was unique is just that they

1 went into more depth on topics that weren't covered by the  
2 mainstream textbooks. And also, there was some component  
3 of research done by Stanford University Scholars that we  
4 could draw upon, so there was a sponsor of the project and  
5 there was an expert we could communicate with to really  
6 get to the key issues in a very quick way and have someone  
7 who could check for factual errors real easily.

8 PANEL MEMBER SPANO: Did you find that when you  
9 were doing this in all these different periods that the  
10 topics that you were researching and developing additional  
11 curriculum needs changed on the politics or the issues at  
12 hand during that time?

13 MR. FRANCIS: We were pretty -- basically, what we  
14 decided to do is based upon, one, teacher interest, two,  
15 funder's interest and, three, topics of the center. So,  
16 definitely, as time went on there was interest in  
17 interdisciplinary topics and so what that meant is kind of  
18 the environment security and health, so things like  
19 pandemics.

20 And so, those became more prominent, I think,  
21 beginning around 2000.

22 PANEL MEMBER SPANO: 2000, reflecting more of the  
23 current events?

24 MR. FRANCIS: Yeah.

25 PANEL MEMBER SPANO: You said that you actually

1 did 23 presentations?

2 MR. FRANCIS: Yes.

3 PANEL MEMBER SPANO: And I know you stated that in  
4 two different places, so I wasn't sure, you did that in  
5 '02, and '03, and as well as in '06?

6 MR. FRANCIS: Throughout, actually, when I was in  
7 my initial stint with the program at Stanford, in 2000 I  
8 did some presentations then.

9 I did the bulk in 2003, 2004, and 2006.

10 PANEL MEMBER SPANO: Okay. What were the natures  
11 of the presentations that you made?

12 MR. FRANCIS: Basically, most of them were at  
13 teacher workshops.

14 PANEL MEMBER SPANO: Okay.

15 MR. FRANCIS: And so, they're things like the  
16 California Association of Social Science, the National  
17 Council for Social Science. And so, when they had these  
18 large meetings we would go there and we would basically  
19 talk about a unit that we'd recently done.

20 So, for example, since I was the author of the  
21 Silk Road unit, we presented that at a variety of  
22 conferences and I was the one who facilitated that  
23 workshop.

24 Also, sometimes specific schools would ask us to  
25 just lead their professional development day for their

1 social science teachers, and so we did that, for example,  
2 at the American School in Japan, and the American School  
3 in Quito, Ecuador.

4 MS. HAMEL: Five minutes.

5 PANEL MEMBER SPANO: Thank you.

6 Tell us what you learned writing curriculum on the  
7 civil liberties that could apply to Commission work.

8 MR. FRANCIS: That's a pretty different topic. I  
9 guess the one interesting thing was just to think outside  
10 the box because there are basically three models of civil  
11 liberties. And it was security, civil liberties, and  
12 terrorism, so there's three models.

13 One is to deal with civil liberties as -- or to  
14 deal with terrorism as a police issue, so you try to find  
15 the people who are perpetrating them and bring them to  
16 justice. The other is a military issue, where you try to  
17 destroy -- or you try to basically proactively go and find  
18 people before they commit the acts.

19 But then the third, which I hadn't thought of,  
20 which the scholar who sponsored this posited was,  
21 basically, by increasing civil liberty, so basically  
22 giving people a reason -- taking away the causes people  
23 had to supposedly -- the supposed causes people had to  
24 commit terrorist acts.

25 And so, you know, I don't have an opinion about --

1 I don't know enough to determine which of those is most  
2 effective in different contexts, but those are the three  
3 that we presented. And that's one most people don't think  
4 of because usually what happens is the more terrorist acts  
5 that occur, the more, the stronger there is kind of a  
6 terrorist response and the more restriction there is on  
7 civil liberties.

8           And so, what she was saying is actually, you know,  
9 take away those restrictions and people have less of an  
10 excuse -- fewer grievances, so there would be less  
11 terrorism, which is pretty controversial, but it was an  
12 example of thinking outside the box.

13           I don't know how this applies to the Commission  
14 because we have very strict legal requirements, but maybe  
15 if we get into one of those conflicts among Commissioners,  
16 I don't know if there's some way to bring in a new  
17 framework for looking at our different potential  
18 legislative maps, or for re-thinking our criteria -- or  
19 not our criteria, but re-thinking our prioritization.

20           PANEL MEMBER SPANO: Let's see, you said you have  
21 an intellectual interest in how people from all corners of  
22 the world have come to California, even as early as 150  
23 years ago.

24           Is your appreciation of California's history  
25 limited to its pre- and post-statehood, or can you

1 appreciate the people of California before this relatively  
2 recent time period?

3 MR. FRANCIS: I did my mission in fourth grade  
4 so --

5 PANEL MEMBER SPANO: Oh, okay.

6 MR. FRANCIS: No, I was kidding.

7 (Laughter.)

8 MR. FRANCIS: No, it's not limited to -- I  
9 definitely always enjoy when we find them, buildings that  
10 are reminders of the State's past history, I think that's  
11 why the missions are so cherished in this State is  
12 because, you know, they're buildings that are as old as  
13 some of the ones that are on the east coast, and they have  
14 a very different character, and I think that's kind of why  
15 they've come to sort of symbolize our State's history.

16 But I do think -- I don't -- I would like to know  
17 more about the native tribes that were here, and what they  
18 did, and what they're way of life is, and so especially  
19 around the environment. Because I know there used to be  
20 California Grizzlies out to the Coast, and in the Bay  
21 Area, which is interesting because we always think of  
22 bears just up in the mountains.

23 So, I mean, there's definitely an intellectual  
24 interest there but I don't know -- I don't think I know  
25 enough to know what I don't know at this point.

1 PANEL MEMBER SPANO: That will be it for me right  
2 now. Thank you.

3 MR. FRANCIS: Okay.

4 MS. RAMIREZ-RIDGEWAY: Panelists, are there  
5 follow-up questions?

6 CHAIR AHMADI: No.

7 VICE CHAIR CAMACHO: No.

8 MS. RAMIREZ-RIDGEWAY: Okay, I have a few. How  
9 did you first hear about the Citizens Redistricting  
10 Commission?

11 MR. FRANCIS: I actually heard it on a radio  
12 announcement, so it was a radio spot. I heard the  
13 website, I went to the website and I looked it up, and I  
14 started looking at some of the -- so, then I started  
15 looking at these people reports about it to see what  
16 people were saying and I saw -- so, this was February, and  
17 the deadline had been extended because there weren't  
18 enough applicants and so I decided, hey, this is something  
19 that's -- this is something that I voted for this, this  
20 Act in 2008, something I've always been saying that needs  
21 to be done and this is one of the biggest impediments to,  
22 I think, a more represented democracy so I should apply.

23 MS. RAMIREZ-RIDGEWAY: I was a little bit confused  
24 listening to your response to Ms. Camacho, her question  
25 about whether or not you're willing to create odd-shaped

1 districts if doing so is required by the Voting Rights Act  
2 of 1965. And I'm not sure that I heard you correctly, so  
3 I just wondered if you'd briefly answer that question  
4 again?

5 MR. FRANCIS: Okay. Yes, if these odd-shaped  
6 districts do conform to the criteria laid out in the  
7 Voters First Act, they don't violate any laws, and they  
8 are reflective of communities of interest, as we have to  
9 define them, that's fine.

10 I guess right now I used the example of these odd-  
11 shaped districts in Long Beach and Fresno, for example,  
12 because they're basically created to create safe districts  
13 and they are, I would argue, splitting up communities of  
14 interest in some way.

15 MS. RAMIREZ-RIDGEWAY: So, you're willing to do it  
16 for legal -- legally, just not for special interests, I  
17 guess?

18 MR. FRANCIS: Well, yeah, I guess the key -- the  
19 key criteria is why you're doing it? If you're doing it  
20 to preserve a community of interest and it ends up that  
21 you have some strange spiral district, but it is a  
22 community of interest and you can defend that both legally  
23 and through what you've heard from that community, that's  
24 fine.

25 But if it's basically just because you're trying

1 to make sure that one party always wins that district,  
2 then that's what I would oppose.

3 MS. RAMIREZ-RIDGEWAY: That's probably sort of fly  
4 in the face of the Voters First Act.

5 MR. FRANCIS: Yeah.

6 MS. RAMIREZ-RIDGEWAY: How much time do you think  
7 Commission work is going to require?

8 MR. FRANCIS: I know the guidelines for that are  
9 not so specific and that we can -- we're supposed to be  
10 able to maintain a full time job. As an estimate, I'd  
11 probably guess an average of ten hours a week and,  
12 obviously, some weeks it's going to be five and some weeks  
13 it's going to be 20, so that's an average.

14 I would advocate for the Commission to take  
15 advantage of videoconferencing and other virtual  
16 technologies to try to be able to meet more frequently,  
17 but not have to always gather in one place, I think that's  
18 going to be prohibitive. And I know that there are also  
19 some cost restrictions we have to be aware of.

20 So, I would hope that would cut down on some of  
21 the travel time, obviously, for community meetings and  
22 there will be times when it will make sense to kind of all  
23 come together when we need to make -- when we hit key  
24 decision points. So, when we identify those milestones,  
25 we will have to come together.

1           But, yeah, that's my understanding.

2           MS. RAMIREZ-RIDGEWAY: Do you think that certain  
3 groups of people will be more receptive to participating  
4 in teleconference meetings, remote meetings than others,  
5 and if so, can you talk about that a little bit?

6           MR. FRANCIS: That is an issue. Some people will  
7 not be as responsive to that or as used to that and I  
8 think the first -- we should definitely meet face-to-face  
9 in the beginning, for a substantial period of time,  
10 because nothing replaces that face-to-face interaction. A  
11 lot of companies have seen that it's required to build  
12 trust. That initially you need to meet face-to-face and  
13 just be able to pick up people's body language and develop  
14 that trust.

15           And then in some instances you can meet virtually.  
16 If some people weren't receptive to that, I think we could  
17 first -- I would encourage us to try it. I think if we  
18 are able to achieve the goal of having geographic  
19 diversity in the panel, I think we'll probably have a  
20 shared interest in doing that at least sometimes, because  
21 it will be hard for people to come from the corners of the  
22 State, together, in a frequent basis.

23           So, I would encourage those who are resistant to  
24 try it out once or look at some tutorials or some other  
25 ways to make that a little bit more comfortable.

1 MS. RAMIREZ-RIDGEWAY: So, let's say you're on the  
2 Commission and nine of them say no, we're going, we're  
3 going everywhere, we're going to travel the State up and  
4 down, are you in a position to do that?

5 MR. FRANCIS: That would be probably really tough  
6 for me. I definitely can -- I would -- hopefully, I would  
7 advocate -- I mean, that could happen. I think that  
8 probably that's not -- I think that wouldn't be such a big  
9 probability but, I mean, I would advocate us taking  
10 geographic regions and kind of having committees that  
11 focus on doing the public meetings in each region, for  
12 example, that might be one better approach.

13 But just to answer your question, if we had to  
14 do -- if we had to meet every month for two days, that  
15 would be a difficulty for me.

16 MS. RAMIREZ-RIDGEWAY: I was looking at your  
17 application and there was a line in there that made me  
18 wonder what your connections are to past or present  
19 elected State officials from the State of California,  
20 and/or their staff.

21 You're talking, I guess, about the Superintendents  
22 Academy and, you know, fellows -- "the fellows in our  
23 cohort span the political spectrum, from former Democrat  
24 Congressman to Republican political advisors."

25 So, I just wondered if you could tell me whether

1 you have relationships with --

2 MR. FRANCIS: Yeah, one of our graduates was a  
3 Democratic Congressman in Massachusetts and now a  
4 superintendent in Pittsburgh, Pennsylvania. But no one in  
5 our Academy has been a Legislator in California. So,  
6 we've had people who have been Legislators in other  
7 states, but no one in California.

8 MS. RAMIREZ-RIDGEWAY: Any staffers for elected  
9 officials in your --

10 MR. FRANCIS: No.

11 MS. RAMIREZ-RIDGEWAY: Okay. How much input did  
12 you provide in the content of your letters of  
13 recommendation?

14 MR. FRANCIS: I basically laid out there were  
15 three -- there were three things we were trying to answer.  
16 We needed to demonstrate three things are respect for the  
17 diversity, ability to analyze data and impartiality, and  
18 so I laid out to the recommenders what I thought -- how I  
19 thought I demonstrated these and I asked them to fill that  
20 in and talk about their personal experience with me and  
21 how I might meet these three criteria.

22 MS. RAMIREZ-RIDGEWAY: And do you know all the  
23 recommenders personally?

24 MR. FRANCIS: Yes.

25 MS. RAMIREZ-RIDGEWAY: Well, I mean, obviously,

1 you've met. But I mean do you have relationships with  
2 them?

3 MR. FRANCIS: Yes.

4 MS. RAMIREZ-RIDGEWAY: I don't think I have any  
5 other questions.

6 Panelists, do you?

7 VICE CHAIR CAMACHO: No.

8 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

9 PANEL MEMBER SPANO: Yeah, I'm just curious.  
10 You've traveled extensively, done a lot of work  
11 internationally, you speak many different languages, why  
12 is appreciation -- what does appreciation for California's  
13 diversity mean to you?

14 MR. FRANCIS: I think what that means is  
15 recognizing that, much as Lincoln's team of rivals, when  
16 you have people from a variety of cultural backgrounds,  
17 economic backgrounds, linguistic backgrounds and you bring  
18 them together you can often create -- come up with new  
19 ways to doing things. It leads to a lot of innovation, it  
20 leads to a lot of challenging the way people think.

21 And I think that's one of the ingredients that's  
22 helped us have such a diverse, resilient transformative  
23 economy, for example.

24 And so, I think the appreciation means recognizing  
25 that we can learn from a lot of different human

1 civilizations and our ways of thinking, and different  
2 value systems, but that if we call can define a common  
3 mission, and keep our eyes focused on that, then this  
4 variety of inputs can actually help us achieve that  
5 mission in new and, hopefully, effective ways.

6 PANEL MEMBER SPANO: Why is appreciation for  
7 California's diversity -- appreciation for California's  
8 diversity so important to redrawing the lines?

9 MR. FRANCIS: I think we -- I think we want, in  
10 our Legislature -- I think we want a representation of the  
11 diversity of the State, both in terms of people's  
12 different economic status, service and manufacturing,  
13 agriculture, ethnicity, values because we ultimately want  
14 our laws and our institutions to come up with something  
15 that is going to do the greatest good for the greatest  
16 amount of people.

17 And if we can't and if we have a Legislature that  
18 is narrowing focused on one group of interests, I think we  
19 create polarization and resentment that do not help groups  
20 of people achieve their goals and also, I think, create a  
21 lack of trust in our democracy and, accordingly, less  
22 participation in that democracy, so that it's kind of a  
23 vicious cycle of people see what I do cannot make a  
24 difference, I don't have efficacy, I'm not going to  
25 participate. And when people don't participate our

1 Legislators or our laws become less -- less comprehensive,  
2 and then people become more less engaged.

3 PANEL MEMBER SPANO: Thank you.

4 MS. RAMIREZ-RIDGEWAY: Any other questions?

5 CHAIR AHMADI: I do have one.

6 MS. RAMIREZ-RIDGEWAY: Okay.

7 CHAIR AHMADI: When you were discussing with  
8 Stephanie about your availability, I'm confused. You did  
9 mention that it would be difficult for you --

10 MR. FRANCIS: Yes.

11 CHAIR AHMADI: -- to put -- can you give us an  
12 estimate of time, like how much -- I know you mentioned  
13 about an average of ten hours?

14 MR. FRANCIS: Yeah.

15 CHAIR AHMADI: So, I just want to make sure that I  
16 understood that your -- it's one thing to have difficulty  
17 to put extra time, it's another thing to be able to do it.  
18 Are you able to do it, even though it's difficult?

19 MR. FRANCIS: Yes, I can do that. What the --  
20 what is probably prohibitive is having to fly or drive and  
21 take up a weekend, two weekends a month, for example.

22 CHAIR AHMADI: Oh, okay.

23 MR. FRANCIS: Or having to fly across the State  
24 every -- for two days during the week, twice a month or  
25 something. So that the travel is difficult. The amount

1 of time, the ten hours a week, that's actually, I believe,  
2 quite doable for me.

3 CHAIR AHMADI: But what about more than ten hours  
4 a week?

5 MR. FRANCIS: I think I could do up to 20 hours,  
6 when necessary. But I do have a demanding full time job.  
7 So, if it gets to the point where the hours are equal to a  
8 full time job, I don't know if I could be that effective.

9 CHAIR AHMADI: Okay. Thank you so much.

10 MS. RAMIREZ-RIDGEWAY: Other questions?

11 VICE CHAIR CAMACHO: No.

12 MS. RAMIREZ-RIDGEWAY: We have about five and a  
13 half minutes remaining on the clock, if you'd like to make  
14 a closing statement?

15 MR. FRANCIS: Okay. I think I've covered  
16 everything in my comments. I guess the final, the final  
17 thing I'd like to mention is I know one thing where I  
18 don't have as much experience as most candidates is with  
19 public service, and I probably have just -- I maybe have  
20 less experience in different careers as some other people.  
21 But I would like to say that I do usually in groups play  
22 the role of a facilitator, of someone who tries to draw  
23 out all the arguments and then find common ground. And in  
24 some groups that's easier than others, definitely.

25 Since one of the mandates of this Commission is to

1 have impartiality, to appreciate diversity, to be able to  
2 analyze, I think we should have enough common ground to  
3 achieve our goals and we should have some, I think,  
4 results-oriented, civic-minded people who will do that.

5           And so, I think I could play a role in kind of  
6 clarifying our objectives, always bring us back to that,  
7 and trying to make sure all the voices come out, but then  
8 at the right point we're measuring everything against our  
9 mission, vision and core values. And that we do leverage  
10 our diverse opinions to reach the best solution, but that  
11 it doesn't create an impasse, where we get into kind of  
12 arguments that we should be able to avoid if we look at  
13 the criteria in the Voters First Act.

14           CHAIR AHMADI: Okay, thank you.

15           MS. RAMIREZ-RIDGEWAY: Thank you so much for  
16 coming to see us, Mr. Francis.

17           VICE CHAIR CAMACHO: Thank you.

18           MR. FRANCIS: Thank you all.

19           PANEL MEMBER SPANO: Thank you.

20           MS. RAMIREZ-RIDGEWAY: Let's recess until 12:59.

21                   (Off the record at 12:26 p.m.)

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

23           MR. RUSSO: It is 1:00 p.m., a quorum is present  
24 and so I believe we are ready to begin.

25           I'm Steven Russo, I'm a Senior Staff Counsel

1 with the Bureau of State Audits, and I will be filling in  
2 for Ms. Ramirez-Ridgeway throughout the rest of the  
3 afternoon.

4 We begin this afternoon with Ms. Cynthia Dai.  
5 Ms. Dai, welcome.

6 MS. DAI: Thank you.

7 MR. RUSSO: We are scheduled to conduct an  
8 interview with her, everyone's present, so I think it's  
9 time to begin.

10 If we can have an hour and a half on the clock  
11 and we'll start.

12 Okay. As you know, we begin with five standard  
13 questions. The first question is:

14 What specific skills do you believe a good  
15 Commissioner should possess? Of those skills which do you  
16 possess? Which do you not possess and how would you  
17 compensate for it? And is there anything in your life  
18 that would prohibit you from performing or impair your  
19 ability to perform all of the duties of a Commissioner?

20 MS. DAI: First of all, I just want to thank you  
21 all for being here the Friday afternoon before Labor Day  
22 Weekend, that's real dedication.

23 So, let me answer the questions backwards. I  
24 believe the promise of the Citizens Redistricting  
25 Commission is in its promise to engage citizens and

1 restore faith in our State government.

2           So, before I even applied for this role I made  
3 sure I set aside time for this. And because I run my own  
4 consulting firm, I can choose whether to take new clients  
5 on or not. And it's this same kind of flexibility that  
6 allows me to teach at UC Berkeley and other universities  
7 on the side.

8           I don't think I'm missing any important skills,  
9 but I do lack experience, personal experience with the  
10 redistricting process. I don't have legal background, but  
11 I've served as a juror and I've served on many boards  
12 where we had to apply the law.

13           And I've done a ton of reading on Sections 2 and  
14 5 of the Voting Rights Act, and understand the importance  
15 in the redistricting process.

16           I don't have an obvious public policy  
17 background, but I'm an engaged citizen with a voracious  
18 appetite for learning.

19           But where my experience is lacking, I'm certain  
20 that somebody else on the Commission, or a staff, or  
21 counsel can compensate for it.

22           The great thing about the diversity that's  
23 required by the Voters First Act is that you don't have to  
24 worry about what I lack because we're not an army of one,  
25 we're a team of 14, and we'll probably have some

1 overlapping skills and experience but, hopefully, also  
2 individual strengths and complementary skills.

3           So, the Act was quite specific about a set of  
4 analytical skills and as a trained engineer, who decided  
5 to apply her problem-solving skills to business, and then  
6 to teaching leadership and teamwork to entrepreneurs, I've  
7 had plenty of practice honing and developing these skills.

8           But I'd first like to talk about two skills that  
9 they didn't ask for, that's operational management and  
10 change management, because the Commission's going to have  
11 to operate like a small company. We're going to have to  
12 start up, hire employees, manage a multi-million dollar  
13 budget, and meet critical product launch deadlines.

14           So, as an experienced entrepreneur and start-up  
15 executive, I really hope that I can bring my business  
16 management skills to the efficient operation of the  
17 Commission.

18           Change is hard and potentially controversial,  
19 and I think the difference between an adequate job of  
20 redistricting and a very successful job will be in the  
21 Commission's ability to build public understanding and  
22 acceptance of our process and the rationale for our maps,  
23 so people don't challenge it just because they don't like  
24 the result.

25           So, back to the skills that the Act actually

1 asks for, first, researching and analyzing complex data.  
2 We're going to have to do a massive amount of data  
3 analysis while serving on the Commission, we're going to  
4 have to reconcile potentially conflicting information from  
5 the Census, voting history, socioeconomic data, and then  
6 after that we're going to have to think about what other  
7 pertinent information might be missing that would inform a  
8 more complete picture.

9           So, I'm not afraid of math, or software, or  
10 maps, and that's not just because I'm an Asian woman, but  
11 also because I have degrees in electrical engineering,  
12 computer science, and an MBA, and I'm very confident that  
13 I will be able to develop enough of an understanding to  
14 provide oversight to staff.

15           The second skill was excellent verbal and  
16 written communication skills and that's because the  
17 Commission will have to conduct a series of public  
18 hearings and have a lot of discussions with Californians  
19 around the State.

20           As a consultant, my job success actually depends  
21 on my ability to listen actively, and that's whether I'm  
22 having a conversation with a client about project scope,  
23 or if I'm facilitating focus groups with customers, or  
24 conducting confidential employee interviews.

25           And as a marketing professional in the high tech

1 arena, I am extremely skilled at translating complex and  
2 obscure technical details into plain English. And that's  
3 going to be very important, again, for the Commission  
4 because our maps must comply with the U.S. Constitution,  
5 and the Federal Voting Rights Act, and then five  
6 California legal standards, such as continuity, and  
7 political geography, and compactness, and also to defend  
8 them against legal challenges. And these are all rank  
9 ordered and probably will conflict as well.

10           The thing that I'm really excited, though, about  
11 is the opportunity with the Commission to build a high-  
12 performance team out of an extremely diverse group of  
13 people who are united by a common goal.

14           What I'm really good at is helping teams achieve  
15 high performance.

16           The research shows that only about 15 to 20  
17 percent of job success is actually based on technical  
18 skills, like data analysis, everything else is people  
19 skills, how to be an effective member of a team, how to  
20 spark creative problem solving, how to resolve conflict,  
21 how to come to consensus under a tight timeline.

22           So, in my past 18 years as a management  
23 consultant, I found that all of the beautiful and  
24 carefully crafted strategies that I've developed for my  
25 clients are often bungled in execution due to

1 dysfunctional teams.

2           So, that's the reason I teach leadership and  
3 teamwork, and it's the reason that I've evolved my  
4 consulting practice from kind of a pure strategy practice  
5 to facilitating organizational effectiveness. And I would  
6 be very honored to apply these skills for the good of  
7 California.

8           MR. RUSSO: Okay. Describe a circumstance from  
9 your personal experience in which you had to work with  
10 others to resolve a conflict or difference of opinion?  
11 Please describe the issue and explain your role in  
12 addressing and resolving the conflict? If you are  
13 selected to serve on the Citizens Redistricting  
14 Commission, tell us how you would resolve conflicts that  
15 may arise among the Commissioners?

16           MS. DAI: Because the Commission will be chosen  
17 very deliberately to be diverse, conflict and differences  
18 of opinion are inevitable. But conflict can be healthy  
19 and, as an engineer, I can tell you that the diversity of  
20 opinions is actually the source of innovation.

21           So, I'd like to tell you about an extremely  
22 diverse group that I -- that had the best of intentions,  
23 and many very different backgrounds, and this is when I  
24 served as President of the Board for Habitat for Humanity  
25 San Francisco.

1           Our board had corporate suits, like real estate  
2 agents, and bankers, and we had blue collar construction  
3 experts, we had a minister, and we had representatives of  
4 our low-income families.

5           There were progressives on the board who were  
6 concerned about eradicating poverty and there were  
7 conservatives who wanted to make taxpayers out of welfare  
8 recipients.

9           And then on top of that, because we were in San  
10 Francisco, we even had Jews, agnostics, and atheists in  
11 this Christian Housing Ministry.

12           So, all of us were attracted to the mission,  
13 which was to give low-income families a hand up and allow  
14 them to put sweat equity toward a down payment on a zero  
15 percent mortgage, and building a home for them.

16           But we disagreed on how to do it. So, some  
17 people wanted to follow the traditional Habitat model,  
18 which is to build single-family homes one at a time and  
19 hand these over to the families.

20           Another group wanted to retrofit existing homes  
21 because San Francisco has a very high cost of land.

22           A third group wanted to build in a nearby city,  
23 since the land was cheaper and more available.

24           And still others wanted us to focus on high-  
25 density apartment buildings so we could serve more

1 families.

2 All of these ideas had their merits, but we had  
3 to prioritize in a single direction.

4 So, I decided the only way to resolve this as to  
5 call a board retreat and to clarify our mission. And so,  
6 the question I posed to the board is, if all we're about  
7 is building homes then using unskilled volunteers, who can  
8 barely swing a hammer has got to be the most inefficient  
9 way that I can think of to do that. So, what is our real  
10 mission?

11 So, over the next six hours I facilitated a  
12 really soul-searching discussion about this and we came to  
13 the realization that our volunteers, as well as the  
14 companies who sent them, were also very important  
15 stakeholders to us, not just the low-income families, and  
16 we can go to a consensus that our new mission statement would  
17 be to build community through constructing or renovating  
18 ownership housing in partnership with people in need.

19 So, our ah-ha moment as a board was that our  
20 higher mission was really about building community by  
21 partnering with thousands of volunteers, and faith  
22 organizations, and city agencies and corporations to build  
23 homes side-by-side with our Habitat families.

24 Once we had this common goal it became really  
25 easy to prioritize new, single-family home construction

1 over, say, renovation or high-density apartment buildings  
2 because it required and allowed for greater participation  
3 from our unskilled volunteers, rather than paying for  
4 hiring professional contractors.

5           And then it was also very clear that our  
6 community was San Francisco, no matter how attractive land  
7 prices were elsewhere.

8           Consistently I've seen diverse teams consider  
9 more creative options, develop better solutions and divide  
10 work much more efficiently.

11           You guys are working very hard to ensure that  
12 the Commission is diverse. We're going to have to work  
13 very hard on how we organize so that we can have healthy  
14 conflict.

15           So, because I teach this subject, I believe that  
16 I can proactively help the Commission apply the principles  
17 for healthy conflict.

18           And the first is to focus on the facts, attack  
19 the problem, not the people.

20           The second is to listen and use different  
21 perspectives to develop multiple creative options.

22           The third is to reframe the debate when  
23 necessary, focus on common goals and objectives.

24           The fourth, of course, I always tell people have  
25 fun, remember to have a sense of humor.

1           And fifth, that consensus doesn't mean that we  
2 all have to agree, just that we can support the final  
3 direction.

4           MR. RUSSO: Okay. How will the Commission's  
5 work impact the State? Which of these impacts will  
6 improve the State the most? Is there any potential for  
7 the Commission's work to harm the State and, if so, in  
8 what ways?

9           MS. DAI: If we think back to why California  
10 passed Prop. 11 in the first place, I would say that it  
11 comes from a place of deep frustration right at a time  
12 when there are so many critical problems that are  
13 challenging for all of California. Sacramento appears to  
14 be deadlocked.

15           And if you look at voter turnout numbers, a lot  
16 of voters have kind of given up on this.

17           And I think that the people who voted for Prop.  
18 11, you know, would say that at least part of the problem  
19 is rooted in a redistricting process that allows people  
20 who are in power to draw safe districts that don't hold  
21 them accountable to constituents' needs.

22           So, the Commission has this historic opportunity  
23 to restore faith in the electoral process and to give the  
24 average citizen a voice in government and a reason to  
25 participate in our democracy.

1           What does success look like for me? I think,  
2 for one, more competitive districts, with candidates vying  
3 to represent their communities' interests. Second, fair  
4 representation of the incredible diversity that we have  
5 here in California, because true democracy requires and  
6 engaged vote base that reflects our society.

7           Finally, I think the openness and the  
8 transparency of the process is really critical to getting  
9 more engaged citizens.

10           When I was young and idealistic, back in high  
11 school, I was an activist for public education. And part  
12 of the reason that I now teach at a public university is  
13 my strong believe in the necessity of an informed  
14 electorate. But education, by itself, is not sufficient.

15           A key to voter engagement is faith in the  
16 election process and confidence that your vote counts and  
17 that your interests are represented.

18           But as an engineer, I always consider Murphy's  
19 Law, the law of unintended consequences. I think there  
20 are -- if you look at why the progressive groups didn't  
21 support this measure, I think it comes from a fear that a  
22 lot of the progress that minority groups, in particular,  
23 have made through the courts over the years might be  
24 erased.

25           But I think that's only a risk if the Commission

1 fails in its fundamental charter to draw lines based  
2 around communities of interest.

3           And another thought is that if races are more  
4 competitive, it might cost more money to win them and  
5 maybe that would mean that the candidates could only be  
6 people of means. But to me, again, this is really just a  
7 challenge to the parties to field candidates who can  
8 garner more grass roots support.

9           MR. RUSSO: Okay. Describe a situation in which  
10 you have to work as a part of a group to achieve a common  
11 goal? Tell us about the goal, describe your role within  
12 the group, and tell us how the group or did not work  
13 collaboratively to achieve the goal? If you are selected  
14 to serve on the Citizens Redistricting Commission, tell us  
15 what you would do to foster collaboration among the  
16 Commissioners and ensure the Commission meets its legal  
17 deadlines?

18           MS. DAI: So, one of my best team experiences,  
19 working with four others to free San Francisco  
20 entrepreneur Jude Shao from a Chinese prison, he was a  
21 business school classmate of mine, he was sentenced to 16  
22 years supposedly for tax evasion but, actually, because he  
23 refused to pay off a corrupt Chinese official to keep his  
24 Shanghai subsidiary open.

25           I was one of five co-leaders of the "Free Jude

1 Shao" campaign. We were three Democrats, two Republicans,  
2 from both Northern and Southern California, and our  
3 ambitious goal was to convince the Chinese government to  
4 release him early.

5 We organized in a way that we could all best  
6 contribute, according to our strengths. I was the only  
7 Chinese American member, so I reached out to the Chinese  
8 American community and the Chinese language media. I was  
9 also the most technical person, so I maintained our  
10 website.

11 The doctor on our team documented Jude's heart  
12 condition, so that we could appeal for medical parole. We  
13 leveraged our bipartisan makeup to appeal to elected  
14 officials on both sides of the aisle, and worked with the  
15 State Department and our Ambassador in China.

16 And we also reached out to the media and other  
17 influential citizens, leveraging our business and personal  
18 networks. We kept each other motivated over six long  
19 years, after every setback.

20 Finally built up enough momentum that it became  
21 a high priority for the Bush administration and Jude was  
22 finally released unharmed shortly before the 2008 Beijing  
23 Olympics.

24 This is just one of many volunteer team  
25 experiences that I could draw from in the work for the

1 Commission.

2           Probably my most relevant experience, though, is  
3 my work as a volunteer project leader for the Stanford  
4 Alumni Consulting Team, or ACT. This brings business  
5 school alumni together to do strategic consulting pro bono  
6 for community-based nonprofits. And we have to get  
7 together, we start as strangers, we have to get to know  
8 each other, get organized, learn about the issues, do  
9 research, and then deliver a professional analysis and  
10 recommendation in six to eight months. Sound familiar?

11           So, we're also going to have tight deadlines as  
12 a Commission because of the Section 5 pre-clearance that's  
13 required.

14           So, I'd like to see if I could use the process  
15 that have honed over the years, with 15 different  
16 nonprofits, how to transform groups of volunteers into  
17 high-performance teams.

18           First is to spend the time to get to know each  
19 other at the first, because true team building depends on  
20 trust among the team and good personal relationships.

21           Second is to agree up front on operating rules,  
22 and project schedule, regular meetings, how we want to  
23 organize and all commit to them.

24           And then during the process be mutually  
25 accountable and say focused on our objectives.

1           MR. RUSSO: Okay. A considerable amount of the  
2 Commission's work will involve meeting with people from  
3 all over California, who have very different backgrounds  
4 and very different perspectives. If you are selected to  
5 serve on the Commission, tell us about the specific skills  
6 you possess that would make you effective in interacting  
7 with the public?

8           MS. DAI: We're all the sum of our life  
9 experiences and mine kind of add up to a very nuance  
10 appreciation of cultural diversity.

11           I'm a native Californian, my parents are  
12 naturalized citizens, originally from China, so I'm part  
13 of that bridge generation that understands both the  
14 immigrant experience and the American experience.

15           Left California at the tender age of four and  
16 moved to Africa, where I really learned what it was like  
17 to feel like a minority.

18           Then we moved to Asia and, ironically, I have my  
19 first distinct memory of discrimination there. I guess my  
20 sister and I were the only Asian kids in a British run  
21 school.

22           Then my parents decided we should learn  
23 Mandarin, so they dropped us into public schools in  
24 Taiwan, where nobody spoke a word of English so, boy, did  
25 we learn fast. Also helped by the loving concern of my

1 parents who decided we should be fined ten cents for every  
2 word of English we spoke at home.

3           So, we were very happy when my parents were the  
4 ones who ended up paying a lot more money that we did.

5           I also developed this impeccable British accent,  
6 which I lost in about two minutes on the playground, after  
7 we came back to the United States six years later. But by  
8 then we had -- I just had multiple experiences in  
9 developing countries, and in multiple schools. And I  
10 wasn't able to appreciate it then, but appreciate it now.  
11 I can thank my parents for my language skills, my ability  
12 to adapt to new environments, to establish rapport with  
13 strangers, to empathize with people from all walks of  
14 life, and to understand how other people's life  
15 experiences might affect their voting behavior.

16           MR. RUSSO: Thank you. I now invite the Panel  
17 to ask questions, beginning with Mr. Ahmadi.

18           CHAIR AHMADI: Thank you. Good afternoon, Ms.  
19 Dai.

20           MS. DAI: Thank you.

21           CHAIR AHMADI: Let me take you back to your  
22 response to the last question.

23           MS. DAI: Yes.

24           CHAIR AHMADI: You mentioned that you learned --  
25 when you were experiencing, when you went to Africa --

1 MS. DAI: Yeah.

2 CHAIR AHMADI: -- you mentioned that you learned  
3 for the first time what it was like to be a minority.

4 MS. DAI: Yeah.

5 CHAIR AHMADI: What is it like to be a minority?

6 MS. DAI: It's a feeling that you're different  
7 all the time and that gets pointed out all the time by  
8 other people. So, it's actually a feeling of not  
9 belonging, I think, in many cases and having to assimilate  
10 to be effective in that environment. So, it's a little  
11 bit like being a fish out of water.

12 CHAIR AHMADI: Do you think at least some  
13 minorities in California have the same kind of feeling?

14 MS. DAI: I think if we look at participation in  
15 the political process, I think that's definitely true and  
16 that's certainly part of my motivation for signing up for  
17 this. I mean, I think if you look at the number of  
18 people, the millions of Californians who are eligible to  
19 vote in California, but aren't even registered, and then  
20 the number who are registered but don't vote, it's pretty  
21 astonishing.

22 CHAIR AHMADI: So, how would you go about to --  
23 given, you know, the assumption that, you know, many  
24 people are not interested, are being disenfranchised for  
25 whatever reason --

1 MS. DAI: Yeah.

2 CHAIR AHMADI: -- what would be the most  
3 effective approach to get them to participate and how  
4 would you do that within the context of the Commission's  
5 work?

6 MS. DAI: Right. Well, I think public hearings  
7 are kind of limited as a format, so I would be interested  
8 in doing other things.

9 And one of the things that I found very exciting  
10 is the Irvine Foundation is supporting, you know, six  
11 centers that will allow the public to kind of participate  
12 in this process, also, so they'll get to play with the  
13 same mapping software that we do and have access to the  
14 same, you know, Census data and other information from  
15 government agencies that we do.

16 And I think that's a great way to engage with  
17 the public.

18 I think, you know, using the internet  
19 effectively which, you know, you guys have done just a  
20 tremendous job of using internet technology with this  
21 process.

22 CHAIR AHMADI: Thank you.

23 MS. DAI: I think that's a good way, as well.

24 CHAIR AHMADI: Okay, thanks. I'd like of like,  
25 you know, follow up on some of the responses to make sure

1 I got it clear.

2 MS. DAI: Uh-hum.

3 CHAIR AHMADI: Well, first of all, you have a  
4 consulting firm and it's you're self-employed for the last  
5 16 plus years, I believe, based on your application.

6 MS. DAI: Yeah.

7 CHAIR AHMADI: But you also teach at Berkeley?

8 MS. DAI: Yes.

9 CHAIR AHMADI: Okay. About your consulting  
10 firm, could you tell us in general terms who are your  
11 clients?

12 MS. DAI: Sure. They're primarily high  
13 technology firms, so I work with a lot of early stage  
14 firms, startups, and in addition to some larger firms as  
15 well. So, it's a very broad brush in the high technology  
16 space.

17 And, you know, the client before my current one  
18 was actually in the biotech space. My current client's  
19 actually a foundation, which is a -- it's a little bit of  
20 a departure for me. But I do occasionally consult for  
21 nonprofits, though most of that is pro bono.

22 CHAIR AHMADI: Which one is the foundation?

23 MS. DAI: The Skoll Foundation.

24 CHAIR AHMADI: Oh, okay. So, you don't have --  
25 it sounds to me that these are all private sector firms,

1 and corporations, and companies?

2 MS. DAI: Pretty much, although I have worked,  
3 also, for a couple of public sector agencies as well.  
4 I've done some work for the --

5 CHAIR AHMADI: Which ones?

6 MS. DAI: It's the -- technically, it's the  
7 University of California, but it's the group that deals  
8 with the -- it's the Institute of Transportation Studies.

9 CHAIR AHMADI: Okay.

10 MS. DAI: Yeah.

11 CHAIR AHMADI: And for the public entities, what  
12 type of services did you provide, just consulting for  
13 leadership and teamwork or --

14 MS. DAI: Usually, the work that I've done in  
15 the public sector, including the social sector, it's more  
16 been around strategic planning, so understanding the  
17 mission better and how to act on that mission.

18 So, it's very similar to the work that I do with  
19 the Stanford ACT team.

20 CHAIR AHMADI: Okay. Okay. Thank you so much.

21 You also mentioned, as part of your response to  
22 the standard question number one, you alluded to the State  
23 requirements about redistricting, you went over the five  
24 requirements.

25 MS. DAI: Uh-hum.

1 CHAIR AHMADI: I believe you said five.

2 MS. DAI: Yeah.

3 CHAIR AHMADI: The compactness and the other  
4 ones.

5 MS. DAI: Right. Right.

6 CHAIR AHMADI: And you also mentioned that there  
7 may be -- these are based on priorities.

8 MS. DAI: Yes.

9 CHAIR AHMADI: And there may be some conflicts.  
10 Could you elaborate on that, please, I'm interested and I  
11 think the Panel is interested to -- I know you're not a  
12 lawyer --

13 MS. DAI: I'm not.

14 CHAIR AHMADI: -- so I'm not expecting a legal  
15 response. But in your mind, when you have a conflict due  
16 to all these different requirements, let's be specific,  
17 the State requirements.

18 MS. DAI: Yeah.

19 CHAIR AHMADI: How did you go about resolving  
20 that type of conflict --

21 MS. DAI: Right.

22 CHAIR AHMADI: -- and what type of information  
23 would you consider?

24 MS. DAI: Well, my understanding is this is  
25 actually very clearly rank ordered so, you know, we have

1 to first consider the U.S. Constitution's equal protection  
2 clause, and then the Voting Rights Act, and then we start  
3 on the State standards.

4           You know, one of the examples that's brought up  
5 a lot is the requirement for nesting, you know, which is  
6 the number of -- you know, smaller districts within bigger  
7 districts, basically, that that often causes a problem  
8 with the Voting Rights Act because it tends to dilute, you  
9 know, minority voting power, which is what the Voting  
10 Rights Act is intended to protect.

11           So, in that case it's fairly straight forward  
12 because the other one has higher precedence, so that would  
13 trump any requirement for nesting.

14           You know, I think that it's incumbent on the  
15 Commission to seek information that would, you know, help  
16 resolve conflicts that are not so obvious, where it's not  
17 a clear kind of precedence. And so that's where I think,  
18 you know, we might have really an opportunity to be a lot  
19 more proactive about reaching out, doing some outreach in  
20 the community.

21           CHAIR AHMADI: Thank you. Based on your  
22 experience and expertise, you know, you have started your  
23 own business many years ago, should you be selected as a  
24 Commissioner where do you want to start?

25           MS. DAI: Oh, not should I be selected as a

1 Commissioner, but if I were selected?

2 CHAIR AHMADI: If you were selected as a  
3 Commissioner, let's say it's December of 2010, where would  
4 you start, where would be the best place to start?

5 MS. DAI: Well, as I mentioned before I think  
6 it's, first of all, really important that the Commission  
7 organize as a team.

8 CHAIR AHMADI: Uh-hum.

9 MS. DAI: So, I would start with the rules that  
10 I kind of laid out in terms of team building. We're going  
11 to have a little bit of time before the Census data is  
12 actually available to us. Well, we should use that time  
13 well to actually bond as a team, and get some ground rules  
14 clear, and get consensus on how we're going to move  
15 forward.

16 I think there are going to be some -- a lot of  
17 logistical issues that we'll have to think about because  
18 we're going to come from all over, different parts of the  
19 State, so just figuring out a regular meeting schedule,  
20 you know, may be a non-trivial task.

21 And some of us will probably have to really  
22 commit to take on a lot more because it's a lot of work  
23 that we have to get done in a very short amount of time.  
24 So, understanding kind of who has the flexibility in their  
25 schedule, who has the desire and willingness to commit

1 more time, you know, that might help us decide who should  
2 take on what kind of roles in the Commission and to agree  
3 on that.

4           So, I think a lot of what I would spend the time  
5 up front doing is really, really organizing as a team and  
6 getting really clear about our operating rules and  
7 building commitment to those rules.

8           Because if we kind of rush in and start looking  
9 at old Census data, you know, we won't be able to build  
10 those relationships, which will really save us time later  
11 because then we'll be able to have good conversations with  
12 each other because we've built those personal  
13 relationships. So, I would start there.

14           I do think that there is definitely, you know,  
15 data that's available, even if it's not the latest data  
16 so, I mean I think that we can start looking at all of  
17 that, making sure that there's a level playing field in  
18 terms of an understanding of all of the legal  
19 requirements, because I think that every Commissioner  
20 needs to have a base understanding of that even sure I'm  
21 sure we're going to have lawyers that end up on the  
22 Commission, as well, and we'll have staff counsel. But I  
23 think all of the homework that's required to understand  
24 very clearly what the rules are and how we need to follow  
25 them, we can begin there as well.

1 CHAIR AHMADI: Given that the Census data will  
2 become available sometime in April --

3 MS. DAI: Right.

4 CHAIR AHMADI: -- and hopefully not at the end  
5 of April --

6 MS. DAI: Right.

7 CHAIR AHMADI: -- and do you think you would  
8 have enough time to look, to gather information from  
9 public?

10 MS. DAI: Yeah, I mean, I think that -- I mean,  
11 there's going to be a starting point. I mean, I think the  
12 recommendations have been to start with the districts that  
13 are Voting Rights Act districts, first, and kind of  
14 looking at those. And so, I certainly think there's an  
15 opportunity to start having those conversations because  
16 we're not going to be able to be everywhere in the State  
17 in the last few months.

18 You know, I think that as soon as we figure out  
19 all of the issues in terms of how we're going to organize,  
20 you know, what consultants we want to hire, what software  
21 we want to use, I mean there's a whole bunch of business  
22 decisions that kind of have to be made up front as well,  
23 in addition to organizing ourselves. So, you know, all of  
24 that has to happen and I think that will take some time in  
25 the beginning. But I do think we can start before April

1 and I think we have to.

2 CHAIR AHMADI: Have you given it any thought in  
3 terms of what type of services would you want to outsource  
4 or hire consultants?

5 MS. DAI: Yeah, I mean, I think that, you know,  
6 I think there are people who are experts in GIS systems.  
7 And while it's important for us to understand how it  
8 works, so we can say, you know, try that, I don't think  
9 that would necessarily be the best use of the  
10 Commissioners' time for us to all be experts in that.

11 So, I mean, to me, that's something that we  
12 would definitely outsource.

13 I know that there are, you know, policy experts  
14 and I would want to bring a lot of those people in early  
15 to just, again, educate the Commission and get everyone on  
16 the same level ground.

17 CHAIR AHMADI: What do you mean by policy  
18 experts?

19 MS. DAI: Just, you know, people who can help us  
20 understand, you know, how to interpret things like voting  
21 history, how that would apply to the Voting Rights Act and  
22 the kind of detail about the application of the law.

23 CHAIR AHMADI: You mean legal consultants?

24 MS. DAI: Well, I know that the Commission is  
25 going, as I understand, is going to be assigned a staff

1 counsel, so I think we will have the legal experts, but  
2 also how to set -- how to set translate in terms of  
3 affecting a particular community. So, I'm sure there have  
4 been tons of case histories, even in California, because  
5 we have four counties that have had issues that leave us  
6 subject to the Section 5 pre-clearance requirement. So,  
7 just even understanding what happened there I think will  
8 be very helpful for everyone.

9 CHAIR AHMADI: Now, if you can help me, please  
10 help me clarify in my mind, I'm confused about you use of  
11 policy consultants, I'm not sure what you mean by that.  
12 Could you give me some examples, please?

13 MS. DAI: Yeah, you know, I'm thinking more of  
14 people who have a deep understanding of the demographic  
15 data that we have, and the socioeconomic data in the  
16 State, so maybe they're more sociologists, maybe that's  
17 not quite the right --

18 CHAIR AHMADI: Oh, okay. Okay. All right.  
19 Thank you so much.

20 You also mentioned that you will be collecting  
21 additional data before the Census data becomes available.  
22 Can you share with us what you're thinking or what are you  
23 thinking about?

24 MS. DAI: Yeah.

25 CHAIR AHMADI: You know, what type of data are

1 you going to need?

2 MS. DAI: Well, I'm thinking that there's a lot  
3 of information about communities of interest that is  
4 simply not available, just the definition of what a  
5 neighborhood is in certain areas, understanding factors  
6 such as, you know, industrial makeup, or different  
7 industries, or agriculture in the case of rural areas.

8 So, I think there's an opportunity to try to  
9 understand a lot of that stuff and figure out who  
10 community leaders and community organizations that we  
11 would want to consult with, you know, at some point.

12 CHAIR AHMADI: Uh-hum, uh-hum.

13 MS. DAI: Because, again, that's not available  
14 on a government database somewhere, so that's more doing  
15 outreach to organizations that are community-based and  
16 finding out who the local chapters are, and then there are  
17 informal organizations as well, so finding out who the  
18 real leaders are.

19 CHAIR AHMADI: Okay. You mentioned in your  
20 application that water is an issue for -- as a resource  
21 for part of California.

22 MS. DAI: Yeah.

23 CHAIR AHMADI: It's a competing kind of interest  
24 for many people. Can you give us a few examples of other  
25 resources, or other interests, or concerns that may be

1 competing interests from different localities within  
2 California?

3 MS. DAI: Yeah, I mean I think how land is used  
4 is always a competing interest, and how it's zoned and  
5 allocated. So, you know, there are people who are growth  
6 advocates and people who are not. You know, there's  
7 always -- there are a number of other environmental  
8 resources, you know, if you look at -- and this is kind of  
9 related to water, but if you look at declining fisheries,  
10 you know, and --

11 CHAIR AHMADI: Thank you.

12 MS. DAI: -- sports fishermen, I mean there are  
13 recreational interests. So, these are also things that,  
14 you know, might cause a conflict. I think anything that  
15 is limited in nature you're going to have groups that want  
16 to use in a different way and that's going to, you know,  
17 cause a problem because people have different opinions.

18 And so, the key thing is to understand what the  
19 confluence is and make sure that people get a district so  
20 that they can express those interests, and then we can  
21 have a rational discussion about what's the best way to  
22 use it for the good of everyone.

23 CHAIR AHMADI: Okay. Thank you very much, that  
24 was my last question.

25 MR. RUSSO: Thank you. Ms. Camacho?

1           VICE CHAIR CAMACHO: Thank you. I keep  
2 forgetting to turn this on. Thank you.

3           Hi, Ms. Dai.

4           MS. DAI: Hello.

5           VICE CHAIR CAMACHO: In your application you  
6 describe placing students in your leadership course into  
7 socially engineered diverse teams --

8           MS. DAI: Right.

9           VICE CHAIR CAMACHO: -- to compel them to work  
10 together. Could you elaborate on that?

11          MS. DAI: Sure. So, it's funny, I had a little  
12 bit of extra time at the end of my last class last year,  
13 and I said do you have any questions about the course, and  
14 the question that was burning on everyone's mind is how  
15 did you figure out who should be on what team?

16          So, we actually used a number of factors, I'm  
17 going to give my secrets away on the internet, now. So,  
18 we mixed them up of course by age, so year in school,  
19 ethnicity, gender, majors, which turns out to be a big  
20 difference. You have engineers with business people, and  
21 liberal arts majors, and that actually causes plenty of  
22 conflict.

23          The other thing that -- the other two factors  
24 that were maybe not so obvious is we actually -- I made  
25 all the students take a personality test, a Myers-Briggs

1 personality test. And so, there are some well-known  
2 factors in that test that are just guaranteed to provide  
3 conflict, so that was a very important factor to mix them  
4 up on that scale.

5 And then I also had them take an emotional  
6 intelligence test, so we kind of mixed the ones who were  
7 deeply emotional intelligence and those who didn't have a  
8 clue.

9 So, guaranteed to have conflict, it was  
10 fantastic. They all have to figure it out by the end of  
11 the semester somehow.

12 VICE CHAIR CAMACHO: So, that's kind of what  
13 their role was, was to figure this out. Did they come to  
14 you for guidance when they couldn't resolve these  
15 conflicts?

16 MS. DAI: Well, you know, I didn't leave them to  
17 their own devices, you know, they had to actually do a lot  
18 of the process that I described here, they had to actually  
19 come up with written agreements, and they had to sign  
20 their names to them, they got to agree how they wanted to  
21 organize, and who was going to be the leader, or if they  
22 were going to have rotating leadership.

23 You know, they had to come up with a performance  
24 plan, like what happens when somebody's late for a meeting  
25 or they don't do their assignment, so they had to reward

1 and punish each other as well.

2 And so, I gave them, you know, a lot of tools to  
3 manage themselves. So, yes, they would come to me.

4 I also gave them the power to fire because I  
5 said you didn't get to choose, because you don't. You  
6 join a company and you think you get to choose everybody  
7 else, no. So, you don't get to choose when you join but,  
8 if you're part of a company and someone doesn't work out,  
9 you can get to get rid of someone. So, I said, you can  
10 fire, I'll give you the power to fire, that should be the  
11 last thing in the progressive discipline plan if you can't  
12 work it out.

13 But remember, if you fire someone, it's 50  
14 percent of the grade and that student's going to get an  
15 automatic F. So, you know, be careful if you want to use  
16 that.

17 So, every year I have a group that wants to fire  
18 someone and I'm always worried that they're actually going  
19 to act on it. But I always tell them, you know, have you  
20 followed your performance plan and usually they haven't,  
21 so then they have to go back and follow their performance  
22 plan and give the person another chance, usually. And  
23 then ultimately, you know, it actually causes a lot of  
24 conflict in the team because some people say, you know,  
25 let's just do it, you know, he's not adding anything, he's

1 a slacker, and then the other people say, you know, we  
2 can't give another student an F, you know.

3 So, in the end they either come together or they  
4 don't. Now, of course, the successful cases are when they  
5 come together and they usually have a come to Jesus  
6 meeting, they all have it out.

7 And by the way, I make them do peer review, so  
8 we give them, you know, rules of engagement so they don't  
9 kill each other in this process. And, you know, there are  
10 cases where they don't really resolve it and there are a  
11 couple of students who are really concerned about their  
12 grade. They all get the same grade, by the way, so  
13 they're all in it together.

14 So, sometimes you get a couple of students who  
15 just say forget the other people and we'll just do it  
16 because we want to get a good grade, which isn't a very  
17 ideal thing, but it is a very practical way of resolving  
18 things and it actually happens in the real world. There  
19 are people who get away with being slackers because other  
20 people just don't want to deal with them.

21 But, of course, the successful ones are where  
22 they actually work it out and then they get a better  
23 understanding and they have a little empathy for each  
24 other and figure it out.

25 VICE CHAIR CAMACHO: You answered my next

1 question, it's are there any lessons learned that you  
2 could apply to the Redistricting Commission and you kind  
3 of answered that.

4 MS. DAI: Yeah. And you would hope that adults  
5 would behave differently but, you know, this happens in  
6 companies all the time.

7 VICE CHAIR CAMACHO: You're a certified -- what  
8 is it, you were certified in public community affairs as a  
9 local business enterprise in San Francisco, and are  
10 qualified to run public hearings.

11 Tell me more about your training, experience and  
12 qualifications regarding public hearings?

13 MS. DAI: Yes. And so, it's actually -- it was  
14 more accurate to say I was certified as a local business  
15 enterprise and then the area I was certified in was for  
16 public hearings, just to clarify that.

17 VICE CHAIR CAMACHO: Okay.

18 MS. DAI: But I have had professional training  
19 as a facilitator, so I'm trained in the interaction method  
20 and that's something that I use all the time in my work.  
21 I don't really feel like this is a big departure from the  
22 kinds of work that I do to facilitate focus groups, or to  
23 facilitate an employee meeting, you know, where we're  
24 talking about something difficult. I don't see this as  
25 being incredibly different from that except, probably, you

1 know, more specific timelines in terms of how long someone  
2 has to speak. I mean, there's a lot of tension and  
3 emotion in those other kinds of meetings, as well.

4 VICE CHAIR CAMACHO: So, these meetings that you  
5 hear, there's a -- obviously, there's conflict.

6 MS. DAI: Uh-hum.

7 VICE CHAIR CAMACHO: Are you the facilitator at  
8 these meetings or are you the person that is directing and  
9 guiding -- that is a facilitator, but are more like the  
10 chairperson, giving the agenda and listening?

11 MS. DAI: Uh-hum. In those meetings I've  
12 usually -- I've been a paid consultant, so I'm usually  
13 being brought in as the facilitator. But I've also been  
14 in a leadership role because I've been, you know, in a  
15 leadership role on boards so, definitely, I've kind of  
16 played both roles before.

17 VICE CHAIR CAMACHO: Okay. Now, do you think  
18 this experience at these hearings that you've had is  
19 similar to what you expect at the public hearings that you  
20 will have as a Commissioner?

21 MS. DAI: You mean this particular forum or  
22 you're talking --

23 VICE CHAIR CAMACHO: No. When you go out to the  
24 public and you're trying to gain input to help you decide  
25 and/or get the information for the communities of interest

1 and get a better understanding?

2 MS. DAI: Yeah, I mean, like I said, I think  
3 that, you know, people -- I mean, I've been to other  
4 public hearings so I have a sense of how they go, and  
5 sometimes you have people who are very excited and  
6 animated about whatever their point of view is, and they  
7 have three minutes to talk and then you get the next  
8 person up.

9 So, you know, it may not be -- I mean, I'm  
10 hoping that this is something that the Commission has some  
11 power over to define, to make it a little more interactive  
12 as opposed to something where people just come up and  
13 speak for three minutes.

14 You know, that's why I think that it would be  
15 interesting to try some other formats, because that can be  
16 very intimidating for people, and so I think you're going  
17 to -- it's going to be a self-selected group of people who  
18 feel comfortable in that kind of formal public hearing  
19 type of format.

20 And so, you know, I'm imagining sitting down at  
21 a coffee shop and having people around, you know, there's  
22 other ways to engage people who may not be comfortable in  
23 that environment because otherwise I think we're only  
24 going to get one set of opinions, that's something that I  
25 worry about.

1           VICE CHAIR CAMACHO: You were talking about an  
2 interactive approach, how would you set up a meeting to do  
3 this interactive approach?

4           MS. DAI: Well, it would be very similar to how  
5 a focus group works, right, so you would let people  
6 actually respond to each other and try to facilitate the  
7 flow of that information. You would probably want to set  
8 up some ground rules in advance so, again, people don't  
9 kill each other in the process.

10           Then there's actually an opportunity to get to  
11 some understanding rather than just getting different  
12 points of view and not getting to the rationale and  
13 understanding what's really behind it.

14           I think it's very easy to take something at face  
15 value and not really understand what the underlying issue  
16 is. I can -- if I have time, I can give an example.

17           One of my ACT projects, one of the most  
18 interesting ACT projects I did was for a nonprofit that  
19 was in Uganda, and we were talking with students who had  
20 worked with a bunch of villagers about the issue of  
21 getting a well-bore. So, water, of course, is a big issue  
22 in most developing countries and people have to walk very  
23 far to get water, and so it's a big deal to get a well in  
24 your village.

25           And the students had somehow interpreted that

1 the villagers weren't willing to pay for the well-bore,  
2 even though the nonprofit had gone through a lot of  
3 trouble to arrange for a contractor to dig the well.

4           So, you know, we had to ask a bunch of different  
5 questions back and forth and then what finally came out  
6 was that they weren't willing to pay, or they weren't  
7 willing to split the cost, or they didn't understand the  
8 importance of having a well-bore, it's that somebody else  
9 had worked with the same contractor and then they had  
10 messed up the job somehow.

11           And so, it was actually a lack of faith in the  
12 particular contractor that was the problem, but it was  
13 being interpreted as the villagers don't want a well. So,  
14 it was completely the wrong interpretation.

15           So, I think that's the kind of, I think,  
16 interactivity that's helpful is to be able to ask a lot of  
17 questions to try to understand what's really causing  
18 people to have that stance, because then you can find that  
19 actually there's a lot of commonality and actual, you  
20 know, in terms of what people really want. And I think  
21 that's how you get good solutions.

22           VICE CHAIR CAMACHO: In these interactive  
23 meetings that you're suggesting, or it's just a suggestion  
24 and I understand that, obviously, there's only a certain  
25 amount of time. How much time does it take to really get

1 a good understanding of what people want during an  
2 interactive exchange?

3 MS. DAI: I don't know if there's any rule of  
4 thumb but, you know, it definitely takes more time because  
5 you have to ask five questions for every statement  
6 somebody makes, but it's well worth it. I mean, I think  
7 our discussion on the well-bore topic, I mean, I don't  
8 know, it probably took about 15 minutes.

9 But if we had just accepted what the -- how the  
10 students had interpreted what the villagers said, you  
11 know, that would have taken two minutes but it would have  
12 been wrong.

13 So, you know, to me it makes sense to take the  
14 time to ask a few questions and find out what was really  
15 going on.

16 VICE CHAIR CAMACHO: So, with this interactive,  
17 it might be where you might have to go back to this same  
18 community and get more feedback a little later to get  
19 clarification, or you're hoping to get all of that in one?

20 MS. DAI: Well, it would be ideal if we could do  
21 it in one session, because people will make statements and  
22 then if there's time to, you know -- I mean, a lot of the  
23 public -- and I may be making some assumptions here, but a  
24 lot of the public hearings I've seen people literally have  
25 two or three minutes to make a statement and they do it in

1 sequence and, you know, you take notes and you go and  
2 interpret it yourself.

3           And so, what I'm suggesting is more of a  
4 conversation with people who are stating a point of view,  
5 to try to understand what caused them to come to that  
6 conclusion. Because if you can understand the underlying  
7 drivers behind that, you may find that everybody's  
8 concerned about the same thing and they just came to a  
9 different conclusion. Right, so you can understand that's  
10 really what an interest is, right.

11           VICE CHAIR CAMACHO: I'm just trying to get in  
12 my mind how this would kind of --

13           MS. DAI: Would work?

14           VICE CHAIR CAMACHO: Would work, yes. If,  
15 obviously, there's 14 individuals and I think you were  
16 saying that you'd split them up and hit various areas?

17           MS. DAI: Yeah, I mean I know that we're not --  
18 we have to meet, we have Open Meeting requirements, but I  
19 would imagine that we would be allowed to do our own  
20 research. So, I mean, I would -- you know, I'm  
21 envisioning that we would kind of divide and conquer, and  
22 have informal meetings and invite people to join in a less  
23 formal environment before the actual, formal public  
24 hearing.

25           And like I said, I think certain people are

1 attracted to and comfortable in that environment, but I  
2 think a lot of people are not, and they're probably the  
3 same people who don't vote.

4 So, I mean, if we're really trying to understand  
5 what these communities of interests are I think we have to  
6 think about using different formats that would allow  
7 different kinds of people to participate.

8 VICE CHAIR CAMACHO: Okay. So, you're saying  
9 the interactive wouldn't be the only way, you would also  
10 do various other types of interaction with these --

11 MS. DAI: Yeah.

12 VICE CHAIR CAMACHO: -- for public meetings, so  
13 you could get all these different voices that would only  
14 be comfortable in certain situations?

15 MS. DAI: Right. Right, like I think if we're  
16 working with community-based organizations, they're used  
17 to going and testifying and so they're probably completely  
18 find in a public hearing and they may, in fact, really be  
19 representative of that community. But what if they're  
20 not, right?

21 And so, that's why I think some of these other  
22 things, like allowing internet input, or less formal kinds  
23 of gatherings at a coffee shop, or something like that,  
24 that would encourage other people who, you know, don't  
25 feel that that organization represents their point of view

1 would also be encouraged to come and speak to us.

2 VICE CHAIR CAMACHO: If --

3 MS. HAMEL: Five minutes.

4 VICE CHAIR CAMACHO: Oh, thank you.

5 If you were unable to go to these informal  
6 hearings because it has to be transparent and it has to be  
7 in an open meeting where it's taped, or whatever, would  
8 that be okay, too, where it's more of a structure where  
9 you have these focus groups, but it's in a more structured  
10 format on this day, at this location?

11 MS. DAI: Sure, sure. And I don't see any  
12 problem with taping it, either. But I think there's  
13 something about this kind of format, where we're sitting  
14 behind a dais, that feels very constrained.

15 And so, if you're sitting at Peet's or  
16 something, and drinking coffee, and everyone's a little  
17 more relaxed, you actually might hear different things.  
18 Just a thought.

19 VICE CHAIR CAMACHO: Okay. Do you know what  
20 type of outreach you would perform to get the necessary  
21 participants to come?

22 MS. DAI: Yeah, I mean I think we'd want to post  
23 information on the internet, so that's available to  
24 everyone. We'd want to do kind of proactive outreach.  
25 This was what I was saying in response to Mr. Ahmadi's

1 question about doing research in advance to find out who  
2 the other leaders are, and to find out who the relevant  
3 organizations are. There may be neighborhood councils or  
4 other PTA associations. I'm just, you know, thinking of  
5 all kinds of different kinds of groups that people  
6 affiliate with.

7           And so, I think that if you can get the word out  
8 to the leaders of those organizations, put it on our  
9 Facebook page, I mean, you know, let it go viral, that you  
10 will actually get out to a good percentage of the  
11 community.

12           VICE CHAIR CAMACHO: Okay. I have a scenario  
13 for you.

14           MS. DAI: Uh-oh.

15           VICE CHAIR CAMACHO: You're recruiting for the  
16 Commission, for Commission staff and/or consultants, what  
17 would you look for in experience and potential of a chief  
18 of staff, legal counsel, and public relations persons?

19           MS. DAI: All three positions?

20           VICE CHAIR CAMACHO: Either --

21           MS. DAI: Or any of them?

22           VICE CHAIR CAMACHO: Any of them?

23           MS. DAI: Well, I would certainly want to look  
24 for someone just who has a high standard of integrity. I  
25 think that the work of the Commission is extremely

1 important. And I've used the word "historic" many times,  
2 I understand a lot of people are watching California to  
3 see if this experiment works or not and, if it's  
4 successful, it actually might become a model for other  
5 states, so that's very exciting.

6 So, I think that just as the Commissioners have  
7 to be above reproach, I think any of our staff members  
8 would also have to be above reproach.

9 I would look for specific and relevant  
10 experience, but I would necessarily, you know, not  
11 consider someone if they didn't have exactly the  
12 experience for, you know, 10 or 20 years, because that  
13 will eliminate a lot of people, potentially.

14 So, I would want to look for enough relevant  
15 experience.

16 And I think the other thing is, this is  
17 something that I use, I do a lot of hiring and, you know,  
18 to me keeping in mind what I said about the research,  
19 about technical skills versus people skills, and so I  
20 really look for an ability to work well with different  
21 people. Because there will be 14 of us, we will have 14  
22 different personalities, likely. And, you know, this  
23 person's going to have to interact with all of us and  
24 understand how to work effectively with all of us.

25 And just a variety of people skills, active

1 listening and emotional intelligence I think are always  
2 good.

3 And beyond that, I think it's attitude and  
4 passion for the job. I mean, I will take someone who has,  
5 you know, high motivation and passion for the job above  
6 someone who has 20 years of experience any day of the  
7 week.

8 VICE CHAIR CAMACHO: Okay.

9 MS. HAMEL: One minute.

10 VICE CHAIR CAMACHO: Oh, that will be my last  
11 question, thank you.

12 MS. DAI: Okay. Thank you.

13 MR. RUSSO: Ms. Spano?

14 PANEL MEMBER SPANO: Good afternoon.

15 MS. DAI: Good afternoon.

16 PANEL MEMBER SPANO: Going back to your Dynamic  
17 Consultant, what methods did you employ to identify your  
18 customer needs?

19 MS. DAI: Well, they usually come to me, the  
20 nature of management consulting business, it's a very high  
21 word-of-mouth referral kind of business. But I always say  
22 that the problem that they come to me with is usually not  
23 really their problem so, you know, and I generally will  
24 give a free hour of discussion as our initial  
25 conversation, before we start talking about a contract.

1           So, in that hour what I'm trying to do is really  
2 understand the scope of the project, and what their  
3 timelines are, and what they think the issue is.

4           My job in that hour is to convince them that I'm  
5 smart enough to figure out what the real issue is, so I  
6 will usually spend most of my time, after listening,  
7 usually, for the first half-hour, is asking questions  
8 about it.

9           It's kind of the same method we used with the  
10 folks on the well-bore thing. It's like, well, is that  
11 really what you mean? It's a series of follow-on  
12 questions to get at why they think they have this  
13 particular problem. And it usually, even in that first  
14 hour, will reveal a number of other factors that I will  
15 already have a hypothesis that we're going to have to look  
16 into.

17           Often, the project is, you know, is intended to  
18 solve a particular problem, but there's discovery all  
19 along the way.

20           So, you know, as long as we're discovering new  
21 information then we'll say, okay, so this was our initial  
22 assumption, we now found out that it was wrong, so let's  
23 talk about what we really want to do with this project.

24           So, generally, you know, the key to being a  
25 successful strategy consultant is really being able to

1 manage that process because you will often end up, you  
2 know, discovering a different problem, and to make your  
3 client happy you need to actually resolve the problem that  
4 you discover, not the one they said they wanted.

5 PANEL MEMBER SPANO: Because it's usually  
6 different, as you discussed there, huh?

7 MS. DAI: It's often different. Yeah, it's  
8 often different. Because usually people are very good at  
9 spotting a symptom and there's usually some underlying  
10 cause. And it may -- you know, that may be less obvious  
11 and it actually takes kind of digging to find that.

12 PANEL MEMBER SPANO: What kinds of market  
13 research did you conduct in your --

14 MS. DAI: In my consulting work?

15 PANEL MEMBER SPANO: Yeah.

16 MS. DAI: You know, usually it can be both  
17 quantitative and qualitative. It's usually -- the most  
18 valuable stuff is usually interviews, it's talking to  
19 people, you know, trying to understand what's going on.

20 In my marketing work, you know, we'll talk to  
21 customers, we'll talk to potential customers, we'll often  
22 talk to competitors, you know. You know, we'll call up  
23 and say we want to buy a product and understand what's  
24 going on, and understand what their perception is of the  
25 other company. We'll talk to experts in the field.

1           So, that's often the most valuable type of  
2 information. And then, usually, that's enough to give you  
3 a couple of hypotheses that you'll test with quantitative  
4 research after that.

5           PANEL MEMBER SPANO: How do you know what  
6 markets to go into when you do your research; is there  
7 particular areas that you look at when you do the market  
8 research?

9           MS. DAI: In terms of --

10          PANEL MEMBER SPANO: Your services, yeah.

11          MS. DAI: -- who to interview or -- you know, it  
12 depends on the company, and the industry and, you know,  
13 what the particular problem is. So, there are market  
14 research firms that serve certain markets, so you can  
15 usually get some starting point.

16          But the value of having someone like me come in  
17 is to actually interpret that data and how it's relevant  
18 for the particular company and their particular problem.

19          PANEL MEMBER SPANO: I see. I see. Can you  
20 describe the challenges involved in working with high tech  
21 business clients?

22          MS. DAI: Well, they all think they're smarter  
23 than you are.

24          And the functional area that I work in is  
25 marketing and that's not a well-understood function, I

1 would say, in most of high technology, because most people  
2 think if you build it, they will come. I call that the  
3 "Field of Dreams" marketing approach.

4 So, you know, getting -- and these companies are  
5 also often run by engineers so, you know, like I said,  
6 they think they know it better and they certainly know how  
7 to build it better than you do, but it doesn't mean they  
8 understand the customer.

9 And so, getting them to figure out how to  
10 position a product, which they probably already built, and  
11 then figure out how to position it, you know, into the  
12 market in a way that will fulfill the customer's needs  
13 that's really -- you know, that's what I specialize in.

14 PANEL MEMBER SPANO: Are they pretty willing and  
15 open to listen to you?

16 MS. DAI: It takes time. Like any relationship,  
17 you have to build trust. But, you know, after you've  
18 proven them wrong a few times that helps.

19 PANEL MEMBER SPANO: It's hard for them to suck  
20 it up, right.

21 Let's see, how -- when you -- do you think,  
22 since you tap into your clients to really get into what  
23 they truly need, because often they come to the table and  
24 think they know what they need, but really don't.

25 MS. DAI: Uh-hum.

1                   PANEL MEMBER SPANO:  When you go out in the  
2 public and you listen to a community, listen to  
3 individuals talk about their concerns and their interests,  
4 how do you determine whether it's an individuals just  
5 gripe or someone's legitimate concern relevant to the  
6 issue --

7                   MS. DAI:  The issue at hand?

8                   PANEL MEMBER SPANO:  -- yeah, that you're going  
9 to consider when you draw the lines?

10                  MS. DAI:  Yeah, I think that's a judgment call.  
11 One rule that I use in consulting, when I'm doing a bunch  
12 of different interviews, is that I -- I'll try  
13 different -- different segments, and I'll -- you know,  
14 I'll talk to a customer, I'll talk to a competitor, I'll  
15 talk to someone in an adjacent industry, I'll talk to an  
16 expert.  If you start hearing the same thing four or five  
17 times, you don't actually need, you know, a thousand  
18 people to agree with you.  If you start getting the same  
19 kind of theme that's appearing, from a bunch of different  
20 segments, you're probably on to something.

21                  So, now, it doesn't mean you should ignore one  
22 person's random comment because, you know, they may just  
23 be more brilliant than somebody else.  So, I mean, I think  
24 you -- that's the part that's hard.  I mean, it's easy  
25 when you start to see a pattern like that, and especially

1 if you're doing, like I said, kind of a cross-functional  
2 take on it and you're making sure to tap into different  
3 segments, that's what gives you confidence that you can  
4 only talk to four or five people and do something, as  
5 opposed to trying to do a survey that has a thousand  
6 people that say that.

7           So, I think that just comes -- unfortunately,  
8 that comes with experience. So, you start to say, you  
9 know, that person had -- there was something behind that  
10 comment, you know, that they weren't just talking off the  
11 cuff.

12           And that's when you want to do a little of your  
13 own research and probe a little bit more, because you can  
14 probably check that.

15           It's just like when you're interviewing  
16 candidates for a job, you can always do a -- you know, get  
17 the back story and do -- you know, do a back door kind of  
18 reference check.

19           So, you know, you can see if this person has  
20 credibility in his or her community, or what their role  
21 is, to try to understand if they would have, you know,  
22 vested interests in a particular thing that might color,  
23 you know, what they were saying.

24           And so, I think you can check the credibility of  
25 the person. So, I mean, I think there are a couple of

1 things that you can do.

2 PANEL MEMBER SPANO: Going back to your Industry  
3 Fellow and Leadership at UC Berkeley. This is what you  
4 teach, is it a stand-alone course or is it part of a  
5 fuller curriculum of courses?

6 MS. DAI: It's part of a -- we call it a  
7 curriculum sequence. It's the Center for Entrepreneurship  
8 and Technology and students who take that get a  
9 certificate right now, you know, in management of  
10 technology, something like that, I'm not sure exactly what  
11 it's called.

12 PANEL MEMBER SPANO: Oh, okay.

13 MS. DAI: But they have to take a certain  
14 sequence of courses.

15 PANEL MEMBER SPANO: Uh-hum.

16 MS. DAI: And so, for the past three years I've  
17 been teaching a full, kind of three-unit course in  
18 leadership and teamwork, and now it's actually  
19 incorporated in another class, called Technology  
20 Leadership.

21 PANEL MEMBER SPANO: And how was it determined  
22 that science and engineering students needed special  
23 courses in people skills, organizational behavior  
24 principles and management skills?

25 MS. DAI: Gee, do you really need to ask that

1 question?

2 (Laughter.)

3 PANEL MEMBER SPANO: Yeah.

4 MS. DAI: So, what happened was the College of  
5 Engineering decided to put this entrepreneurship program  
6 together and they thought, you know, gee, I guess these  
7 folks are going to -- they're starting companies and  
8 they're going to be the leaders of teams, so maybe we  
9 should give them some skills in that area. So, that's how  
10 I got tapped to try to help with that effort.

11 And it happens at Cal that there are, of course,  
12 classes like that through the hospice of school, it's just  
13 that most engineers and scientists can't get into them, so  
14 that's why we -- there's just not enough room, right, they  
15 prioritize for their major, so the College of Engineering  
16 decided it should have a course that -- so, my course is  
17 like 80 percent engineers and scientists, but we get, you  
18 know, people who are liberal arts majors and that always  
19 mixes it up really well.

20 PANEL MEMBER SPANO: So, they need more people  
21 skills. I'm kidding.

22 Did the University tap into you, did they call  
23 you to do this or --

24 MS. DAI: Yeah, the director of the center  
25 actually -- you know, I was actually -- I was actually

1 helping them with their mission, and their vision, and  
2 their strategic plan, the kind of stuff that I normally do  
3 for nonprofits and then -- and I also helped them build  
4 out the mentor network. So, a big part of what CET does  
5 is it provides a network of mentors, so experienced  
6 entrepreneurs, and venture capitalists, and attorneys who  
7 have served start-ups and, you know, accountants and other  
8 providers, so I build up that mentor network.

9           And then the director said to me, he goes, why  
10 don't you teach a class.

11           PANEL MEMBER SPANO: Right.

12           MS. DAI: So, that's how it happened, it was a  
13 little bit random, but then I really enjoyed it, so I kept  
14 doing it.

15           PANEL MEMBER SPANO: Are the science and  
16 engineering students really different from the mainstream  
17 student body and in what ways?

18           MS. DAI: I think so. I mean, I used to be one,  
19 right, and so I always tell my students I know exactly  
20 what you're thinking. You think this is a fuzzy liberal  
21 arts class and it's going to be an easy A, so let me just  
22 disabuse you of that right now. Yeah, my students have to  
23 work their butts off.

24           Yeah, I think, you know, a negative thing is  
25 they tend to be more arrogant because they know how much

1 harder it was to get into those majors, so I think that's  
2 one thing that already is going to put off a lot of  
3 people, and so that's why they need some people skills.

4 But the thing that's really positive is that  
5 engineers are used to thinking in frameworks and applying  
6 principles, and so when I tell them that you -- that there  
7 is research on this, that you can predict how people will  
8 behave, and that there are techniques you can use to get a  
9 certain result with a group of people, they get really  
10 excited. You mean we can figure out, you know, people,  
11 there's a scientific method to this? And they get very  
12 excited about that and, you know, that's the great thing  
13 about teaching scientists and engineers is that if you can  
14 give them that fame and they see it as a problem solving  
15 kind of thing then -- and it's with something that, you  
16 know, people tend to think is unpredictable, then it  
17 becomes very powerful.

18 PANEL MEMBER SPANO: Can you sit these people in  
19 a group and like at a coffee shop, and get them to  
20 interact and get good conversation or -- you can?

21 MS. DAI: I think so. I think so I mean,  
22 people, most people just want to be heard. I mean, I  
23 think that's a pretty basic human need. So, I mean,  
24 that's what I do for a living is get people to spill their  
25 guts. Because that's what we need to do in marketing is

1 we have to understand what people need.

2 PANEL MEMBER SPANO: With that said, when you're  
3 on the Commission, if you're on the Commission and you're  
4 working with these brand-new people, you've never met them  
5 before, are you going to -- I mean, you're going to have a  
6 bunch of -- maybe a PhD, maybe someone with no degree,  
7 maybe someone who is arrogant, someone who knows --

8 MS. DAI: Yeah, yeah.

9 PANEL MEMBER SPANO: -- that they may have this  
10 personality that is hidden and it surfaces.

11 MS. DAI: Right.

12 PANEL MEMBER SPANO: Are these the techniques  
13 that you think may be beneficial to apply to that  
14 situation or in that situation?

15 MS. DAI: Yeah, I mean, like I said it comes  
16 down to doing real team building. You know, it's finding  
17 commonalities because, you know, so your commonality may  
18 not be on education, but it will be on something else, it  
19 will be on family, or it will be on a, you know hobby or  
20 something like that.

21 And that's -- I think that's very important.  
22 That's why, I mean, I tell my students, okay, you've just  
23 been put in these groups now, you have one semester to  
24 deliver results and, you know, organize yourself, get out  
25 of your own underwear and deliver a result. And they

1 actually have to do a project for someone else, too, so  
2 they have to deliver a consulting report based on the  
3 principles in the class, for another organization.

4 So, they have to do all this internal work and  
5 then still deliver a product, so it's kind of very  
6 intimidating.

7 And I said, don't shortcut that first meeting.  
8 I said spend two hours, have dinner together, you know,  
9 learn about each other. I even gave them questions they  
10 should ask each other to try to, you know, get to know  
11 each other. Because, you know, you have to start there.  
12 I mean, people need to have that personal bond, and that  
13 trust in those relationships otherwise they're not going  
14 to be able to do the work together later.

15 So, that's -- I think that's going to be very  
16 important for this Commission because we're also going to  
17 be remote most of the time, and that's going to be  
18 challenging. And so, in order to have a good discussion,  
19 you know, when we get together, you know, we need to have  
20 enough of that bond that's been formed.

21 MS. HAMEL: Five minutes.

22 PANEL MEMBER SPANO: Thank you.

23 You mentioned in your application that you  
24 studied how influence can impact decision making and,  
25 therefore, you're hyper-aware of natural susceptibility to

1 biases and the need to question preconceived notions.

2 What do you mean by influence can impact decision making?

3 MS. DAI: Well, we are all influenced by other  
4 people.

5 PANEL MEMBER SPANO: Uh-hum.

6 MS. DAI: So, even if you're not aware of it, I  
7 happen to be very aware of it, but even if you're no  
8 aware, you're constantly evaluating other people, you're  
9 thinking, oh, you know, Mr. Ahmadi's a really sharp  
10 dresser, you know, he's probably, you know, someone I  
11 would like, right. You're making this kind of -- this  
12 kind of little, you know, mental chatter is going on all  
13 the time. And that, actually, is going to affect what you  
14 think when Mr. Ahmadi speaks because you've already had  
15 some kind of preconceived notion.

16 And this is -- this is -- there's been tons of  
17 research on this, this is like the impact of stereotypes  
18 and how they become self-fulfilling, because you already  
19 had that opinion so now everything that is said you're  
20 thinking through that filter, and that it confirms what  
21 you originally thought, which may or may not really be  
22 true.

23 So, that's very important to be aware of  
24 because, you know, someone may have a bias against someone  
25 who has -- is from a different socioeconomic strata than

1 they are, and that will cause them to judge what that  
2 person says, fairly or not.

3 PANEL MEMBER SPANO: Uh-hum.

4 MS. DAI: People are charmed by certain people  
5 and not charmed by others. So, you know, all of that  
6 actually -- these are always -- this is a very natural  
7 human thing, these are filters that help us navigate the  
8 world but, you know, this is why it's so important for the  
9 Commissioners to be impartial and unbiased because we're  
10 dealing with people, and people are naturally biased.

11 PANEL MEMBER SPANO: Yeah.

12 MS. DAI: So, I think the best thing you can do  
13 is try to be aware of it all the time. You know, be aware  
14 that you're making a judgment and put yourself on notice  
15 when that person speaks.

16 PANEL MEMBER SPANO: Is this what you mean by  
17 hyper-awareness?

18 MS. DAI: Yeah.

19 PANEL MEMBER SPANO: Yeah.

20 MS. DAI: Yeah. That doesn't mean that I don't  
21 fall victim to it at times, because we're all human.

22 PANEL MEMBER SPANO: Uh-hum.

23 MS. DAI: But if you're aware of it, you can  
24 say, okay, that wasn't a fair comment, right, that wasn't  
25 a fair judgment, so let me -- in that situation, let me

1 listen to that two or three times to make sure that that's  
2 really how I feel, or I wasn't affected by what the person  
3 was wearing that day, you know, right? So, we're all  
4 influenced by a bunch of different things and, you know,  
5 that would be, you know, inconsistent with the mission of  
6 what we're trying to achieve here.

7 PANEL MEMBER SPANO: Thank you.

8 MR. RUSSO: Okay. Thank you, Ms. Spano.

9 Do the Members of the Panel have any follow-up  
10 questions that they would like to ask at this time?

11 CHAIR AHMADI: I don't have any at this point.

12 VICE CHAIR CAMACHO: No.

13 MR. RUSSO: Okay. I have a few questions.

14 Ms. Dai, you mentioned that you had served on a  
15 jury at one point?

16 MS. DAI: Yes.

17 MR. RUSSO: Were you the foreman of the jury?

18 MS. DAI: I was not.

19 MR. RUSSO: Okay. Was the jury able to reach a  
20 verdict?

21 MS. DAI: In three out of four of the charges.  
22 We had a special circumstances one that I think we spent  
23 longer than the OJ Simpson trial trying to get through,  
24 that we were unable to come to consensus on and we finally  
25 gave up. But we really gave it a shot and the vote went

1 back and forth, and ended up in the middle and then we  
2 said okay.

3 MR. RUSSO: Did you bring any of your team  
4 building skills to that jury service?

5 MS. DAI: I did. And one of the things that I  
6 deliberately did was not be the foreman of that jury,  
7 because there was a young man who clearly wanted to do it.  
8 And I said, if you want to do it, I said you should  
9 volunteer to do it.

10 You know, so he did volunteer to do it. I did  
11 suggest some things. I suggested that we not vote at the  
12 beginning. And I suggested that when we did vote that it  
13 was blind.

14 And I made some suggestions on how people spoke  
15 so that, you know, we wouldn't be biased at the beginning.

16 MR. RUSSO: So, why do you think, given the team  
17 building effort that you put into this, that you weren't  
18 able to reach an agreement on one of those -- on the  
19 special circumstances allegations?

20 MS. DAI: I think it was just a fundamental  
21 philosophical difference. The case, itself, was -- you  
22 know, it was kind of a very trivial matter and there were  
23 a lot of charges. I think probably there was a question  
24 about a third strike in people's minds, for a fairly  
25 trivial offense, so I think that was probably operating,

1 although, you know, it wasn't ever spoken.

2           And the special circumstance had to do with the  
3 use of a lethal weapon, which turned out to be a knife  
4 that was about two inches long, and so there was kind of a  
5 disagreement about whether it was really lethal or not.  
6 So, I think it was really a philosophical difference.

7           I mean, clearly, our deliberations and we  
8 literally spent two days trying to come to agreement on  
9 the last charge, you know, people really tried, and the  
10 vote went like four to eight, and then it switched  
11 completely the other way, eight to four, and then it ended  
12 up at six to six, and then at that point, after the third  
13 vote, people felt like we gave it our best try.

14           MR. RUSSO: Okay. Speaking of philosophical  
15 differences, obviously, the Commission, itself, is going  
16 to be composed with people with, and assuming that we  
17 reach a goal of diversity, of people with very different  
18 philosophical views.

19           Do you have any experience working with folks of  
20 very different philosophical views, both conservatives,  
21 liberals, so forth, and bringing them together for to  
22 reach a consensus?

23           MS. DAI: Yeah. Actually, the reason I chose  
24 the Habitat example is that we had exactly that kind of  
25 makeup, with very different philosophical views. And in

1 that example I was trying to point out they were all  
2 perfectly valid views, they all had their merits.

3 And so, what I did in that case because we  
4 really -- we were not getting anywhere because everybody  
5 had a point of view and they all had really good reasons  
6 to support that point of view. And so, if you're just  
7 doing that, you're not going to come to a consensus, which  
8 is why I tried to focus on something more fundamental,  
9 which is what is our mission and who are we serving.

10 And so, when we came to agreement on that, then  
11 we were able to resolve everything else. And so, I think,  
12 this is what I called step three, which is when you get to  
13 that point you have to reframe the debate and look at  
14 something else that won't cause people to just stick  
15 into -- you know, at some point they're just entrenched  
16 positions because people have developed a logical argument  
17 for that, and you're just not going to get anywhere if you  
18 really, fundamentally disagree.

19 So, you have to go somewhere else and say, you  
20 know, in our case, you know, what is our mission, who are  
21 we really serving? Oh, we're serving volunteers, too? If  
22 we're serving volunteers, too, we have to give them  
23 opportunities to volunteer and that has helped us  
24 eliminate the other ones.

25 Which were, you know, perfectly valid if all we

1 were about was building houses.

2 MR. RUSSO: What if you were selected to the  
3 Commission and the members of the Commission just aren't  
4 buying into your team building efforts, what are you going  
5 to do?

6 MS. DAI: Well, hopefully, I won't be the only  
7 one concerned about team building. Hopefully, everybody  
8 else is also concerned about that. So, if it's not me,  
9 maybe it's somebody else. You know, that's why there are  
10 14 of us.

11 In fact, to go back to Ms. Camacho's question  
12 about my socially engineered student teams, one of the  
13 teams in particular had really just come to loggerheads  
14 and half of them wanted to fire the student and the other  
15 half felt like he hadn't been given a chance, and they  
16 hadn't really followed their performance plan so it wasn't  
17 fair.

18 And the others were like he's out of here, he  
19 hasn't done any work, you know.

20 So, these two factions had to kind of really  
21 duke it out and finally the -- it actually turned out to  
22 be split among gender lines, and that's an interesting  
23 observation, I don't think it always happens that way, but  
24 the boys wanted to fire the other guy.

25 And so, finally, they said, okay, fine, if you

1 don't want to get rid of him, you resolve the issue, so  
2 the two young women on the team said, fine, we'll take  
3 over leadership on that aspect.

4           And they were able to resolve it, they were able  
5 to have a conversation with the offending student, and  
6 work, it out, and he contributed to their final project,  
7 and they ended up really bonding as a team. And the young  
8 man who was the, you know, ostensibly the leader of the  
9 team, who based away at that point, he actually wrote in  
10 his final essay that he learned a lot about leadership  
11 from the other women on the team, which was learning when  
12 to step down and letting somebody else take over who can  
13 handle the situation better. So, I think that, I would  
14 hope that there are multiple people on the team who could  
15 try to bring the team together.

16           MR. RUSSO: Okay. I have one final question.  
17 Looking at your application materials, I see that you're  
18 involved in a lot of things, you're involved in your  
19 lecturing at Berkeley, you've got your consulting  
20 business, and then I see all of these volunteer activities  
21 that you're engaged in.

22           MS. DAI: Uh-hum.

23           MR. RUSSO: What is it that drives you to be  
24 engaged in so many things?

25           MS. DAI: I like variety and I also am very

1 interested in giving back to my community. So, I'm  
2 engaged in a number of different activities to fulfill  
3 that need for me.

4 But I want to assure the Panel here that I was  
5 quite serious when I said I've set aside time. I would  
6 not do -- I would not volunteer for another ACT team, I  
7 would back away from a number of other activities, this  
8 would be my primary non-work activity, if I were selected  
9 as a Commissioner, because I'm very, very excited about  
10 doing it.

11 MR. RUSSO: Okay, thank you.

12 Do the Members of the Panel have follow-up  
13 questions at this time?

14 CHAIR AHMADI: I don't.

15 VICE CHAIR CAMACHO: No.

16 MR. RUSSO: Okay. I'm looking at the clock and  
17 we have about eight and a half minutes remaining of our  
18 hour and a half. So, Ms. Dai, if you'd like to make a  
19 closing statement, you can use all or part of that time.

20 MS. DAI: Okay, great. So, let's see, so I  
21 think I've talked a lot about my own diversity and my  
22 comfort with other people's diversity. I'm equally  
23 comfortable doing voter outreach in maybe Hunter's Point,  
24 which is a predominantly African American community, to  
25 living in the Mission, which is a primarily Latino

1 neighborhood, teaching students for whom English is a  
2 second language.

3 And then, of course, interacting with sea level  
4 executives across the State in my consulting work.

5 I actively practice people skills, the same ones  
6 that I teach every day in my consulting work, and I'd be  
7 very excited to bring this to bear in my work as a  
8 Commissioner.

9 I'm also a proud product of public schools in  
10 California, I attended and teach at UC Berkeley, which is  
11 blessed with incredible diversity, including many students  
12 who are the first in their families to attend college and  
13 come from all over California, and the world.

14 Because of my own experience, I survey my  
15 students during the first week of school, I try to get an  
16 idea of what language they speak at home, whether they  
17 have past leadership experience, whether they have any  
18 work experience, or are active in student activities, and  
19 what they hope to get out of my course.

20 Because it's a leadership course, one thing that  
21 I teach them is that participation is actually a learned  
22 behavior. We tend to forget that here, in the United  
23 States. Here, we speak of the early bird getting the  
24 worm. In Japan they talk about the nail that sticks up  
25 gets hammered down.

1 (Laughter.)

2 MS. DAI: So, there are obviously different  
3 cultural perspectives on participation and this has really  
4 grave implications for participation in the political  
5 process. And this is the kind of perspective that I bring  
6 to my work, if I were selected as a Commissioner.

7 So, at the end of the semester I try to give my  
8 students some inspiration and some closing remarks, and I  
9 remind them that not all of them will have positional  
10 power in their careers, they're not all going to be, you  
11 know, head of their companies, they may be a cog in the  
12 wheel, but all of them can really be leaders. And you  
13 don't have to have a title to be a leader.

14 And they're going to be part of a pretty small  
15 minority of people who are college educated, who will make  
16 more than the average family of four in the United States  
17 in their first jobs out. Remember, these are engineers  
18 and scientists, primarily.

19 So, they actually have a duty and a  
20 responsibility to be leaders in their community and to  
21 speak for others who either cannot or will not speak for  
22 themselves.

23 So, in other words, I want them to participate.  
24 And so, I'm trying to take some of my own advice here, I'm  
25 very excited to participate in this historic opportunity

1 to redraw the lines, I hope that I have that opportunity  
2 and to be part of revitalizing our democracy here, in  
3 California.

4 MR. RUSSO: Okay, thank you very much.

5 VICE CHAIR CAMACHO: Thank you.

6 PANEL MEMBER SPANO: Thank you.

7 CHAIR AHMADI: Thank you.

8 MR. RUSSO: And with that, this interview will  
9 be concluding at whatever time it is, 2:25. And we will  
10 resume at 2:45.

11 MS. DAI: Thank you.

12 (Off the record at 2:25 p.m.)

13 (Back on the record at 2:45 p.m.)

14 MR. RUSSO: It is 2:45, a quorum is present and  
15 we are ready to proceed.

16 We next have a scheduled interview with Josefina  
17 Salinas. Ms. Salinas is present. Are you ready to  
18 proceed?

19 MS. SALINAS: I am.

20 MR. RUSSO: Thank you, very good.

21 Well, if we could set the clock for an hour and  
22 a half and we will begin with my asking the first of the  
23 five standard compound questions that we are asking all  
24 applicants.

25 What specific skills do you believe a good

1 Commissioner should possess? Of those skills, which do  
2 you possess? Which do you not possess and how would you  
3 compensate for it? Is there anything in your life that  
4 would prohibit you from performing or impair your ability  
5 to perform all of the duties of a Commissioner?

6 MS. SALINAS: I would hope that the Commission  
7 of 14 Commissioners would have a variety of skills. Core  
8 skills I think that we will all need will be able to  
9 communicate with each other, and with the public, to be  
10 able to look at existing data, previous data and see how  
11 it reflects with current Census information.

12 To be impartial no matter what our feelings are,  
13 personally, or to be swayed by a group in a public  
14 hearing, to be able to weigh public opinion, to excite the  
15 public.

16 And then each of us I'm hoping and I believe  
17 that we will all have specific skills that are very unique  
18 to each one of us, that collectively will make a group  
19 that will be a great example and representation of the  
20 people of the State of California and their desires and  
21 wishes, and hopefully change, and listen to, and help  
22 remedy some of the complaints that they have about the way  
23 this has been done in the past.

24 The skills that I think that I possess, I have  
25 been a broadcaster and community activist for 24 years,

1 between San Francisco and Los Angeles. I worked ten years  
2 in Los Angeles -- I mean in San Francisco, 20 in San --  
3 ten in San Francisco, 20 in Los Angeles.

4 I have been -- had the great honor of being a  
5 spokesperson for people, people from all walks of life. I  
6 have a talk show on the radio that covers every topic  
7 under the sun because I produce it myself, and I can cover  
8 anything and everything that I want to cover.

9 And what I generally use that time, that  
10 precious time on the radio for is to educate, and  
11 celebrate and investigate. Those are my three key core  
12 things that I try to do, what's going on in people's  
13 lives.

14 And I think that that's something that's going  
15 to be needed in this Commission. Somebody is going to  
16 have to know how to reach people. Somebody is going to  
17 have to know how to use the media so that we can use all  
18 forms of the media to be able to get the message out to  
19 people.

20 One of the things that disturbed me the most  
21 when I applied for this Commission, up to this morning,  
22 was how many people had no idea of what I was talking  
23 about. And I'm talking about educated people, people with  
24 jobs, and they had no idea what I was coming to Sacramento  
25 for. That's a big problem. So, somebody has to know how

1 to reach people, how to get them excited, how to get the  
2 information to them, how to be able to look at the people  
3 that are coming to these public hearings and saying we're  
4 not getting enough of this group, we're not hearing enough  
5 from that group and then know how to go and get those  
6 people.

7           And that is one of my strongest abilities is to  
8 excite people, to get information to them in a manner that  
9 they can understand, and then excite them enough to  
10 participate. Which is what, from basically, I've read a  
11 lot of reports on what people think about the Commission,  
12 and the idea of a Commission and overwhelmingly, across  
13 party lines, across color lines, across gender lines one  
14 of the biggest concerns that people have is that the  
15 public be heard.

16           So, we've got to, number one, let them know that  
17 they can be heard, get the information to them in a way  
18 that they can understand it, and then compile that  
19 information, and that's what my life job has been.

20           In radio, we have to understand demographics, we  
21 have to understand listening trends, buying trends, the  
22 trends of an audience. We have millions of people that  
23 listen to us, we have to make sure that we address their  
24 concerns and the things that they want on a day-by-day,  
25 week-by-week, month-by-month basis, so I've been doing it

1 for 24 years. I know how to listen to the public, I know  
2 how to get them excited, and that is going to be a key  
3 thing that I feel is necessary as a Commissioner, and that  
4 is a skill that I believe that I possess.

5 Things that I don't possess, well, I'm not going  
6 to say don't possess, because don't isn't a work that I  
7 like to use.

8 Things that I would have to investigate further  
9 would probably be some of the more legal issues. I mean,  
10 I know that we have to follow things like the Voting  
11 Rights Act, we have to look at the 14<sup>th</sup> Amendment, we have  
12 to make sure that we're following guidelines that are set  
13 in place while we make our maps.

14 So, I'm going to do research. I'm going to have  
15 to, that's why I've got this book already, with all kinds  
16 of research in it, so that if I need an answer, I can go  
17 find it.

18 There's the ability to hire consultants, to hire  
19 people to work with us because there are going to be  
20 things we're not going to know how to do, so we're going  
21 to have to make sure that we gather a group of people  
22 around us, once we decide what all of our skills are, to  
23 complement and/or make up for any gaps in those skills  
24 that are necessary.

25 There's absolutely nothing in my life that would

1 prohibit me from performing as a Commissioner. I have a  
2 flexible schedule and am able to pre-tape my shows for  
3 radio ahead of time, and so I'm very flexible and very  
4 committed to being able to serve the people of California.

5 MR. RUSSO: Thank you.

6 MS. SALINAS: I think that answers number one  
7 all the way around.

8 MR. RUSSO: Please describe a circumstance from  
9 your personal experience in which you had to work with  
10 others to resolve a conflict or a difference of opinion?  
11 Please describe the issue and explain your role in  
12 addressing and resolving the conflict? If you were  
13 selected to serve on the Citizens Redistricting  
14 Commission, tell us how you would resolve conflicts that  
15 may arise among the Commissioners?

16 MS. SALINAS: Well, I've got two examples that I  
17 will use, one -- the two totally opposite ends of the  
18 spectrum.

19 The first was a recent incident. I was the MC,  
20 mistress of ceremonies, of a scholarship awards for Cash  
21 For College. There were about 600 people in attendance,  
22 dignitaries, the Chamber, various people from the Board of  
23 Education, big group of big wigs, kids, and their  
24 families, and all here to celebrate the accomplishment  
25 that these kids did in getting their scholarships.

1           So, I'm bringing different people on and, you  
2 know, letting them say their bit. And when it comes to a  
3 gentleman who's going to speak, and he has a rather large  
4 segment to speak, and I keep looking at this gentleman's  
5 name and I don't recognize it, but he has himself listed  
6 as this major broadcaster. And I'm thinking, well, how  
7 come I don't know him?

8           And but I'm like, okay, if this is somebody that  
9 they want to speak, you know, bring the gentleman up.

10           And unbeknownst to everyone and to the great  
11 surprise of everyone he was what they call a sleeper. He  
12 had totally misrepresented himself to the people who had  
13 got the speaking lineup together, and he began to tear  
14 apart every single dignitary that was there, starting with  
15 the President of the Board of Education, that happened to  
16 be sitting -- or the school district, that happened to be  
17 sitting in the front row.

18           And I'm sitting off to the side and I'm looking  
19 at everybody's face, and their faces are going ashen. And  
20 I'm wondering, okay, is this what they wanted this man to  
21 say? Because I don't know if I'm supposed to get up and  
22 get him off, but it was like they're the ones that wanted  
23 him there.

24           So, I keep listening for a few minutes and as he  
25 goes on to the next person and begins bashing them and

1 talking about what a horrible education these kids, these  
2 incredible children, who have gotten these scholarships,  
3 what a horrible education they've gotten and this is  
4 just -- you know, the school district is awful and blah,  
5 blah, blah, and I'm looking at everyone's face and then  
6 they turn and look at me, and I realize that it is up to  
7 me to somehow save this moment.

8           So, I very politely went up to the microphone,  
9 and like I know how to do, and kind of stood next to him  
10 and kind of edged him over a little bit, and grabbed a  
11 hold of the microphone and told him thank you so much for  
12 his opinion, that was really, really wonderful, we thanked  
13 him so much for being there, and I'm sure there that there  
14 would be some people that would love to continue the  
15 conversation with him offstage.

16           At that point there was nothing he could do  
17 because I had the microphone back in my hand at that  
18 point. One thing you hardly ever do is give the  
19 microphone to somebody else in a situation like that. You  
20 want it to be stationary so they can't move it. He could  
21 move this one, but I got it back.

22           And then I immediately took control of the  
23 situation by explaining how incredibly wonderful it was  
24 that we live in the United States of America, that people  
25 are entitled to their opinion, and that we are able to

1 speak publicly. Perhaps this wasn't the best place for  
2 him to voice his opinion, so that he could continue his  
3 opinions with the people over to the side and let's get  
4 back to the program, and these incredible kids, and made  
5 everybody give all of the kids a round of applause to get  
6 the mood going back in the direction that it should be in,  
7 and then watched him go over here and have his  
8 conversations with people.

9           And afterwards everyone came over and told me  
10 like, oh, my God, thank you so much, we didn't know what  
11 to do.

12           So, that was one example of a situation where  
13 things could have gone very badly, and it could have been  
14 very embarrassing, and I managed to gain control of the  
15 situation, turn it around, even turn his negative into a  
16 positive because he does have the right to his opinion, it  
17 just wasn't a proper forum for it, in front of the kids.

18           Another example of a personal experience where I  
19 had to resolve conflict, I used to manage recording  
20 artists, and I had an artist in Europe who had just come  
21 off a Grammy, so he had a big radio tour, press tour in  
22 Europe, so there's about 40 different news outlets  
23 downstairs, TV, radio, print press, and they're all  
24 waiting for him to come downstairs to talk and he won't  
25 answer the door. He is refusing to come down to meet the

1 press.

2           So, of course, they call me halfway around the  
3 world, in the middle of the night, and say you have to  
4 help, you have to do something, he won't come out.

5           So, the first thing you have to do in a  
6 situation like that is, number one, get the press happy.  
7 Take care of them first, find something for them to do.  
8 So, I immediately sent someone with some drinks, some soft  
9 drinks, and food, and said -- made an excuse for why the  
10 artist was late, an excuse they could believe in, and told  
11 them give us 30 minutes he would be down.

12           Then called the artist, what is the problem,  
13 what is your issue, what do I need to do to make this  
14 better so that we could move forward, and then gave him  
15 all the reasons why he should go downstairs and complete  
16 his press tour, despite arguing and arguing, about 30  
17 minutes later I found out all the reasons why he was  
18 upset, rearranged those reasons downstairs with the press,  
19 then they came downstairs, they believed why he was late,  
20 and all was well and it continued on from there. But it  
21 could have blown up in everyone's face if he hadn't gone  
22 downstairs.

23           So, I have become a very good negotiator even  
24 over the phone, hundreds of thousands of miles away, I can  
25 still negotiate with someone, find out what the problem

1 is, and get it taken care of.

2           So, I'm saying all of that to say if I was on  
3 this Commission clearly there are going to be situations,  
4 because you're not -- I'm hoping very much that you're not  
5 going to have 14 identical people. We should all have  
6 varying opinions and backgrounds so there will be times  
7 when we won't agree, and it is going to be up to people to  
8 have the skill to immediately see when a problem is  
9 heading in that direction to be able to diffuse it, find  
10 out what's wrong, and then find a way for us all to  
11 compromise or address the issue in a way that completes  
12 everyone's satisfaction. And I think that's number two.

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

18           MS. SALINAS: I believe that this Commission's  
19 impact will affect the country because it is such a unique  
20 Commission that we could very well set the precedent for  
21 the entire country. So, there's a very, very large weight  
22 on the shoulder of this Commission to perform.

23           We can impact the State because perhaps we will be  
24 the first group to ever sit down, without a political  
25 agenda, and try to do what's fair to the State.

1           And I'm not pointing fingers or saying the way  
2 anything has been done but, historically, there have been  
3 times when things have been done in the interest of  
4 certain groups.

5           Because we are supposed to look at this from a  
6 non-partisan perspective, it is my goal that we will  
7 impact the State by doing this fairly, looking at it and  
8 seeing what is the best answer based on law, based on  
9 data, based on input from the public, a tremendous amount  
10 of input from the public. Because this is -- this is  
11 going to affect their lives, how they vote, where they go  
12 to school, how those people that they put into office, how  
13 they affect their lives. So, they have to be a part of  
14 this. So, that's one of the things that I think is the  
15 biggest impact that we can have is to set the precedent  
16 for the country.

17           And I believe that that's one of the things that  
18 will impact the State the most is us being fair, truly  
19 looking at this from a broad perspective. This is an  
20 issue that has to be looked at broadly, it cannot be  
21 looked at narrowly, with special interests in mind,  
22 everything has to be taken into account with the absolute,  
23 utmost, number one you have to follow legally what has to  
24 be done.

25           Then look at the data, then look at the

1 suggestions and see how we can marry all three of those  
2 together to complete the maps to properly reflect the  
3 State of California.

4 Is there potential for the Commission's work to  
5 harm the State? Definitely. If we don't do that, if we  
6 don't find a way to put those three key things together,  
7 then the State isn't going to be any better off than when  
8 we first came on, and that would be a tragedy if they were  
9 no better off than they were before.

10 We're supposed to make a difference. We're  
11 supposed to make it right.

12 MR. RUSSO: Okay. Describe a situation in which  
13 you have had to work as part of a group to achieve a  
14 common goal? Tell us about the goal, describe your role  
15 within the group and tell us how the group worked or did  
16 no work collaboratively to achieve the goal? If you are  
17 selected to serve on the Citizen's Redistricting  
18 Commission, tell us what you would do to foster  
19 collaboration among the Commissioners and ensure the  
20 Commission meets its legal deadlines.

21 MS. HAMEL: Five minutes.

22 MS. SALINAS: The first -- I guess the easiest  
23 one that comes to mind, I was working at a radio  
24 station -- and I always go back to radio because it's what  
25 I've been doing for 24 years and it involves the community

1 every single day.

2           Outside, they were picketing the radio station  
3 because of the music we were playing. So, of course, they  
4 turned and looked at me and said can you go down and  
5 handle this?

6           So, luckily, I had met the group before, so I  
7 went down and found out what their issues were, what was  
8 the problem, what are your complaints? Brought them  
9 upstairs, set them down in the conference room, found out  
10 what the complaints were.

11           Then went to the heads of the radio station and  
12 said these are what their complaints are. And this is  
13 back in the mid-nineties, so this is when we are first  
14 really getting into ratings of songs, and that whole issue  
15 of parental advisories put on music, that was not in place  
16 at this time.

17           And this was a very large radio station. It was  
18 one of the radio stations that, again, what generally  
19 happens at this station happens across the country, people  
20 model themselves after what happens at this radio station  
21 in Los Angeles.

22           So, I got the groups together and we addressed  
23 their issues to their satisfaction, so then we became  
24 their poster child. And we decided to start working with  
25 this group. And the radio station at that time decided

1 that they needed a bigger community image, so we developed  
2 various programs within the radio station to address the  
3 needs of the community, and then went on to form a group,  
4 a collaborative group that then went on to meet with the  
5 television networks to talk about minority representation  
6 in television, and the entire -- the image and language  
7 that was being used in broadcasting. And that group  
8 stayed together for a couple of years and we made some  
9 very significant changes.

10           And within the radio station, every single day,  
11 most people do not know this and I'm saying this publicly,  
12 so I'm probably going to get in trouble when I go back to  
13 the radio station, but generally speaking programming,  
14 sales -- programming and sales do not like each other.  
15 Sales is about raising money for the radio station,  
16 programming is about getting ratings.

17           So, it is a constant day-by-day struggle to get  
18 everybody to work together for the common cause and I'm  
19 the one coming in wanting them to do a lot of things for  
20 people for free, because I'm representing the community.

21           So, I have to find a way, generally speaking, to  
22 keep sales happy, to make it exciting for programming, and  
23 still serve the community. But that's why I've been doing  
24 this for a very, very long time because I'm very, very  
25 good at balancing those three things.

1           Letting them -- showing them how to make money  
2 off of it, how to make ratings off of it, and how to serve  
3 the community at the same time.

4           So, those are some instances where I've had to  
5 work with the groups, you have to constantly, on a daily  
6 basis, have to get these three working together. The  
7 general public, who's sometimes very unhappy with us,  
8 programming and sales, on a continuous basis getting them  
9 all to work through what I feel is the common goal of  
10 radio, and that is to serve the public.

11           As far as with the Commissioners, obviously, the  
12 same thing, to get them all to work together we're going  
13 to have to get to know each other, we're going to have to  
14 find out our likes, our dislikes, our strengths, or  
15 weaknesses. And when you see somebody moving a little off  
16 path, you've got to either be the person who goes and  
17 talks with them or if they've clearly established a  
18 stronger relationship with someone else on the Commission  
19 go to that person and say, this person, I think, is  
20 getting a little off track, why don't we bring them back  
21 in?

22           Set up situations and procedures for us to  
23 address problems within our group, so that we know how to  
24 address those problems so that they're not done publicly.

25           MS. HAMEL: One minute.

1           MR. RUSSO: Okay. A considerable amount of the  
2 Commission's work will involve meeting with people from  
3 all over California who have very different backgrounds  
4 and very different perspectives. If you are selected to  
5 serve on the Commission, tell us about the specific skills  
6 you possess that would make you effective in interacting  
7 with the public?

8           MS. SALINAS: Twenty-four years of working for  
9 the public, working for all kinds of organizations from  
10 the National Association of Broadcasters to the National  
11 Council for Jewish Women, to the Stop the Violence  
12 Foundation, all kind of different organizations I have  
13 worked with, a variety of radio stations from all  
14 different formats.

15           So, I have been in front of a variety -- just  
16 about every of the public you can imagine I have  
17 represented, from one radio station or another, from San  
18 Francisco to Los Angeles.

19           So, I've been in front of these people, they  
20 know me, they trust me, they trust my voice. They know,  
21 based on the 24 years that I've been out here doing this,  
22 they can believe what I tell them.

23           MS. HAMEL: Time.

24           MR. RUSSO: Okay, time's up, thank you.

25           VICE CHAIR CAMACHO: I'd be willing to give some

1 of my time to hear the rest of her answer.

2 MR. RUSSO: Okay.

3 VICE CHAIR CAMACHO: So, please, go ahead.

4 MR. RUSSO: Please, if you haven't finished your  
5 answer, please go ahead.

6 MS. SALINAS: So, I think that that's a very,  
7 very important skill in that I do this for a living. I  
8 meet with people, I assess their needs. I find out how I  
9 can help them, and if I can't help them, I find out who  
10 can. And that's going to be a very, very important skill  
11 as we go up and down the State.

12 Because people in Bakersfield don't walk, talk  
13 and think the same way people in Los Angeles do, not the  
14 same way the people in Sacramento do. But I have found,  
15 based on the research that I've done, everybody has the  
16 same desire, and that's that this be done fairly and with  
17 the public's input.

18 So, I intend on making sure that, number one,  
19 they know about it, they know about it in a language that  
20 they can understand, and that we listen.

21 MR. RUSSO: Okay, thank you.

22 We will be deducting a minute from Ms. Camacho's  
23 allotted time.

24 Mr. Ahmadi.

25 CHAIR AHMADI: Thank you. Good afternoon, Ms.

1 Salinas.

2 MS. SALINAS: Good afternoon.

3 CHAIR AHMADI: I have a lot of questions, so I'm  
4 looking for short responses, if you may, please?

5 MS. SALINAS: Uh-hum.

6 CHAIR AHMADI: First of all, your radio station  
7 responsibilities, in terms of number of hours, how many  
8 hours do you get involved with the radio broadcasting?

9 MS. SALINAS: Actually broadcasting?

10 CHAIR AHMADI: Yeah.

11 MS. SALINAS: My show is one hour per week.

12 CHAIR AHMADI: One hour per week?

13 MS. SALINAS: Yes.

14 CHAIR AHMADI: Okay. And I'm sure there's  
15 preparation time and all that?

16 MS. SALINAS: Right.

17 CHAIR AHMADI: The reason I ask that is that if  
18 I heard you correctly, in response to question number one  
19 you mentioned that you're available and that you can pre-  
20 tape your shows?

21 MS. SALINAS: Uh-hum, that's correct.

22 CHAIR AHMADI: So, you're looking for about  
23 eight months worth of pre-taping the shows, how would you  
24 do that?

25 MS. SALINAS: Well, I'm sure that from week to

1 week we're going to know where we're going to be within  
2 the Commission.

3 CHAIR AHMADI: Okay.

4 MS. SALINAS: And I can put two or three weeks  
5 worth of shows in a computer.

6 CHAIR AHMADI: Okay.

7 MS. SALINAS: I can pre-tape the segments, get  
8 them all ready, and have them put into the computer. And  
9 if necessary, if there were some major issue that  
10 happened, that needed a live broadcast, there's Clear  
11 Channel radio stations up and down this site, I can walk  
12 into any one of them and do what I need to do.

13 CHAIR AHMADI: Okay. So, it sounds to me that  
14 most of these shows are one-way communication? In other  
15 words, you're not receiving calls from listeners or --

16 MS. SALINAS: At this time, no.

17 CHAIR AHMADI: Okay.

18 MS. SALINAS: Only when there's an issue of  
19 great importance do I do something live, and I can do that  
20 from anywhere.

21 CHAIR AHMADI: Okay, thank you so much.

22 And you also mentioned in response to that  
23 question that you will be also looking at previous data as  
24 part of the Commission's decisions on the Commission's  
25 work. Could you elaborate on that, why would you -- what

1 is the benefit of looking at the previous data and what do  
2 you mean by previous data?

3 MS. SALINAS: The current maps.

4 CHAIR AHMADI: Okay, so how is that going to --

5 MS. SALINAS: To see what -- how they reflect  
6 right now, based on the current -- if you lay the current  
7 maps over the State, based on current Census data, you can  
8 kind of get an idea if there are immediate inadequacies  
9 just based on looking at the current maps.

10 CHAIR AHMADI: Okay. Okay, so that's limited to  
11 just looking at the current maps?

12 MS. SALINAS: Yes, I don't think you'd want to  
13 look at previous Census data, you would want all the  
14 current data.

15 CHAIR AHMADI: Okay. Thank you so much.

16 Who typically are your audience at the radio  
17 talk shows?

18 MS. SALINAS: At the radio station? We have  
19 over two million listeners, they range in age -- I guess  
20 our target age is pretty much 18 to 44, but we span 18 to  
21 54.

22 We target women. We have a good portion of  
23 Latinos that listen to the radio station, but then there  
24 is an equal portion of African Americans, and everyone  
25 else that listen.

1 CHAIR AHMADI: Okay.

2 MS. SALINAS: It's probably one of the most  
3 well-balanced radio stations in Los Angeles, we kind of  
4 fills a niche that covers everybody, because everybody  
5 loves the old school and everybody loves R&B.

6 CHAIR AHMADI: Okay, thank you.

7 In your application you mention that you  
8 intentionally chose journalism over politics?

9 MS. SALINAS: Uh-hum.

10 CHAIR AHMADI: Why?

11 MS. SALINAS: Huh, I actually answered a  
12 question very similar to that to a Senator, and my reason  
13 is this; as a journalist I have the ability to present  
14 both sides of the issues at all times, any issue that I  
15 like. Politicians have to generally present the issue  
16 that their constituents prefer. I'm not worried about  
17 getting re-elected, so I actually have more freedom and I  
18 feel I have more power as a journalist to present the  
19 entire issue to the public.

20 CHAIR AHMADI: Okay. And you mentioned that  
21 this was in response to one of the Senators?

22 MS. SALINAS: Well, I was asked that by someone,  
23 why I didn't run for politics. Yes, it was a Senator.

24 CHAIR AHMADI: Was that a State Senator?

25 MS. SALINAS: Actually, I think it was in

1 Washington DC, so I think it was -- I can't even remember  
2 who it was, it was three years ago. I just remember the  
3 look on her face.

4 CHAIR AHMADI: Okay. Do you receive typical  
5 questions from the California State Legislature, do you  
6 have any interaction --

7 MS. SALINAS: Oh, no, I was actually -- I was at  
8 a graduation from a leadership institute and she happened  
9 to be sitting there.

10 CHAIR AHMADI: Okay.

11 MS. SALINAS: And asked why I -- because I had  
12 made the comment that I felt journalists had more power  
13 than politicians.

14 CHAIR AHMADI: Got you. Thank you.

15 One question that I wanted to ask you is, I'm  
16 kind of switching gears here, in your application your  
17 activities statement is written in third person. Did you  
18 do that intentionally?

19 MS. SALINAS: Yeah, all the activities?

20 CHAIR AHMADI: Yes. It's as if somebody else  
21 wrote that or you copied it from somewhere.

22 MS. SALINAS: No, I wrote it.

23 CHAIR AHMADI: Okay.

24 MS. SALINAS: It was, I guess, just easier for  
25 me to --

1 CHAIR AHMADI: To just refer to yourself and  
2 then --

3 MS. SALINAS: Right, yeah.

4 CHAIR AHMADI: Okay. I just wanted to make sure  
5 that I'm clear on that.

6 MS. SALINAS: There's nothing intentional or  
7 hidden, it was just the way I wrote it.

8 CHAIR AHMADI: No, I didn't mean to portray it  
9 that way but just wanted to make sure that I have your  
10 response to that.

11 I don't know to what extent you can provide a  
12 detailed response to this question that I have to ask you,  
13 but I'm okay if you provide general response. In your  
14 application you mentioned that there were some -- you  
15 reported news coverings on the issue that you did not care  
16 about. Sometimes as a reporter, you have to report what  
17 was planned to be reported. I'm paraphrasing from your --

18 MS. SALINAS: Uh-hum.

19 CHAIR AHMADI: And, again, I don't want you to  
20 be specific in terms of, you know, what issues you don't  
21 care about, but in terms of, you know, were these  
22 political issues, personal issues, social issues, can you  
23 give us some hand if it doesn't --

24 MS. SALINAS: A lot of times they were  
25 entertainment issues.

1 CHAIR AHMADI: Okay.

2 MS. SALINAS: That I sometimes feel we spend too  
3 much time on in the news worrying about who's dating who,  
4 and who's divorcing who, and who wore what to what award's  
5 ceremony.

6 CHAIR AHMADI: Okay.

7 MS. SALINAS: So, even though it was necessary  
8 to report all of those things because it is fun to know,  
9 sometimes I feel like there are times where we waste too  
10 much time on those types of things when we can use the  
11 airwaves more constructively.

12 CHAIR AHMADI: Okay, thank you.

13 You appear to be very involved and active in  
14 various areas in Southern California, for 20 years you  
15 have been at this radio station. And also, you have  
16 experience in the Northern California, ten years in San  
17 Francisco, for example, in your application you mentioned.

18 Can you tell us what do you think are some of  
19 the issues or concerns when you compare the two regions of  
20 California that might be of interest to redistricting  
21 decisions or Commissioners?

22 MS. SALINAS: I have found that people in  
23 Northern California are much more politically passionate.  
24 I don't know if it's the closeness to the beach, or the  
25 weather in Southern California, where people are a little

1 less passionate. That's, I think, the biggest difference.  
2 So, it would really be necessary to try to get people in  
3 Southern California a little more fired up, and with a  
4 little more understanding about the impact of this.

5 Northern California, I don't know if it's  
6 because it's closer, there's better transportation, you  
7 can all see each other better -- for us, in L.A., it's an  
8 hour drive to the next place.

9 So, that's one of the -- I think the biggest  
10 differences between Northern and Southern California is  
11 the political willingness and activity in Northern  
12 California compared to Southern California. So, it would  
13 be on us to get Southern California a little bit more  
14 passionate.

15 CHAIR AHMADI: Okay. And could you please tell  
16 us a little more about other issues or concerns, for  
17 example political preferences and the factors that  
18 contribute to those specific preferences in terms of, you  
19 know, the geographic diversity. Can you share some --

20 MS. SALINAS: You mean, political issues that I  
21 think are different?

22 CHAIR AHMADI: Any issues, like social,  
23 economic, political, what are some of the issues that  
24 might be different when you compare, for example, San  
25 Diego to Humboldt, for example, and what factors

1 contribute to those issues?

2 MS. SALINAS: Well, obviously, economic factors  
3 will contribute. You've got a totally different general  
4 income between San Diego and Humboldt. You've got  
5 farmland compared to city. You have people in -- I mean,  
6 just in Los Angeles, alone, between Riverside County and  
7 Los Angeles, or Orange County, there are a vast difference  
8 based on geography, the things that are of concern to  
9 people, school districts.

10 There are some school districts that are great  
11 in various counties and some that aren't. So, that varies  
12 from county to county and then, again, from northern to  
13 southern there's geography and things that take into place  
14 on what people are concerned about.

15 Obviously, people in Central California have a  
16 lot of issues with regard to farming, and grazing, and  
17 grain and all those types of issues, where a person in  
18 Daly City, California might not be as concerned about that  
19 because they don't have a farm in sight.

20 So, those are some of the issues that are  
21 different based on where a person lives, the general  
22 economic state of that area. But I think overall all,  
23 pretty much California is pretty much the same issues  
24 right now. Everybody, no matter where they are, there are  
25 people losing homes, people without jobs, schools that are

1 failing, and those are concerns that are statewide.

2 CHAIR AHMADI: Okay. Thank you, again.

3 Some people in California historically has had  
4 less opportunity to participate in the electoral process  
5 based on various reasons. What are some of these factors  
6 and if you were selected as a Commissioner, what are some  
7 of the ways that you would go about engaging them in the  
8 process and helping them with their confidence that  
9 there's benefit in being involved with the process; how  
10 would you do that?

11 MS. SALINAS: Well, I think the first thing that  
12 we need to do is make sure that the information is  
13 delivered in a very basic way. Not with ten-syllable  
14 words and quoting all kinds of laws, people have to be  
15 able to understand what you're talking about, the average  
16 person has to be able to understand what you're talking  
17 about.

18 And when you have a dropout rate between the  
19 eighth and ninth grade that is staggering in the State of  
20 California, you have to assume that an average education  
21 level is eighth grade.

22 So, now you have to look at developing ways to  
23 deliver this information to people and to make them  
24 realize the power that they have. That's the biggest  
25 thing that I feel that people don't understand is how much

1 power that they have. And that power comes by knowing  
2 that you can do it. And a lot of times it's just never  
3 been explained to them.

4 So, that's going to be the very first thing is  
5 to explain this process in a way that is basic, but  
6 explains it. So, it's going to have to be broken down so  
7 that the average person can understand it.

8 Then, we're going to need to deliver it in a  
9 variety of ways. People listen to radio, people watch TV,  
10 people read newspapers, they go to church, they go to  
11 school. All of these avenues, they go -- they work with  
12 different organizations, Boys and Girls Clubs, YMCAs, all  
13 of these people can be utilized to disburse information,  
14 if you know what you're doing.

15 CHAIR AHMADI: Okay. Do you think that Voting  
16 Rights Act is a necessary law; why or why not?

17 MS. SALINAS: Of course.

18 CHAIR AHMADI: Why?

19 MS. SALINAS: Because it provides that everyone  
20 has the same ability. There's not a person in this  
21 country, that is a citizen, that should not have the same  
22 right as the person standing next to them.

23 Now, if they don't choose to exercise that right  
24 when they are fully educated on that right, then that is  
25 their decision. But the biggest problem is the fact that

1 most people aren't educated enough about that right and I  
2 think that that's why more people don't exercise it. But  
3 I am hoping that we will help eliminate that.

4 CHAIR AHMADI: Okay. Thank you very much, no  
5 more questions.

6 MR. RUSSO: Thank you. Ms. Camacho?

7 VICE CHAIR CAMACHO: Thank you. Hello, Ms.  
8 Salinas.

9 MS. SALINAS: Hi.

10 VICE CHAIR CAMACHO: You've kind of mentioned  
11 that your voice is a trusted one. What leads you to this  
12 conclusion and its applicability to the Redistricting  
13 Commission?

14 MS. SALINAS: Because I wouldn't be able to do  
15 what I do for as long as I have. They don't keep people  
16 on the radio that don't keep listeners. The variety of  
17 awards and things that, I mean they mean something, but  
18 it's not why I do what I do, show me that the people  
19 believe and love what I do. The response that I get from  
20 people when I go places, when I posted today that I was  
21 coming up here, the people just writing, saying all the  
22 things that they said about me. And these are people that  
23 know of me because they know me on the radio. They don't  
24 know me, personally, they just know my work.

25 I have been out there in the trenches, they k

1 now that I will be right there painting schools with them,  
2 picking up trash, at domestic violence meetings, doing the  
3 things that need to be done so that I can make sure that  
4 the people's voices are heard.

5           It's the reputation that I have. I know it  
6 because people tell me every day. It's why they ask me to  
7 come speak, it's why I'm the keynote at high school  
8 graduations, why I speak at colleges, why groups ask me to  
9 come and speak, every week three or four different groups  
10 ask me to come and speak because they believe in what I  
11 say and they know that I have the ability to lead people.

12           VICE CHAIR CAMACHO: Okay. How would you expect  
13 your broadcasting skills to be utilized by and helpful to  
14 the Commission?

15           MS. SALINAS: When you're in front of a group of  
16 a lot of people there has to be a voice that can control  
17 the group, lead the group, and moderate the group. That's  
18 a talent. It's not something that can be taught, you  
19 either know how to do it or you don't. And I'm sure that  
20 we've all been to a meeting where the person who was on  
21 the microphone was like (in small voice), hi, everybody,  
22 if you could just sit down now, we'd really appreciate it.  
23 And that's not going to get it done.

24           Somebody's got to be up there with confidence,  
25 to be able to say ladies and gentlemen, thank you very

1 much for coming, we're going to hear what everyone has to  
2 say tonight, this is the manner in which we're going to  
3 hear your opinions, please have a seat so that we can get  
4 this started, thank you so much for coming.

5 I guarantee you they're all going to sit down,  
6 because they'll already know how they're going to  
7 participate in the day.

8 So, those are some of the skills. Because  
9 public hearings are really the backbone of a large portion  
10 of this, the people of California want to be heard. They  
11 want to be able to say what they feel has gone wrong and  
12 they want to be able to say what they feel has gone right.  
13 And they want us to show them step by step as we're going  
14 through this process.

15 So, having that skill to be able to hold public  
16 hearings, to know how to moderate, to know how to grab a  
17 microphone when a situation's gotten out of control and  
18 somebody might be standing up there using foul language  
19 and mad at all of us because they don't feel we're headed  
20 in the right direction, somebody's going to have to know  
21 how to do that. And I believe that I have that skill and  
22 that comes from broadcasting and being in front of  
23 hundreds of thousands of people over the last 24 years.

24 VICE CHAIR CAMACHO: With that skill, how do you  
25 think the meetings should be arranged, and agendized, or

1 performed?

2 MS. SALINAS: It depends on the location and  
3 where we're going. Public hearings are great, but I think  
4 that there are people that aren't going to be able to make  
5 it to those hearings, so you have to then make sure  
6 they're live webcammed, so the people can see them from  
7 wherever. Maybe they're at work and they can't make the  
8 hearing, make sure that that's podcasted so that they can  
9 go and hear it later.

10 Then make sure that there's a place for people  
11 to give feedback. At those hearings have a very  
12 constructive manner in which people are going to be able  
13 to have their opinions heard. Maybe there's a group of  
14 people and they can have one person stand up and speak for  
15 the group.

16 And let everybody understand that at this public  
17 hearing this is how we will be taking questions, this is  
18 how we will be taking concerns, and this is the manner in  
19 which they will be addressed, to set that all out ahead of  
20 time.

21 VICE CHAIR CAMACHO: Okay. You worked with the  
22 L.A. Chamber of Commerce and the Cash For College program.  
23 What was your role at there?

24 MS. SALINAS: That was the -- the culmination of  
25 it was the incident that I explained. One of the things

1 that I do for them is I make sure that number one, that  
2 initially, when they are looking for scholarship  
3 recipients, that I make sure that all of L.A. knows about  
4 where to go to apply for that scholarship. Make sure that  
5 the information is out there interview the people who are  
6 involved with it, interview past scholarship recipients,  
7 so that people can hear from the mouths of other  
8 recipients to see that it actually works, that it's real.

9           And then make sure that that information stays  
10 up. I have a webpage on the radio station that when they  
11 used to monitor the number of hits, I used to get maybe  
12 six, eight thousand hits a week from people going there,  
13 because they know they're going to find information when  
14 they go to my webpage, put that information there.

15           And then follow them at different events that  
16 they have, come out to those events, MC those events, get  
17 people excited, make sure that I'm there for the big high  
18 school event, where they bring in thousands and thousands  
19 of high school kids and oversee that event, you know,  
20 MC'ing it, keeping it lively, keeping it flowing.

21           I'm there when they give away the \$10,000 in  
22 scholarships to the people who have attended that night.  
23 Helping, you know, gather the names, bring the officials  
24 up, get the parents excited, and then pull those names.  
25 And then at their actual final dinner, when the kids get

1 their scholarships, I've been fortunate the past few years  
2 to be there, mistress of ceremonies, and then be there to  
3 help them celebrate. And then talk about it afterwards to  
4 really celebrate the kids.

5 VICE CHAIR CAMACHO: Okay. You commented that  
6 you interviewed -- did you help interview these  
7 scholarship individuals?

8 MS. SALINAS: No, I don't actually interview the  
9 people, I interview the --

10 VICE CHAIR CAMACHO: Okay.

11 MS. SALINAS: When they're -- like let's say for  
12 this year, I'll bring up 2009 winners. For next year, for  
13 2011 I'll bring up 2010 winners, who will talk about their  
14 scholarship, how they got it, what it meant to them, what  
15 they did with it, and that will get people excited about  
16 the next stage of the process.

17 VICE CHAIR CAMACHO: Okay. In your career have  
18 you had to wade through mountains of data and apply  
19 quantitative analysis techniques in making sense of it to  
20 make a decision?

21 MS. SALINAS: Definitely. Ratings. That is  
22 mounds and mounds of data, and now we get it by the hour.  
23 It used to be every quarter you got it, but they changed  
24 to a new rating system where our bosses can literally see  
25 day by day who's listening, when they're listening, when

1 they tune out, minute by minute they can see it. So, it  
2 has totally change the data collection ability of radio  
3 and television, some people feel for the better, some  
4 people feel for the worse. But we then have to look at  
5 that.

6           And when we look at any one of our time slots we  
7 can pull up and see how many men listen, how many women  
8 listen, how many people listen 12 plus, how many people  
9 listen 18-34, how many people listen 25-54, how many women  
10 listen, how many Latinos listen, how many African  
11 Americans listen. And then, with all that, we can go to  
12 sales and find out what's the buying power, what do they  
13 generally tend to buy, when do they tend to buy? Do they  
14 have kids, do they have jobs, what's their median income.

15           These are all kinds of information that you can  
16 find out and have to look at. If you want to grow your  
17 show and remain a broadcaster, you better know what your  
18 ratings are, and who's listening to you, and what they  
19 want.

20           VICE CHAIR CAMACHO: So, you have to know all  
21 this demographic information to help you produce your  
22 shows and to ensure that the show is meeting the  
23 individuals' needs?

24           MS. SALINAS: Exactly, based on a general  
25 overview of the audience. You have -- every now and then

1 you'll have specific shows that target specific areas, but  
2 you want to definitely have an overview of the general  
3 audience, who they are, where they come from, what they do  
4 on a day-to-day basis, where they buy, are they educated  
5 and what do they want, and when do they listen and when  
6 don't they listen.

7 VICE CHAIR CAMACHO: Okay. Would you find any  
8 inherent impairment between your role as a community  
9 affairs director at your company and service on the  
10 Redistricting Commission?

11 MS. SALINAS: No, I think they're very similar,  
12 except I'm not drawing maps at work. But I do have to  
13 understand.

14 VICE CHAIR CAMACHO: Can you tell me --

15 MS. SALINAS: Well, because I think that --

16 VICE CHAIR CAMACHO: -- what the similarities  
17 are?

18 MS. SALINAS: Yes, the similarities would be  
19 that one of my strong points is what I know how to do and  
20 that is reach the people, reach them in a way that they  
21 understand, get them excited.

22 I worked with a group one year who had 1,700  
23 volunteers the previous year, they were on my show, and my  
24 show only, that year they had 4,000 volunteers come out  
25 for an event. So, I know how to get people excited and

1 how to get them concerned about something.

2 So, in that, we're going to have to do the same  
3 thing here, we're going to have to get people excited,  
4 we're going to have to get people out to public hearings.  
5 We're going to have to make sure they know when they are,  
6 why they are, and why they should participate, and I know  
7 how to do that very well.

8 VICE CHAIR CAMACHO: You have your own job, or  
9 you're self-employed for some aspects.

10 MS. SALINAS: Uh-hum.

11 VICE CHAIR CAMACHO: You also -- you had clients  
12 in the entertainment industry.

13 MS. SALINAS: Uh-hum.

14 VICE CHAIR CAMACHO: Did you have to hire  
15 anybody and supervise them or do you supervise at your  
16 company?

17 MS. SALINAS: I no longer manage people, so I  
18 don't have clients like that anymore. But when I did, yes  
19 I did have people that worked for me, that I supervised.

20 At the radio station I basically do everything  
21 for my own show unless I have an intern, but I constantly  
22 have to work with a group of about 40 to 50 people.

23 VICE CHAIR CAMACHO: Okay, that was my last  
24 question.

25 MR. RUSSO: Okay. Thank you, Ms. Camacho.

1 Ms. Spano?

2 PANEL MEMBER SPANO: Good afternoon.

3 MS. SALINAS: Good afternoon.

4 PANEL MEMBER SPANO: You're MS broadcasting  
5 career --

6 MS. SALINAS: Uh-hum.

7 PANEL MEMBER SPANO: -- '93 to '98, you're on-  
8 air personality.

9 MS. SALINAS: Uh-hum.

10 PANEL MEMBER SPANO: What were you  
11 responsibilities as an on-air personality?

12 MS. SALINAS: Actually, I did a lot of things  
13 for them, beyond on-air, I think it just didn't fit in the  
14 line.

15 PANEL MEMBER SPANO: Oh.

16 MS. SALINAS: They initially hired me to come in  
17 and create their community image and develop their  
18 nonprofit foundation, which I did. I started their  
19 Knowledge is Power Foundation and created the first  
20 project for that foundation for them, where we worked with  
21 16 different recording artists, and record companies,  
22 compiling an album that we sold only in Los Angeles. We  
23 sold 75,000 copies of it.

24 I negotiated, with the help of my boss, the  
25 contracts, the agreement with the record company that they

1 would not take a cut in it, so that all the money would go  
2 towards the nonprofit.

3 PANEL MEMBER SPANO: Uh-hum.

4 MS. SALINAS: Created the entire imaging for it,  
5 oversaw the entire project to completion and raised their  
6 first \$750,000, simultaneously participating on the  
7 Morning Show. So, I was also broadcasting at the same  
8 time. They use to tell me I should just bring a bed and  
9 sleep at the station.

10 So, I was their community -- and then I started  
11 their community show that they had, I was with them on  
12 that. I believe they still have that show today, because  
13 I no longer work for them.

14 So, I started their foundation, helped ingrain  
15 their community image, then did mornings, and then was the  
16 host of my own show, a slow jam show that was on.

17 PANEL MEMBER SPANO: A slow dance show?

18 MS. SALINAS: A slow jam.

19 PANEL MEMBER SPANO: Slow jam, I'm sorry.

20 MS. SALINAS: Love songs. Love songs at night.

21 PANEL MEMBER SPANO: Okay. What was your -- so,  
22 was your audience pretty similar to the audience that you  
23 serve today?

24 MS. SALINAS: No, very different audience.

25 PANEL MEMBER SPANO: No, okay.

1 MS. SALINAS: A totally different radio station.

2 PANEL MEMBER SPANO: Okay.

3 MS. SALINAS: The radio station that I'm at now  
4 is very adult driven, that radio station was very teen  
5 driven. It was a hip hop station, we played rap music,  
6 hence the reason for the picketing out front in the  
7 previous story.

8 PANEL MEMBER SPANO: Oh, okay.

9 MS. SALINAS: And it was a totally, totally  
10 different audience.

11 PANEL MEMBER SPANO: Okay. Well, tell me a  
12 little bit about the Knowledge of Power.

13 MS. SALINAS: Knowledge is Power?

14 PANEL MEMBER SPANO: Yeah.

15 MS. SALINAS: It was the foundation was created  
16 to address -- because when we had the people picketing out  
17 front it was the first time that the radio station really  
18 started looking at the fact that you're serving a  
19 community that you're serving on the air, but you're not  
20 really serving.

21 PANEL MEMBER SPANO: Okay.

22 MS. SALINAS: So, they felt that there were some  
23 things that needed to be done, so I was in charge of  
24 creating this foundation. We created the foundation and  
25 started raising money so that we could go into the

1 community with that money and make differences. I believe  
2 what they did with the initial money, they started a  
3 computer center in one area of town. They gave money to a  
4 bakery that was employing convicts, or I should say former  
5 felons, at the time, to support that whole effort.

6 So, they went and found various organizations  
7 within the community and supported them with the funding  
8 that was coming through the foundation that I created.

9 PANEL MEMBER SPANO: I see. How did they target  
10 these areas and the particular organizations; is it  
11 through the interactions that you have?

12 MS. SALINAS: Yes.

13 PANEL MEMBER SPANO: Okay.

14 MS. SALINAS: Yeah, I would tell them, you know,  
15 these are the ones that right now are looking for help,  
16 they would look at all the different organizations and  
17 then corporately they would make a pick as to which one,  
18 based on my recommendations.

19 And you kind of know based on your target  
20 audience what your zip codes are that are listening and  
21 you try to service your zip codes that are your strongest  
22 listeners.

23 PANEL MEMBER SPANO: Okay, so you looked at zip  
24 codes, okay, that kind of data.

25 MS. SALINAS: You look at data and then decide,

1 yes.

2 PANEL MEMBER SPANO: Okay. Can you tell me the  
3 challenges involved in addressing community affairs while  
4 keeping your listeners entertained and listening?

5 MS. SALINAS: That is difficult sometimes,  
6 especially when you're dealing with issues that are maybe  
7 a little tense for people. It's all in the skill of being  
8 able to interview and to be able to keep a conversation  
9 going and to keep control of an interview and control of a  
10 conversation.

11 People always tell me -- they always think that  
12 I'm there live, right now they'll know I'm not, but they  
13 always think that I'm there, live, even though a lot of  
14 them are pre-taped, because I try to do my interviews in  
15 that manner. I try to make sure that everyone feels very,  
16 very comfortable when I'm talking to them, like we're  
17 having just coffee together, no matter how serious the  
18 subject is.

19 And always, even on subjects, like I've been --  
20 there are certain people that we don't agree. Every time  
21 they come on my show we don't agree, but we agree to not  
22 agree in a way that allows everyone to formulate their own  
23 opinion, which is the ultimate goal of a broadcaster to  
24 present the issues and allow people to formulate their own  
25 opinion.

1           PANEL MEMBER SPANO: So, this was mostly young  
2 groups, so you had -- was it hard to adjust to reach out  
3 to the younger group or --

4           MS. SALINAS: Not really.

5           PANEL MEMBER SPANO: No.

6           MS. SALINAS: Uh-hum.

7           PANEL MEMBER SPANO: Very natural?

8           MS. SALINAS: Very, very natural. I've always  
9 been very interested in young people, and their concerns,  
10 and their issues.

11          PANEL MEMBER SPANO: Is it easy for you to  
12 adjust to different groups of people as you speak to them?

13          MS. SALINAS: Uh-hum. Oh, well, definitely.

14          PANEL MEMBER SPANO: Yeah.

15          MS. SALINAS: Because over the years I've been  
16 in front of so many different -- I mean, KKSF in San  
17 Francisco was a very new age jazz audience. KBLX was more  
18 of an urban adult audience. Power 106 teens, and a lot of  
19 guys, it was very, very much focused on young men.

20                 From there, then there was KJLH, a very  
21 community oriented radio station, urban radio station.  
22 It's the Stevie Wonder Station in Los Angeles. And now  
23 the station that I have now, a very unique station in that  
24 it crosses the boundaries because everybody loves old  
25 school and R&B. The young people, old people, doesn't

1 matter.

2 PANEL MEMBER SPANO: A broad range of age  
3 groups, backgrounds and --

4 MS. SALINAS: Yes.

5 PANEL MEMBER SPANO: Any country music stations?

6 MS. SALINAS: I don't think there are any,  
7 anymore in L.A., you guys have them all up here.

8 PANEL MEMBER SPANO: Yeah, I know. So, are you  
9 comfortable going out to different territories all over  
10 California?

11 MS. SALINAS: Yeah.

12 PANEL MEMBER SPANO: A community that's all  
13 country and --

14 MS. SALINAS: Oh, most definitely. Just throw  
15 on my jeans, and my boots, and my ten-gallon hat and we'll  
16 get in there and do it the way we're supposed to do it.  
17 You have to be able to assimilate to the group that's in  
18 front of you.

19 PANEL MEMBER SPANO: Uh-hum.

20 MS. SALINAS: I mean, I interview such a broad  
21 range of people from week to week, if I can't assimilate  
22 to those people and make them feel comfortable, it's not  
23 going to be a great interview.

24 If I can't assimilate to the group in front of  
25 me and make them feel like I care about their issues and

1 understand who they are before I get there, so that I know  
2 who I'm talking to.

3 PANEL MEMBER SPANO: Uh-hum.

4 MS. SALINAS: That is going to be one of the  
5 biggest role we have as a Commissioner is before we get  
6 somewhere understand who we're going to be talking to,  
7 look at where we're going, who are we talking to?

8 Are you going to come to a group of ranchers in  
9 the heart of Bakersfield in a suit and a tie, and some  
10 hard shoes, probably not, because they're immediately  
11 going to put up a barrier.

12 So, you're going to have to be able to look at  
13 where you're going, see who you're talking to, and make  
14 sure that you come to those people on their level.

15 PANEL MEMBER SPANO: Have you ever had a  
16 situation where you just couldn't reach anybody? I mean,  
17 this is your niche in reaching people, getting them to  
18 listen to you, getting the information out.

19 MS. SALINAS: There's only one time in my entire  
20 career, with one actor, who just absolutely, and I won't  
21 say his name, refused to be a responsive interviewer and I  
22 will never interview him again. I don't care if he wins  
23 an Academy Award.

24 PANEL MEMBER SPANO: No matter what techniques,  
25 tools you had?

1 MS. SALINAS: Because it was unnecessary, you  
2 know. I mean, I might interview about something that he's  
3 doing, but him personally -- but no, I think that's really  
4 the only time that I can think of, in my entire career,  
5 where I was not really able to get somebody going. I  
6 mean, I've had some stalls where people, you ask them a  
7 question, you know, like so, why did you write this book?  
8 Well, because I was really interested in the subject.

9 (Laughter.)

10 MS. SALINAS: So, you got to know how to pick it  
11 up from there and you have to know how, when somebody  
12 gives you an answer when it's just dead and stops, or you  
13 have to be able to formulate your questions in a way that  
14 require more than a yes or no answer, that's a technique.

15 PANEL MEMBER SPANO: You said you were in this  
16 Knowledge is Power and you worked with several artists,  
17 also; right?

18 MS. SALINAS: Uh-hum.

19 PANEL MEMBER SPANO: How as that collaboration  
20 in doing that?

21 MS. SALINAS: Well, working with the artists is  
22 always great. When you ask them, hey, will you let us use  
23 your song for free? Yes. It's for this cause, we're  
24 raising money to do all this stuff in the community, yes.  
25 It's the record companies and the managers that were

1 difficult to deal with, to get them to say yes, to get the  
2 publishers to say yes, who maybe wrote the songs. Because  
3 a lot of times the person who sang the song didn't write  
4 the song, so that they have to be willing to give up their  
5 portion as well.

6           So, you find out what everybody's complaints are  
7 and the way to solve everybody's problem was it's only  
8 being sold for one year, it's only sold in Southern  
9 California, so whatever you can sell in that amount of  
10 time you get done, after that all the rights go back to  
11 the individual people. That's the way you solve the  
12 problem, reach the goal, and everybody was happy.

13           PANEL MEMBER SPANO: On just that point alone,  
14 yeah. Okay.

15           Crystal Dragon Entertainment.

16           MS. SALINAS: Uh-hum.

17           PANEL MEMBER SPANO: What's this company's  
18 mission?

19           MS. SALINAS: It was -- I used to manage  
20 recording artists, and producers, things like that. I had  
21 a brain tumor in 2006 and decided that that was just -- it  
22 was too much, I no longer wanted to do that. I had  
23 started phasing myself out of that.

24           And so, we basically -- it basically just  
25 handles things that I do and nothing more at this point.

1           PANEL MEMBER SPANO: Okay. At that time, when  
2 you were involved, who were your general clients?

3           MS. SALINAS: Recording artists, producers,  
4 writers.

5           PANEL MEMBER SPANO: Across the board?

6           MS. SALINAS: Uh-hum.

7           PANEL MEMBER SPANO: Okay. Do you feel that  
8 experience, because you were a business owner, will help  
9 you as a Commissioner in any way?

10          MS. SALINAS: Well, probably with all of the  
11 absolutely ridiculous things that I had to constantly do  
12 with and for people on a daily basis, as a manager, you  
13 have to be a psychiatrist, a lawyer, a business manager, a  
14 manager, you have to write their speeches for them, you  
15 have to give them direction, you have to make their  
16 appointments, you have to follow up and make sure that  
17 they get there. You have to make their schedules, you  
18 have to make sure they're not breaking the law. When they  
19 do, you have to find them a lawyer, you have to make sure  
20 that the press is spun properly on all of that.

21          PANEL MEMBER SPANO: Okay.

22          MS. SALINAS: So, in doing all of that probably  
23 there's some skills, hopefully none of the bad ones I'll  
24 have to use, but there might be a time when, you know,  
25 we're getting blasted in the press about something, the

1 way that something was handled, the way somebody handled  
2 something, we're going to have to know how to spin that  
3 and immediately turn it around.

4 So, probably so, those are some of the skills  
5 that I might be used and, hopefully, all the good ones.

6 PANEL MEMBER SPANO: Do you see yourself, if  
7 you're selected as a Commissioner, as the media gal, the  
8 one that goes out and addresses all the contentious crowd  
9 and the issues?

10 MS. SALINAS: Probably so. Probably, I mean, I  
11 don't know every person on the list --

12 PANEL MEMBER SPANO: Sure, sure.

13 MS. SALINAS: -- but I'm probably one of the  
14 ones that would be the most qualified.

15 PANEL MEMBER SPANO: You said your best known  
16 for being able to hear, represent, speak, fight given a  
17 cause or a situation, but never forgetting your obligation  
18 to present the entire issue, not just one side.

19 Can you tell us how you balance representing  
20 speaking or fighting for a cause by maintaining your  
21 ability to fairly present the different sides of an issue?

22 MS. SALINAS: There are things that I'm  
23 personally passionate about, but I try not to let my  
24 personal opinions come in. I mean, every once in a while  
25 in a discussion with someone a little bit of my personal

1 opinion will come out.

2 But I always try, especially on issues like  
3 child support, domestic violence, school dropouts, teen  
4 pregnancy, there are two sides to that issue. So, when  
5 I'm going to have somebody on about one side, I always try  
6 to make sure that we've got a balance in the same show,  
7 with two people sitting right there, or at least the  
8 following week.

9 Or if I get a particular amount of backlash  
10 about a topic one week, to make sure that it's addressed  
11 the next week. Because it's my responsibility, it has  
12 always been my responsibility as a broadcaster to make  
13 sure that I educate people to the point where they can  
14 make a decision for themselves. It is not my job to make  
15 the decision for them.

16 It's my job to present them with the  
17 information, make sure that they have it so that they can  
18 make an educated choice for themselves, and then provide  
19 them with the resources and the opportunities that they  
20 ask me for, when they need it.

21 PANEL MEMBER SPANO: What has been the biggest  
22 challenge for you in keeping this balance?

23 MS. SALINAS: Not interjecting my own opinion.

24 PANEL MEMBER SPANO: Yeah. You seem like a very  
25 passionate person.

1 MS. SALINAS: I am, I'm very, very passionate  
2 and people know where I stand. But, basically, what they  
3 know where I stand is that it has to be fair. And even if  
4 I don't agree and this is my position, I'm still going to  
5 let you talk, I'm still going to hear what you have to say  
6 and find out where we can meet in the middle. Compromise  
7 is a big, big word in my vocabulary. You have to be able  
8 to find a middle ground, you have to, because there is one  
9 in every issue.

10 PANEL MEMBER SPANO: Has a group ever tried to  
11 get you to speak their view louder or with more emphasis  
12 to get you to not fairly represent all sides?

13 MS. SALINAS: No, I'm not really that kind of  
14 person where you can do that to. Most people kind of know  
15 that when they meet me, that probably not going to happen.

16 PANEL MEMBER SPANO: How did you find out about  
17 the Citizens Redistricting Commission?

18 MS. SALINAS: Somebody actually called me up and  
19 said you have to do this. And even I didn't know. And I  
20 said what are you talking about? And they said it's -- go  
21 look at it right now. And I went and looked at it and I  
22 said, wow, this is amazing, they're going to let 14  
23 citizens do this, I want to be a part of this. I can be a  
24 great voice, I understand the voice and I know how to  
25 speak the voice, I could be a great voice.

1           So, I filled out the application and I said let  
2 me see what everybody else thinks.

3           PANEL MEMBER SPANO: What do you think that  
4 you'll personally get out of the Commission's work?

5           MS. SALINAS: The satisfaction of being right  
6 here to make sure that it's done right and to educate --  
7 if I could do one thing out of this process, to leave  
8 people more educated on their ability to stand up and have  
9 a voice in this State, that I would be so happy when I was  
10 done. I mean, obviously, we want the maps to be drawn and  
11 the proper things to be done within the guidelines of the  
12 law, and the right data to be analyzed and used.

13           But in all of that, I want to educate people on  
14 their ability to be a part of this process.

15           MS. HAMEL: Five minutes.

16           PANEL MEMBER SPANO: Thank you.

17           MS. SALINAS: Because when this Commission's  
18 over, we'll have to have some others.

19           PANEL MEMBER SPANO: When you found out about  
20 the Citizens Redistricting Commission and how interested  
21 you were in it, did you ever think about promoting this on  
22 air time, you know, we had promoted this on the radio, we  
23 had radio announcements about the Citizens Redistricting  
24 Commission, and I was curious if where you work, if you  
25 ever thought about it, or if they did?

1 MS. SALINAS: I heard some, but the way they  
2 were presented, just from my opinion, the way they were  
3 presented was not in a way where the average person really  
4 understood what they were talking about, that what it was.

5 PANEL MEMBER SPANO: Uh-hum.

6 MS. SALINAS: It was -- it wasn't done in a way  
7 that the average person would have said, hey, maybe I can  
8 do this, or I know somebody who can.

9 PANEL MEMBER SPANO: Did you think of doing,  
10 creating like service announcements for this in your radio  
11 station at all?

12 MS. SALINAS: By the time I heard about it there  
13 wasn't a whole lot of time left.

14 PANEL MEMBER SPANO: Oh, between the deadline  
15 and applying.

16 MS. SALINAS: Right, to apply.

17 PANEL MEMBER SPANO: Okay.

18 MS. SALINAS: Now, would I moving forward?

19 PANEL MEMBER SPANO: Uh-hum.

20 MS. SALINAS: Not just with my radio station,  
21 but every single broadcaster in this State, in my opinion,  
22 is obligated to become a part of this.

23 PANEL MEMBER SPANO: Uh-hum. Can you tell me  
24 what appreciation for California's diversity means to you?

25 MS. SALINAS: Appreciation for the diversity?

1 Personally, what the appreciation for diversity is?

2 PANEL MEMBER SPANO: Sure.

3 MS. SALINAS: Okay. Well, I mean, in order to  
4 be on this Commission, in order to be in any kind of  
5 position like the one I have as a job, you have to be able  
6 to appreciate the magnitude of the diversity of this  
7 State. This State has so many people from different  
8 cultures, different language, different political views  
9 that are passionate about. I think that's one of the  
10 things that makes us so unique as a State is that we have  
11 this diversity, that we have so many different mind sets  
12 economically, gender, politically, ethnically, racially,  
13 that it makes us one of the most unique states in the  
14 world. I mean, of ourselves we are so unique because we  
15 have all of that in one place.

16 It should be celebrated and it has to be  
17 listened to.

18 PANEL MEMBER SPANO: And can you tell me why you  
19 think appreciation for California's diversity is so  
20 important to redrawing the district lines?

21 MS. SALINAS: Because you have to make sure that  
22 it's reflected properly when you draw those maps. You  
23 have to look at the people that are in those areas and I  
24 mean I'm sure there little buzz words like stacking, and  
25 packing, and gerrymandering, and all of those things that

1 are somewhere in all of this redistricting, those -- you  
2 have to make sure that perhaps if there's been something  
3 that hasn't been done right, by looking at the data, by  
4 looking at the information, by appreciating the diversity  
5 in an area that those lines are drawn properly.

6 Diversity is going to be a big part of these  
7 lines because it's a part of what balances the fairness of  
8 a district and it's going to be up to us to make sure that  
9 that balance exists based on the information that we go  
10 get, that we know that's told to us and that we have  
11 through consulting.

12 MS. HAMEL: One minute.

13 PANEL MEMBER SPANO: One minute?

14 What challenges do you foresee incorporating  
15 public testimony in your analysis of Census data, while  
16 ensuring the decisions you make, based on your analysis,  
17 comply with redistricting laws?

18 MS. SALINAS: Problems with that?

19 PANEL MEMBER SPANO: Challenges you foresee.

20 MS. SALINAS: I don't really think that there's  
21 going to be too many challenges, as long as the --  
22 everyone knows what those laws are, so you got to make  
23 sure that the public understands the laws that you have to  
24 work within, so that they can't ask you to do something  
25 that legally you cannot do.

1           So, that will probably be one of the first  
2 challenges will be making sure that the public understands  
3 the legal ramifications of what you're allowed to do.  
4 Now, let's find a way to work within that, with what they  
5 want, with what the data says, and what the law allows.

6           So, the challenge will be just making sure that  
7 they understand, because they may have a desire.

8           MR. RUSSO: Ms. Spano.

9           PANEL MEMBER SPANO: Thank you. Sorry.

10          MR. RUSSO: It's okay.

11          Do the Members of the Panel have any follow-up  
12 questions that they wish to ask at this time?

13          CHAIR AHMADI: Not at this point?

14          VICE CHAIR CAMACHO: I have one, but go ahead,  
15 you can ask first.

16          MR. RUSSO: Okay, thank you.

17          Ms. Salinas, during the standard five questions  
18 we have a question about conflicts and you had a different  
19 kind of spin on it, which is perfectly fine, but I want to  
20 go back to that question and maybe ask it in a different  
21 way to see what response I get.

22          Has there been an experience in your life where  
23 you've been a part of a group where you have to make a  
24 common decision, and there's a disagreement among that  
25 group, but yet you've got to reach a decision, and maybe a

1 production meeting or something, where you're trying to  
2 decide how a program should be handled or something like  
3 that?

4           And if you can think of an instance like that,  
5 where this was this difference of opinion about how to  
6 proceed, again your mission is to come up with a common  
7 plan, what you've done in that situation and what  
8 techniques you've used to try to get past the impasse and  
9 reach some sort of consensus?

10           MS. SALINAS: There's a number of instances that  
11 come to mind. But one of the things that I always try to  
12 do in situations like this, because I'm often put in  
13 situations, especially when we have -- when I'm brought in  
14 to moderate panels on subjects where you've got opposing  
15 sides of the subject, the key thing to do is to find out  
16 what the biggest complaints are on the right. And I'll  
17 use the African American/Latino Summit as a perfect  
18 example.

19           We have issues in Los Angeles where kids are not  
20 getting along in the schools, so there's a summit that I  
21 have moderated several times, where we bring people in,  
22 there's students that are brought in, teachers that are  
23 brought in, lawmakers are brought in, political people are  
24 brought in and everybody has an idea about how to fix it,  
25 and then the kids sit and talk, and talk about the

1 problems that they have. Why we don't like you over here,  
2 why we don't like you over here.

3 So, number one, we make it in a situation where  
4 everyone feels comfortable being able to say what their  
5 problems are with the other group and then find  
6 compromises that we can figure out between the two groups  
7 to make them all come together.

8 And usually we leave those summits with plans on  
9 how things can get better and then in the next year's  
10 summit you come back and bring a report card and,  
11 generally speaking, the plans that were implemented  
12 properly did indeed work and there were less problems.

13 But any time you have a difference of opinion in  
14 a group and you have to come to an answer, you've got to  
15 make sure these kids are not rioting and fighting, so  
16 you've got to bring them together, you have to find out  
17 what's wrong. You got to bring their parents in, you have  
18 to bring the teachers in and find out where the problem is  
19 coming from, what the feelings are about the problem, and  
20 then how do we fix this.

21 And I usually have been a moderator in those  
22 situations, in helping people to be able to communicate  
23 with each other to come to a common goal.

24 MR. RUSSO: Okay. Is there anything about that  
25 experience that you think is transferable to the work of

1 the Commission?

2 MS. SALINAS: Oh, most definitely. I think that  
3 there is going to be situations where you're going to be  
4 at public hearings and there's going to be groups that are  
5 going to be there, when one side's going to feel one way  
6 about something and the other side's going to feel very  
7 passionately another way about the same issue, and you're  
8 going to have to be able to allow both people to feel  
9 comfortable and hear what they have to say, and then find  
10 a solution that's going to make both of them comfortable.  
11 You might not be able to make them both happy, but you're  
12 going to have to find a meeting point in the middle  
13 between those groups and it's going to happen, most  
14 definitely, because there's people against the Commission.

15 So, I mean, you're going to have opposition and  
16 you're going to have to know how to hear it and how to  
17 resolve it, with a compromise in the middle.

18 MR. RUSSO: Okay. I'm glad you mentioned the  
19 African American/Latino Summit because I did want to know  
20 more about that. But it leads me to this, that we know  
21 that in redistricting issues can arise where you have a  
22 traditionally African American district that has seen a  
23 significant population shift, and now it may be the  
24 African Americans are no longer in the majority, or the  
25 Hispanic population rivals that of the African American

1 population. And you have a district that traditionally  
2 has elected African American candidates, but now you have  
3 Hispanics who want a voice and who want to see lines drawn  
4 in a way that gives them the ability to elect a candidate  
5 of their choice. But, meanwhile, you have the African  
6 American community that doesn't want to lose the ability  
7 to elect the candidate of their choice.

8 My question to you, as a self-described Latina,  
9 how would you approach balancing out those competing  
10 interests and what would you do, if you were a member of  
11 the Commission, to try to gain community buy-in, or the  
12 buy-in of both communities into whatever district lines  
13 you decide to draw to kind of to balance out those  
14 competing interests?

15 MS. SALINAS: Explain, number one, why those  
16 lines might be being drawn and the manner in which they're  
17 drawn, and then show these two groups all of the --  
18 because usually when people are in conflict they're only  
19 looking at the things that they don't like, or the things  
20 that they believe are different when in fact many times  
21 many of the same issues that they have are the same  
22 issues. Both sides actually have the same issues, they  
23 just don't realize it because they're not listening to  
24 each other.

25 So, when you show them that actually you're

1 concerned about the same things and by drawing these lines  
2 in this way will allow you to have a better voice to  
3 address those issues, hopefully, that is your result.

4 MR. RUSSO: Okay. Obviously, from your  
5 experience, you're a people person. You're used to doing  
6 interviews, you're used to doing public events, to  
7 managing people, essentially, in their careers.

8 But, of course, in addition to that aspect of  
9 being a member of the Commission there is the technical  
10 aspect, the aspect of analyzing data, not just receiving  
11 the data, but analyzing the data and trying to figure out  
12 how to turn that data into a map that respects communities  
13 of interest and, again, gives folks a voice in the  
14 democracy.

15 What experience have you had, if you can explain  
16 to us, that involves that kind of -- that you could bring  
17 to the table as a member of the Commission, of taking that  
18 data and turning data into essentially a plan of action.

19 MS. SALINAS: With regard to drawing a map,  
20 probably very little. I have not been in redistricting  
21 before. With regard to looking at data and making a plan,  
22 when you are looking at -- when I look at my show and make  
23 a plan for the year for where I'd like to see it go, I  
24 have to look at the demographic, and the age, and gender,  
25 and political views, and buying power of the audience.

1           And when I was managing artists, we had to look  
2 at a project and then decide worldwide how it was going to  
3 be marketed, what areas where you going to spend money,  
4 what areas were you going to target based on the  
5 information of what was bought the previous time, taking  
6 all of that into consideration to know where to spend your  
7 ad dollars. And so, you're talking about millions of  
8 dollars at stake to, in turn, make millions of dollars, so  
9 you have to have budgets that need to be stayed within in  
10 order to get a result of a platinum record. And I oversaw  
11 several projects like that.

12           So, in handling money, and budgets, and  
13 worldwide plans for the marketing, and distribution, and  
14 presentation of a project, looking at all of the  
15 information based on previous sales, and sales trends, and  
16 sound scanned, how many are being sold, how many are being  
17 bought, these are all numbers that are issued at a weekly  
18 basis that have to be looked at and analyzed. Where are  
19 they buying, where aren't they buying, what radio stations  
20 are playing, how many spins are going, all of that has to  
21 be digested in making a plan on how to move forward.

22           So, those skills have been used in that area.  
23 Have I had to draw a map? No. Hopefully, someone else  
24 will have done that before.

25           MR. RUSSO: Okay. And in previous questioning

1 you mentioned the flexibility of your schedule, as far as  
2 your recording schedule of your weekly program.

3 But looking at your application materials, I see  
4 that as the public affairs director, or I hope I'm getting  
5 your title at least close, of the radio station, it  
6 appears that you have commitments to attend a lot of  
7 different functions, a lot of community events.

8 And so my question to you then is how can you  
9 balance the commitments that you have through the radio  
10 station to attend these kind of community events with a  
11 schedule of serving on the Citizens Redistricting  
12 Commission?

13 MS. SALINAS: Because the community supports me  
14 one hundred percent. They know what I'm doing and they  
15 know what that commitment will be. And all of the things  
16 that I do for the radio station I choose to do. I'm not  
17 ordered to do it by the radio station. Every single thing  
18 that I've involved with I say yes to because I want to,  
19 because that's what I want to be involved in.

20 So, if I have to be involved in less people are  
21 going to know, because everybody's going to know what I'm  
22 doing. The whole world will know what I'm doing and they  
23 will understand. And I will make sure that other people  
24 are sent and are there to be at those events to handle  
25 them as much as possible, because I will have another

1 obligation, and they will understand because they do  
2 support my efforts --

3 MR. RUSSO: How do you --

4 MS. SALINAS: -- the community.

5 MR. RUSSO: Excuse me, I didn't mean to  
6 interrupt.

7 MS. SALINAS: I'm sorry.

8 MR. RUSSO: Okay. How do you select what events  
9 to become involved in?

10 MS. SALINAS: Well, as you can see, the number  
11 of events that I go to and that I'm a part of, I hardly  
12 ever say now. That's why I am always out there doing  
13 something because I think it's -- you know, it's what I'm  
14 supposed to have done.

15 Now, if I'm on the Commission, I have a bigger  
16 job and that's for the entire State. And so, when I have  
17 time, I'm sure that we will know our schedule, it's not  
18 going to be a 24-hour changing schedule every day, we'll  
19 know what we're supposed to do, when we're supposed to do  
20 it, where we're supposed to be there and I work around  
21 that and still try to do as much and attend as much as  
22 possible.

23 My social life is the community.

24 MR. RUSSO: Okay. I have no other questions.

25 Members of the Panel?

1 CHAIR AHMADI: How much time do we have?

2 VICE CHAIR CAMACHO: I have one question. Ms.  
3 Spano asked you a question about how you came about  
4 knowing about the Commission and you said someone called  
5 you up. I don't need to know their name or anything, I'm  
6 just wondering was this person a part of a group, or  
7 organization, or a friend?

8 MS. SALINAS: No, it was someone that I had  
9 worked with before on a variety of different scholarship  
10 kinds of issues, and she just said, hey, wow, I saw this  
11 and I think you'd be really, really good at this. And so,  
12 I looked at it, and read it, and made my decision from  
13 there.

14 VICE CHAIR CAMACHO: Okay. That was my only  
15 question.

16 PANEL MEMBER SPANO: I'll go after you.

17 CHAIR AHMADI: No, please, go ahead.

18 PANEL MEMBER SPANO: Are you sure?

19 CHAIR AHMADI: No, please.

20 PANEL MEMBER SPANO: Okay. I was wondering if  
21 you can describe for me your most complex task or  
22 assignment that you've had to perform?

23 MS. SALINAS: Most complex?

24 CHAIR AHMADI: That was exactly what I wanted to  
25 ask.

1 MS. SALINAS: Most complex?

2 PANEL MEMBER SPANO: Most complex, most  
3 challenging assignment that you've had to perform?

4 MS. SALINAS: Oh, most complex, geez. I would  
5 probably say that it's a toss up between Domestic Violence  
6 Forum where we actually had abusers and victims in the  
7 same place, and then judges and other people from law  
8 enforcement there to listen to abusers justify why they  
9 did what they did. And some of them actually believed  
10 that they had a justification for this.

11 And then to listen to the victims, but to be  
12 able to moderate that in a way that everyone felt  
13 comfortable giving their opinion, and then turning that  
14 into some solutions and ways to move forward from that.  
15 That's probably the most recent and the situation where it  
16 was most difficult for me because it was very difficult to  
17 listen to someone who's abused someone, and they kinda  
18 really believe that they had justification for doing it.

19 So, that was a difficult situation.

20 PANEL MEMBER SPANO: It sounds emotionally  
21 charged.

22 MS. SALINAS: It was. It was very emotionally  
23 charged for the people that were there. But I had to be  
24 the one that kept it moving, kept moderating, asking  
25 questions of the abuser to try to get them to say more,

1 and try to ask questions in a way that might help them  
2 understand that maybe they weren't doing the right thing,  
3 but really trying to get them to voice why they did what  
4 they did. And the to be able to work through with the  
5 victim standing up and saying how they felt, and what  
6 happened with them, and both sides are in counseling,  
7 which is the best solution in a situation like that.

8           PANEL MEMBER SPANO: What was your most complex  
9 task in -- I know you've looked at sales data and you've  
10 had to work with these two different groups, the sales  
11 people and the program people, technically and in terms  
12 of -- I know your numbers, you described that. But were  
13 you -- and I know you described a little bit to Steven,  
14 but you haven't had any mapping experience and it's brand-  
15 new to you, how do you go about tackling a task of this  
16 magnitude where, you know, you're looking at qualitative  
17 data, you're looking at public testimony, you're looking  
18 at Census data, you're looking at voting data and you got  
19 to make a decision on how to incorporate complex areas of  
20 law into this, and I don't know what your experience is of  
21 applying the law.

22           I know you said you looked at FCC regulations in  
23 that but, you know, this is a totally different area, I  
24 imagine, for you, how you think you're going to be able to  
25 tackle this and how comfortable will you be with that?

1 MS. SALINAS: I'm very comfortable because it's  
2 data, gender, ethnic, race, geographic, those are things  
3 that I look at every single day. So, it might be looking  
4 at it in a different way, but it's still data. Drawing a  
5 map, there's software programs that draw a map, GIS, I  
6 think, is one of the software programs that's used for  
7 drawing maps for states.

8 It's definitely not my strongest point.  
9 Hopefully, someone else on this 14-person Commission, that  
10 will be an area that they're very strong in. I will do  
11 the research necessary to make sure that I'm as familiar  
12 as possible with how it is done, familiarize myself with  
13 the software, and then bring as much as my strong point as  
14 possible to the Commission. And, hopefully, the person  
15 who's really, really good at that will be able to sit and  
16 say this is how this done. I'm a very, very fast learner,  
17 I adapt well, I research well. As you can tell, I brought  
18 my research with me.

19 If I am put on this Commission, I will -- I've  
20 already started researching the laws, what has to be done,  
21 how do you stay within those laws, how is it done? What  
22 is the best formula for doing it?

23 And there's a lot of people with different  
24 opinions about that. Take all of that in, then sit down  
25 with the group, find out who each person is on that group,

1 find out what each of our strong points are, what each of  
2 our weaknesses are and then work together to complement  
3 that, so that we all come -- and then teach each other the  
4 things that we don't know.

5 But most definitely, I don't think, clearly,  
6 there's no one who's done this before because it's a new  
7 Commission. So, there won't be anybody who can sit here  
8 and say they've done this before. We'll all be learning  
9 for the first time.

10 But I know that I'm capable, I know that I'm  
11 intelligent, I know that I learn fast and I know that I'm  
12 willing.

13 PANEL MEMBER SPANO: Thank you.

14 CHAIR AHMADI: Since we have time, just one  
15 question I wanted to ask you. What is your most favorite  
16 place in California and why?

17 MS. SALINAS: My most favorite place?

18 CHAIR AHMADI: In California?

19 MS. SALINAS: Oh, that's a hard one. Most  
20 favorite place in California, probably any of the beaches.

21 CHAIR AHMADI: Why?

22 MS. SALINAS: Any of the beaches. Because  
23 sitting at the beach and looking out at the ocean, and  
24 watching the people that are there, everybody's there for  
25 a different reason, and it's such a -- it's a place where

1 everybody comes, no matter old, young, no matter what  
2 color they are, everybody goes to the beach for the same  
3 reason, to relax, to have fun, to marvel at the  
4 magnificence of the ocean.

5           So, I like going there because you see a little  
6 bit of everybody. Everybody generally tends to be there  
7 for the same reason, and there's beach all up and down the  
8 State, and when it's hot people all go there with the same  
9 thing in mind, jumping in that water and having a good  
10 time, no matter who they are.

11           So, it's kind of a place where everybody comes  
12 for the same reason, no matter who they are, and everybody  
13 smiles at everybody. And they might not talk to each  
14 other, but it's a great meeting place.

15           CHAIR AHMADI: Thank you so much.

16           MR. RUSSO: Okay. Any other follow-up  
17 questions?

18           VICE CHAIR CAMACHO: No.

19           MR. RUSSO: Okay. With that we have about seven  
20 and a half minutes left on the clock. So, Ms. Salinas, if  
21 you would like to use all or a part of that time to make a  
22 closing statement, please go ahead.

23           MS. SALINAS: Well, I don't think I'll take all  
24 seven minutes. But I will say this, to even have made it  
25 this far in the Commission is a tremendous honor, it

1 really, really is. It speaks volumes about what I've  
2 tried to do for the last 24 years. And I have never  
3 wanted to be involved politically, like a political  
4 office, but when I saw this, I saw it as an opportunity to  
5 be involved in something, to make a difference, to let  
6 people's voices be heard without being in a political  
7 office, and that's what excited me the most about it that  
8 it's new, it hasn't been done, it could set the precedence  
9 for the rest of the country.

10 I believe I have invaluable skills to bring to  
11 the table, that are going to be so incredibly necessary if  
12 you are going to take the public's opinion, learn how to  
13 get it, how to take it, what to do with it and how to  
14 control it is going to be a big part of this. And I know  
15 that I will be a tremendous asset in that area.

16 I will learn fast, I am very good at  
17 researching, I will make sure I have the information. And  
18 if I don't have it, I guarantee I'll be able to turn to a  
19 page and go hold on, the process right here, the process  
20 is -- I'll have the information if I don't know it.

21 And if I don't have it and I don't know it, I'll  
22 know where to get it, because I'm very, very good at that.  
23 I always tell people that there's nothing you can't ask me  
24 for that I won't be able to tell you how to go get it or  
25 find someone who will. Because I have made sure that that

1 is what people can count on from me, and that's what the  
2 Commission will be able to count on from me.

3 If there's something we don't know, I'll be able  
4 to help us find it.

5 CHAIR AHMADI: Thank you.

6 VICE CHAIR CAMACHO: Thank you.

7 PANEL MEMBER SPANO: Thank you.

8 MR. RUSSO: Thank you, Ms. Salinas.

9 We shall now go into recess until 4:30 p.m.

10 (Off the record at 4:10 p.m.)

11 (Back on the record at 4:30 p.m.)

12 MR. RUSSO: It is now 4:30 in the afternoon, a  
13 quorum is present and we are ready to proceed.

14 We're now scheduled for an interview with Robert  
15 Panerio.

16 MR. PANERIO: Panerio, yes.

17 MR. RUSSO: Thank you, sir. Are you ready to  
18 proceed?

19 MR. PANERIO: I am.

20 MR. RUSSO: Excellent, then we can start the  
21 interview by putting an hour and 30 minutes on the clock  
22 and I will ask the first of the five standard questions.

23 What specific skills do you believe a good  
24 Commissioner should possess? Of those skills, which do  
25 you possess? Which do you not possess and how would you

1 compensate for it? Is there anything in your life that  
2 would prohibit you from performing or impair your ability  
3 to perform all of the duties of a Commissioner?

4 MR. PANERIO: Good afternoon. Before I begin, I  
5 just want to thank the Panel for this opportunity, it's an  
6 honor to be here.

7 As an ex-military officer, an engineer, business  
8 owner, and inspector I believe that I have many of the  
9 skills that a Commissioner should have.

10 I believe a Commissioner needs to be an active  
11 listener and be adept at picking up verbal and nonverbal  
12 cues.

13 A Commissioner needs to be impartial. I have  
14 conducted Article 15, Article 32 and environmental spill  
15 investigations.

16 A Commissioner needs to be mindful of  
17 California's demographic, geographic, economic and social  
18 diversity.

19 A Commissioner needs to be able to make  
20 factually sound decisions, have common sense, and have  
21 relevant analytical skills.

22 As a technical permit writing I rely on analysis  
23 and my training as an engineer.

24 They need to have the ability to mine and  
25 convert data into relevant information. A background in

1 GIS mapping will also be helpful.

2 As an inspector I worked -- I work with  
3 databases and GIS mapping on a daily basis.

4 A Commissioner needs to be able to interview,  
5 select, manage staff and do budgeting. They need to be a  
6 leader, as well as a follower, team player, and have an  
7 understanding of the redistricting process.

8 A Commissioner needs to be an outstanding  
9 planner and be able to work under strict deadlines.

10 We may not have the Census data until 1 April  
11 and the maps will be due on September 15<sup>th</sup>, 2011.

12 A Commissioner needs to understand the criteria  
13 that the maps must comply with. They are, in order:  
14 districts shall comply with the U.S. Constitution,  
15 including equal population requirements.

16 Districts shall comply with the 1965 Voting  
17 Rights Act.

18 County, neighborhood, districts shall be  
19 geographically contiguous, the geographic integrity of any  
20 city, county, or city and county neighborhood or community  
21 of interest will be expected to the extent practical.

22 After the above criteria have been satisfied,  
23 districts shall be compact and then nested.

24 And, finally, incumbents residences may not be  
25 considered, nor may districts be drawn to favor

1 politicians or parties.

2 As far as the skills that I don't possess, I  
3 will need a better understanding of the Federal Voting  
4 Rights Act, although I am familiar with its history and  
5 I'm also familiar with Section 2 and Section 5, the pre-  
6 clearance section.

7 I will also need a better understanding of  
8 communities of interest in Southern California.

9 I plan to compensate for these shortcomings by  
10 continuing to read, study, and work with my staff and  
11 fellow Commissioners.

12 At this time there is nothing in my life that  
13 would prohibit or impair my ability to be a Commissioner.

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

22 MR. PANERIO: As an inspector I experienced  
23 conflict on a daily basis. One event that comes to mind  
24 is a call I received from a resident concerning his  
25 neighbor. The caller was very agitated and scared, he had

1 observed his neighbor dumping a substance into the clean  
2 out in front of his home.

3           Because of my law enforcement duties and the  
4 enforcement action to go to trial, I took a statement over  
5 the phone. I informed this that this could be anonymous,  
6 but I would not be able to give him the results of my  
7 investigation unless he identified himself. He chose to  
8 identify himself.

9           I arrived at the scene and did observe a white  
10 residue on the lawn near the clean out. I took the ph  
11 reading and found that the substance was within safe  
12 limits.

13           I did a thorough inspection of the site, left my  
14 business card, and asked that the suspect call me as soon  
15 as possible.

16           In the interim, I started coordination with fire  
17 and hazardous waste personnel. The suspect called me and  
18 requested an on-site inspection -- and I requested an on-  
19 site inspection. He informed me that he was making  
20 biodiesel and offered to show me the process.

21           He took me on a tour. However, I did notice  
22 that he was very frustrated and angry that his neighbor  
23 had reported him.

24           I listened and allowed him to vent his  
25 frustration and calm down. This is not unusual in

1 enforcement situations, when individuals or groups are  
2 approached, the situation can get contentious very  
3 quickly.

4 I finished the tour, took a sample and  
5 coordinated testing with our lab to determine  
6 flammability.

7 The byproduct was determined to be no danger to  
8 the public. I briefed fire and county HazMat inspectors  
9 once I received the lab results.

10 I called the complainant and informed him of the  
11 outcome. By following standard procedures and bringing  
12 structure to a tense situation, it allowed me to diffuse a  
13 potential conflict between two uninformed parties.

14 As far as resolving conflicts with other  
15 Commissioners, I would check myself, first, make sure I am  
16 understanding the facts, fall back and review the ground  
17 rules that we agreed upon when we started the process,  
18 ensure people understand the Commission's goals.

19 It's okay to disagree, but keep it professional.  
20 Look to find middle ground on things we do agree upon, be  
21 empathetic to the other Commissioners, use active  
22 listening skills and work to build rapport. Ask them how  
23 they came to their conclusions, then reexamine my  
24 decisions and if I'm wrong, admit it.

25 Thank you.

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

6 MR. PANERIO: This is a once-in-a-decade  
7 opportunity to change California for the better. The  
8 Commission will have an opportunity to start rebuilding  
9 faith in our democratic system and move away from the  
10 bipartisan gerrymandering that has existed since the 2000  
11 Census.

12 My hope is that we will once again have  
13 bipartisanship back in the Legislature and move  
14 politicians away from their polarized positions. It won't  
15 happen overnight, but fair and equitable redistricting  
16 will move the State in the right direction.

17 It's important that we support one person one  
18 vote. These districts will determine jobs, taxes,  
19 environmental issues, educational and other State  
20 priorities. However, there is great potential for harm.  
21 If we fail, are not transparent, or don't reach out to  
22 communities of interest, or are perceived as being  
23 politicized, we run the risk of increasing voter cynicism.

24 It is very important that we have a true diverse  
25 panel. If we don't, there surely will be conflict as soon

1 as the maps are improved.

2 Prop. 11, the Voters First Act, was passed  
3 because the voters want representatives on the Commission  
4 that they can relate to.

5 I believe the Commission needs to be reflective  
6 of California's diversity, both in terms of demographics,  
7 geography and life balance.

8 A Commissioner needs to be well-rounded, having  
9 work experiences that citizens can relate to.

10 I've seen a lot of very smart people that have  
11 only worked in one place or are an expert in a certain  
12 field, but when exposed to diverse culture and opinions  
13 they have a lot of trouble relating to people.

14 Because of my varied professional experiences, I  
15 have been able to work with people from all walks of life.  
16 There is a reason why we're going through this lengthy  
17 process. When the voters passed Prop. 11, I believe the  
18 citizens were saying we are tired of the government  
19 insiders and consultants that are currently making the  
20 decisions. They are saying enough deadlock, pass an on-  
21 time budget.

22 I am asking for balance on the Commission and  
23 for the concept I learned as a cadet at West Point, an  
24 ideal that this country was founded on, the Citizen  
25 Soldier.

1 Thank you.

2 MR. RUSSO: Describe a situation in which you  
3 had to work as part of a group to achieve a common goal?  
4 Tell us about the goal, describe your role within the  
5 group, and tell us how the group worked or did not work  
6 collaboratively to achieve the goal? If you were selected  
7 to serve on the Citizens Redistricting Commission, tell us  
8 what you would do to foster collaboration among the  
9 Commissioners and ensure the Commission meets its legal  
10 deadlines?

11 MR. PANERIO: During my 30 plus years as a  
12 military officers, sales engineer and inspector, I've had  
13 many opportunities to work in groups. By far the most  
14 challenging group I have ever worked in is the U.S. Army  
15 Ranger School.

16 Most people believe that the school's purpose is  
17 to teach how to run combat missions. Some of this is  
18 true. But the real purpose of the school is to teach  
19 soldiers how to be leaders in very stressful situations.

20 The school is designed to break down  
21 individuals, introduce tremendous amounts of stress,  
22 impossible deadlines, and then objectively grade how  
23 individuals performed doing different tasks within the  
24 group. There is no going home at night or avoiding people  
25 that you don't get along with, everyone is equal.

1           Members of the group are from all walks of life.  
2 There is a great variety of individuals in terms of  
3 demographics, socioeconomic standing, and geographic  
4 diversity.

5           As a patrol leader, I quickly learned to  
6 delegate authority to my team members so I could plan  
7 essential functions that are needed for a successful  
8 mission. The missions are simply the tasks that need to  
9 be performed under tough conditions and onerous deadlines.

10           The training, by its very nature, introduces  
11 large amounts of stress and potential conflict that team  
12 members must work through in order to be successful.

13           If we don't work as a team, we cannot be an  
14 effective group. There was tremendous amount of  
15 collaboration within our group, every individual had  
16 different strengths and weaknesses. It was my job to  
17 ensure the team members were assigned to the right tasks  
18 and that we met critical tasks along the way to ensure the  
19 group was successful.

20           For the most part we were successful. But on  
21 the rare occasions when we failed, we would always do an  
22 after-action review to determine why we failed and how we  
23 could do it differently the next time.

24           As for fostering collaboration and meeting  
25 deadlines, I will use backwards planning. I will put the

1 goal out there, be open, transparent and impartial in all  
2 my dealings with Commissioners and the public.

3           We will need to establish communication  
4 protocols and ground rules on how we will work together.  
5 Build trust and respect with each other by sharing  
6 information about ourselves. Work as a group, keep each  
7 other informed of our progress on various tasks, use a  
8 strategic plan, and break down tasks into manageable  
9 pieces to ensure that we're hitting benchmarks on the way  
10 to meeting our September 15<sup>th</sup> deadline.

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

18           MR. PANERIO: As a company commander in the  
19 Army, my staff and I had the opportunity to train over  
20 5,000 soldiers in healthcare positions. These soldiers  
21 came to us from all walks of life. Most of the soldiers  
22 were young, but I also worked with older, National Guard  
23 troops that were activated for training.

24           These soldiers were very diverse. We trained  
25 men and women from almost all ethnic groups and

1 socioeconomic backgrounds. They were from suburban,  
2 urban, agricultural, rural, coastal, inland, arid and  
3 temperate areas.

4 I made a point of talking and understanding the  
5 issues that the soldiers faced. Women had real security  
6 concerns and it was my job, as their commander, to ensure  
7 a safe, impartial, and open working environment.

8 I had an open-door policy and I was available to  
9 the soldiers at all times.

10 When I met with my soldiers I used active  
11 listening skills and tried to be as approachable as  
12 possible. They were meeting with me because it was  
13 important to them. I strived to be empathetic and listen  
14 to their concerns.

15 I made sure that I asked questions to confirm  
16 what I believe they were saying. I made every effort to  
17 be impartial and reserve judgment until I could gather the  
18 facts to see how I could address their concerns.

19 And a corporate sales engineer, I traveled and  
20 worked throughout the State, meeting with line operators,  
21 migrant workers, business owners, engineers, and corporate  
22 executives.

23 All of these groups had concerns and issues, I  
24 had to listen and understand their concerns. My business  
25 was automating manufacturing lines and I found that line

1 operators were very suspicious of me. They were concerned  
2 that I was there to cut jobs.

3 The reality was that I was there to make their  
4 company more competitive so that the company could grow  
5 and add jobs.

6 When I worked with the migrant workers in the  
7 field, I was there to improve their work conditions and,  
8 hopefully, allow them to make more money by making the  
9 fields more productive for them.

10 As an inspector, it is my job to reach out into  
11 the community to educate the public, whether it be a class  
12 of children, teaching them the water cycle, or meeting  
13 with homeowners to explain why dumping used oil into the  
14 storm drain is a bad idea.

15 I do a lot of community outreach as it relates  
16 to my pharmaceutical take-back program. I meet with  
17 pharmacists throughout the city to explain the program and  
18 seek their support. I field countless calls from the  
19 elderly and homebound, advising them about the program and  
20 how to dispose of pharmaceuticals in an environmentally  
21 acceptable way.

22 Through all of these interactions with the  
23 public, I feel that I have the skills to be an effective  
24 Commissioner.

25 MS. HAMEL: Five minutes.

1 MR. PANERIO: Okay, I'm done with the questions,  
2 so I guess I still have the mike for five minutes, so what  
3 I would like to say is I've spent a long --

4 MR. RUSSO: No, not actually, no.

5 MR. PANERIO: Okay.

6 MR. RUSSO: You get to respond to questions at  
7 this point, but we'll give you an opportunity at the end  
8 to make a closing statement, if there's time.

9 MR. PANERIO: Absolutely.

10 CHAIR AHMADI: Thank you.

11 MR. RUSSO: It's time for Mr. Ahmadi to begin  
12 the questioning.

13 CHAIR AHMADI: Yes, thank you very much.

14 Good afternoon, Mr. Panerio.

15 MR. PANERIO: Good afternoon, sir.

16 CHAIR AHMADI: I have a few, just a few follow-  
17 up questions and I'm planning to discuss a few questions  
18 based on your application material.

19 MR. PANERIO: Absolutely.

20 CHAIR AHMADI: The first follow-up question I  
21 have is in regards to your statement in response to  
22 standard question number one. If I heard you correctly,  
23 you mentioned that one area that you don't feel as  
24 competent or as comfortable with is understanding the  
25 communities of interest in Southern California.

1           So, my question to you is -- I actually have two  
2 follow-up questions.

3           MR. PANERIO: Sure.

4           CHAIR AHMADI: One, in your mind, what do you  
5 think are some of the differences in the communities of  
6 interest when you compare the Southern California to the  
7 Northern California, for example?

8           MR. PANERIO: Absolutely.

9           CHAIR AHMADI: And number two, it's kind of like  
10 a general question, but related to the communities of  
11 interest; what factors do you think contributes to the  
12 formation of these communities?

13          MR. PANERIO: Well, I'll take the first one --  
14 or I'll take the second one, first.

15          CHAIR AHMADI: Okay.

16          MR. PANERIO: What contributes to factors of  
17 communities of interest, number one, is a city or a  
18 county, that's going to be a community of interest. But  
19 it can also be people that are interested in water issues,  
20 an area that I work in, or environmental issues, jobs. I  
21 run a company, I understand business, I've been in  
22 business for 25 plus years.

23           The similarities are going to be that all people  
24 want to be able to find work to support their family, to  
25 have a reasonable standard of living and also have

1 education for their children and for their kids to have  
2 those same opportunities that we all have enjoyed.

3           As far as the differences between southern and  
4 northern, I'm from Northern California, I know Northern  
5 California. I do travel down to Southern California on  
6 business. I attend, on a periodic basis, seminars down at  
7 the Milken Institute. I talk with economists down there.  
8 I understand the issues from an economic, from a business  
9 stand point.

10           But what I see in L.A. is, number one, a huge  
11 demographics in terms of just the population and the  
12 numbers. I think there's going to be a lot more changes  
13 down there when we look at the Census data. I haven't  
14 seen the Census data, no one has, but I think we're going  
15 to have to be very careful.

16           Section 2 of the Voting Rights Act specifically  
17 talks about majority/minority districts. We're going to  
18 have to make sure that we don't do anything to change that  
19 situation, if we do have a majority, minority district.

20           We're also going to have to look, potentially,  
21 at creating additional majority/minority districts, that's  
22 a requirement.

23           If you look at the precedent for Section 2, the  
24 Case Thornburg v. Gingles, it specifically talks about  
25 respecting majority/minority districts and making sure

1 that you don't convert them into a majority -- or excuse  
2 me, a majority influence district, because that could be  
3 grounds for a lawsuit based on Section 2.

4 And that whole case was based on a North  
5 Carolina redistricting where seven African American  
6 districts felt that North Carolina did not do the  
7 redistricting correctly. The court upheld that six of  
8 those districts were, in fact, not done correctly, one of  
9 them was done correctly.

10 So, we have to be very mindful of Section 2  
11 throughout the State. And also, the four counties in  
12 Section 5 that we're going to really have to look at in  
13 terms of pre-clearance.

14 But I think there's going to be a lot of work  
15 that we're going to have to really focus on in Southern  
16 California. Because I believe and, again, I don't know, I  
17 haven't gotten the Census data in, but I think there's  
18 going to be some demographic shifting there from African  
19 American communities, Latino communities. And, again, I  
20 could go on if you want.

21 But the 1990 redistricting that happened in  
22 Koreatown, I don't know if you're aware of that example,  
23 after the riots in L.A. Koreatown, which is basically  
24 about one square mile, was divided into four separate  
25 areas. After the riots there was almost a billion dollars

1 of damage there in L.A., and because of the redistricting  
2 that was done there, and it was done incorrectly,  
3 Koreatown was basically -- crack -- you know, it was  
4 cracking, is what happened there in terms of the  
5 redistricting.

6 And so, the politicians didn't feel the need,  
7 didn't have to respond to that community of interest, and  
8 that's an example in California of what went wrong on a  
9 redistricting.

10 Although it was in 1990, a while ago, but it's  
11 one of the key examples in California.

12 So, I hope I answered your question.

13 CHAIR AHMADI: Yes, yes. So, you are familiar  
14 with at least some of the issues with the communities in  
15 Southern California.

16 MR. PANERIO: I've done a lot of reading. I'm  
17 an engineer, I can dig into manuals and I've got my book,  
18 just like the candidate before me, and I've done a lot of  
19 research. I actually feel pretty comfortable with  
20 redistricting. I've done a lot of research and work on  
21 it, read a lot of reports.

22 I've virtually scoured the internet looking for  
23 everything I can find on redistricting, and reading it.

24 CHAIR AHMADI: Thank you, sir.

25 MR. PANERIO: Sure.

1 CHAIR AHMADI: In response to question number  
2 two, when you were discussing or describing how you would  
3 approach resolving a conflict within the Commission,  
4 itself, you mentioned that if you find out that if you are  
5 wrong in your position, you will just admit and move  
6 forward, which is great, of course.

7 But, you know, if you can help us with a  
8 situation or a description of a situation about your  
9 approach, where you don't believe that you're wrong, and  
10 based on the facts that you have and your interpretation  
11 of the data and those facts, you may have a strong opinion  
12 about how a particular line should be drawn --

13 MR. PANERIO: Right.

14 CHAIR AHMADI: -- and you have a strong position  
15 about it. And I'm sure that you're aware that there may  
16 be situations where more than one option may be in  
17 compliance with the legal requirements, still.

18 MR. PANERIO: Well, there will be, absolutely.

19 CHAIR AHMADI: So, if you have a conflict of  
20 that nature, what would you -- what would you do to  
21 resolve that conflict, what would be your next step?

22 MR. PANERIO: And I want to make sure I  
23 understand the question, specifically with other  
24 Commissioners --

25 CHAIR AHMADI: Yes.

1 MR. PANERIO: -- as it pertains to drawing the  
2 lines?

3 CHAIR AHMADI: Yes.

4 MR. PANERIO: You know, a great example will be  
5 Merced. It's one of the pre-clearance counties, and it  
6 can go either way. Because you can push that down into  
7 Fresno, you can push it north, depending on what you do.

8 The key to me, in terms of working with the  
9 Commissioners and looking at redistricting, especially if  
10 we're working on the four counties that come under the  
11 pre-clearance Section 5, we need to make sure --  
12 obviously, contiguous is easy, lines just need to be  
13 connected.

14 Compact, not so easy. There's a lot of  
15 different ways to define compact, but we can work through  
16 that.

17 But, certainly, if someone is looking to try to  
18 make a majority/minority by making something a mile wide  
19 and a hundred miles long, probably not going to be  
20 compact, probably won't hold up.

21 But in terms of working with the Commissioners,  
22 be open, listen to the rationale, listen to the reasons,  
23 really look back and examine my facts, explain my side of  
24 the case, look at the rules, follow the law.

25 You know, as an inspector, as a company

1 commander, as a graduate of West Point that's what I do is  
2 look at the law, understand the law, but even go beyond  
3 the law in terms of understanding what the spirit of the  
4 law is.

5           And what I mean by that is when you look at  
6 Section 2, we need to respect majority/minority,  
7 obviously, but there may be cases where demographics are  
8 shifting and we may be able to create two  
9 majority/minority districts. And if we can do that as  
10 Commissioners, I think it's very important that we do.

11           Because the most important thing we're doing in  
12 this process is building consensus, is bringing people  
13 into the big tent, is rebuilding faith in our democratic  
14 system. And if we have an area where we can create  
15 another majority/minority district, and do it in a compact  
16 way that makes sense, it's our responsibility to do it.

17           So, to specifically answer your question, again,  
18 the Commissioners are very talented people, there's no  
19 question in my mind. The process that we've gone through,  
20 the screening that's been done, every member of that  
21 committee -- again, you know, anytime you say "every" you  
22 get in trouble, or you make an absolute, you get in  
23 trouble.

24           But I have the utmost confidence that the  
25 members of the Commission are going to be very logical

1 people that can follow the law, understand what we're  
2 trying to do, and we're going to work through it and build  
3 consensus, we will find middle ground in terms of where  
4 that line needs to go.

5           And, again, not to continue but -- well, yes, to  
6 continue.

7           You know, when you look at the counties, most of  
8 the population is right around the county seat. So, when  
9 you -- when we draw the lines, in a lot of cases it's  
10 going to follow city and county boundaries, which is not  
11 the highest priority. I know it's in the priority list,  
12 obviously following the Constitution, equal population,  
13 but even in doing the Assembly and the Senate districts we  
14 have some latitude. You know, we may have up to about ten  
15 percent.

16           I don't want to -- you know, ideal population is  
17 what I'm talking about.

18           If Prop. 20 passes, that's a different standard.  
19 We're going to have to --

20           CHAIR AHMADI: Let's not talk about Prop. 20  
21 because it's still on the ballot so --

22           MR. PANERIO: And I'm sorry.

23           CHAIR AHMADI: Thank you, sir.

24           MR. PANERIO: I hope I answered your question.

25           CHAIR AHMADI: Yes, you did. Thank you very

1 much.

2 One of the questions that I was planning to ask  
3 was based on your application you mentioned -- you used  
4 the term "Citizen Soldier," and I think you kind of used  
5 that term again and explained -- I think I understand what  
6 you mean by that, in response to question three you  
7 mentioned it again that "Citizen Soldier."

8 Tell us a little bit more about, you know, what  
9 you mean by that?

10 MR. PANERIO: Citizen Soldier is a long  
11 tradition in the United States, from the Minutemen that  
12 protected our country in the Revolutionary War. I  
13 committed 11 years of my life to the military. I think  
14 I've served my country. I continue to serve my city and  
15 state in terms of environmental issues, now.

16 I was in the corporate world. I was able to  
17 retire three years ago and move into environmental issues,  
18 which I'm very passionate about. Specifically, I work in  
19 the water field.

20 So, Citizen Soldier, to me, means coming from  
21 all walks of life, contributing to the good and the  
22 welfare of the whole, and in this case it would be the  
23 Redistricting Commission, and trying to help the State to  
24 draw lines that are fair, equitable, and impartial, and  
25 that's the context that I'm using that term.

1 CHAIR AHMADI: I got you. Thank you, sir.

2 MR. PANERIO: Sure.

3 CHAIR AHMADI: When you were describing or  
4 responding to standard question number four, you went into  
5 some detail describing this training camp, and I have to  
6 admit that, you know, I'm impressed by the level of stress  
7 that the trainees are going through. I've seen those TV  
8 shows and I'm really impressed.

9 You mentioned something about the importance of  
10 identifying critical path or critical tasks to be able to  
11 accomplish the mission, the overall mission.

12 MR. PANERIO: Right.

13 CHAIR AHMADI: Related to that concept, have you  
14 given any thought to the Commission's work and what some  
15 of those critical tasks would be for the Commission, that  
16 will contribute to a successful, you know, map at the end  
17 of the day?

18 MR. PANERIO: I have. It's --

19 CHAIR AHMADI: Could you share that with us,  
20 please?

21 MR. PANERIO: Probably ingrained in most  
22 military people, you have a plan A, B and C, it's just the  
23 way we operate.

24 But there's going to be a lot of -- there's  
25 going to be a lot of tasks that have to be done in terms

1 of getting together and hitting the ground running.

2           You know, on November 20<sup>th</sup> the eight  
3 Commissioners will be drawn. At that point, those eight  
4 Commissioners are going to have to select the next six.  
5 So, obviously, that's the first -- one of the first steps  
6 that needs to happen.

7           Once the 14 are pulled, these are going to be  
8 people that don't know each other, so there's going to  
9 have to be team building going on. Simultaneously, we're  
10 going to have to start making decisions on how we  
11 communicate with each other, how we set communication  
12 protocols, a code of conduct, how we're going to respond  
13 to each other. You know, e-mailing, phones, if there are  
14 issues where we are in disagreement on trying to establish  
15 certain protocols, we're going to have to figure out how  
16 we're going to do that.

17           We're going to have to elect a chairman and a  
18 vice chairman, and that's per Prop. 11.

19           We're also going to have to start setting up  
20 these appointments on where we want to go, because the  
21 Prop. 11 is very specific and it states that, I think, up  
22 until September we can go down to three-day notice on  
23 meetings, but prior to that we have to have 14-day  
24 notices.

25           So, I think we start getting the word out, we

1 start approaching community leaders, community organizers,  
2 talking to churches, talking to different organizations,  
3 finding out where we can make the best impact, figuring  
4 out a plan on how to do that.

5           At the same time we need to start getting staff  
6 in place. We need to decide who we're going to hire, what  
7 skills we're looking for.

8           I've got some good ideas on who we're going to  
9 need and I know, for one, we're going to need a lawyer  
10 that's very well versed in the Voting Rights Act. We're  
11 going to need demographers, map-makers, political  
12 scientists, just to name a few, and there's probably more.

13           CHAIR AHMADI: Thank you.

14           MR. PANERIO: Once we get those people on board  
15 we're going to have to give them guidance. We're going to  
16 have to set up protocols. If they don't meet the criteria  
17 of what we're looking for, we're going to have to set up  
18 criteria on how we replace them or how we manage, or  
19 counsel them to get them back on track, we're going to  
20 have to be in agreement on that.

21           We're going to have to give them the tasks,  
22 start getting together looking at local community -- or  
23 looking at communities of interests, searching the  
24 internet, looking for court decisions, electoral  
25 databases, start gathering the information, putting

1 together executive summaries.

2 So, those are a lot of the tasks that we're  
3 going to need to do. I'll leave it at that. You know,  
4 there's a lot to do, needless to say. And, you know, we  
5 don't -- we don't need to wait until the Census data comes  
6 out because we may not see it until 1 April, and there's a  
7 lot of activity we need to be doing prior.

8 And, quite frankly, I know the -- I believe the  
9 Commission does start until January 1, we need to be  
10 working, starting November 20<sup>th</sup>, and that's getting the  
11 other Commissioners in place and starting to build that  
12 rapport, and that teamwork, and getting together and  
13 building that team.

14 CHAIR AHMADI: Okay. Thank you so much. No  
15 more questions at this point.

16 MR. PANERIO: Thank you.

17 MR. RUSSO: Ms. Camacho?

18 VICE CHAIR CAMACHO: Thank you. Hello, Mr.  
19 Panerio.

20 MR. PANERIO: Hi, Ms. Camacho.

21 VICE CHAIR CAMACHO: In your application you  
22 have traveled quite a bit.

23 MR. PANERIO: I have.

24 VICE CHAIR CAMACHO: Not just with military, but  
25 like you were saying with your engineering firm that you

1 were working with. From all that travel experience, what  
2 did you learn from the people that you met, the people  
3 that you worked with in these different areas that would  
4 be helpful as a Commissioner?

5 MR. PANERIO: Well, what I learned and what I  
6 truly believe is that we're all the same, it's the content  
7 of our character.

8 As a parent, as any parent, you're concerned  
9 about your children, are they getting proper medical care?  
10 Can they get a good education? Can I find a good job?  
11 Can I find affordable housing? And that's worldwide.

12 We may do it differently in terms of different  
13 cultures, but when you boil it all down, those are the  
14 concerns that all people have. People want to be heard,  
15 they want to feel like they're opinion matters, that  
16 they're part of the process, that their politicians will  
17 listen to them.

18 And that's what's so important with Proposition  
19 11 is it's taking this conflict of interest, where the  
20 Legislators, who really have less criteria that they need  
21 to fulfill to do the job, than we do, in terms of what  
22 they're doing.

23 In fact, there was a report, the Center for  
24 Government Studies talked -- actually did a comprehensive  
25 comparison between the Legislature's doing the

1 redistricting and the Redistricting Commission, and the  
2 bottom line is we're actually held to a higher standard in  
3 terms of what we're going to be doing.

4 But to specifically answer your questions, what  
5 I learned is that people want to be heard, they want to be  
6 able to make -- to get a job, make a decent living, enjoy  
7 their family and see their kids grow up to be healthy and  
8 well-educated.

9 VICE CHAIR CAMACHO: Would you -- you're a  
10 Commissioner and they send you down to the L.A. area with  
11 a couple other individuals, and you go to a public meeting  
12 in the inner city, would you be able to relate and  
13 communicate with those individuals to gain the information  
14 necessary? If so, how would you do that?

15 MR. PANERIO: I believe so. I think what you're  
16 really getting to there, and it really goes to my  
17 background. I grew up in the Richmond Unified School  
18 District so, you know, I graduated from high school early  
19 because I wanted to pull myself or extricate myself from  
20 that situation. But the high school that I went to had  
21 fights, race riots. Not on a routine basis, but at times.  
22 So, I'm familiar with -- unfortunately, with the gang  
23 situation.

24 I hate to see it. I do everything I can to help  
25 kids. But, yeah, again, I trained over 5,000 soldiers,

1 18-year-old kids coming from all walks -- excuse me, young  
2 adults, coming from all walks of life, from inner city,  
3 some could be wealthy, they just wanted to get away from  
4 mom and dad. Some were just literally trying to get out  
5 of the inner city, trying to make a better life.

6           There's no difference in the people. I mean,  
7 there may be a different in the attitude, there's going to  
8 be a lot of mistrust. If you work with people and you're  
9 honest with people, and you try to break through those  
10 barriers, they have to meet you halfway, obviously, in a  
11 conversation, you can't have a one-sided conversation.  
12 But in the end, if someone from the inner city wants to  
13 come to that meeting, has made -- has made the effort to  
14 come there, then I believe we're probably mostly the way  
15 there in terms of working together and trying to resolve,  
16 and understand issues and questions.

17           VICE CHAIR CAMACHO: Okay. You were talking  
18 about the first things that the Commission should do is  
19 team building. What type of team building techniques or  
20 activities do you think would be helpful and beneficial to  
21 build that unification within the Commission?

22           MR. PANERIO: Well, the Commissioners are going  
23 to come from all backgrounds. I would imagine academic,  
24 legal, from the business world, like myself, or the woman  
25 before me, from the world of radio and advertising.

1           I think the first step is just to genuinely  
2 introduce ourselves, talk about our life experiences, talk  
3 about what we've done. Introduce myself to the other  
4 Commissioners, talk about my strengths.

5           I -- you know, in the military, you know, that's  
6 government, but I've always been in the line positions.  
7 I've always been in leadership positions -- or not always,  
8 but for the most of my career I've been in leadership  
9 positions working with people, whether it's technical  
10 sales or whether it's running my company.

11           So, that's where my strengths are going to be.

12           But some of the other Commissioners are going to  
13 have strengths in other areas. And so, to do that team  
14 building we just have an honest, open conversation. This  
15 whole process is about building consensus, that's what  
16 these meetings are about. That's why we're going through  
17 the Bagley-Keene Act, and using that specifically.

18           It's not the most efficient way to do this, but  
19 it's the right way to build consensus, to bring everyone  
20 into the big tent, to be inclusive and to make sure that  
21 we protect our democracy.

22           Because I literally believe that's what's at  
23 stake. When 99 percent of the politicians can get re-  
24 elected because of bipartisan gerrymandering, something's  
25 wrong. As an engineer, statistically that's not possible,

1 it does not fit in the Bell curve.

2 That's why it's so important that this  
3 Commission succeed, and the talented people that we're  
4 going to have on there, we're going to have people that  
5 can do this, that are going to understand the process, and  
6 we need to work together and we need to start early.

7 VICE CHAIR CAMACHO: Okay. Each Commissioner  
8 will bring to the Commission his or her own unique set of  
9 skills. As you look across the Commission, what unique  
10 skills would you hope the other Commissioners possess that  
11 would complement yours?

12 MR. PANERIO: Well, we need someone that -- or  
13 we'll need to have skills working with the press. It's  
14 going to be open meetings, so I would hope that we have  
15 someone on the Commission that can help with that process.

16 One of the areas, although I've made a very  
17 strong effort to understand and to know, because the 1965  
18 Voters Right Act is extremely important.

19 I would hope that we have someone on the  
20 Commission, although we'll also have legal to consult  
21 with, to help with that -- with those situations.

22 It's going to be a very diverse group. I would like  
23 to see, because I live in Northern California and  
24 obviously we will, Commissioners from Southern California  
25 that are going to know the area better than I do, so

1 they're going to be my go-to person, along with staff, on  
2 understanding those issues.

3 Understanding the communities of interest,  
4 understanding what the issues are in Southern California  
5 versus Northern California.

6 Looking at -- I think that's it.

7 VICE CHAIR CAMACHO: Okay. In your application  
8 you describe providing training for your profession and  
9 helping college students to complete their taxes.

10 MR. PANERIO: I do.

11 VICE CHAIR CAMACHO: Were there any outreach  
12 efforts to the under-represented for your helping gesture?

13 MR. PANERIO: My charity work is to work at home  
14 and help the kids that I see in my community. I'm  
15 recently an empty nester, so I've spent the bulk of my  
16 career traveling, working, building my business. I have a  
17 full time job.

18 So, what I meant by that is my two sons, one is  
19 20 and one is 21, so their friends, going to school, and I  
20 see the problems that they have just trying to get  
21 classes, and trying to get through school, just because of  
22 all the budget cuts.

23 So, I do what I can to help the kids that are  
24 around me. It doesn't matter who they are, if they're  
25 within my sphere of help, I make the offer and sit down

1 and work with them, and show them how to do it. Most of  
2 the time their taxes are pretty easy, it's typically the  
3 easy form, but still people are intimidated by it.

4 But I show them the process, I talk to them  
5 about investing. I've been investing since I was 17 years  
6 old, when my father taught me how to do it. So, I make an  
7 attempt to reach out to young adults and explain to them  
8 the concept of compound interest and that, you know, yeah,  
9 that shiny red Camaro looks really good, but if you would  
10 just take that and put it aside, and defer some of that,  
11 you'll be a lot happier when you're older.

12 So, I really try to do financial education, tax  
13 education with any of the young adults that are around me.

14 But as far as traveling, I don't have the time  
15 to do that with work and raising my kids. Although, now,  
16 I'm an empty nester, my youngest son just moved out and  
17 he's up at Yuba City College, going to the fire academy.

18 VICE CHAIR CAMACHO: So, you were kind of a  
19 mentor to these individuals that you met for --

20 MR. PANERIO: I am.

21 VICE CHAIR CAMACHO: -- your son's friends, or  
22 whoever.

23 MR. PANERIO: I am. And, in fact, I joke with  
24 some of the young adults, you know, they come from broken  
25 homes, there may not be a father in the home, I fill the

1 roll of the uncle or, in a lot of times, the father figure  
2 to help them, to explain things to them, to show them how  
3 the real world works.

4 One of the main reasons I started this company  
5 and I just started it in May, is I want to bring on  
6 projects and then I'm going to do some outreach to UC  
7 Davis, to Solano Community College, some of these kids or  
8 some of these -- excuse me, some of these young adults  
9 that are in business majors, that have a passion for  
10 business, I want to teach them how to run a project.

11 I'll, of course, be over and act as their  
12 mentor. But it's a tough economy for a lot of these young  
13 adults, they're very frustrated, they're not sure what to  
14 do. So, in my small way what I'm doing is just trying to  
15 work locally with the young adults around me and if I can  
16 provide, you know, one or two intern jobs, if there's a  
17 thousand guys like me, pretty soon there's some real jobs  
18 being created for these young adults that can't find work.

19 VICE CHAIR CAMACHO: So, you're saying that you  
20 just started up a company in May?

21 MR. PANERIO: Uh-hum.

22 VICE CHAIR CAMACHO: Is it --

23 MR. PANERIO: It's not --

24 VICE CHAIR CAMACHO: It's not an engineering  
25 company, it's more of a --

1           MR. PANERIO: No, it's -- there's actually two  
2 parts to my company. I spent almost 20 years in  
3 industrial packaging. And not to bore you, when you get  
4 into industrial packaging, everything from tapes, to  
5 stretch films, to machines that run that. When you buy  
6 your boxes of stationary, they're wrapped in that poly,  
7 that plastic. When you buy your cheeses and your meats,  
8 no one ever thinks about it, but it actually does come  
9 from somewhere, it actually is manufactured, and there's  
10 high speed equipment that does that.

11           So, I'm using that expertise working with  
12 companies. But it's something that I can turn on and off  
13 because it's just me at this point.

14           So, again, this has been, and I'm preaching to  
15 the choir, a long process, you know, not sure where it's  
16 going to take me. Obviously, if I'm afforded the  
17 opportunity, I'll just very quickly just turn that spigot  
18 off, I can always go back to that in a year. But it's  
19 business is a passion of mine.

20           When I retired and went into the environmental  
21 work, which I thoroughly enjoy, I found that I really  
22 missed the business side of it. So, you just -- you  
23 create a company and you work on the business side of it.

24           I've got those portable skills, why not use that  
25 to help other companies.

1           VICE CHAIR CAMACHO: Okay. That was my last  
2 question, thank you.

3           MR. PANERIO: Sure.

4           MR. RUSSO: Ms. Spano?

5           PANEL MEMBER SPANO: Good afternoon.

6           MR. PANERIO: Good afternoon.

7           PANEL MEMBER SPANO: Let's talk about your work  
8 as an environmental compliance inspector for the City of  
9 Vacaville. What were your primary duties?

10          MR. PANERIO: Well, in Vacaville, unlike a lot  
11 of other cities, like San Jose, we actually do it all.  
12 We're responsible for storm water. And, again, not to get  
13 technical, but there's lots of EPA requirements in terms  
14 of storm water, waste water permits. Sampling that's  
15 required if you have what are called categorical  
16 industries, like your pharmaceutical companies, or your  
17 metal fabrication companies, they come under special  
18 areas, there's requirements to monitor for heavy metals,  
19 for cyanide, for some really bad stuff that can really  
20 harm a lot of people.

21          So, my core responsibility is to protect people,  
22 because at the end of that pipe there are people on the  
23 other end, and there's also a plant at that other end, and  
24 we have to make sure that that plant is up and running.

25          I don't know if you remember last year, the City

1 of San Francisco had all that rain and one of those pipes  
2 burst, and they were dumping raw sewage in -- or semi-  
3 treated sewage into the Bay. We have to protect that  
4 system.

5 It's something that a lot of people don't think  
6 about, out of sight, out of mind.

7 PANEL MEMBER SPANO: Uh-hum.

8 MR. PANERIO: But, really, when it comes right  
9 down to it, water is our most precious resource and that's  
10 what an environmental compliance inspector does.

11 You know, we talk about energy, but there's lots  
12 of alternatives. There's solar, there's wind, there's  
13 geothermal, there's nuclear or terrestrial, however you  
14 want to characterize it. You can burn coal, you can burn  
15 natural gas, but there's only one water. There's no  
16 substitute for water, it's not created, it's been here  
17 since the beginning of the planet, we have to protect it.

18 Only one percent of the water on this planet is  
19 usable for fresh drinking water and we have to make sure  
20 that we don't pollute the water.

21 And, again, you know, I can go on for a while.  
22 But, I mean, the Clean Water Act of 1972, I don't know if  
23 you remember, the rivers were on fire. There were  
24 actually rivers on the east coast, because of a lot of the  
25 flammables that were just being dumped into the rivers,

1 were actually catching fire.

2 So, as an environmental compliance inspector,  
3 it's my job to ensure that I protect the planet, protect  
4 the community. If there's a spill, to take control of  
5 that situation, make sure that it's cleaned up and make  
6 sure that it's monitored. It is a law enforcement  
7 function.

8 You know, I'm not a police officer, but I am a  
9 law enforcer, I enforce EPA laws.

10 PANEL MEMBER SPANO: So, it's mostly when you do  
11 the inspections, it's mostly local counties, or who are  
12 your stakeholders?

13 MR. PANERIO: For the city.

14 PANEL MEMBER SPANO: For the city, okay.

15 MR. PANERIO: So, it would be industries. So,  
16 manufacturers, we would also do commercial. We'll inspect  
17 hospitals to make sure that they're complying, that  
18 they're doing the right thing.

19 And, quite honestly, companies want to do the  
20 right thing. On the rare occasion there are things that  
21 happen, but most of my job is spent on education. Once  
22 you inform people and you say, hey, you know, this goes  
23 somewhere and, you know, or a resident, you're dumping oil  
24 down the storm drain, it's not out of site, out of mind,  
25 that's going directly to the lakes and the waters of the

1 State of California.

2 And, of course, everyone knows the whole BP  
3 spill and the environmental nightmare that was.

4 But, you know, our ecology is delicate, we have  
5 to protect it, and that's what an environmental compliance  
6 inspector does.

7 PANEL MEMBER SPANO: You were mentioning in your  
8 response the inspector relies heavily on the chemistry and  
9 conducting various lab tests to ensure the safety of our  
10 drinking water.

11 MR. PANERIO: We do.

12 PANEL MEMBER SPANO: What -- we hear a lot of  
13 general concerns about water, but tell us what we haven't  
14 heard about it and why we should be concerned about water?

15 MR. PANERIO: Well, you've probably heard about  
16 it, but quite honestly, the scientists don't really know  
17 the long-term effects of all these pharmaceuticals that  
18 are coming not only from humans, but from pets. You know,  
19 they're prescribing doggie Prozac now, you know.

20 And all these medicines, people are throwing  
21 that into the landfill. When the landfill has what's  
22 called leachate, that actually is brought to our plant, we  
23 treat that. Unfortunately, these chemicals are so  
24 complex, and they're created that way because they need to  
25 be very powerful.

1           Unfortunately, when you create very powerful  
2 drugs and you combine them with chlorination, or chlorine  
3 to disinfect it, we're not really sure what the compounds  
4 are that we're making and then releasing.

5           So, again, not to scare, because I know this is  
6 on the internet and this is more of an EPA thing, and I  
7 don't write the laws, you know. But pharmaceutical,  
8 that's why I do a pharmaceutical take-back.

9           Unfortunately, with the budget and with the way  
10 things are, we can only do it twice a year. I wish we  
11 could do it more often. But we actually collect those  
12 pharmaceuticals. We have to do it in a secure place  
13 because of DEA regulations. We have to dispose of those  
14 correctly.

15           And because California has such strict  
16 environmental standards, we actually have to send that out  
17 of state, we can't dispose of it here, it's just too  
18 difficult. So, we have other places to send and then they  
19 incinerate, which is the best way. I did a lot of solid  
20 waste recycling, too, when I worked for Pactiv. But  
21 incineration is the way to go, as long as it's done  
22 correctly.

23           PANEL MEMBER SPANO: It's sent out of state  
24 because the laws aren't as stringent, is that why?

25           MR. PANERIO: Right. Yeah, California has its

1 own laws, whether it be cars, or RCRA, which deals with  
2 hazardous waste.

3           There's actually situations where I'll have an  
4 industry, it's considered hazardous waste as long as it's  
5 in California, when it crosses the state line it's no  
6 longer a hazardous waste, it's specifically California.

7           And that's why you'll see on the hotels, I don't  
8 remember what it is, but law 32, that there's -- you know,  
9 that's the cleaning that they're using for the hotels, and  
10 it could cause issues. I don't know if you've ever seen  
11 those signs when you travel. But, yeah, California's very  
12 specific on the laws that this state has in terms of  
13 environmental issues.

14           PANEL MEMBER SPANO: Is that one of the reasons  
15 why you like to live here, the stringent laws?

16           MR. PANERIO: You know, I was born and raised  
17 here, I left when I was 18, I fought for the next 20 years  
18 to get back here. And I say that tongue in cheek.

19           But the other reason that I'm here, too, is my  
20 parents are -- my dad's 83, my mom's 79, they're doing  
21 great, but I'm also a caretaker. So, you know, just  
22 checking on them. They're doing fine but, you know, I  
23 want to spend time with them, too, and make sure that  
24 someone's there to help them out.

25           So, you know, the question about outreach, I've

1 got enough inreach, I guess, just within the things that I  
2 need to do, just in terms of every day life. Just like  
3 all of us, the same issues that we all face.

4 PANEL MEMBER SPANO: Your perspectives on water,  
5 and your -- as from an inspector, from the inspector,  
6 you're working in this industry, will that -- how will  
7 that help you as you go out and listen to the needs of the  
8 various people of California and how it differs?

9 MR. PANERIO: Thank you. Well, I mean, that's a  
10 community of interest.

11 PANEL MEMBER SPANO: Yeah.

12 MR. PANERIO: You know, you go over to the  
13 Delta, you go over to Lodi, you talk to people here, in  
14 Sacramento, there's a lot of concern. And again, don't  
15 quote me, but I think 30 percent of the power that's used  
16 in this State is used to move water. And again, I don't  
17 know if that figure's right, but it's an enormous figure.

18 Just piping it, moving it, getting it to where  
19 it needs to go, you try to make everything gravity.

20 But, you know, you look at the Central Valley,  
21 when we go to Fresno, when we go to Madera, when we hold  
22 these meetings, you know, you drive up and down 99 and you  
23 see these signs, you know, don't take my water,  
24 agriculture is the main industry in California. It is the  
25 number one industry, as far as I know.

1           If someone knows something different, please let  
2 me know. But it is huge business.

3           So, being able to relate to the farmers, to the  
4 owners, to the ranchers, to the people that are out in the  
5 field and understanding these issues, understanding what  
6 they're up against, because these are their jobs, this is  
7 their livelihood, it's a huge issue.

8           And, you know, you look at the difference -- I  
9 mean, you know, even as a kid the joke was, oh, L.A.'s  
10 taking all of our water, and back and forth, and all the  
11 animosity over it, it's definitely a community of  
12 interest.

13           And on top of that, you know, the environmental  
14 issues that go hand-in-hand with that. So, you know, when  
15 you look at water being taken from a farmer to protect  
16 native species -- and, again, I'm not an expert on that  
17 but, again, I understand what those concerns are and I can  
18 relate to that.

19           So, maybe when we go to meetings in Fresno, or  
20 Madera, or in the agricultural belt, maybe that's when I  
21 kind of take over, you know, and the maybe when someone  
22 down in L.A., who's just lived there for, you know, 40, 50  
23 years and just is connected with the community and they  
24 know all these different interests, maybe they'd take  
25 over. I'm looking, I'm listening and, again, I'm a quick

1 study and I start to understand those issues down there,  
2 we work together, we can educate each other.

3 That's part of your question, Ms. Camacho, how  
4 do we complement in terms of skills and what we can do to  
5 help each other.

6 No one knows everything, but together as a group  
7 we're going to know a lot, and we're going to learn a lot.

8 PANEL MEMBER SPANO: You mentioned in your  
9 application you spent countless hours training and honing  
10 your leadership, cognitive, decision-making skills, and  
11 these skills were instrumental later in your career as a  
12 company commander of the 500-soldier medical company you  
13 spoke of earlier.

14 As a company commander, you were responsible for  
15 health, welfare, development of soldiers under your  
16 command, and these responsibilities included conducting  
17 audits, criminal investigations, counseling, judicial,  
18 non-judicial punishment under the Uniform Code of Military  
19 Justice.

20 What does your military service mean to you?

21 MR. PANERIO: Well, it means a lot to me, it's  
22 service to my country.

23 PANEL MEMBER SPANO: I see.

24 MR. PANERIO: But, you know, specifically  
25 talking about UCMJ, you know, the Uniform Code of Military

1 Justice comes from the U.S. Constitution.

2 The first mandate of Proposition 11 is follow  
3 the U.S. Constitution. So, in terms of this group, I may  
4 have the most experience. You know, there may be a judge  
5 on there that does Constitutional law, then I'll defer and  
6 then, granted, it's Uniform Code of Military Justice, so  
7 that's different and I know we have counsel here, but the  
8 tenets are the same.

9 You know, when you do an Article 15, which is  
10 the military version leading up to a court marshal, which  
11 is just like a jury procedure here, except instead of  
12 having 12 jurors, which I have served on a jury before.  
13 But in the military, you have military officers that would  
14 preside and they judge over it, but the same standards  
15 still apply, the rules of evidence, prosecution, defense,  
16 gathering evidence, investigating, chain of custody, those  
17 are all things that I do as an inspector, those are all  
18 things that I have done as a commander.

19 So, those skills, to me, are very transferable  
20 because it's part of relevant analytical skills that you  
21 need to dig and understand what the true issues are. You  
22 know not just sit at a Commission meeting and get fed  
23 information, you need to come back and ask relevant  
24 questions, and to dig and to probe. You know, if there  
25 are conflicting communities of interest, understand what

1 we can do to resolve that and/or, maybe we can take -- we  
2 can satisfy a majority/minority, and there may be, when  
3 the Census comes out, enough to redraw new district  
4 that's a majority/minority. And if we can do that, that  
5 is one of the mandates of Section 2.

6           It's very clear in the Thornburg decision that  
7 we need to protect, if it's 50 percent or over, it needs  
8 to be looked at. You can do -- you can do minority -- or  
9 majority coalitions, excuse me. If it's under 50 percent,  
10 I believe, and again I'm getting in over my head, but  
11 again it's what I've read in research, the Supreme Court  
12 said there is no requirement. However, it certainly could  
13 be looked at and it should be looked at.

14           So, I hope I answered your question on that.

15           PANEL MEMBER SPANO: Sure, sure, sure. What did  
16 your military experience teach you about working with  
17 diverse people?

18           MR. PANERIO: Well, I worked with people from  
19 all walks of life. And, again, when you're on a tank --  
20 you know, let me back up. You know, I hear a lot of  
21 people say, oh, I've worked with African Americans and,  
22 you know, Hispanics, and that's wonderful and I do today.  
23 But when you're in the military, you not only work with  
24 diverse groups, you live with them.

25           When you go to the field and, you know, at Fort

1 Hood I'd be in the field for three months at a time, you  
2 know, my gunner is African American, my driver is Native  
3 American, my loader is a Hispanic. You're working  
4 together. There's no going -- and I talked about it,  
5 there's no going home at night. You know, it's like, oh,  
6 well, you know, I know someone. You live, and you work  
7 and you rely with these people.

8           And the bottom line, you know, and it used -- it  
9 was a running joke, you know, there's no black or white,  
10 everyone's purple. I mean, we -- you don't care. You're  
11 looking at the content of the character.

12           And when you work together as a unit, you're  
13 just trying to accomplish the mission, do the tasks at  
14 hand, do the best job that you can do.

15           So, what I learned in the military is that  
16 working with a diverse group, we're all the same. We all  
17 want the same things.

18           We may say it in different ways, we may have  
19 different life experiences, but we're all trying to get to  
20 the same goal. People may not have the right plan in  
21 place to do that. I've seen -- you know, I've counseled a  
22 number of soldiers that tell me, oh, I want to be a  
23 command sergeant major. And I say, well, getting drunk  
24 every night ain't -- is not going to do that for you, so  
25 they may not have a really good plan in place.

1           But in the end, you know, people want to try to  
2 better themselves and to better their families, or at  
3 least it's my hope that they do. And it doesn't change  
4 from ethnic group, or race, or whatever you're looking at.

5           PANEL MEMBER SPANO: You touched on how your  
6 understanding of the Uniform Code of Military Justice will  
7 transfer to your Commissioner work.

8           MR. PANERIO: Uh-hum.

9           PANEL MEMBER SPANO: Is there any other value  
10 out of your military experience that you feel will help  
11 you and assist you in performing the work of a  
12 Commissioner?

13          MR. PANERIO: Absolutely. The schools I talked  
14 about are actually all leadership schools. Although, you  
15 know, West Point is a -- well, when I went there it was  
16 only engineering, it was a top notch engineering. Now,  
17 they've opened it up, there's other majors there. In  
18 fact, there's an environmental science degree there that I  
19 would have just loved to have been a part of when I was  
20 there.

21          But leadership is leadership, whether it's in  
22 corporate America, whether it's in the military, whether  
23 it's working as a Commissioner at a meeting. The  
24 fundamental tenets of leadership is to set the example, do  
25 as I do, not as I say, be honest, forthright, transparent,

1 impartial, understand the issues at hand and, if you  
2 don't, ask questions to find out what their frame of  
3 reference is, where they're coming from, and keep digging  
4 as long as you can.

5           You know, one of the things I also learned, and  
6 it's served me very well is, you know, when you're  
7 working -- when you're working with a person that's very  
8 angry, let them speak. Just let the person convey,  
9 there's something there that they want to -- you know, as  
10 long as they're organically okay. I mean, you know, I  
11 mean if there's something organically wrong with them,  
12 then it might be a futile exercise.

13           But, you know, when we're in these meetings, you  
14 know, there's going to be lots of -- well, I hope not. I  
15 think maybe at times there may be some anger, and there  
16 may be some frustration, and probably confusion.

17           But the key with these meetings, as far as I'm  
18 concerned, is building consensus, allowing people to get  
19 their issues out there to be heard, to feel like we're  
20 honestly looking at what they want to do and, quite  
21 honestly, and again, we don't -- we're not going to  
22 produce maps until we have meetings, and it says that in  
23 Prop. 11. But down the road, when we start producing some  
24 maps, and someone says, well, I don't agree with the way  
25 you drew this. Okay, what would you do differently,

1 what's wrong with what we've done and how would you change  
2 it?

3           And they're like, oh, you know, I want this line  
4 to go out here. Well, I understand what you're saying,  
5 but that's still not going to connect a community of  
6 interest. And, you know, based on what's going on based  
7 on demographics, you know, and looking at it and analyzing  
8 it, and it may not -- it may not fit the criteria of  
9 compactness.

10           So that, you know, explaining what -- you know,  
11 and then we need to try to make sure that those districts,  
12 the Assembly Districts nest with the Senate Districts,  
13 that they're adjacent where we can do that.

14           So, I think that answers your question.

15           PANEL MEMBER SPANO: Yeah, thank you. Thank  
16 you.

17           MR. PANERIO: Sure.

18           MR. RUSSO: Do members of the Panel have any  
19 follow-up questions at this time?

20           VICE CHAIR CAMACHO: No.

21           CHAIR AHMADI: Not at this point.

22           MR. RUSSO: Okay, thank you.

23           Mr. Panerio, just to follow up on something you  
24 said in response to one of Ms. Spano's questions, you said  
25 that in your view we're all basically the same and we all

1 want the same things. If that's the case, why is  
2 diversity important?

3 MR. PANERIO: Well, diversity is important  
4 because people are rich, people are poor, some people live  
5 in coastal communities, some live in arid communities, so  
6 their experiences are very different.

7 What I'm talking about in terms of people are  
8 the same and, you're right, I'd like to clarify that, is  
9 we all want to have clean water, we all want education for  
10 our children. That's what I was referring to.

11 But in terms of diversity, no, we all have very  
12 different experiences, we all have very different  
13 educational backgrounds. Some people may not have been  
14 afforded the educational opportunities that I had, or that  
15 you've had.

16 Housing prices can be quite disparate in this  
17 State.

18 So, no, in terms of our experiences and who we  
19 are, we're very different. And that's why it's important  
20 that this -- in fact, I even talked about it, it's  
21 important that this panel be very diverse because, if it's  
22 not, people are not going to -- citizens are not going to  
23 identify with the Commissioners, and we got to make sure  
24 that that happens, that citizens, voters, feel like  
25 there's someone on this panel, or the whole panel that is

1 listening to their concerns, that will act on their  
2 concerns, and is taking the State's best interests at  
3 heart, as opposed to what we've had in the past.

4 MR. RUSSO: Do you believe that people have  
5 different concerns based on their race, ethnicity, income  
6 levels?

7 MR. PANERIO: Absolutely.

8 MR. RUSSO: Shifting topics here a little bit.  
9 You talked about your private business a little bit, but  
10 I'm still not entirely clear what your business does.

11 MR. PANERIO: Okay.

12 MR. RUSSO: I believe, from your Form 700, it's  
13 BP Property Development?

14 MR. PANERIO: Yes, sir, property development.

15 MR. RUSSO: Tell us about your business?

16 MR. PANERIO: There's two aspects to my  
17 business. One is the property development side. I spent  
18 a lot of years in manufacturing. Unfortunately, what's  
19 happening in this State is what's called de-  
20 industrialization, there's a lot of sites that are  
21 abandoned. They're actually called brown field sites.

22 A lot of cities, counties are very concerned,  
23 they don't want to develop these areas, they don't want to  
24 work with them, there may be oil spilled on there, there  
25 may be some type of solvent.

1           So, because of my environmental background, one  
2 of the aspect we would look at is figuring out what to do  
3 with these sites, so that we don't have to develop green  
4 space. It's very easy to develop green space, but there's  
5 a lot of issues that occur when that happens.

6           A lot of the times these brown field locations  
7 are in great locations, but because of the complex  
8 environmental laws here in the State, they just sit idle.

9           And, unfortunately, because of de-  
10 industrialization, you can drive in any city, you can go  
11 through any area and you'll just see abandoned warehouses,  
12 manufacturing facilities, and these are locations that if  
13 we could do light industrial, convert it to condo, do  
14 something with it, is going to help the economy.

15           And then what I want to do on that side of the  
16 business is, as I get contracts to look at these types of  
17 facilities, start bringing in young adults to act as a  
18 project manager. I'll counsel them, I'll mentor them.  
19 We'll work with other companies to get these sites cleaned  
20 up and then start developing the property.

21           So, that's one side.

22           The other side is the industrial packaging that  
23 I was talking about. I spent almost 20 years in  
24 industrial packaging, I know that business. You know, you  
25 look at someone like an HP or, you know, 3M, Proctor and

1 Gamble, they use billions of dollars worth of packaging,  
2 so that's where I work with them on those types of  
3 applications.

4 So, it's more of a consulting, it's not a --  
5 it's not a brick and mortar, it's Bob.

6 MR. RUSSO: Okay.

7 MR. PANERIO: Turning the spigot on or off, you  
8 know, depending on if, you know, I want to do business.

9 MR. RUSSO: Okay. Do you have any experience  
10 working on a board or commission?

11 MR. PANERIO: Well, in the military I've worked  
12 on promotion boards. I've -- like I said, I've worked on  
13 Article 32 investigations, which in the military are  
14 actually very serious investigations depending on --  
15 it's -- I don't want to equate it to a grand jury, because  
16 I don't want to mislead, but an Article 32 investigation  
17 is undertaken for very serious incidents, criminal  
18 assault, grand theft, felony type charges and that  
19 requires an investigator, and I was the lead investigator.  
20 I would have a team that would work with me, and then we  
21 would work with legal to make sure that we're following  
22 the parameters of, you know, correctly gathering evidence,  
23 taking statements.

24 We did have the power in that military -- and,  
25 again, I don't want to misrepresent, but I don't think we

1 call it subpoena, but I could actually order individuals  
2 to come in, make sworn statements, and then those could be  
3 used in a court marshal.

4 So, that probably would be the closest, to  
5 answer your question in terms of working on a board or  
6 some type of commission.

7 When I was a company commander, I had a 500-  
8 soldier company, so I had a cadre of NCOs, drill sergeants  
9 that would work for me and we were responsible for all the  
10 training, all the health and welfare.

11 I would handle all the congressional complaints  
12 that come down. For good or bad I would handle all of  
13 the -- well, it was good. Child support issues. A lot of  
14 times, and typically -- typically it's men, sometimes it  
15 was women, but most of the time it was men, would have  
16 children back home, wouldn't pay. I'd be contacted by  
17 congressional aides, I'd bring the soldier in. In the  
18 military, you actually have the ability to do things a lot  
19 quicker than you do in the civilian world, so there's some  
20 differences.

21 But again, I've adapted, because I left the  
22 military in 1990 and then worked in corporate America for  
23 almost 20 years, until I retired, and then started my  
24 environmental position.

25 MR. RUSSO: Have you conducted or participate in

1 any public meetings?

2 MR. PANERIO: No, I have not conducted any  
3 public meetings, like we would conduct with Bagley-Keene,  
4 or something like that, under those standards.

5 MR. RUSSO: Okay. Obviously, from your  
6 statements earlier, you've done a significant amount of  
7 research into redistricting. But as you -- also as you  
8 pointed out, if you're selected to the Commission, you  
9 would have legal counsel and you may, indeed -- well,  
10 who's specific job is to advise the Commission on legal  
11 issues.

12 Let's say, doing your own research, as I suspect  
13 you would do, you find that you disagree with the advice  
14 of legal counsel on a particular issue, how would you deal  
15 with that?

16 MR. PANERIO: On a legal issue?

17 MR. RUSSO: Yes, sir?

18 MR. PANERIO: I'm not a lawyer, I would defer to  
19 legal counsel.

20 MR. RUSSO: Okay. We've not met prior to your  
21 coming here for this interview, so I'll just put forward  
22 an opinion, I can do that because I'm not making any  
23 decisions. You strike me as someone who's very -- who's a  
24 kind of take charge kind of individual, let's identify the  
25 problem, let's develop a plan to deal with that problem

1 and let's execute that problem -- execute the solution to  
2 that problem.

3           Have you ever found, in your experience, that  
4 that kind of attitude has been a problem or a barrier in  
5 dealing with other people and, if that's the case, how  
6 have you tried to deal with that problem?

7           MR. PANERIO: No, I think I have a lot of  
8 energy. My energy may portray itself in a different way.  
9 I have been trained as a leader, so that's kind of my  
10 default.

11           But, again, in the work that I do today, as an  
12 environmental compliance inspector, working with my  
13 company, with customers, you're not going to tell  
14 customers what you're going to do or you're not going to  
15 have any customers. I spent, you know, almost 20 years in  
16 corporate sales, working with the largest corporations,  
17 down to the smallest companies, and owners of companies.  
18 And some of these small companies you're not going to walk  
19 in and tell this owner, that's owned this company for 30  
20 years, how he or she is going to run their business.

21           So, I would always defer to the customer.

22           In this case, you know, the customer is -- are  
23 the citizens and working with them.

24           That said, there will be times when we need to  
25 make decisions and we're going to need to talk as a group.

1           One of the great questions you posed is, you  
2 know, you have two conflicting majority/minorities, how  
3 are you going to resolve that. Again, I don't want to  
4 break any rules because you didn't ask me the question.  
5 But, you know, one way to resolve that is if there's  
6 enough -- you know, I mean, the numbers, I think July  
7 2009, just a shy under 37 million people in the State of  
8 California, so I'm an engineer, I'm pretty quick with  
9 math, you divide it up by 80 and I think you come up about  
10 460,000 people per district.

11           So, one resolution, the quickest one, Occam's  
12 razor, if both those groups meet that number or very close  
13 to it, you can make two districts. To me, problem solved,  
14 probably not going to happen that way.

15           The other way you could resolve -- or one could  
16 resolve that is looking at a majority coalition. And  
17 Section 2, Thornburg, specifically talks about that, where  
18 you can take an Asian American group with an African  
19 American group and form a majority/minority district and,  
20 hopefully, working with community leaders and showing the  
21 citizens that this is a good thing for you, you're going  
22 to have power. We're not doing minority dilution here,  
23 we're actually giving you a voice in government and that  
24 might be a very good way to resolve some of those  
25 conflicts when the leaders from those groups get together

1 and say, you know what, this is a good thing for us.

2 Are we going to solve every problem? No. I  
3 mean, we're going to do the best we can.

4 MR. RUSSO: How would you intend to balance the  
5 commitments that you have to the City of Vacaville, to  
6 your private business, which you're trying to start up,  
7 and the work of the Commission?

8 MR. PANERIO: Well, I'll answer the easiest one,  
9 first. The business, I'll just stop. When you own a  
10 business, it's really easy, you just, sorry, I'm working  
11 on another project, you know, I'll check back with you in  
12 a year, that's really easy.

13 I just don't know what the future holds in terms  
14 of this project.

15 The other question, I got to make a living, just  
16 like everyone in this room I have a job, I have a  
17 commitment to that job.

18 One of the issues, and I know it's just because  
19 the first time this has been done, I don't think anybody  
20 really understands what the time commitment is, how we're  
21 going to do it.

22 I have a very -- I guess, to make a positive out  
23 of it, I have a very structured schedule in terms of my  
24 time, it's 8:00 to 4:30. After 4:30 I'm doing Commission  
25 work. My weekends are open. I work seven days a week

1 now, because of my company. I shut that down, all of the  
2 sudden I've got, you know, two full days that have just  
3 opened up. But again, I don't know, I mean to be very  
4 honest with you.

5           Ideally, if there's some way to do a sabbatical,  
6 you know, but that's -- I don't know. I know that Prop.  
7 11 specifically says that my employer can't do  
8 retaliation, it's stated in the law, but it doesn't say  
9 that they have to grant you a sabbatical to go do this  
10 work.

11           Then, again, I -- not knowing the hours, if it's  
12 one day a week, it would probably be hard to pay the  
13 bills.

14           MR. RUSSO: Okay.

15           MR. PANERIO: So, I hope I answered your  
16 question.

17           MR. RUSSO: Yeah.

18           MR. PANERIO: I wasn't trying to be evasive,  
19 it's something I've really thought about.

20           MR. RUSSO: I understand. Thank you.

21           MR. PANERIO: Thank you.

22           MR. RUSSO: I have no other questions.

23           Members of the Panel, do you have any follow-up  
24 questions?

25           CHAIR AHMADI: I do have one follow-up

1 question, just in response to the last question that  
2 Steven asked.

3 MR. PANERIO: Sure.

4 CHAIR AHMADI: I did want to ask, you know, a  
5 question. But it's one thing to say that it's unknown at  
6 this point, and I'm sure that you -- I understand that --  
7 your concern, you know, about making a living.

8 MR. PANERIO: Right.

9 CHAIR AHMADI: But if the need is there, if  
10 you're needed for the Commission's work --

11 MR. PANERIO: Right.

12 CHAIR AHMADI: -- to be there more than two days  
13 a week, or more than the weekends, or more than just the  
14 evening hours --

15 MR. PANERIO: Right.

16 CHAIR AHMADI: -- would you be willing to do  
17 that, would you be comfortable to do that?

18 MR. PANERIO: Sure. I mean, I could take  
19 vacation. I mean, if it's night. But, I mean, if I  
20 needed to be away, you know, I could take vacation.

21 And again, I don't -- I don't know if this falls  
22 under, you know, employers do let people go for military  
23 duty. But, again, I don't think it meets that criteria.  
24 But it would be great working for the city, a government  
25 agency, if they would -- being only one of 14 in the State

1 that's doing this incredibly important mission, that's  
2 going to decide for the next ten years how all kinds of  
3 things are resolved, it would be wonderful if it was  
4 treated like a military duty where I could go and then  
5 come back. But I don't know, I can't speak to that.

6 CHAIR AHMADI: Yeah, given that that's not  
7 known, but if you are needed for more than -- for more  
8 time, would you be willing to give up your city position,  
9 for example?

10 MR. PANERIO: Oh, quit my job?

11 CHAIR AHMADI: I don't know if I should call it  
12 quit, but take a break. But I mean, if the Commission  
13 needs your service?

14 MR. PANERIO: Yeah, if I could take a break,  
15 that would be great. I'm just not sure what take a break  
16 means, other than quit.

17 CHAIR AHMADI: Okay.

18 MR. PANERIO: Don't know.

19 CHAIR AHMADI: Okay. Thank you, sir, appreciate  
20 it.

21 MR. RUSSO: Any other questions from the Panel?

22 VICE CHAIR CAMACHO: No, no questions.

23 MR. RUSSO: Okay, very good.

24 We have about seven and a half minutes left on  
25 the clock, so if you wish to make a closing statement, you

1 can use all or a part of that time to do that.

2 MR. PANERIO: Great. I don't think I'll need  
3 seven minutes. Plus, it's a long weekend, probably  
4 everyone wants to go home.

5 I would like to thank the Applicant Review  
6 Panel, and counsel, for the exceptional work you have done  
7 in reviewing applications and conducting these interviews.

8 If I am selected as a Commissioner, I shall  
9 conduct an open and transparent process, enabling full  
10 public consideration and comment on the drawing of  
11 district lines.

12 I will ensure that the district lines are drawn  
13 according to the redistricting criteria set forth in  
14 Proposition 11, the Voters First Act.

15 It will also be mandatory that the CRC draw  
16 district lines based on strict nonpartisan rules designed  
17 to ensure fair representation.

18 I also understand that my term of office expires  
19 upon the appointment of the first member of the succeeding  
20 Commission.

21 Thank you for your time and I appreciate the  
22 opportunity to participate in this historical process.

23 I do have a couple of questions, and I hope I  
24 don't end up being the kid that keeps everyone after on a  
25 Friday, but I think I probably have six minutes and I was

1 wondering if I could ask a couple questions.

2           One of the things I read, and I guess this is  
3 directed to counsel, is we have these four counties that  
4 do have to go to DOJ for pre-clearance, but my  
5 interpretation of it is that if any part of a  
6 jurisdiction, and I don't know what the definition of  
7 jurisdiction is, then I read it as the whole State has to  
8 go through pre-clearance. Is it just the four counties  
9 that have to go through or will we have to pre-clear the  
10 entire State?

11           MR. RUSSO: I don't pretend to be an expert on  
12 redistricting.

13           MR. PANERIO: Okay.

14           MR. RUSSO: So, all I can tell you is that my  
15 understanding is that the entire State would be subject --  
16 or that the entire map, system of maps -- the entire maps  
17 would be sent for pre-clearance because the issue is if  
18 you move -- change one map in that one district, that  
19 affects the entire map.

20           MR. PANERIO: Right, it could affect the entire  
21 jurisdiction.

22           Then one of the comments I had, and I don't  
23 think I've heard anyone talk about it, a DOJ has up to 60  
24 days to review these maps. If I work backwards, that's  
25 July 15<sup>th</sup>, as far as having something ready, if I'm

1 thinking correctly, if we got to go through pre-clearance.

2 So, a good challenge, will keep us busy.

3 Another question I have is and, again, I know  
4 you're not an expert on this particular part of the law,  
5 but in the event of a lawsuit, how does that process work,  
6 is the -- does the Attorney General get involved or --

7 MR. RUSSO: That much I can answer. The  
8 Commission, itself, would be responsible for defending the  
9 maps that they draw. Now, the Commission will be able to  
10 hire legal counsel, as they will do early on in the  
11 process, to advise them.

12 MR. PANERIO: Right.

13 MR. RUSSO: Now, when you're looking at, you  
14 know, funding and whether the Attorney General's office  
15 will join, and all of that, those are decisions that will  
16 have to be made at the time.

17 MR. PANERIO: In the event of a lawsuit, I'm  
18 assuming, but I don't want to assume, if I were to be  
19 selected as a Commissioner, will I be personally liable or  
20 am I protected in terms of being on that Commission, if a  
21 lawsuit --

22 MR. RUSSO: You could be named as a defendant in  
23 your capacity as a Commissioner.

24 MR. PANERIO: Okay.

25 MR. RUSSO: But it isn't a situation where you

1 are being personally sued and would be personally liable  
2 for damages.

3 MR. PANERIO: Okay, thank you.

4 And then, finally, really it's a question, and I  
5 really didn't see it, but to me it makes sense, we have so  
6 much ground to cover, ideally -- I know it sounds self-  
7 serving, ideally, I would have liked to have seen five  
8 Republican, five Democrat and five declined to state, or  
9 other, and the reason for that is we could break that up  
10 into groups, one of each and cover a lot more ground.

11 When we do these meetings, I know it says in  
12 there a quorum, which is nine, that's what Prop. 11  
13 defines it as, can we -- maybe a Republican Commissioner,  
14 a Democratic Commissioner, and an American Independent  
15 Party, like myself, could we go do some Northern  
16 California stuff and then kind of work in concert to cover  
17 more ground? Is that something that's been discussed or  
18 looked at?

19 MR. RUSSO: That's a good question. That would  
20 be up to the Commission to decide how they wanted to do  
21 that.

22 MR. PANERIO: Okay.

23 MR. RUSSO: The Commission has a great deal of  
24 latitude as to how they go about conducting the nuts and  
25 bolts of the business that they have to perform.

