

STATE OF CALIFORNIA  
CALIFORNIA STATE AUDITOR'S OFFICE (CSA)

In the matter of

2020 CITIZENS REDISTRICTING COMMISSION (CRC)  
Applicant Review Panel (ARP) Public Meeting

621 Capitol Mall, 10th Floor  
Sacramento, CA 95814

MONDAY, MARCH 9, 2020

9:00 A.M.

Reported by:  
Peter Petty

## APPEARANCES

Members Present

Ben Belnap, Chair

Ryan Coe, Vice Chair

Angela Dickison, Panel Member

Staff Present

Christopher Dawson, Panel Counsel

Shauna Pellman, Auditor Specialist II

Applicants

Richard Albert Gallegos

Karina Camacho

Rhonda Allison Rios Kravitz

Michelle McGill

I N D E X

PAGE

Richard Albert Gallegos	1
Karina Camacho	37
Rhonda Allison Rios Kravitz	89
Michelle McGill	155
Recess	203
Certificate of Reporter	

1 P R O C E E D I N G S

2 CHAIR BELNAP: We'll call this meeting to order. I  
3 see that my fellow panel members are here and present.  
4 Just a reminder of the ground rules. So, if you have a  
5 cell phone, make sure you silence it. If you need to take  
6 a phone call, please go out in the lobby here.

7 The restrooms are right here in the hallway. In  
8 case of an emergency, follow a CSA staff member down the  
9 stairwell.

10 So I see that we have Richard Albert Gallegos here.

11 MR. GALLEGOS: Correct.

12 CHAIR BELNAP: And we'll start with the standard  
13 questions. Mr. Dawson.

14 MR. DAWSON: Thank you, Mr. Chair.

15 Mr. Gallegos, I'm going to read you a series of  
16 five standard questions that all applicants are asked to  
17 answer. Are you ready, sir?

18 MR. GALLEGOS: Yes, I am.

19 MR. DAWSON: Question one, what skills and  
20 attributes should all Commissioners possess? What skills  
21 or competencies should the Commission possess collectively?  
22 Of the skills, attributes and competencies that each  
23 Commissioner should possess, which do you possess? In  
24 summary, how will you contribute to the success of the  
25 Commission?

1 MR. GALLEGOS: Well, I divide the skills in two  
2 different sections. One is, obviously, your analytical,  
3 problem solving, critical thinking skills. Be able to use  
4 just a computer software in general, mapping, Excel, just  
5 basic computer knowledge.

6 Also, then now you've got the other side, which is  
7 communication, interpersonal skills, leadership. Being  
8 able to work as a team. And I think I possess both sides  
9 of the skills needed to be on the Commission.

10 The -- some examples that I've, things that I've  
11 done in the past, is being able to decipher or do a lot of  
12 research in regards to case law. And I currently teach a  
13 lot of criminology classes, so I take it upon myself to do  
14 research, a lot of research. I look up every week, I do  
15 the Ninth, Ninth Circuit cases that they've ruled on that  
16 are published. Also, the State Supreme Court and U.S.  
17 Supreme Court.

18 And I take it upon myself every week to go through  
19 all the court cases that they've ruled on and how they  
20 apply to current -- or scenarios that any of my students  
21 would come into contact with or have. So -- and I  
22 disseminate that information out to the other instructors  
23 and other prior students that I've had in the past who are  
24 working, currently working in the criminal justice field.  
25 So the analytical side I've -- I constantly do research on

1 all case law.

2           The communication skills. The -- probably my  
3 strong point, my interpersonal skills, public speaking. I  
4 -- you can have the guy, the person who can -- or is very  
5 knowledgeable when it comes to the numbers and mapping and  
6 all that, but if you don't have the interpersonal skills to  
7 obtain that information, you won't be able to retrieve the  
8 information that you need to complete the task. So, at the  
9 end of the day you would have either incomplete results.  
10 So, I think I can bring that to the Commission. Being able  
11 to bring the analytical side and the communication side,  
12 and being able to relate to just the normal person out  
13 there on the -- in the public.

14           MR. DAWSON: Thank you. Question two. Work on the  
15 Commission requires members of different political  
16 backgrounds to work together. Since the 2010 Commission  
17 was selected and formed, the American political  
18 conversation has become increasingly polarized, whether in  
19 the press, on social media, and even in our own families.  
20 What characteristics do you possess, and what  
21 characteristics should your fellow Commissioners possess  
22 that will protect against hyperpartisanship? What will you  
23 do to ensure that the work of the Commission is not seen as  
24 polarized or hyperpartisan, and to avoid perceptions of  
25 political bias and conflict?

1           MR. GALLEGOS: Obviously, you have to be impartial  
2 and not putting everything on a side. You have --  
3 everybody's going to have personal views, but you need to  
4 put those aside in order to make a good decision for the  
5 benefit of the Commission.

6           Some skills that I have in regards to being  
7 impartial are, is the ability to just, I guess, in general,  
8 just put my feelings aside or my personal views aside, and  
9 just obtain the information, analyze it, make sure it's  
10 credible, and use it to complete the task.

11           I was not sure about bringing this topic, but as  
12 being a -- my family in general is, sits more on one side  
13 of the political spectrum and I sit on the other side. And  
14 if can invite you to Thanksgiving dinner, I could show you  
15 that, how impartial I am, and how it's not about -- I would  
16 take it personal if somebody, even though they have  
17 different political views than I do, if they were  
18 minimizing their voice or their vote or -- so, I think I  
19 would be fair. I guess just being fair is probably the  
20 best thing, and just leave everything aside. And  
21 everybody's going to have some inherent biases, but maybe  
22 should -- you recognize those and put those aside for the  
23 benefit of the Commission.

24           MR. DAWSON: Thank you. Question three. What is  
25 the greatest problem the Commission could encounter, and

1 what actions would you take to avoid or respond to this  
2 problem?

3 MR. GALLEGOS: I think not being able to satisfy  
4 everybody. Somebody somewhere is going to get upset. So,  
5 as long as you able to communicate with them, tell them the  
6 reasons for the decision that it was made, the district  
7 lines. Obviously, some of these districts look oddly  
8 shaped. And if you explain to them, this is why we did it,  
9 and be honest and upfront with them, and tell them why  
10 we're doing certain things, I think that's the problem --  
11 that would fix the problem or the conflict.

12 I could see where -- I know that some of these  
13 parcel or districts will have, you know -- one particular  
14 parcel or residence is included in a district, so I think  
15 not making everybody happy, but if you, I think if you  
16 explain yourself, and be honest and tell the truth and  
17 respectful, I think you will be -- you would get over that  
18 obstacle.

19 MR. DAWSON: Question four. If you were selected,  
20 you will be one of 14 members of the Commission, which is  
21 charged with working together to create maps of the new  
22 districts. Please describe a situation where you had to  
23 work collaboratively with others on a project to achieve a  
24 common goal. Tell us the goal of the project, what your  
25 role in the group was, and how the group worked through any



1 conflicts that arose. What lessons would you take from  
2 this group experience to the Commission if selected?

3 MR. GALLEGOS: I'd have to think about this one for  
4 a little while. There's different projects, obviously,  
5 that I've worked on in the past, but some of the -- one --  
6 I was selected working for the -- when I was working as a  
7 law enforcement or a deputy sheriff, so I get to work for  
8 this unit called ICS, which is Incident Command System.  
9 And we would occasionally have projects, and it included  
10 emergencies and catastrophes and disasters. And it's  
11 pretty fast pace.

12 I can -- one in -- one that I remember quite vividly is  
13 when we were looking for a three-year-old little girl, a  
14 child, and initiating in ICS, and having to call the  
15 helicopters in. These are pretty fast-paced projects that  
16 we do. Obviously, sometimes when you're selected, you're --  
17 -- the way the system works is, you're making decisions for  
18 the whole department or the whole -- in general, for  
19 everybody.

20 And so we -- you're chosen, and sometimes you have  
21 to make decisions for somebody -- or make decisions, and  
22 somebody that has more authority or more seniority or has  
23 high ranking or higher ranking than you are, will get upset  
24 and believe that you're not doing the right thing. And so,  
25 I think -- but we all want the same result at the end. So,

1 I think sometimes they don't have all the information. I  
2 think that's the key, is they don't have the right  
3 information or all the information.

4           And then we sit down -- I know they're pretty fast-  
5 paced, some of these projects that we do in disasters that  
6 we do. But as long as we explain to them, this is why  
7 we're doing this, and sit down with them and tell them  
8 quickly that this is why we're doing it this particular  
9 way, I think it will -- they understand why we're doing it.  
10 And so, I think that just making sure that they have all  
11 the facts, and sometimes they don't, and that's part of the  
12 key.

13           MR. DAWSON: Question five. A considerable amount  
14 of the Commission's work will involve meeting with people  
15 from all over California who come from very different  
16 backgrounds and a wide variety of perspectives. If you  
17 were selected as a Commission, what skills and attributes  
18 will make you effective at interacting with people from  
19 different backgrounds and who have a variety of  
20 perspectives? What experiences have you had that will help  
21 you be effective at understanding and appreciating people  
22 and communities of different backgrounds and who have a  
23 variety of perspectives?

24           MR. GALLEGOS: I think just having the appreciation  
25 of the diverse, like the diversity of California, just the

1 different people throughout California. I grew up in a  
2 small little town in the desert, which is, the town was  
3 made up of mostly people from -- Mexican American people or  
4 Mexican.

5 I grew up, all my neighbors were either Mexican or  
6 African American, which I didn't see them as that, I just  
7 saw them as people. But I went to school at a Catholic  
8 school, which is mostly, all the students were mostly White  
9 students. So I was able to interact with both -- all the  
10 different types of people. I even -- but I didn't see them  
11 as being diverse or just -- I just saw them as friends of  
12 mine.

13 After high school I came -- I applied at different  
14 universities, and I selected Fresno, which is about eight-  
15 hour drive. And I remember my father driving me up to  
16 Fresno State. No family, didn't know a single person, but  
17 I wanted that experience to meet new people, to meet new -  
18 - be in a different area. It was an exciting time, just  
19 not knowing who your roommate's going to be. Is -- he  
20 dropped me off on a Sunday and school started on Monday,  
21 and exciting.

22 And living in the dorms for a couple years, it's,  
23 you get to meet a lot of people, and that's one -- some of  
24 the experiences that I can share with everybody, just I  
25 appreciate -- and that's what I do now. Even when I went

1 to work for the sheriff's department, I was the guy that  
2 would be driving the patrol car, and pull over and see  
3 somebody watering the grass or doing something outside, and  
4 just stopped and talked to them, just talking to people.  
5 Sometimes to get over the hump or the obstacle of what  
6 angle are you coming from or -- but I just enjoy talking to  
7 people. And that was, just -- and appreciating the  
8 diversity of California, I -- so.

9 MR. DAWSON: Okay. Well, thank you. We have, now  
10 we'll begin our panel questions, and we'll begin with Mr.  
11 Belnap, the Chair. Each Panel Member will have 20 minutes.

12 CHAIR BELNAP: So, Mr. Gallegos, thank you for  
13 being here.

14 MR. GALLEGOS: You're welcome.

15 CHAIR BELNAP: Appreciate your continued interest  
16 in applying for the Commission. Before I forget some of  
17 the details, I want to ask you about your response in  
18 question four. You talked about a -- you said, "ICS"?

19 MR. GALLEGOS: Uh-huh.

20 CHAIR BELNAP: Okay.

21 MR. GALLEGOS: Incident Command System. I'm sorry.

22 CHAIR BELNAP: Okay. And you said that sometimes  
23 you would need to make decisions and individuals higher up  
24 in the chain of command would question that and be upset.  
25 You said that as long as you could sit down, explain the

1 facts, that you could resolve the concern. What about  
2 instances where you did not have time to sit down and  
3 explain the facts? How did you resolve their conflict --  
4 or were there times where you didn't have that much time to  
5 sit down and explain the facts, and in those cases, what  
6 did you do?

7 MR. GALLEGOS: I think as long as you don't take it  
8 personal, that's something you learned working in any law  
9 enforcement field is, it's not, it's never personal. So if  
10 you make a decision and -- you're tasked to make decisions  
11 for the department. So, the task would be completed, but  
12 then sitting back afterwards and explaining to them why you  
13 did it, they'd understand if -- once you've provided them  
14 the information that maybe didn't have at the time.

15 CHAIR BELNAP: So it would be in the after action -  
16 -

17 MR. GALLEGOS: Correct.

18 CHAIR BELNAP: -- kind of discussion --

19 MR. GALLEGOS: Correct.

20 CHAIR BELNAP: -- where you could do that? Okay.  
21 So you mentioned that growing up in a small town in the  
22 Imperial Valley. How did this upbringing influence your  
23 life and your perspectives on other people?

24 MR. GALLEGOS: Just growing up there I saw, it was  
25 kind of a lower, socio-economic community. I worked,

1 constantly worked every summer. Worked, sometimes worked  
2 in the fields out there. Hard work. I -- and it's from -  
3 - I gained my appreciation of where I could come in and  
4 speak to people I didn't know. It was -- I just got that  
5 love just of meeting people and talking to people, and also  
6 -- I think that was it. That was just a fact of, we're all  
7 basically the same and want the best for everybody else.  
8 Most people I -- or I think all people do. And it just,  
9 that was it. I think that -- yeah.

10 CHAIR BELNAP: You mentioned that when you sit down  
11 to Thanksgiving dinner, that most of your family leans one  
12 way and you lean another.

13 MR. GALLEGOS: Correct.

14 CHAIR BELNAP: I see that you're registered as a  
15 Republican, so you lean conservative.

16 MR. GALLEGOS: Correct.

17 CHAIR BELNAP: Where do you feel like in your life  
18 that kind of, that split occurred, where you kind of leaned  
19 conservative and others leaned to more liberal?

20 MR. GALLEGOS: I'm not sure where it actually  
21 split, if it actually -- I, obviously I look at the person  
22 running for a particular political office as an individual,  
23 also. But I think my parents, they say they lean a  
24 particular -- one side of the political spectrum, but I it  
25 goes by case by case for them. Sometimes they'll say that,

1 I believe this, and I go, then I have to explain, well,  
2 that's kind of on the other side of the spectrum. And so I  
3 think it's just, sometimes the views kind of are not down  
4 on side or the other side. I mean, it just, sometimes they  
5 cross over.

6 So, obviously, there's, there's some things that I  
7 believe in, but I think I still fall, I'm more on the one  
8 side of the spectrum, but they still are towards more on  
9 one side, and that's -- there isn't a specific time where I  
10 actually just switched over. So, it's hard to explain,  
11 but, yeah.

12 CHAIR BELNAP: Right. How many years were you a  
13 deputy sheriff with Fresno County?

14 MR. GALLEGOS: I believe about 16, I believe.

15 CHAIR BELNAP: Okay. Well, thank you for your  
16 service, number one.

17 MR. GALLEGOS: You're welcome.

18 CHAIR BELNAP: I certainly respect law enforcement  
19 and the difficult job you have.

20 In your time in law enforcement, do you feel like  
21 you had any difficult experiences that would make it hard  
22 to effectively deal with certain types of people?

23 MR. GALLEGOS: No. I think you gain a better  
24 understanding of people. You learn to not take it  
25 personal. At one second they could be calling you names,

1 and saying something mean to you and offensive to you, even  
2 racial to you. But I never took it personal. It was just  
3 something that I -- one second I could -- it could be a  
4 confrontational and they don't like me, and the next second  
5 I'm trying to save their life. So, it just changes that  
6 fast. So -- and just something that we have always, always  
7 learned, or just throughout my career is, it was never  
8 personal for me.

9 CHAIR BELNAP: Okay. And you still are -- you  
10 became and then you still are a college instructor?

11 MR. GALLEGOS: Correct.

12 CHAIR BELNAP: In your essay on impartiality you  
13 talked about your experience as an instructor, and how that  
14 helps you -- that demonstrated your ability to be  
15 impartial. Can you explain that further? How does being a  
16 college instructor in a classroom demonstrate your  
17 impartiality?

18 MR. GALLEGOS: Obviously, the students come from  
19 every -- from all walks of life, and the demographics in  
20 the classroom are different. I expect -- I want their  
21 opinion. I'm not -- I think some of the instructors are  
22 more of a, you lecture and you -- they regurgitate that  
23 information and take a test, and they forget the  
24 information. I'm different from the other instructors. I  
25 -- the first day of class I tell them that I want more of a



1 critical thinking from the students themselves, and a few -  
2 - I want to hear your opinion. If you disagree with me,  
3 then let me know. I want to know everybody's opinion. And  
4 that's the way I am to this day. And I want to know --  
5 and it just, every walks of life are in that classroom, and  
6 just be able to just talk to every student. And I  
7 appreciate every -- all of them. They're good students,  
8 so.

9 CHAIR BELNAP: Okay. Thank you. I don't have any  
10 further questions. I'll turn the time over to Mr. Coe.

11 VICE CHAIR COE: Thank you.

12 Mr. Gallegos, good morning to you, sir.

13 MR. GALLEGOS: Good morning.

14 VICE CHAIR COE: Thank you for being here. I  
15 wanted to piggyback on some of the questions that Mr.  
16 Belnap asked. Specifically, your experience as, first a  
17 law enforcement officer and then a, now a college  
18 instructor.

19 MR. GALLEGOS: Correct.

20 VICE CHAIR COE: And they're two very different  
21 jobs. What -- the mending of those two experiences in your  
22 life, do you think that has given you any type of  
23 perspectives or experiences that you think will be uniquely  
24 beneficial to this Commission?

25 MR. GALLEGOS: Yeah. I think just the mending, I

1 guess the meeting just people out there. It's just, just  
2 now I meet a lot more students and I sit back and talk to  
3 them and get to know them and want the best for them. And  
4 like just this weekend I was notified, I was called by some  
5 old students from -- they're working Highway Patrol down in  
6 L.A., and they wanted me opinion on case law. And just, I  
7 guess, just the demographics, the diversity in the college  
8 population I think is just, that's something I appreciate,  
9 I like. I like dealing with different types of people,  
10 getting to know them.

11 VICE CHAIR COE: So your work, I guess the kind of  
12 similarities are, be coming in contact with lots of people  
13 and --

14 MR. GALLEGOS: Correct.

15 VICE CHAIR COE: -- and have you found that that  
16 has taught you anything in particular about the different  
17 people that you have had a chance to interact with?

18 MR. GALLEGOS: Just the fact that they -- I can't  
19 think of a particular -- they're just different -- they  
20 fall on -- they have different opinions, and I listen to  
21 them, and I have no biases toward their opinion or -- one  
22 way or the other, and I just, I appreciate all their  
23 opinions. And just -- and I want to hear them out and hear  
24 their, what they're thinking. Maybe they -- there's always  
25 somebody smarter out there, could do a job better, and so

1 that's why I always ask for their, for their input. That's  
2 all.

3 VICE CHAIR COE: In your essay on impartiality that  
4 you provided to us, you speak a little bit about the need  
5 for seeing both sides of an issue, and the ability to  
6 compromise. Can you provide us with a specific example of  
7 when you had to exercise impartiality, particularly where  
8 maybe you had to put aside your preference or your self-  
9 interest?

10 MR. GALLEGOS: I think that -- working in the field  
11 of law enforcement, I think that happens a lot, where,  
12 obviously, people don't do -- will be offensive sometimes  
13 and -- but you put that aside. And you want to help  
14 people. Or even in the college classroom, some people are  
15 -- will have excuses for certain things, and so you still  
16 put that aside, and you know that maybe they're not trying  
17 their best. But I come in early every day when I have  
18 class, a couple hours early, and sit there, and I'll even  
19 sit in the foyer so they can -- I can sit down with  
20 students and talk to them. And if they need any extra help  
21 I'll stay after. I always stay after, also, if anybody  
22 needs extra help. And especially for, getting ready for an  
23 exam. That's things that I've done in the past, so.

24 VICE CHAIR COE: Okay. Thank you. In your essays  
25 and a little bit in your answers to the initial standard

1 questions, you talked about all the diverse groups of  
2 people you had met. Had you -- from those experiences,  
3 what did you learn about the perspectives that those  
4 different, diverse sets of people may bring with, along  
5 with their backgrounds?

6 MR. GALLEGOS: Well, the understanding that  
7 sometimes particular demographics will lean a different  
8 direction. And that's the reason we do these districts, we  
9 divide the districts into sections, is that sometimes these  
10 demographics are a little opposite to local -- a different  
11 -- have a political preference, and so that's something  
12 that I've learned over time. And we want to, I guess, keep  
13 them so their voice can be heard, or their -- not minimize  
14 their vote. And that's something -- that's probably what  
15 I've learned from the past.

16 VICE CHAIR COE: So from the information on your  
17 application, it seems -- you grew up in the Imperial Valley  
18 and have spent, since leaving there, most of your time in  
19 Fresno area --

20 MR. GALLEGOS: Correct.

21 VICE CHAIR COE: -- is that right? Okay. Can you  
22 tell us a little bit about your experiences in other  
23 regions of the State outside of those two areas, and maybe  
24 what you learned about the people from those different  
25 regions of the State?

1 MR. GALLEGOS: Every summer I would spend it in San  
2 Diego with my cousins, or spend it in, up here in Stockton  
3 with my, some -- kind of a second aunt. And wherever you  
4 go there's going to be -- you're going to meet different  
5 people. And just the diversity. They all -- both places  
6 I've stayed in San Diego and in Stockton, it was just, just  
7 different. The -- you have -- we had a strong Asian  
8 population in Fresno. So I would -- and even in Stockton,  
9 and just the things that I met with, just the diverse  
10 amount of types of people that are out there.

11 VICE CHAIR COE: So, one of the biggest tasks in  
12 front of the Commission when they start their work is to  
13 identify communities of interest throughout the State. How  
14 do you think the Commission should go about identifying  
15 communities of interest, and how can they avoid overlooking  
16 some of the harder-to-find communities of interest?

17 MR. GALLEGOS: I go back to the basics when it  
18 comes to finding out what the community's interest are.  
19 Obviously, you're looking for a common social or economic  
20 interest within the community. So I go back to the who,  
21 what, why and where kind of, type of questions, is, what  
22 are the social and economic interests that you have? Why  
23 should you stay together as a district? And where are you  
24 located at? I just basically say, we can actually put you  
25 in a particular district, and not minimize your actual

1 vote.

2           And on top of that is, you're looking at the  
3 industrial, different types of districts that are out  
4 there, probably industrial, agricultural, rural,  
5 transportation, occupation. And one thing that people  
6 don't think about a lot is, the types of communication that  
7 are out there. Specifically in Fresno County, the west  
8 side of our county is ag, agricultural. And you could see  
9 how it could be manipulated if you don't provide the right  
10 type of communication for the people that are out there.  
11 If they only obtain that -- their media or their -- couple  
12 types of media that they have access to, and you can  
13 manipulate the election process by not letting them -- by  
14 not putting them in the same district. If you -- they only  
15 get their information through T.V. or -- and now they don't  
16 have internet. So you want to make sure that that's  
17 another factor that you put into making these districts,  
18 also.

19           VICE CHAIR COE: So if you were to be placed on a  
20 commission, what -- which aspects of the role of a  
21 Commissioner do you think that you would enjoy the most,  
22 and perhaps be pretty good at? And on the other side of  
23 that, which aspects of the role do you think that you might  
24 struggle a little bit with?

25           MR. GALLEGOS: Like I said, I like talking to

1 people, meeting people. And I'm good at the analyzation  
2 part of it, also. I do a lot of research. Every time I've  
3 been given a task at the, when I was with the sheriff's  
4 department, and their -- they make you -- when I was  
5 working more undercover stuff, my unit was -- I did it like  
6 eight years undercover, or a special projects kind of a  
7 unit. They give you a task or you're in charge of a  
8 particular section. I became the expert in that section.  
9 I did tons of research, and to the point where I became the  
10 expert.

11           And one area that I remember offhand was Public Law  
12 280, which was Indian casinos. And you -- they gave you --  
13 which gives them, gives local jurisdiction the authority to  
14 enforce law on Indian land. So I constantly do the  
15 research. I love the research part, aspect of it, or the  
16 law part of it. I even to this day, I -- in the classroom  
17 every week I sat -- I make the list of new case law that  
18 comes out. In my classroom we dissect it. And even before  
19 they come out with an opinion to see we kind of break it  
20 down, and the letter of law or the spirt of the law, and  
21 determine how they're going to rule. So that's the part  
22 that I do enjoy. The meeting people and the research and  
23 the law part of it.

24           I'm trying to think of the part that I wouldn't  
25 like. Maybe the traveling, probably.

1 VICE CHAIR COE: I see. Thank you very much.

2 No further questions, Mr. Chair.

3 CHAIR BELNAP: Okay, Ms. Dickison, it's your --  
4 time's now yours.

5 PANEL MEMBER DICKISON: Thank you.

6 Okay. You mentioned in your application that you  
7 encourage any and all opinions. What methods do you use to  
8 encourage your students to speak up and share their  
9 opinions?

10 MR. GALLEGOS: The first day of class I mention  
11 that, I tell them that I don't want to be the type of class  
12 where I lecture and show PowerPoints, and then the day of  
13 the test you regurgitate information and put it on the  
14 Scantron, and then we're on to the next test. I want their  
15 opinion, and to critically think, think about their --  
16 about how this -- what you're learning is effect -- will  
17 affect you in the future if you do pursue the career in law  
18 enforcement or in criminal, in the criminal justice field.  
19 So, that's what I do.

20 PANEL MEMBER DICKISON: So how do you engage the  
21 --

22 THE COURT RECORDER: May I interrupt, please.  
23 Bring the microphone a little closer to you. Thank you.

24 PANEL MEMBER DICKISON: How do you ensure you're  
25 engaging those that might be in the minority or have the



1 minority opinion, maybe the one that's not the popular one?

2 MR. GALLEGOS: I think the -- being a listener,  
3 building that dialogue, and when I say, listen, anybody can  
4 just listen, but be an active listener and have that  
5 dialogue with some people, to make sure that they -- that  
6 they're being heard, and not just listening for the sake of  
7 listening. So, and building that dialogue, and make sure  
8 that they -- that we take everybody's opinion or views into  
9 account and provide feedback. And get feedback from them,  
10 also.

11 PANEL MEMBER DICKISON: How would you use this to  
12 elicit information from the public during the district --  
13 when you're drawing the district lines and identifying  
14 communities of interest?

15 MR. GALLEGOS: Obviously, like I said, I would ask  
16 those questions. Why -- the who, what, why and where.  
17 What are some of the things that you do have in common as a  
18 district, and why should you stay there? Listen to them,  
19 ask for feedback, provide feedback. And make sure that  
20 they can understand that you're listening to what their  
21 concerns are, and why they should be in one particular  
22 district or not.

23 PANEL MEMBER DICKISON: Can you tell us about some  
24 of the community concerns in the Fresno area and describe  
25 any communities of interest that you're aware of?

1 MR. GALLEGOS: I was -- being able to speak Spanish  
2 I was sent out to the west side pretty fast. Usually they  
3 keep you inside the City of Fresno. We have pockets of --  
4 County Highlands in there, and they keep you within that  
5 area for a little while, but because of my ability to speak  
6 Spanish, I was sent out to the west side and had the  
7 agricultural area. So, obviously, the agricultural, the  
8 occupation that some of the things that are -- important  
9 out there, transportation obviously.

10 Then you got the City of Fresno itself, which you've got  
11 the rural and the urban. I guess people moving in a  
12 different direction, moving out, and you've got the  
13 gentrification going on. And so I think that's some of the  
14 topics, the things that are going on in the city -- or in  
15 the County of Fresno right now.

16 PANEL MEMBER DICKISON: How do you think these  
17 things have influenced their preference for representation  
18 in each of the areas?

19 MR. GALLEGOS: Just they want their voices to be  
20 heard, and so they want to remain in a particular district.  
21 And that's the reasoning for the district itself -- instead  
22 of like in the past, the reason -- that's the reason  
23 Proposition 11 and 20 passed was that fact that some  
24 politicians were picking the voters that they wanted in  
25 their district, when it should be the opposite, where the

1 voters should be able to pick who represents them. And I  
2 think that's probably the key to the reason why we do this,  
3 and explain that to them.

4 PANEL MEMBER DICKISON: You also indicated that you  
5 were a field worker.

6 MR. GALLEGOS: Well, I worked in the fields in the  
7 summertime, not the --

8 PANEL MEMBER DICKISON: Okay. How long a period  
9 did you do that?

10 MR. GALLEGOS: In the summer times. That's why --  
11 there wasn't too many jobs in my -- in the town that I  
12 lived in. Probably the only jobs out there for anybody who  
13 wanted to work, I guess. And so you just show up in the  
14 morning, and get on the bus and that was it, so.

15 PANEL MEMBER DICKISON: You did that up until you went  
16 to college?

17 MR. GALLEGOS: I did that probably my high school  
18 career, my high school time.

19 PANEL MEMBER DICKISON: Okay. What did you learn  
20 from that experience that will assist you in the work of  
21 the Commission?

22 MR. GALLEGOS: That people are basically the same.  
23 They just, they want to have a good life. And the only  
24 thing that did come up was maybe the apathy. Maybe they  
25 just -- well, nothing's going to change, but learning that

1 you could -- it can change and it will change. And just  
2 the diverse types of people that are out there. And being  
3 able to just -- I guess just diversity and meeting the --  
4 like I said, they're all basically the same kind of people.  
5 We're all the same, and we all want the best for everybody  
6 else.

7 PANEL MEMBER DICKISON: In your application you  
8 stated that you got to interact with many types of people  
9 while growing up, and that gave you the opportunity to see  
10 them without implicit bias.

11 MR. GALLEGOS: Uh-huh.

12 PANEL MEMBER DICKISON: You've already talked about  
13 the different types of people that you interacted with. If  
14 you had not interacted with those people while growing up,  
15 what implicit biases do you think you would have developed?

16 MR. GALLEGOS: Well, I'm not sure if you develop, I  
17 think they're just something that maybe the media puts in  
18 your mind, and the things, just things you see, the news,  
19 just the media in general. And so, there's a -- everybody  
20 walks into a room and they -- everybody walks in with some  
21 sort of baggage with them, but -- and able to put that  
22 aside and, I guess, check it at the door and not let that  
23 hinder you in making the decision for the right reason, and  
24 making a good decision.

25 PANEL MEMBER DICKISON: If you're selected as one

1 of the first eight Commissioners, those eight will select  
2 the next six to make up the 14 Commissioners on the  
3 Commission. What will you look for in those remaining six  
4 Commissioners?

5 MR. GALLEGOS: Like I say, I think there's two  
6 types of skills that obviously that are needed, the  
7 analytical part of it. I want to know that the -- make  
8 sure that they can complete the task. But if they don't  
9 have the other part of it, the communication part of it,  
10 they're not going to be able to retrieve that information  
11 that's needed in order to draw the district lines.

12 Some people become intimidated. Some cultures  
13 become intimidated if they can't relate to the people  
14 talking to them. And that's probably something that I'd  
15 make sure that they are, they have the ability to do that  
16 part of it. And then, also, their representation of the  
17 people, the diversity of California, also.

18 PANEL MEMBER DICKISON: You just mentioned that  
19 some cultures all have difficulty if someone can't  
20 communicate with them. How would you ensure that the  
21 Commission is able to communicate with all cultures?

22 MR. GALLEGOS: Obviously, you would ask if there's  
23 some sort of a, some obstacle, if they can't understand a  
24 particular -- either if it's language or just the fact that  
25 when it -- when I say some people don't want to -- some

1 cultures are, will be, get intimidated. The fact that  
2 sometimes it's easier for them to relate to somebody that  
3 kind of looks like them. That's just some -- that's the  
4 way it is sometimes. So, I think just having a good  
5 representation of the people on the Commission.

6 PANEL MEMBER DICKISON: I don't have any additional  
7 questions at this moment.

8 CHAIR BELNAP: Okay. We'll turn the time over to  
9 Mr. Dawson.

10 MR. DAWSON: Thank you, Mr. Chair.

11 Mr. Gallegos, I have a couple follow-up questions,  
12 if you don't mind. You're currently a criminology  
13 instructor?

14 MR. GALLEGOS: Correct.

15 MR. DAWSON: This was after your retirement from  
16 the sheriff's department?

17 MR. GALLEGOS: Yeah. I medically retired.  
18 Correct.

19 MR. DAWSON: What made you want to become a  
20 teacher?

21 MR. GALLEGOS: I constantly was going to school.  
22 Something that my -- growing up, my -- I didn't think I had  
23 a choice. My own father basically just said that, where  
24 are you applying to and where are you going to go to school  
25 at? So, I guess the love of learning. I've always loved

1 going to school.

2           When I worked at the sheriff's department, I worked  
3 in a specialized undercover unit, and even when I was doing  
4 that full-time, I was going to school for my Master's, and  
5 then continued on and started trying to -- I went to school  
6 and did the, all the coursework for the doctorate degree, I  
7 just didn't finish -- I was still working on the  
8 dissertation part of it, but -- and that was pretty  
9 difficult, because I was working homicide at the time.

10           And working homicide cases, you don't have the  
11 luxury of a 8:00 to 5:00 or 9:00 to 5:00 job. It was just,  
12 you get the call at the most inopportune time. It was like  
13 2:00 or 3:00 in the morning when it's a homicide, and  
14 having to go and respond to the call. And you work kind of  
15 like a T.V. show, where it's 48 hours and you just go. And  
16 so -- but still going to school at the time. So, just  
17 continue going to school and something -- I just love  
18 learning.

19           MR. DAWSON: So, most of your students are  
20 prospective law enforcement officers?

21           MR. GALLEGOS: Well, it's a general -- some -- some  
22 of my classes are general ed.

23           MR. DAWSON: Uh-huh.

24           MR. GALLEGOS: And -- but most of them are -- the  
25 upper division classes are the ones that are, people that

1 are actually focused on the criminal justice field.

2 MR. DAWSON: I wanted to follow-up on, I believe it  
3 was Ms. Dickison that was talking about your perspective  
4 coming from the Central Valley. So, I imagine -- so when  
5 you were -- you talked about being sent out to the west  
6 side.

7 MR. GALLEGOS: Uh-huh.

8 MR. DAWSON: Were you in a patrol vehicle when  
9 doing that?

10 MR. GALLEGOS: Correct. Correct, I was.

11 MR. DAWSON: And then so, when you said, "the west  
12 side," you said it as if it was -- that must have meaning  
13 for people in Fresno, right? So when you say, "the west  
14 side" --

15 MR. GALLEGOS: The west side is just mostly  
16 agricultural. There's nothing -- just agricultural in that  
17 section, that area, so.

18 MR. DAWSON: And so -- but that's something, that's  
19 a knowledge you gain from living there, from patrolling.

20 MR. GALLEGOS: Correct. Correct.

21 MR. DAWSON: What else about Fresno -- let's say  
22 that you were a Commissioner and you have a fellow  
23 Commissioner from, say, San Francisco, who doesn't know  
24 anything about the Central Valley. What do you want your  
25 fellow Commissioner to know about where you came from?



1           MR. GALLEGOS: I think that there's a -- I think  
2 Fresno -- I love Fresno. We have the mountains, we have -  
3 - so, it's just totally different than the, I guess, the  
4 west side. But the agricultural side we have the urban  
5 area, which is downtown Fresno, which is where I worked the  
6 most of my, worked most of my time when I worked in  
7 headquarters. And I think it's just a, the different  
8 areas. There's not just one particular area that I  
9 appreciate or like, I think it's just all of it, all of  
10 Fresno. And maybe people don't know my county as well, but  
11 I think it's -- I love the area and I stayed there.

12           MR. DAWSON: Well, that's what I wanted to try to  
13 get at. So, one of the observations about the pool of  
14 applicants to the Commission is that it tends to be more  
15 coastal, more urban. What would be missing if there was no  
16 representation from the Central Valley, for example, to  
17 such -- as a candidate like yourself? What would people be  
18 missing?

19           MR. GALLEGOS: The appreciation of the people that  
20 do work in the agricultural section of it. And I'm not --  
21 I'm saying that even when I worked out in the desert --  
22 well, I call it the desert, Imperial Valley, because it's  
23 not really -- there's pretty much agricultural out there.  
24 But just the people there, I guess, I guess the diversity  
25 of that section, of the agricultural section of Fresno

1 County, it's just different than in San Francisco,  
2 obviously, then the main part of Los Angeles.

3 MR. DAWSON: I wanted to go to your essay about  
4 your relevant analytical skills. And of course you talked  
5 about your schooling, and now your work as an instructor.  
6 And you also said you were assigned the task to present at  
7 city council meetings. Was that to represent the sheriff's  
8 department?

9 MR. GALLEGOS: Correct. Yeah. When I was on  
10 patrol as a -- I worked with undercover for about eight  
11 years, then went to homicide, then became a patrol  
12 sergeant. And I was tasked to go to the city council  
13 meetings. We had these small, little towns out there in  
14 the west side of Fresno County -- I keep saying west side,  
15 but the west side of Fresno County, and I had to represent  
16 the sheriff's department on projects or things that are  
17 happening, current affairs or what -- and if they have  
18 questions. And that was my job, is to represent the  
19 sheriff's department in going to speak to the city council.

20

21 MR. DAWSON: You were taking questions from city council  
22 members of these small cities?

23 MR. GALLEGOS: Correct. Correct.

24 MR. DAWSON: I see. And so, was that -- that was  
25 an example where you had talked about how it was your

1 feeling that as long as people had the facts, that was the  
2 way to bring people in was --

3 MR. GALLEGOS: Correct.

4 MR. DAWSON: Is that -- does that inform that  
5 statement?

6 MR. GALLEGOS: Correct.

7 MR. DAWSON: Let's see. You talked about how you  
8 felt like it was an advantage growing up speaking Spanish,  
9 speaking a second language. Do you think that there is  
10 maybe something about Spanish speaking California that  
11 monolingual English speaking California doesn't know or --  
12 and that it needs to know as part of this endeavor?

13 MR. GALLEGOS: I think it's not just the fact that  
14 the Spanish speaking part of it. I think just different  
15 cultures sometimes will -- they, sometimes they're  
16 intimidated by other people. And so, I think the fact that  
17 -- I think that you guys will do a good job in picking the  
18 right representation for the Commission. And so I think, I  
19 think that will suffice when it comes to relating to the  
20 people out there in different areas of Fresno -- of  
21 California.

22 MR. DAWSON: So one of the data inputs that the --  
23 well, probably the main data input that the Commission will  
24 use is the census data --

25 MR. GALLEGOS: Correct.

1 MR. DAWSON: -- which is coming up. And I think  
2 you had mentioned how there might be some apathy or  
3 distrust of the Government. Do you think it's possible  
4 that there are, there are folks who could be overlooked by  
5 the Census?

6 MR. GALLEGOS: Obviously that's a, probably a hot  
7 topic on the whole Census not being -- not filling out the  
8 census information. But I think that they -- there's  
9 enough information out there for them, that they understand  
10 that it will benefit their community if they do complete  
11 it, so.

12 MR. DAWSON: Uh-huh.

13 I have no more further follow-up questions. Does  
14 the Panel -- we have, I'm sorry, roughly 40 minutes  
15 remaining in the 90 minutes if you have follow-up.

16 CHAIR BELNAP: Do you have any?

17 VICE CHAIR COE: I have no questions.

18 CHAIR BELNAP: I have none either.

19 PANEL MEMBER DICKISON: I have none.

20 MR. DAWSON: So, Mr. Gallegos, at this time if you  
21 would like to make a closing statement to the Panel?

22 MR. GALLEGOS: I just thank you for the opportunity  
23 to interview. It's -- you probably have a harder task than  
24 the Commission itself because you've got to pick the  
25 persons with the analytical side and the communication

1 side, and a good representation. Just thank you for the  
2 opportunity to be here, and I hope I answered all your  
3 questions correctly or -- it was pretty quick. So, I  
4 appreciate all of work you've -- the work you guys are  
5 doing, so.

6 CHAIR BELNAP: And likewise. Thank you for being  
7 here.

8 MR. GALLEGOS: You're welcome.

9 CHAIR BELNAP: We're going to move into recess, and  
10 our next interview is at 10:45. So let's be back at 10:44.

11 (Off the record at 9:49 a.m.)

12 (Back on the record at 10:44 a.m.)

13 CHAIR BELNAP: We'll call this meeting to order. I  
14 see all of my Panel Members are present. We want to  
15 welcome Karina Camacho.

16 Mr. Dawson has some standard questions for you.

17 MR. DAWSON: Ms. Camacho, welcome. I'm going to  
18 ask you five standard questions that each of the applicants  
19 will be asked. Are you ready?

20 MS. CAMACHO: Yes.

21 MR. DAWSON: Question one. What skills and  
22 attributes should all Commissioners possess? What skills  
23 or competencies should the Commission possess collectively?  
24 Of the skills, attributes and competencies that each  
25 Commissioner should possess, which do you possess? In

1 summary, how will you contribute to the success of the  
2 Commission?

3 MS. CAMACHO: First off, I think that the, all  
4 Commissioners should have a desire to work collectively.  
5 This is going to be a Commission that's working together,  
6 hearing a lot of different perspectives, and I think  
7 everyone needs to come in with an open mind to hear things  
8 and genuinely work together. I really say genuinely  
9 because I think that sometimes people come in with their  
10 own attitudes, open perspectives, but I think we really  
11 need to set those aside and come together. That's one  
12 thing, I think as well as a desire to be fair,  
13 wholeheartedly fair.

14 Again, we all have our own views, our own  
15 perspectives, but our goal is to work together and really  
16 create something that is for the future of California, and  
17 have that in mind at the forefront of what we're doing. As  
18 well as an appreciation for California's diversities.

19 We're all going to come from different places in  
20 California, and we want to be able to represent our  
21 communities, as well as the communities that are not at the  
22 table. And being able to do something that really works  
23 for as many people as possible. And then, again, a  
24 understanding of a little bit of analytics. Having some  
25 type of analytical skill. We're going to be looking at a

1 lot of data, a lot of maps. And being able to kind of go  
2 through that information in a very effective manner and  
3 having some type of background to understand what's being  
4 presented to us. That's what I think that all  
5 Commissioners should have.

6           As far as collectively, I think that, again, we  
7 want to be able to have a good amount of voices in the  
8 room, as well be aware of what's not in the room and  
9 acknowledge that. And as well as I hope that we're able to  
10 have someone who -- or some people who are aware of anti-  
11 gerrymandering, anti-gerrymandering efforts, and the harms  
12 of political bias in our political system, and can bring  
13 that to the table with their expertise. And then I think,  
14 again, really just to serve California's future is, needs  
15 to have everyone collectively.

16           In terms of what I bring to the table, I have a lot  
17 of skills when it comes to data analysis. I have  
18 experience going into the Census Bureau web site, pulling  
19 facts, cleaning data, and then using that information to  
20 create maps. I have experience with ArcGIS. And I think  
21 that this gives me a lot to contribute to the team, to the  
22 Commission, because I'm aware of the limitations of data.

23           For me it's not necessarily just about talking about  
24 data, like I've actually been the one pulling that  
25 information. And I've been dealing with partners sometimes

1 where they request information, and it's like, well, that's  
2 a limitation of the dataset. Let's try to look at a  
3 different approach. And really knowing how to work best  
4 with what's given, in that not everything is perfect, but  
5 our goal is to really think critically about how do we  
6 create the best product. And I've done that already with  
7 my experience with working data -- with data and GIS.

8           And then, in addition, taking a diverse perspective  
9 to this. Understanding that data itself can be biased, and  
10 how do we identify that in the methods and looking at all  
11 those really minor details. I think that's something that  
12 I can really bring in. I really enjoy that and I think I'm  
13 really good at it.

14           MR. DAWSON: Thank you. Question two. Work on the  
15 Commission requires members of different political  
16 backgrounds to work together. Since the 2010 Commission  
17 was selected and formed, the American political  
18 conversation has become increasingly polarized, whether in  
19 the press, on social media, and even in our own families.  
20 What characteristics do you possess, and what  
21 characteristics should your fellow Commissioners possess,  
22 that will protect against hyperpartisanship? What will you  
23 do to ensure that the work of the Commission is not seen as  
24 polarized or hyperpartisan, and avoid perceptions of  
25 political bias and conflict?



1 MS. CAMACHO: I think the first skill that I have  
2 is that I am very self-aware of who I am, and the first  
3 person to check my own biases. I think it would be kind of  
4 naïve to think that we all can be 100-percent impartial at  
5 all the times.

6 And I am constantly always checking myself, okay.  
7 What is my perspective? What are my experiences? Why do I  
8 think the way that I think? And how can someone else think  
9 differently based on their experiences? And wholeheartedly  
10 listen. I think, again, it's really checking our biases in  
11 order to kind of step back and not allow them to get into  
12 the conversation.

13 I think one way that I will be able to challenge  
14 hyperpartisanship is that I'm not afraid to ask questions  
15 that don't fall in line with my political views.  
16 Wholeheartedly, I sometimes thinks -- think things that  
17 maybe agree with the way I want the outcome. That's not  
18 fair, and I'm okay with asking that question, that maybe a  
19 person might be, well, you're undermining your demographic.  
20 It's like, I'm trying to be fair. And I really am excited  
21 to kind of get into that. Is to be fair wholeheartedly and  
22 ask those difficult questions in order to put that forward.  
23 And I hope that the rest of the Panel can do that as well,  
24 is to challenge their own views and ask those tough  
25 questions.

1 MR. DAWSON: Question three. What is the greatest  
2 problem the Commission could encounter, and what actions  
3 would you take to avoid or respond to this problem?

4 MS. CAMACHO: In dealing with anything related to  
5 the public, I think that there's always room for criticism.  
6 And I know that we will not be able to create something  
7 perfect that serves every single individual in California.  
8 But our goal is to create something that works to the best  
9 of the abilities to what we have available to us, and what  
10 we can do.

11 I think that we've seen that with the selection  
12 process. We work with what we've got, and we move forward  
13 with the best intentions. And I think that the way we'll  
14 be able to communicate that to the public in California is  
15 by being very detail oriented and providing a lot of  
16 transparency in our methods, in our explanations. Making  
17 sure that our information is very well cited and very well  
18 backed, in order to really show everyone that we  
19 wholeheartedly did our best, and that's all we can do in  
20 terms of moving forward and creating something that has a  
21 positive impact.

22 I think that I've been able to deal with that a lot  
23 in my work. I currently am the lead on a report that  
24 grades all of the tobacco policies across the State. And  
25 that goes to Del Norte County up in Northern California, to

1 Imperial, rural California, urban, suburban, and we use the  
2 same grading methodology for the entire State.

3           And I get a lot of pushback from community members,  
4 elected officials, from reporters, asking about the grading  
5 methodology. Well, it's unfair to this community. Well,  
6 we want something harder. We want something more lenient.  
7 And I always kind of say back, well, we're trying to create  
8 a uniform standard for the entire State. It's not going to  
9 be perfect, but this is the best tool that we can use to  
10 promote the policies that we're trying to move forward.

11           And really listening to people, I think it takes a  
12 lot of patience to tackle that, and I think that that's  
13 what's going to be on this Commission as well, is having a  
14 lot of patience, and being able to listen to others,  
15 address the concerns, but also give them our perspective.  
16 And stand firm to what we do and -- but do it with genuine  
17 care.

18           MR. DAWSON: Question four. If you were selected,  
19 you will be one of 14 members of the Commission which is  
20 charged with working together to create maps of the new  
21 districts. Please describe a situation where you had to  
22 work collaboratively with others on a project to achieve a  
23 common goal. Tell us the goal of the project, what your  
24 role in the group was, and how the group worked through any  
25 conflicts that arose. What lessons would you take from

1 this group experience to the Commission if selected?

2 MS. CAMACHO: As I was mentioning, I am the lead on  
3 this report that grades all of the tobacco control polices  
4 at city and county level. And what I do -- one portion of  
5 the project is that I work with all of my organization  
6 staff across the State. It's about 10 to 15 individuals.  
7 And we are in charge of grading these policies. I do the  
8 first round of grading, and then I pass on the -- I divvy  
9 up the task to the rest of State, so staff in Northern  
10 California review grades from Northern California.

11 And one of the big things, conflicts that sometimes  
12 arise with this is questioning a methodology. Questioning,  
13 well, why did we give that city that grade? What did we  
14 do? You missed a policy and those type of questions.

15 And the way that I have learned that best works is  
16 to overcommunicate. To make sure that things are extremely  
17 clear. I make sure everything is in writing, but as well  
18 as I'm not afraid to pick up the phone. I'm a person who  
19 tries to really streamline the way I communicate. I'm very  
20 much about bullet points, color, coding things,  
21 highlighting, creating documents, keys, really  
22 overcommunicate. And I think that's how we've been able to  
23 get through the conflicts, because I never assume the  
24 person knows something.

25 I always want to make sure I get all those minor

1 details. And I think the main thing is not assuming anyone  
2 knows anything, and making sure my points are  
3 overcommunicated and in a very easy way. I'm not a person  
4 who writes really lengthy e-mails, for example. It's what  
5 are the bullet points? What's the point? What are action  
6 items? How do we move forward? That's kind of how we deal  
7 with our report at least.

8 MR. DAWSON: Question five. A considerable amount  
9 of the Commission's work will involve meeting with people  
10 from all over California who come from very different  
11 backgrounds and a wide variety of perspectives. If you are  
12 selected as a Commissioner, what skills and attributes will  
13 make you effective at interacting with people from  
14 different backgrounds, and who have a variety of  
15 perspectives? What experiences have you had that will help  
16 you be effective at understanding and appreciating people  
17 and communities of different backgrounds and who have a  
18 variety of perspectives?

19 MS. CAMACHO: My main skill is having the approach  
20 of cultural humility. Really about being very humble in  
21 terms of listening to others. While I have may -- I've  
22 interacted with a lot of different people. I've lived in  
23 various parts of California and met different groups of  
24 people. No person is the same, and maybe if I've already  
25 worked with a certain demographic, I worked with those

1 individuals. This demographic, they're similar but they  
2 have a lot of differences as well. And, again, never  
3 assuming that I know something. Really listening and  
4 looking at those social queues, and taking kind of their  
5 lead when it comes to things. Really listening I think is  
6 the key thing. And like I said, it's cultural humility.  
7 And that approach I've used that a lot.

8           When working with people of my own community, in my  
9 own demographic as a Latina, working with them, never  
10 assuming I know anything. Never trying to be to be buddy-  
11 buddy with anyone. It's like, no, we're very professional,  
12 very appropriate, giving everyone the same amount of  
13 respect, whether I know a lot or whether I don't know a  
14 lot.

15           And then, like I said, I work on a state-wide  
16 project where we help different cities and counties pass  
17 tobacco policy. And from my approach, we are a technical  
18 assistance provider. We're supposed to have the expertise  
19 on certain strategies when it comes to policy language.  
20 But if there's anything I've learned, is you have to really  
21 listen first to what's the political dynamic in that  
22 community. That even though while I might have a toolbox  
23 of strategies and approaches, you really have to listen to  
24 what's happening directly from the community members when  
25 it comes to the political environment. You can't

1 necessarily assume that, well, this is the ideal policy.  
2 This is the model policy we're trying to move forward.  
3 This is the best public health practice. That might not  
4 fly in a certain community, and we need to address those  
5 challenges. And as well as see who else is at the table,  
6 and not just only take our approach when it comes to  
7 something.

8           So, for example, like I said, we're very pro public  
9 health, but sometimes that comes to a head with business  
10 concerns. How do we really address that? And, again, it's  
11 really about listening. And I've done it, again, without  
12 -- throughout communities without that -- throughout -- in  
13 communities throughout California. At the state level, the  
14 county level, local level, and really talk to your everyday  
15 citizens about their concerns.

16           MR. DAWSON: Thank you. We'll now to go panel  
17 questions. Each Panel Member will have 20 minutes to ask  
18 his or her questions. And we'll begin with the Chairman,  
19 Mr. Belnap.

20           CHAIR BELNAP: Ms. Camacho, thank you for being  
21 here.

22           MS. CAMACHO: Uh-huh.

23           CHAIR BELNAP: I want to follow-up on a few of your  
24 answers that you've given today. You talked about ArcGIS,  
25 and that you've had experience with the program.

1 MS. CAMACHO: Uh-huh.

2 CHAIR BELNAP: When was that? What years are we  
3 talking about that you had experience with ArcGIS?

4 MS. CAMACHO: That was 2017 and 2018. And I was -

5 CHAIR BELNAP: Okay. And --

6 MS. CAMACHO: Yeah. Sorry.

7 CHAIR BELNAP: And what organization were you  
8 working for?

9 MS. CAMACHO: I was working for the Institute for  
10 Public Strategies. It is a non-profit organization funded  
11 in San Diego County. And I was looking at alcohol data  
12 related to -- from the Alcohol Beverage Control, looking at  
13 their information, as well as census data and overlapping  
14 that with different layers and such.

15 CHAIR BELNAP: Okay. So that particular analysis  
16 that you're talking about, can you walk us through how you  
17 used ArcGIS and what the outcome was?

18 MS. CAMACHO: Yeah. So the first step was, I was  
19 downloading the number of licenses from the Alcohol  
20 Beverage Control and identifying them by census tract. And  
21 what I was doing was seeing, okay, how many, let's say  
22 liquor stores, are in this census tract? And then I was  
23 looking at the California Business and Professions Code and  
24 seeing, there is a ratio by the number of alcohol licenses  
25 per the population size.



1           So, for example, it's 1,000 -- the equation is, you  
2 should have one liquor store per 1,000 people. So I was  
3 calculating in this census tract there's this many people  
4 that live there, there should be this many licenses, and  
5 this is how many licenses they have in that census tract.  
6 And I was putting that in ArcGIS. And then I was pulling  
7 the population size from the Census Bureau using American  
8 FactFinder to pull all the census tracts in San Diego  
9 County.

10           And I was able to do kind of color coding to show  
11 if there's an overconcentration of alcohol licenses. So a  
12 census tract that maybe only had 1,000 people, they were  
13 only supposed to have one license, they had two. And  
14 calculating that overconcentration and making it color  
15 coded. And then working on dividing San Diego County by  
16 the regions that are funded by the County. That way I  
17 could give it to the partners, let's say in North County  
18 San Diego, and say, okay, these are the cities and  
19 communities, the census tracts in your jurisdiction. These  
20 are the ones that have too many alcohol licenses. What can  
21 we do? What type of policies can we move forward?

22           The fun part that I really enjoyed, was I was able  
23 to pull more census data information and add layers for  
24 demographics and look at where are predominantly, like  
25 communities of color. You would notice a lot, for example,

1 in Chula Vista, that a lot of the communities that had a  
2 high concentration of alcohol licenses per the population,  
3 were also Latino communities. And looking at that, and for  
4 me it was, okay, how do we focus our efforts in those  
5 communities that already have those disadvantages? That  
6 are vulnerable when it comes to alcohol abuse and such like  
7 that. So, I think that was kind of the outcome, is, okay,  
8 what's happening, where it's happening, what can we do to  
9 address this issue.

10 CHAIR BELNAP: And were there any results that you  
11 can point to from your work, that would indicate that this  
12 was a successful effort?

13 MS. CAMACHO: I think as far as the data side, I  
14 think that I got a lot of people moving forward with this.  
15 I think the main success, at least what I notice, is the  
16 maps looked great. They really got the point across. I  
17 think that one of the challenges I did face with this  
18 project was kind of getting people to write like the media  
19 stories and such. That's kind of where we kind of  
20 struggled a little bit, was that I think the data was  
21 really good, it was really solid, but I think I did  
22 struggle a little bit with some of my colleagues trying to,  
23 okay, let's put this forward. Let's write some media  
24 stories about it. But I know that they're tools that they  
25 still use when it comes to overconcentration and the math

1 that I put forward.

2 CHAIR BELNAP: Okay. And you talked about a state-  
3 wide project you're working on now --

4 MS. CAMACHO: Uh-huh.

5 CHAIR BELNAP: -- regarding, I think it's tobacco  
6 policy.

7 MS. CAMACHO: Yeah.

8 CHAIR BELNAP: Who is that for again? What is the  
9 organization?

10 MS. CAMACHO: That's for the American Lung  
11 Association.

12 CHAIR BELNAP: Okay.

13 MS. CAMACHO: Yeah it's our State of Tobacco  
14 Control report.

15 CHAIR BELNAP: Okay. And in that state-wide  
16 project, how much have you needed to travel throughout the  
17 State?

18 MS. CAMACHO: With the project, that's directly  
19 with that project, not as much. But under -- in the Lung  
20 Association I have to travel a lot. I go out to the Bay  
21 Area, I've gone out to meetings in the Central Valley, to  
22 San Diego, San Bernardino. I'm traveling pretty often to  
23 provide trainings in -- related to my work at the Lung  
24 Association. Not necessarily under that report, but I am  
25 communicating with every single county, all 58 counties I'm

1 communicating with. We work a lot with the County Public  
2 Health Departments, so I am e-mailing all 58 counties and  
3 double checking the grades, and kind of seeing what we need  
4 to do to make sure we have correct information.

5 CHAIR BELNAP: So your trainings that you  
6 facilitate --

7 MS. CAMACHO: Yeah.

8 CHAIR BELNAP: -- who's the recipients of those  
9 trainings?

10 MS. CAMACHO: The recipients would be people who  
11 work at the public health department at the county level,  
12 as well as community members that are involved with tobacco  
13 control efforts. So, for example, parents that might be  
14 involved with passing a tobacco control policy, a smoke-  
15 free parks policy, because they want to help the youth in  
16 the community. And they would be present, and I'd kind of  
17 give them the background on what the smoke-free parks  
18 policy, what does it involve. Kind of give them just the  
19 rundown, that way they're prepared to move that policy  
20 forward.

21 CHAIR BELNAP: Okay. So you went to -- or five  
22 years at UC Irvine.

23 MS. CAMACHO: Yes.

24 CHAIR BELNAP: And you studied criminology and  
25 international studies.

1 MS. CAMACHO: Yes.

2 CHAIR BELNAP: What did you learn in your studies  
3 that will help you be a better Commissioner?

4 MS. CAMACHO: The importance of place, and the  
5 importance of these maps in terms of shaping the political  
6 system that we're in. I take it very seriously, because  
7 that's what we kind of studied in my criminology classes.  
8 I took the approach of law on society very much of how do  
9 policies shape our, really shape our futures and create the  
10 systems that move forward. I think that's the -- I think  
11 it's how to think critically about the maps that we're  
12 creating, and the impact that they have. In that it's not  
13 necessarily only related to these elections. It really  
14 could have a lot of impact on the resources and things  
15 systematically in the communities that we're dealing with.

16 CHAIR BELNAP: And I wasn't quite sure from your  
17 application whether or not you've completed your degree or  
18 not.

19 MS. CAMACHO: Yes, I completed my degree. Yes.

20 CHAIR BELNAP: Okay. What year was that?

21 MS. CAMACHO: I completed it in 2016.

22 CHAIR BELNAP: 2016. Okay. Thank you. So I want  
23 to talk about the county-wide alcohol prevention initiative  
24 that you worked on. And you indicated that you took into  
25 consideration the unique concerns of different communities.

1 I want to read you a quote and ask you a question about it.  
2 You said, "All these communities needed a seat at the  
3 decision-making table as we discussed policy at the county-  
4 wide level."

5 So, how did you facilitate having these communities  
6 get a seat at the decision-making table?

7 MS. CAMACHO: Yeah. Part of the project in San  
8 Diego County had an alcohol policy panel, where we had  
9 community experts from a variety of different fields come  
10 in, education, public safety, public health, medical, all  
11 of that. And for us we really tried to make sure we had  
12 people from all different communities. And San Diego  
13 County is very large, so we tried to make sure that we had  
14 someone from, you know, Escondido, National City -- not  
15 Imperial. El Cajon. Like we really tried to make sure we  
16 had a wide geographic diversity at least. That was kind of  
17 the first goal. And then as well as from what profession  
18 are they coming in and what's their perspective. That's  
19 kind of the best way we tried to have this panel, that then  
20 would get involved in the type of policy that we were  
21 moving forward.

22 CHAIR BELNAP: What do you think the effect was of  
23 having this type of geographic and other types of diversity  
24 on the panel?

25 MS. CAMACHO: It made a big difference, it really

1 did. I think that a lot of times our representatives were  
2 able to speak behalf on, well, this is how it is this  
3 community, and they're speaking from this concern. For  
4 example, a person was very concerned with the breweries  
5 that were popping up in Vista, in that community. And then  
6 there was actually a lot of similarities with Chula Vista  
7 and the breweries that are happening there.

8           And a lot of the times they were able to find  
9 similarities, and really be, wow, this policy can address  
10 both of these groups if they take a similar approach.  
11 Again, they were different, but I think that was the  
12 greatest thing to see is that everyone brought in their  
13 perspective, and there was a lot of similarities. And we  
14 were able to kind of push forward similar policies because  
15 of those concerns.

16           CHAIR BELNAP: So I don't have any further  
17 questions.

18           Mr. Coe.

19           VICE CHAIR COE: Thank you, Mr. Belnap. You  
20 touched on a lot of my questions.

21           But I kind of want to -- first of all, welcome.  
22 Thank you for being here. I wanted to kind of go back to  
23 something that Mr. Belnap was talking about, and I wanted  
24 to also read something from one of your essays and then ask  
25 a question.

1           You say, "I see serving on the Commission as a  
2 great opportunity to ensure marginalized communities are  
3 civically engaged. I use the term marginalized because we  
4 need to address that there are systems at play that  
5 disengage certain individuals from society."

6           And in a similar vein to Mr. Belnap's question  
7 about, how do you get those people engaged, and how do you  
8 get their buy-in to the process, and how do you get their  
9 opinions. The specific example you gave was geographic and  
10 profession-based in terms of people from different  
11 communities, geographically and from different backgrounds.  
12 But I sense that the marginalization you're talking about  
13 is, goes beyond geographic or profession-based. And so,  
14 what are those communities and how do you get them to buy  
15 into a process like this? And how do you get their -- to  
16 get them to share their opinions and their perspectives?

17           MS. CAMACHO: Yeah. Well I think right now that's  
18 actually something I'm really tackling currently in my  
19 work, like today, is that right now we are trying to  
20 increase the number of -- like I mentioned, I work with  
21 communities on passing local policy. So how do we engage  
22 people? We're working with trying to engage more Spanish  
23 speaking immigrants in the local policy-making process.

24           And I'm working with leaders that work with the  
25 Latino community, and we're actually creating a webinar



1 focused on doing policy 101, and educating people on the  
2 policy process 100-percent in Spanish, rather than me doing  
3 the presentation in English and then having it translated,  
4 we're starting from scratch in Spanish. And with that,  
5 it's been a very interesting process in making sure we take  
6 into consideration the cultural background and the cultural  
7 experiences of any people, let's say, immigrating from  
8 Latin America. And as we're talking about policy, how do  
9 we address that, right?

10           And I think, for example, talking about how the  
11 U.S. Government works, breaking down the branches of  
12 Government. I think that the way that we can address  
13 marginalized groups who usually are not at the table, is  
14 really engaging them and trying to educate them to the best  
15 of our abilities. That's what I'm trying to do right now  
16 in my work, and we'll see how that project goes. Again,  
17 it's something that's currently in the works. But I think,  
18 again, it's really about educating them and meeting them  
19 where they are. And also, I think when it came to this  
20 idea, it's being aware they're not at the table, and always  
21 questioning, okay, who's here, who's not here? Who's  
22 missing? What can we do? And I think, like I said, it's  
23 culturally competent and culturally aware. Documentation,  
24 asking the right people, kind of things like that.

25           VICE CHAIR COE: And so that kind of flows into the

1 idea of communities of interest, which is a big part of  
2 what the Commission is going to be doing, is identifying  
3 those communities, and some of those are easier to find  
4 than others. When you're going through your process of  
5 identifying who's here, who has a seat at the table, who's  
6 not here, how do you go about making sure that the who's  
7 not here is a complete list? How do you find those  
8 communities that are harder to find, potentially?  
9 Specifically, if they have been not engaged historically  
10 speaking?

11 MS. CAMACHO: Uh-huh. Yeah. I think that there's  
12 always going to be a small -- as we break down demographics  
13 more and more and more and more, there's always going to  
14 be, well, there's this one person that is all of these  
15 intersectionalities at once, and it's going to be very hard  
16 to think about that one individual. But I think what's  
17 been the most useful is working with community organizers  
18 on the ground, a lot of people who actually live in those  
19 communities. I've noticed that's been the most useful in  
20 my work. When I go out and do the trainings, I'm always  
21 talking to the people that come and -- because they're  
22 regular community members, and talking about their  
23 experiences and being very blunt and very honest.

24 I am not necessarily scared to get out of the made  
25 political correctness, because I think I come with good

1 intentions, and I'm just trying to ask genuine questions.  
2 And I think that's been the best thing. And I think, for  
3 example, one of them has been working with communities that  
4 are predominantly Latino, and asking, okay, who's missing?  
5 What's going on? And they really have mentioned, well,  
6 we're missing a lot of undocumented individuals who are  
7 scared to go to city council because there's been an  
8 environment with -- that's been kind of tense. And having  
9 that conversation, okay, what can we do to make those  
10 people feel more comfortable. So, again, it's really  
11 asking people on the ground and people who genuinely live  
12 there. And a lot of times they have a lot of information.  
13 I think we're still going to miss people, but I've noticed  
14 that that's been a really good approach so far.

15 VICE CHAIR COE: Okay. Thank you. In your  
16 impartiality essay, you describe several experiences where  
17 you've had to get input from stakeholders to inform your  
18 decision making. And I'm wondering if you can give us a  
19 specific example of a time where perhaps you received some  
20 input from one of these stakeholders, and that resulted you  
21 -- in you changing your mind about the course of action  
22 that you were, before receiving that information, maybe  
23 considering?

24 MS. CAMACHO: I think going back to when I was  
25 creating the maps and such, I think I was getting a lot of

1 kind of push back in terms of, how can I make it so it  
2 doesn't seem like I'm trying -- I'm trying to make  
3 something like a race out of it. It's like, how can I make  
4 sure that my methodology, my approaches aren't specifically  
5 trying to bring out racial disparities trying to make it  
6 unbiased. And I think that really goes back into, how do I  
7 cite things, how do I explain things? Where am I pulling  
8 my data from? So I think that's kind of been one of my  
9 challenges, is that I'm very much into diversity and such,  
10 and I think that sometimes it can be perceived that I'm  
11 being too much about it. And how do I come back and make  
12 sure I come off unbiased, impartial, and maybe change some  
13 of my methods and my approach of how I'm addressing the  
14 issue. I think a lot of it comes down to making sure I'm  
15 very clear. That I'm not trying to come with those biases,  
16 I'm just addressing what's there.

17 VICE CHAIR COE: So you were just talking about  
18 your biases. What have you recognized as a bias in  
19 yourself, and how do you ensure that it's not kind of  
20 filtering in to cloud your decision making in any way?

21 MS. CAMACHO: I'll give kind of examples, recently  
22 getting into a very interesting conversation about like  
23 rent control and those issues. And I think that for me,  
24 like I've always had the practice of, we have to help  
25 renters, for example, right? Being very much, okay, how

1 people afford their living and such.

2           And I never had a view, for example, on like the  
3 landlord, right? I was kind of just like, it's people with  
4 money and that's it. Kind of more, kind of, I was leaning  
5 more to like favor lower income classes and those who have  
6 more money. That's -- they're not my problem, right?

7           And I think that I had a very insightful  
8 conversation to check that, to really also think that it's  
9 not a monolithic group. You have very small -- you have  
10 families that maybe own an apartment complex. And -- or a  
11 very small rental property, and how some of these policies  
12 can negatively impact them. So I think that for me, it's  
13 sometimes viewing people who have more privilege as  
14 monolithic, and it's not like that. There's a lot of  
15 different groups involved in there.

16           For example, if you look at anything like business,  
17 right, there's small business owners, there's big business.  
18 And I think that for me, one of the biggest things I've  
19 learned over time is sometimes not to view them as all the  
20 same. And at the end of the day we're all just people  
21 trying to raise our families and move forward. And I'm  
22 constantly checking myself with that. And I said, that  
23 happened about like last week or so where we had this  
24 really good conversation about that.

25           VICE CHAIR COE: Excuse me (clearing throat).

1 You've described how you with your current position have  
2 traveled to various regions of the State to conduct  
3 trainings.

4 MS. CAMACHO: Uh-huh.

5 VICE CHAIR COE: In your travels, what have you  
6 learned about the different regions of the State and how  
7 they may differ in perspectives that they bring throughout  
8 the State of California?

9 MS. CAMACHO: So, aside from my travels, I've lived  
10 in different places. I grew up in San Bernardino County,  
11 and that's where I spent the majority of my life. And then  
12 I went to school in Orange County, and then I lived in San  
13 Diego, and I recently have lived in Sacramento. So, I  
14 think just in my lived experiences, I really have learned  
15 that jobs have a lot to do with things. The way people put  
16 food on their table has a lot to do with what they're  
17 concerned about, and what keeps them kind of up at night.

18 For example, looking at San Bernardino, issues of  
19 long commutes, and driving far and affording houses, that's  
20 a big issue. That's not necessarily the issue in, for  
21 example, Orange County. I haven't met people who talk  
22 about two- to three-hour commutes when I was dealing with  
23 talking to people in Orange County. That's one big  
24 difference.

25 Then, as well, when I was working in San Diego

1 County, working with individuals who are very concerned  
2 about their farms, and the policies that affect them. And  
3 how they're being counted when they have a lot of land and  
4 such. In my trainings, dealing a lot with rural  
5 communities and their access to resources and kind of their  
6 perspective.

7           So I think a lot of it has to do with their access  
8 to things and what's the norm in those communities. That  
9 what are their challenges and their issues. So, like,  
10 again, I've seen it a lot with my lived experiences, as  
11 well as with different places I've worked and the trainings  
12 and such.

13           VICE CHAIR COE: Thank you. One last question for  
14 you. If you were to be appointed to the Commission, which  
15 aspects of that do you think that you would enjoy the most,  
16 and conversely, which aspects do you think you might  
17 perhaps struggle with?

18           MS. CAMACHO: Yeah. I think enjoy the first is for  
19 sure the data, the numbers. That's what I enjoy the most.  
20 ArcGIS, census numbers, Excel, love it, give me a data set,  
21 let's go.

22           I think that what I will struggle with I think is  
23 sometimes because I'm so eager and excited about it, I kind  
24 of forget that other people aren't. That I'm the one who's  
25 really eager about Excel and no one else is. And I'm kind

1 of checking that and making sure that I'm not leaving  
2 anyone behind. Overcommunicating things, making sure  
3 things are simple. I think that's kind of where I feel  
4 like I might struggle, is I think my eagerness sometimes  
5 gets me a little too far ahead of others in like a group  
6 setting.

7 VICE CHAIR COE: Thank you.

8 No further questions, Mr. Chair.

9 CHAIR BELNAP: Okay. Ms. Dickison, your time.

10 PANEL MEMBER DICKISON: Give me just a minute. My  
11 other Panel Members have asked most of my questions, but  
12 let me see here.

13 In college, you were involved in the cross cultural  
14 center?

15 MS. CAMACHO: Uh-huh. Yeah.

16 PANEL MEMBER DICKISON: Can you expand on the role  
17 you had in that center, and the populations you interacted  
18 with?

19 MS. CAMACHO: Yeah. So my role with the cross  
20 cultural center is I was very engaged. I worked in the  
21 admissions office at UC Irvine. And I was able to bridge a  
22 lot of the events and things we did with the cross cultural  
23 center. So making sure that whenever -- I brought a lot of  
24 times my skill set in admissions to the cross cultural  
25 center when we held, for example, outreach events that were



1 trying to recruit more diverse students into the campus.

2           And I was able to, be able to kind of talk about  
3 the admissions process and how to apply in a very  
4 culturally competent type of way, or with cultural  
5 humility, in terms of, let's say if we're talking about --  
6 if the cross cultural center needed a presentation to first  
7 generation college students, transfer students, making sure  
8 that all my examples on how to make a strong application  
9 were applicable to them. And not expecting students to  
10 have certain experiences looking at the community that we  
11 were in, and saying, okay, what is accessible to these  
12 students? What are they most likely to have as examples?  
13 And try to use those as my examples I think was the main  
14 thing.

15           As far as student groups that I worked with, a lot  
16 of Latino organizations. There was also the Muslim student  
17 union that we worked with. There was Asian-Pacific  
18 Islanders, with Kababayan, a lot of different groups when  
19 we were trying to recruit more diverse students to UC  
20 Irvine. And partnering a lot with the cross cultural  
21 center, to make sure that once students were brought into  
22 the university that they'd be welcome and felt that they  
23 had a space for them on campus.

24           PANEL MEMBER DICKISON: In the experience that you  
25 had trying to recruit those students, how will that assist

1 you in being a member of the Commission and in recruiting -  
2 - or interacting with the public?

3 MS. CAMACHO: Yeah. I think that -- I was  
4 interacting with a lot of families during a very tense  
5 time, in terms of they want their students to go to school.  
6 And I think there were a lot of situations where I would go  
7 to a very privileged schools, and parents would be freaking  
8 out, and me internally, it was like, your kid's fine. But  
9 you can't have those attitudes come out at all. That's  
10 unprofessional, inappropriate, and that's disingenuous to  
11 them. They're a parent. That student's concerned. Even  
12 if their student has a great GPA or has the means to pay  
13 for school, they still have those genuine concerns. So I  
14 think that's where like I think that's, again, kind of  
15 checking my biases, and being able to really listen to  
16 them, address their concerns. Never -- I think sometimes I  
17 heard a lot of sometimes maybe passive-aggressive  
18 statements, and things that I necessarily didn't agree  
19 with, but let it go. This is not the moment. This is not  
20 the time.

21 For example, I had to deal a lot with parents  
22 sometimes talking poorly about, well, why do you want more  
23 disadvantaged students here? It's an unfair bias. Kind of  
24 those things. And I think that I would just have to just  
25 pause, not show that I might be annoyed with the statement,

1 and let it go and continue to help them to the best of my  
2 abilities. I think that was the biggest thing that I had  
3 to learn to do is, even when people when you don't agree  
4 with them, you just have to still respect them and move  
5 forward, and like I said, just let it go and continue to  
6 collaborate.

7 PANEL MEMBER DICKISON: You started as the  
8 Executive Director of Phi Lambda Rho Society. Did I say  
9 that right?

10 MS. CAMACHO: Yeah, yeah, yeah. It's a sorority, yeah.

11 PANEL MEMBER DICKISON: Okay. What activities does  
12 this organization participate in?

13 MS. CAMACHO: Yeah. We're a Chicana-Latina based  
14 sorority here in California. And I think our main mission  
15 is to really encourage Latina women to be very proud of  
16 their culture, and use that as an element to build  
17 relationships with other women. And then move forward  
18 through higher education and professionally.

19 So my role as the executive director is, how do I  
20 build programming that does that? That creates a lot of  
21 pride in ourselves in order to have a positive outcome that  
22 moves everyone forward. And then using our platform to  
23 also connect with other people from diverse backgrounds.  
24 It's really not just about like our culture, but using our  
25 understanding of our culture to connect with other

1 cultures.

2           For example, if there are situations where I have  
3 felt underrepresented or marginalized, how can I use that  
4 experience to connect with others who have felt in a  
5 similar way, and move forward. And, also, how to pretty  
6 much just make our campuses better when it comes to dealing  
7 with people with diversity. And taking that same skill set  
8 that we use at the university campus to the professional  
9 workforce. How to maneuver certain settings to make them  
10 more, more positive.

11           PANEL MEMBER DICKISON: So I'm going to ask you  
12 about a statement in your application. So you said, "we  
13 have a -- we have to make a conscious effort to fight  
14 against divisiveness and remain focused on our shared  
15 humanity, rather than our differences. This is especially  
16 important in a diverse state like California. There are  
17 clusters of people that share interests, but it's also  
18 important to remain impartial because there are so many  
19 voices that matter."

20           Can you expand on this statement a little bit? Who  
21 are the -- who are you referring to as the clusters, and  
22 who are the so many voices that matter, and how will you  
23 bring that together?

24           MS. CAMACHO: Yeah. Well, I think that's kind of  
25 related I think, a, to the question relating kind of to

1 hyperpartisanship, in that there is a lot of communities  
2 that you might think vote a certain way, or are interested  
3 in a certain amount of issues, right.

4 I think that, for example, the democratic block,  
5 right. There's a lot of differences in those who identify  
6 being, as being Democrat, and being able to still move  
7 forward, not assuming that everyone kind of votes the same  
8 way or agrees the same way on every single issue. I think  
9 when it comes to political parties, that's, I think, what  
10 is related to this Commission at least, is that there's  
11 going to be a lot of us from different political parties,  
12 and I never want to assume, okay, because they're from this  
13 party they think this way, or they come from this  
14 perspective. You don't know that person. So, really,  
15 genuinely hear them out where they're coming from.

16 Like I said, I think also like clusters. I think  
17 there's a lot of like ethnic enclaves in California. So  
18 you have like Little Saigon, Little Armenia, things like  
19 that, never assuming that those individuals think a certain  
20 way. I think that when it comes to a lot of the immigrant  
21 populations in California, I think that -- there's a lot of  
22 diversity when it comes to immigrant groups in California,  
23 when it comes to their legal status, their immigration  
24 story, their income, their racial diversity. I think that,  
25 that itself is I think is one type of community that

1 sometimes is viewed as a block, and it's not at all a block  
2 when it comes to a lot of things.

3 PANEL MEMBER DICKISON: Thank you. For those that  
4 are selected as the first eight members of the Commission,  
5 they'll have the responsibility of filling out the  
6 Commission with the final six members. Should you be  
7 selected as one of the first eight, what would you be  
8 looking for in those final six Commissioners?

9 MS. CAMACHO: I think a lot has to do what the  
10 other seven Commissioners are, kind of where they're at.  
11 What are their experiences. I think first I'd look at  
12 geographically, where are they from. That's first. I  
13 think next I would consider maybe income. If we're  
14 looking, if we're looking at the demographics that are  
15 available to us up front, I think I would look at that.  
16 Party as well. I'd make sure, I'd look at kind of what's  
17 our breakdown in California, how many members of certain  
18 political parties, and how do we kind of even it out to  
19 represent California.

20 But I think that I would also -- I don't know if  
21 we'd have access of their interviews. I would love to  
22 watch the interviews and kind of see where their mind frame  
23 is and -- yeah, I think, I think that's kind of the first  
24 things that I would look at, is like those kind of  
25 different identifiers, and ultimately, I think it comes

1 down to the individual, so I'd really want to watch their  
2 interviews and see kind of how they are.

3 PANEL MEMBER DICKISON: You said you would be  
4 looking at their interviews to look at their mind frame?

5 MS. CAMACHO: Uh-huh.

6 PANEL MEMBER DICKISON: So would you be looking for  
7 people of the same mindset, different mindsets, something  
8 along those lines?

9 MS. CAMACHO: I think, ideally, different. People  
10 who -- kind of get an understanding of who's on the panel.  
11 What's, again, what's here at the table and what else can  
12 contribute to this space. For example -- I'm trying to  
13 think. If we have a large number of people from urban  
14 areas, if we have that, I think I'd want to try to find  
15 people who are not from urban areas. That would be kind of  
16 an example of a perspective I think is really necessary to  
17 have.

18 PANEL MEMBER DICKISON: One last question. What  
19 would you ultimately like to see the Commission accomplish?

20 MS. CAMACHO: I think that the Commission is really  
21 a model for the United States when it comes to creating  
22 fair and independent political districts. So I think that  
23 the Commission, if we can take a wholeheartedly good  
24 approach, and take all the steps that we can to make fair  
25 districts, even if they're not perfect and there still

1 might be some political issues with them, I think that if  
2 we can move forward an example of anti-gerrymandering,  
3 anti-political bias in our districts, I think we've done a  
4 really good job. Because I know California is one of the  
5 few states that has this independent commission that is  
6 moving this forward. And I think that a lot of the rest of  
7 the United States is looking at what we're doing, and how  
8 they can make it better.

9           So I think if we do a really good job at the  
10 process, and creating something that can then encourage  
11 other states to maybe do something well. And I think that  
12 in California we also have the challenge, we have the most  
13 diverse state. If we can create districts that respect  
14 that diversity to the best of its abilities, in order to  
15 create more fair districts, I think we've done a really  
16 good job, at least like on -- I'm thinking very like on the  
17 national level.

18           But then on the state level, I think that if we  
19 can, again, be able to present something to the public that  
20 we're able to really backup with a lot of well-cited  
21 information, really good discussion, really good  
22 conversation, that we feel confident in and are ready to  
23 have it criticized and looked at very detailed, I think  
24 that we've done a really good job.

25           PANEL MEMBER DICKISON: Thank you.



1 Mr. Chair.

2 CHAIR BELNAP: Yes. Mr. Dawson, we'll turn the  
3 time over to you.

4 MR. DAWSON: Thank you.

5 Ms. Camacho, I have a couple of follow-ups. You -  
6 - this follows up on something you'd said just now to Ms.  
7 Dickison's answer, but it also is just right from the first  
8 standard question. You talked about an important attribute  
9 would be an attitude to anti-gerrymandering. So how do you  
10 define gerrymandering, and then, therefore, what would be  
11 anti-gerrymandering?

12 MS. CAMACHO: Well, gerrymandering, to my  
13 understanding in short, is when political parties are able  
14 to influence the people that are in their district, in a  
15 certain district, in order to sway it to be more favorable  
16 for a certain political party, right. So the breakdown of  
17 maybe stacking all of your democrats in one district in  
18 order to even out. So then for a Republican, you can have  
19 more districts that are likely to vote Republican. And  
20 making sure it's very calculated and such.

21 And I know that when you kind of look at national  
22 trends, you see some really wonky maps. When you see  
23 districts in other parts of the United that they don't  
24 really make sense, because they kind of snake into things,  
25 and you're kind of wondering, wait, why does that district

1 work that way? Is that even the same type of community? I  
2 think a lot about that snaking. If it kind of looks weird  
3 on a map, like something's up with their -- looking at the  
4 map, the stacking. I've seen a lot of like, kind of like  
5 podcasts, articles, talking about the averages. Making  
6 sure that the averages make sense of the amount of  
7 Democrats and Republicans, Independents. And if the  
8 averages don't kind of make sense, there might be some type  
9 of -- well, just don't make sense in the districts compared  
10 to the state. There are -- there might be signs of  
11 political bias when creating those districts.

12           So I think when we're talking about anti-  
13 gerrymandering, is using all those approaches in statistics  
14 and mapping software to address those things and being  
15 aware of them. And like that's I think what I really want  
16 to bring to the table is, I like playing with those numbers  
17 and looking at that map, and really making sure that things  
18 are good.

19           And, again, I'm welcome -- like I identify as a  
20 Democrat, but I'm welcome to also challenging things that  
21 may be, might be more Democrat. Like that's not fair. So  
22 that's kind of one thing that I think is really important  
23 that we are aware of.

24           MR. DAWSON: So you talked about a snake-shaped  
25 district could be an indication of gerrymandering. Is it

1 necessarily gerrymandering?

2 MS. CAMACHO: Not necessarily. I think that that's  
3 where you have to look at the details and look at the math  
4 and kind of see what's going on there. But I think that  
5 those are kind of like the extreme examples I've seen. I  
6 don't think that that's flat in itself. And that's why I think  
7 it's really important that we take a lot of -- making sure  
8 that we're using the right sources, using the right data.  
9 That we're able to justify everything we do. Because my  
10 question when I see something that looks funky to me just  
11 off my gut, is, why? Why is it happening? So, I think  
12 that as a district, if we're able to give the why, the how  
13 and cite that, then it's okay. Snaky district, it's fair.  
14 It is what it is.

15 MR. DAWSON: You talked about you really enjoy  
16 making maps and getting into the data. You had -- a phrase  
17 I heard you say was, there can sometimes be a bias in the  
18 data itself. One of the main data sets that the Commission  
19 will be using is census data. In your mind, do you -- are  
20 there any potential limitations on the data that's going to  
21 be coming out of the next Census?

22 MS. CAMACHO: Yeah. I think Latino's a really hard  
23 one. That's my most experience. Because Latino is not a  
24 race, it's an ethnic category, and that causes a lot of  
25 challenges when looking at, the population is. That's kind

1 of where we're at when it comes to race dialogue in the  
2 United States is, kind of what is Latino, is it white, is  
3 it black? Like it's kind of complicated, and I think  
4 that's, for example, I know a lot of limitation with that  
5 is, am a white Hispanic, am I a non-white Hispanic, and  
6 what does that mean.

7           So I think that, I think is an example of that is,  
8 some of these categories, it's hard. There is a lot --  
9 it's really hard to put people in a box, and that's what  
10 the Census does. But being able to -- I think being  
11 willing to listen to people's stories from those groups in  
12 order to address kind of sometimes where the Census puts  
13 people in a box.

14           MR. DAWSON: Do you think there's a possibility  
15 that certain people could be missed by the Census, and,  
16 therefore, give us an incomplete data set?

17           MS. CAMACHO: Yeah, I think 100-percent. A lot of  
18 undocumented communities are very fearful of the Census.  
19 There's been a lot of conversations about that, a lot of  
20 political tension happening right now. I think that's a  
21 huge demographic that's going to be missing. And it's  
22 hard, because they are residents of the community, but in  
23 terms of what type of political power do -- are they  
24 allowed to have? It's kind of murky. And I think it's  
25 working with those advocates that best know those

1 communities.

2 I think that a side -- people who are also hard to  
3 access, a lot of rural communities, are very hard to  
4 access. In parts of California they're very far. People  
5 are disengaged. So I think that there are definitely are  
6 going to be people that are missing. And, like I said, I  
7 think the best thing to do is speak from people from those  
8 communities (sic). That's our best bet.

9 MR. DAWSON: So that's sort of -- I was asking you  
10 questions about the potential limitations of hard data.

11 MS. CAMACHO: Uh-huh.

12 MR. DAWSON: Is there soft data that also, that the  
13 Commission should be taking into account?

14 MS. CAMACHO: What do you mean by "soft data"?

15 MR. DAWSON: I mean like not coming from numbers.  
16 Something like you might have in your outreach to -- as the  
17 Commission goes up and down the State. What would you want  
18 to be hearing from the different communities?

19 MS. CAMACHO: I think the biggest thing is  
20 sometimes what time you hold meetings is a challenge, where  
21 you hold meetings has a lot to do with things. I deal with  
22 that a lot with my work, in that we try to engage more of  
23 the public, but we host a meeting at 10:00 in the morning  
24 and people work, people have jobs.

25 So I think that that is also kind of an issue, is

1 when you host the meetings, where you host them. Is it  
2 accessible, is it easy to get to? I think that's going to  
3 be something that we really need to take into consideration  
4 if we want to get people at the table, especially people  
5 who work and have very intense work schedules, and kind of  
6 get them involved.

7 MR. DAWSON: Okay. Thank you. One more question.  
8 And it was another phrase in one of your answers and it  
9 caught my ear. You talked about the importance of place,  
10 and importance in your work currently, and how it would  
11 also be important if you were selected as a Commissioner.  
12 And can you expand on that, that phrase a bit?

13 MS. CAMACHO: Well, I think as a person who really  
14 likes maps, GIS and all of that, that is the study of  
15 place. Place really impacts people's view on the world,  
16 and the way they think about things and how they align  
17 politically really has to do with their experiences.

18 As I mentioned, being from San Bernardino, when we  
19 talk about like the super commutes and such, it's really  
20 affecting those communities. And I think that has a lot to  
21 do with it, and that continues to kind of -- I noticed that  
22 where I've been and where I've lived and what I've seen,  
23 also impacts a lot of my views and a lot of my politics.  
24 So that's why I think that's the importance of place is,  
25 what do you have access to, what can you do, what's

1 available to you, has a lot to do with it, especially for a  
2 lot of communities.

3 MR. DAWSON: Thank you.

4 I don't have anything else. If the Panel has any  
5 other follow-up questions?

6 CHAIR BELNAP: How much time do we have?

7 MR. DAWSON: Thirty-six minutes.

8 CHAIR BELNAP: I have two follow-up questions.

9 If you were selected as a Commissioner, you may be  
10 one of the younger professionals in the group. Do you have  
11 any worries about how you would interact with your fellow  
12 Commissioners, who may have more years of experience than  
13 you currently have?

14 MS. CAMACHO: I think that's an issue I've dealt  
15 with my whole profession. I think that the moment I've  
16 graduated I have always been the youngest person in the  
17 room. People's grandkids are almost my age. And that's  
18 just something where you have to be really good about what  
19 you're talking about. Very detailed, very -- you  
20 overcommunicate when it comes to things. I think that's  
21 something that like I've constantly dealt with, and I think  
22 the only way to really combat it is to be very well-cited,  
23 and be able to show where I'm -- where my arguments are  
24 coming from, and be able to communicate that effectively.

25 But I think on the flip side, I think that's an

1 important diversity that I bring to the table in being a  
2 younger voter. In that I think that in every space that  
3 I've been in, I think that I'm able to bring a lot of  
4 energy and a lot of good attitude to any commission. And I  
5 think, also, because I love the dirty work that a lot of  
6 people don't like to do. Like I said, I love the data, I  
7 love the Excel. And so a lot of times I notice that I  
8 bring more work to a group, but I also love to do that  
9 work. And I know that because I love to do the work, I've  
10 noticed that people from older generations and older --  
11 anyone really appreciates that. Because I think that what  
12 I've noticed, the person with a lot of opinions never does  
13 anything. I've noticed that in sometimes groups (sic).

14 And I think that for me it's like I have a lot of  
15 opinions, but I'm also very eager to make sure I back those  
16 things up and have everything very well cited. So, like I  
17 said, I think, if anything, being a young voter is  
18 something that I can really bring to the table as a  
19 diversity, a diverse perspective. Because I think that  
20 goes beyond political party. I think being a young person  
21 is something that -- it's going to really benefit.

22 CHAIR BELNAP: Okay. Thank you. So I want to ask  
23 the inverse of something that Ms. Dickison asked you. So  
24 if you were not randomly selected as part of the first  
25 eight, why should those eight select you to be part of the



1 remaining six Commissioners?

2 MS. CAMACHO: I think that I have a lot that I can  
3 bring to the table in terms of a lot of different skill  
4 sets. I think that, like I said, I'm very good at data. I  
5 have a diverse perspective. I think I really hit on the  
6 diversity in California from different angles. So, in  
7 terms of like, yeah, I grew up in the Inland Empire, in San  
8 Bernardino County, but I've also lived in different places.  
9 So I think I can -- I bring a lot to the table  
10 wholeheartedly in terms of different, usual, common  
11 identifiers, right. I don't think that I fit into one box,  
12 per se, and I think that's a very good thing to bring to  
13 the Commission. It's like, yeah, I'm a Democrat, but I'm  
14 also not scared to ask questions that might challenge  
15 Democrats.

16 So, I just don't feel like I fit one identity. And  
17 if that's already met on the Commission, it's like, well,  
18 we have that demographic, so we don't need another one.  
19 Like I wholeheartedly think that I bring a lot of different  
20 talents, and I'm very widespread. I can contribute to any  
21 -- whoever's on the Commission, I think I can bring more to  
22 what's already there.

23 CHAIR BELNAP: Thank you.

24 Mr. Coe, do you have any follow-ups?

25 VICE CHAIR COE: I do.

1           One thing that you've touched on a few times I  
2 think today is, the ability to be self-reflective. To --  
3 you used the phrase, I think, like check yourself, check  
4 your biases. I think like inherently, just on a human  
5 level, this can be a difficult thing to do.

6           MS. CAMACHO: Uh-huh.

7           VICE CHAIR COE: Do you have -- like how do you  
8 ensure that you do that, or do you have a method that  
9 allows you to ensure that you're doing that, particularly  
10 in an environment that might have reached an emotional  
11 point? And in those situations, do you have a method or  
12 anything that you use to ensure that you're reining  
13 yourself back in when things can get emotional?

14           MS. CAMACHO: Yeah. So actually I have experience  
15 with that. When I was actually, I like interned at the  
16 cross cultural center, one of our jobs was to learn how to  
17 facilitate conversations that are very challenging. What  
18 we would do, we'd actually have workshops related to  
19 privilege, micro-aggressions, racism, all the classism,  
20 sexism, all of that. And for me, we actually learned the  
21 steps to address those things, and like sometimes even your  
22 body language, right.

23           I was in charge of facilitating a lot of those  
24 conversations. So for me, it's making sure my body  
25 language is very positive, not every closed off. I notice

1 that when I tend to get maybe more heat about something, I  
2 notice my body language really quickly, and I'm like, step  
3 back, shoulders back, open wide, blood flow through the  
4 body. That's a step to just instantly kind of check what's  
5 happening, and kind of get you out of the bubble that  
6 you're in. As well as I think, it's a lot of asking why am  
7 I thinking a certain way? I always go like what are my  
8 experiences, what are my biases, what am I not considering  
9 about the other person?

10 I think the first thing, aside from like kind of  
11 the physical, is like what assumptions am I making about  
12 the other person? Really looking at, what have they  
13 actually said, and going off of that. Because I think that  
14 a lot of times we're assuming a lot's being said, but a lot  
15 hasn't been said. We're assuming a lot of that. So, kind  
16 of stepping back and really like letting things go. Okay.  
17 What have they said? How do we move forward? What do we  
18 do?

19 Like I said, I, like I did a whole year where that  
20 was my kind of role, was facilitating very heated  
21 conversations. Where people felt very personal about  
22 issues, and how do we make it less personal. And  
23 understand, it's not about you, it's really just take a  
24 step back and kind of discuss, and not really to take  
25 anything personal, even when it is a very personal topic.

1 VICE CHAIR COE: So, obviously, if you were to be  
2 on a commission, you'd be one of 14.

3 MS. CAMACHO: Uh-huh.

4 VICE CHAIR COE: So, you could control your  
5 approach to this in terms of self-reflection, and checking  
6 yourself and your biases and so on, but there's 13 other  
7 individuals.

8 MS. CAMACHO: Uh-huh.

9 VICE CHAIR COE: How do you think -- I mean,  
10 collectively, how would you try to help ensure that the  
11 rest of the Commissioners kind of follow the same idea, or  
12 are aware of the same things that you're talking about?

13 MS. CAMACHO: Yeah. So I think the way we would do  
14 it, in our conversations, we'd always have like something  
15 called, like community agreements. And I think the biggest  
16 community agreement, we would have like those group  
17 discussions, was speak from yourself. There is no you,  
18 there is them, these people, it's always me. Based on my  
19 experiences, I'm speaking from this. So I think that  
20 itself has helped a lot when you're working with people who  
21 just come from different backgrounds. Is if everyone just  
22 speaks from their own personal experiences and understands  
23 that, I think that makes a lot of difference when you're  
24 engaging in these conversations. Because I think a lot of  
25 times that, be like, oh well they said this. Who's the

1 "they"? And being able to ask these questions, non-  
2 combatively. Wholeheartedly, would you -- wait a second.  
3 Can you clarify, who's the they, or where did you get that  
4 from? Just clarify those things and make sure, making sure  
5 not to come combative. I've had to learn that as well.

6 VICE CHAIR COE: Okay. Thank you.

7 No further questions.

8 CHAIR BELNAP: Do you have any follow-up, Ms.  
9 Dickison?

10 PANEL MEMBER DICKISON: I do. What do see as your  
11 role -- what role do you see yourself fulfilling on the  
12 Commission?

13 MS. CAMACHO: I mean, like what do you mean?

14 PANEL MEMBER DICKISON: What do you see as your  
15 role in the Commission when you're just looking at the  
16 group as a whole? What role do you see for yourself?

17 MS. CAMACHO: I think my role is very -- to be like  
18 kind the more that I like data expert, I think is going to  
19 be a really big thing, because I have that technical  
20 experience with ArcGIS. And also communicating things  
21 really well. I think I'm a pretty competent public  
22 speaker, not perfect, obviously. But I definitely am not  
23 fearful of speaking with the public about certain things.  
24 That's what I do in my current job. I have to do media  
25 interviews. So I've prepped with those things. How not to

1 call until -- how not to fall into common pitfalls, when to  
2 step back when it comes to speaking with the public. So I  
3 think data, that public speaking.

4           In addition, I do have a little bit of experience  
5 making sure things are legally sound and make sense. On  
6 the project that I currently work on, like I said, we  
7 provide assistance with drafting policy language. And part  
8 of that is making sure that all the policy we put forward  
9 is legally sound. Something might sound good politically  
10 and might make a lot of sense for a community, but we're  
11 like, wait, that violates the Constitution. Don't do that.  
12 So, making sure that whatever we move forward is legally  
13 sound.

14           So, again, I think it's, I think it should be a lot  
15 of data and technical expertise, a lot of kind of public  
16 speaking and communicating, as well as making sure  
17 everything's sound. Because I know that part of it is  
18 making sure that whatever we put forward is defensible  
19 legally. And I always kind of have that in mind, is like,  
20 okay, are we citing things correctly? Is everything good?  
21 So that way we don't have any legal issues moving forward.

22           PANEL MEMBER DICKISON: If you're selected as a  
23 member of the Commission, how would you balance your  
24 professional commitments, personal commitments, and the job  
25 as a Commissioner?

1 MS. CAMACHO: It might sound like of simple, but my  
2 personal can go. Like this -- I'm really passionate about  
3 this, extremely dedicated. I'll see my friends when I see  
4 them. I'm not really concerned. My career -- I  
5 wholeheartedly am very passionate about these type of  
6 issues. So for me, it's going to be up there with like  
7 career in this Commission. I think everything else will  
8 kind of go to the wayside. Kind of simple answer, but I'm  
9 really into this type of stuff.

10 PANEL MEMBER DICKISON: Mr. Chair.

11 CHAIR BELNAP: Okay.

12 MR. DAWSON: You have 25 minutes remaining in the  
13 90-minute period. I have no further follow-up questions.  
14 Ms. Camacho, would you like to make a closing statement to  
15 the Panel?

16 MS. CAMACHO: Yeah. So I just really thank you.  
17 It is very encouraging to be in this space and to have this  
18 conversation. Thank you all for everything that you've  
19 really done. And I know that it's a lot of work, it's a  
20 lot of detail.

21 And I think that, yeah, as I said, it's very  
22 encouraging to be here as a younger individual. I feel I  
23 have a lot to bring to the table in terms of my expertise  
24 and my diverse opinions. I think that I really  
25 wholeheartedly want this Commission to be fully impartial,

1 very aware of their impact for California's future. And I  
2 think I can bring that to the table, and I'm very eager to  
3 hopefully serve on the Commission.

4 CHAIR BELNAP: Okay. Thank you very much.

5 We're going to go into recess, and we're going to  
6 be back at 1:14.

7 (Off the record at 11:50 a.m.)

8 (Back on the record at 1:14 p.m.)

9 CHAIR BELNAP: We'll come back out of session. I  
10 see all the Panel Members are present. I want to welcome  
11 Dr. Rios Kravitz to the interview. And we'll start with  
12 the standard questions.

13 Mr. Dawson.

14 MR. DAWSON: Thank you.

15 Dr. Rios Kravitz, we are going to ask you a series  
16 of five standard questions that all applicants have been  
17 asked to respond to. Are you ready?

18 DR. RIOS KRAVITZ: Yes, I am. Thank you.

19 MR. DAWSON: First question. What skills and  
20 attributes should all Commissioners possess? What skills  
21 or competencies should the Commission possess collectively?  
22 Of the skills, attributes and competencies that each  
23 Commissioner should possess, which do you possess? In  
24 summary, how will you contribute to the success of the  
25 Commission?



1 DR. RIOS KRAVITZ: First and foremost, I think that  
2 redistricting is both very complex and very challenging.  
3 And I believe that Commissioners collectively really need  
4 to have research and analytical skills. They should be  
5 able to evaluate the validity and significance of the  
6 information that is gathered by the Commission, in order to  
7 make sound decisions, including an understanding about the  
8 Commission's and community of interest. I think they need  
9 the ability to understand quantitative and qualitative data  
10 in determining whether residents of a district might be  
11 fairly and effectively represented. I think they need to  
12 have the ability to evaluate, formalize and really clarify  
13 transparency rules and processes that are really clearly  
14 delineated in the rules and guides for this Commission.

15 I think Commissioners need to have the ability to  
16 read and understand dense and technical written materials,  
17 including maps and statistical information, as well as an  
18 ability to really participate in public hearings.

19 I think they need to set aside their personal views  
20 in order to evaluate information with an open mind, and  
21 they need to be able to make decisions that are fair and  
22 transparent to everyone.

23 I think they need to be able to listen carefully  
24 and critically to the testimony of witnesses, and they need  
25 to have the ability to really formulate questions that will

1 elicit relevant information, and the ability to make fair  
2 decisions when hearing varying perspectives.

3 I think they also need to be able to digest and  
4 weigh reams of testimony, some conflicting, and be able to  
5 deal with those conflicts. And I think they really need to  
6 understand California's diversity, and how certain  
7 demographic characteristics reflect their preferences. And  
8 that is really not only limited to race, ethnicity, gender,  
9 sexual orientation, sexual identity and economic status,  
10 but also where they live geographically.

11 And I also think Commissioners need to understand  
12 and know that the electoral process has not always been  
13 fair for people of color. And that residents reside in  
14 many, many different areas. And those are urban, they're  
15 suburban, they're rural, they're industrial, they're  
16 agricultural, they're coastal, they're inland, they're arid  
17 and they're temperate. And I think they really need to  
18 bring to their work high, high expectations and institute  
19 rules that facilitate and really incentivize negotiation  
20 and compromise.

21 And finally, I think the work of the Commission  
22 requires members of different political backgrounds really  
23 to work together, often times for long hours, and thus, I  
24 think they need to build a culture of listening and  
25 collegiality and respect for each other. And really foster

1 acceptance and group goals that will promote teamwork.

2           Of the skills and attributes that I possess, too,  
3 in my 35 years as an educator, I've had experience working  
4 with wide constituencies. As a dean for the last seven  
5 years, I've really had to work with many, many different  
6 constituencies, including faculty, the Central Campus  
7 Administration, students, staff, alumni and community  
8 members. As a dean I had to demonstrate that I was capable  
9 of understanding and serving often disparate interests and  
10 conflicting goals, especially when it related to finances,  
11 facilities, personnel and management of academic and  
12 curricular programs.

13           As a librarian I'm very adept to collecting  
14 information. I've been a librarian for 35 years, and I've  
15 been able to work with a variety of different resources,  
16 and I'm really able to collect statistical reports, expert  
17 opinions and members of the public, in order to develop an  
18 understanding of an issue, and have worked with many, many  
19 different groups doing this.

20           I will bring an ability to deal with conflict, and  
21 that is something that I definitely had to do over the last  
22 seven years, particularly working with faculty on sensitive  
23 issues such as tenure decisions and salary concerns, which  
24 really demand an acute sensitivity to faculty needs and  
25 very much involve skills in problem solving and conflict

1 management. In my professional career as an educator, I  
2 had a lot of experience working with teamwork, with  
3 negotiation and collaboration. And I can give you examples  
4 of that later.

5           Regarding geographic and ethnic racial diversity,  
6 in my job as the ethnic services consultant I identified, I  
7 analyzed and monitored state, regional and local library  
8 service programs to ethnic communities. I would be, on a  
9 typical week, I'd be traveling to Covelo, to the Round  
10 Valley Reservation. I would next day I'd be in Watts. On  
11 the third day I'd be in the Imperial Valley and Calexico.  
12 I'd be up in Redding. I'd be back down in San Diego. I  
13 really traveled the State in order to meet the needs of  
14 Californians from various ethnic communities. We were  
15 really striving to ensure that ethnic communities had a  
16 voice and could tell us what services were best for them.

17           In summary, how would I contribute to the success  
18 of the Commission, I think, you know, there will be a  
19 diverse group of Commissioners, and they really need to be  
20 able to set aside differences and focus on common  
21 interests. That is something I've had to do all my career,  
22 particularly working in the academic settings.  
23 Collaboration I think is really a key element in our work,  
24 and really being pragmatic problem solvers, that is  
25 something I've always had to do. I've worked hard with

1 groups to really build structures that support, respect,  
2 trust and really encourage broad participation. And I  
3 think I have the ability to communicate clearly in meeting  
4 environments, having had to make many presentations as an  
5 academic faculty member and as an administrator.

6 Just yesterday I was invited by the league to  
7 participate in International Women's Day to give a talk in  
8 celebration of women's achievements. A week before that I  
9 was invited to give a talk to an ethnic studies course at  
10 Sac City College. So I'm always out and about giving  
11 talks.

12 I would also want to check in with our legal  
13 counsel, so that we're not falling out of any compliance,  
14 like with voting rights, et cetera, and particularly with  
15 the Voting Rights Act, I want to make sure that we are not  
16 out of compliance with anything that is being represented,  
17 particularly for people of color.

18 I will work with the Commissioners to ensure that  
19 the map approval rules really facilitate and incentivize  
20 negotiation and compromise, such I think that is a  
21 requirement that a map obtain at least some support of each  
22 political block in order to win passage.

23 I always know that there will never always be solid  
24 agreement, but in researching what the last Commission did,  
25 I was very excited to see that they approved three maps on

1 votes of 13 to 1, and the fourth map was approved on a vote  
2 of 12 to 2. So there was a lot of collaboration and coming  
3 together to really deal with some very tough, tough issues  
4 across differences.

5 I think what was interesting to me from my reading,  
6 was that they really built into the system a process where  
7 there were three separate caucuses, and each caucus had to  
8 approve the maps. Each caucus had to have a certain amount  
9 of votes. So I think that really prevents, you know, one  
10 point of view, you know, stopping any kind of group  
11 decisions. So I was very interested in that dynamic  
12 process. Votes, therefore, were not really made out of  
13 loyalty.

14 I will make in place a high priority of making sure  
15 that the work of the Commission does not occur behind  
16 closed doors. I strongly believe that transparency  
17 requirements really help ensure community and civil society  
18 groups are able to view the integrity of our process. As a  
19 woman of color, I want to ensure that the demands an  
20 interest of communities of color are really taken  
21 seriously, and that we don't abridge the voting strengths  
22 of people of color. And particularly in areas like Kings,  
23 Merced, Monterey, Yuba, where preclearance is no longer  
24 needed. So, again, that's one area that I would really  
25 like to research and know what is happening.

1           In analyzing communities of interest, I hope that  
2 we look at income, linguistic isolation, housing,  
3 educational attainment, unemployment, to really reasonably  
4 group these communities of interest. I saw Proposition 20  
5 really define communities of interest as a contiguous  
6 population which share a common social and economic  
7 interest that should be included within a single district.

8           I was very interested at what happened in 2010, and  
9 looking at like counties like Santa Cruz, Monterey and San  
10 Benito, where I have also worked with library services.  
11 Where these members really desire to keep them together.  
12 These regions share strong agricultural communities.  
13 Residents in the area share similar incomes, lifestyles and  
14 a real desire to improve their communities. I saw that  
15 elected officials in these three counties also established  
16 working relationships that troubleshoot issues across  
17 county lines, and that's really important to know so that  
18 we see how people work together.

19           I -- on question two, I guess, we can move to.

20           MR. DAWSON: Thank you. Question two. Work on the  
21 Commission requires members of different political  
22 backgrounds to work together. Since the 2010 Commission  
23 was selected and formed, the American political  
24 conversation has become increasingly polarized, whether in  
25 the press, on social media, and even in our own families.

1 What characteristics do you possess, and what  
2 characteristics should your fellow Commissioners possess  
3 that will protect against hyperpartisanship?

4 DR. RIOS KRAVITZ: First, I'm in --

5 MR. DAWSON: I'm sorry. Part two.

6 DR. RIOS KRAVITZ: Yeah.

7 MR. DAWSON: What will you do to ensure that the  
8 work of the Commission is not seen as polarized or  
9 hyperpartisan and avoid perceptions of political bias and  
10 conflict?

11 DR. RIOS KRAVITZ: I think as Commissioners we  
12 really need to work and we need to value political  
13 participation without self-interest. I believe that  
14 protecting against hyperpartisanship is really to ensure  
15 that fairness and transparency of the values that guide all  
16 our work, and really that way we'll ensure a functional,  
17 represented democracy.

18 I think we need to engage a very broad range of  
19 voices, and really be adept at listening to people from  
20 many, many diverse backgrounds and experiences. Not only  
21 race, age, gender, sexuality, economic background, but also  
22 the geographical regions that they come from. I believe I  
23 bring listening skills and an ability to hear a broad range  
24 of voices.

25 I think as Commissioners we really need to keep the



1 process as open as possible. I, you know, love the fact  
2 that we webcast, and I think that's an important process.  
3 I don't think we can draw lines without full public  
4 awareness of what we are doing. And it has to be easily  
5 viewable and accessible to all. And I love the fact that  
6 it's closed caption and that we have ASL signers, really  
7 enabling people to participate in many ways. I think  
8 having these meetings broadcast really helps with that open  
9 process. I think the Voters FIRST Act really requires that  
10 we draw these lines in non-partisan ways, and that is  
11 critical really to fighting against hyperpartisanship.

12 I really want to say that I think one needs a  
13 compelling vision, and I think this Commission has  
14 precisely that. One, we want to protect against  
15 hyperpartisanship. As an academic dean, I really realize  
16 the importance of having compelling visions in place,  
17 because I had many, many discussions about how and when we  
18 should delete programs or keep programs. But if we did not  
19 have a compelling vision about what made our college  
20 successful, we would not succeed without these very, really  
21 discussions that could be very, very divisive. So it was  
22 that clarifying vision that really helped us move forward -  
23 - excuse me. I have allergies.

24 I think the work of the Commission can really  
25 protect against hyperpartisanship, because it has such a

1 diverse community to work with. As a group I think we need  
2 to stand for institutional integrity, and that needs to be  
3 that we stand for honesty and passionate impartiality. And  
4 sometimes I think that might sound like, well, how can we  
5 be passionate and impartial at the same time, but I think  
6 we need to stand for that work. And I think that we need  
7 to understand that all of these Commissioners come together  
8 from divergent histories themselves and different  
9 perspectives, and I think that also helps prevent us from  
10 really having hyperpartisanship guide our work. And I  
11 really hope that in fighting against hyperpartisanship and  
12 gerrymandering, the Commission will really draw lines, such  
13 that politicians are not picking voters as it's said, but  
14 that the voters are picking politicians.

15           And what will I do to ensure the work is not seen  
16 as polarized? I think we really need to have meetings  
17 across the State that spark interaction and conversation  
18 and really go beyond individuals, demonstrating that we are  
19 receptive to hearing from diverse voices. And I think  
20 rules really help prevent and avoid the perception of bias.  
21 We know that the individuals drawing the lines cannot be a  
22 legislator or public official or a lobbyist and I --

23           MS. PELLMAN: Fifteen minutes.

24           DR. RIOS KRAVITZ: -- and I think that helps. And  
25 I think the primary goal is really to create redistricting

1 commissions to establish decision-making bodies.

2 MR. DAWSON: Okay. Question three. What is the  
3 greatest problem the Commission could encounter, and what  
4 actions would you take to avoid or respond to this problem?

5 DR. RIOS KRAVITZ: I think in reading about the  
6 last Commission I saw, that one of the things that they saw  
7 that really helped them was shared leadership. They  
8 rotated chairs and vice chairs, and I believe this was a  
9 great practice. I believe that preserving geographic  
10 community and satisfying equal population and minority  
11 representation can create tensions, but I would look  
12 strongly to the work of the first Commission, and how they  
13 worked through many of these differences. I would ask  
14 them, what were the best practices that shaped their work.

15 I think that also some of the problems that we may  
16 incur is really looking at the population differences from  
17 2010. We know that California's 2020 population will be  
18 8.7-percent larger. We will see growth in the Bay Area,  
19 San Francisco Bay Area and the southern region, but the San  
20 Gabriel Valley and Los Angeles gateway region will be less  
21 in population. They could lose representation that way.  
22 And I think that that's an issue that we would need to work  
23 with and look at.

24 We need to be data driven to justify our actions,  
25 particularly if the lines are drawn differently. I think,

1 you know, transparency is so critical in proposing maps.  
2 That we need to look at publishing on-line and local  
3 newspapers for the public to review how and what and why  
4 we're doing that. I was really interested in looking at  
5 the Brookings information on their map drawing, and they  
6 had a principal I thought was interesting, which I'm not  
7 sure we do. But they said that, you know, states should  
8 create platforms with sufficient data and software tools to  
9 enable to the public to draw maps. And this way the  
10 software would be public, it would be open sourced, and  
11 include documentation really sufficient for them to draw  
12 maps and have a better understanding of the work that the  
13 Commission does. I thought that was an interesting idea.

14           And I realize, as we know with our academic  
15 communities, that average citizens often times don't really  
16 have time or the resources to monitor public officials.  
17 And sometimes I think that means that special interest can  
18 take a larger role.

19           So, how do we reach groups that are not typically  
20 going to find the time? How do we use different time  
21 periods? How do we reach them? How do we get them to the  
22 table to be able to voice what their opinions and concerns  
23 are?

24           MR. DAWSON: Thank you. Question four. If you are  
25 selected you will be one of 14 members of the Commission,

1 which is charged with working together to create maps of  
2 the new districts. Please describe a situation where you  
3 had to work collaboratively with others on a project to  
4 achieve a common goal. Tell us the goal of the project,  
5 what your role in the group was, and how the group worked  
6 through any conflicts that arose. What lessons would you  
7 take from this group experience to the Commission if  
8 selected?

9 DR. RIOS KRAVITZ: I'm going to use the California  
10 Civic Voter Engagement Coalition. I worked with a number  
11 of community members. They were academicians. They were  
12 educators in K through 12. We had a registrar. We had a  
13 number of people who said, look, our youth are not voting.  
14 How do we -- and I mean by youth, our 18 to 24 year-olds.  
15 How do engage them? How do we get them to vote?

16 A number of us from the League of Women Voters  
17 would go into classrooms to get them to register, but that  
18 was a process that took a lot of people. We might register  
19 only four or five people, and it was a limited process, and  
20 we decided we wanted to use an on-line process to help  
21 students register to vote and really learn about why to  
22 vote, and to give them a reason to vote.

23 What we did was we created a module. This module  
24 was tested very carefully in 2017 (sic), 2018. And we used  
25 a learning management system platform called, Canvas.

1 What's really exciting about Canvas is that it is available  
2 to all community colleges, to all of the CSU's and to all  
3 the UC's. So it's like 2.3 million students have access to  
4 this database. It can be used in web-based classes in a  
5 number of ways. And we said, this way we can update it, we  
6 can keep it live. It is not dependent on individuals going  
7 into classrooms to do this.

8 I think our biggest dilemmas and conflicts were  
9 really how do we keep this material impartial. We would  
10 look at videos. We had resources.

11 MS. PELLMAN: Twenty minutes.

12 DR. RIOS KRAVITZ: We had a number of things. And  
13 so it was very exciting for us to work through that process  
14 of creating ways to keep that process impartial. Sometimes  
15 -- and I can use, we had Michelle Obama talking about  
16 voting, but people felt, no, you know, Michelle, she's seen  
17 as one party. We need to use other people. So we tried  
18 doing that. We brought in one of the Sac State's former  
19 presidents, ASI presidents, who came in to work with us, to  
20 really speak to the issue of what youth felt. He was very  
21 connected throughout the State, and that became really  
22 helpful to us. So it was really reaching out and knowing  
23 that.

24 I think the lessons that we took is that we care  
25 deeply about youth, but we saw that they were not civically

1 engaged, and they would tell us that my voice doesn't  
2 matter. I think what I worry and I see comparisons is to  
3 also in drawing lines, that a lot of people feel cynically  
4 about what government can do, and that we really need to  
5 work to show that this is a Commission that is working to  
6 give them voice, and to really eliminate their gaps and  
7 participation and get them working together. So that would  
8 be, I think, some of the things that we did together.

9 MR. DAWSON: Question five. A considerable amount  
10 of the Commission's work will involve meeting with people  
11 from all over California who come from very different  
12 backgrounds and a wide variety of perspectives. If you are  
13 selected as a Commissioner, what skills and attributes will  
14 make you effective at interacting with people from  
15 different backgrounds and who have a variety of  
16 perspectives? What experiences have you had that will help  
17 you be effective at understanding and appreciating people  
18 and communities of different backgrounds, and who have a  
19 variety of perspectives?

20 DR. RIOS KRAVITZ: I think many of my interests are  
21 very personal. I grew up in San Francisco. I was born in  
22 Hunter's Point in a housing project and lived there until I  
23 was about 10 -- actually, 12 or 13. My father lost his  
24 job, and we needed to look for new -- and he needed to look  
25 for new employment, and that took us to Sacramento. My

1 grandparents are immigrants from Mexico and the Ukraine. I  
2 have dealt with discrimination firsthand with my family.  
3 I'm the first in my family to go to college and to gain a  
4 degree and go on to gain a doctorate, and really work hard  
5 to ensure that first-generation students have that ability  
6 to succeed.

7 My academic work as an academic dean has really  
8 focused on racial minority rights in areas such as higher  
9 education, voting and immigrant rights. I think it's  
10 really key and critical to work with and find commonalities  
11 and to share experiences. I think what some of my  
12 experiences in ethnic services consultant working across  
13 the State was really critical, but I've also really written  
14 a number of grants and been very successful at grants.

15 I have produced and worked on creating many  
16 documentaries. We have produced a documentary on the  
17 Chicano Movimiento, the Chicano movement in Sacramento  
18 here. And that period of time was from 1965 to '80. We  
19 interviewed 99 people and created a documentary on  
20 identity. We are going to clearly make two more  
21 documentaries. That has been key and critical. I worked  
22 with my dreamers. I've worked with dreamers since 2001.  
23 And in that we developed a documentary as well, to say we  
24 are not strangers to this land.

25 I have worked with National LULAC, and they asked



1 me to do a grant with ELL students as Rosemont High. We  
2 took them to colleges. We asked them what they wanted to  
3 really see themselves in professionally, and we brought in  
4 people from the community who were engineers, who were  
5 doctors, who were nurses, who were lawyers. These were all  
6 careers that they were interested in. We took them to  
7 colleges. They had never set foot on a college. At UCD we  
8 were able to actually take them into a classroom where they  
9 participated as if they were a student. It was truly a  
10 different experience.

11           Currently I'm working with San Jose State as a  
12 consultant to their dream resource center, to evaluate  
13 their dream resource center. And I have, as I said, I've  
14 worked with many different communities. My ethnic  
15 services' position, including the Hmong community, that was  
16 a very interesting experience because the Hmong community  
17 when they came to Merced, had no experience with libraries.  
18 They didn't know what a Dewey Decimal System is. They  
19 didn't know the Library of Congress. And they used the  
20 library only as a way to have more space. They lived in  
21 very cramped quarters. And we had a captive audience, but  
22 we needed to be able to say, how can we provide services to  
23 you? So, we provided dollars to increase services. It was  
24 a very exciting opportunity.

25           We took books out of their order and created a shelf

1 called, The New American Experience, and really had books  
2 available for them. We, you know, offered opportunities  
3 for the library to hire our Hmong community members, and we  
4 really shared many, many programs talking about their  
5 cultural experiences, and many of the experiences in the  
6 community of Merced itself.

7           Round Valley Reservation, we had the opportunity to  
8 build a library. So Round Valley is mainly made up of  
9 Pomo, Pit River, Yuki, individuals from those tribes. They  
10 -- the reservation is very, very poor. And when I went to  
11 work to build this library, I had dollars to help build a  
12 library, they did not trust the State library because it  
13 was part of Government.

14           And I had to go, five times I would make an  
15 appointment to meet with the tribal leaders. It took quite  
16 a long time to go up to Covelo from the area, and they  
17 cancelled. They cancelled four times, and on the fifth  
18 time they finally met, because they realized that, yes, I  
19 wanted to hear what they wanted to say. I wanted to see  
20 what this -- we could do in order to help and build a  
21 library that would value the culture of Round Valley.

22           What was also interesting, as I said, it was very,  
23 very poor, but when we went to look and build a library,  
24 none of the structures could hold books because the  
25 buildings were not stable enough. So we had to go to

1 Covelo, which is a mile away, but the tensions between  
2 Covelo and the Round Valley Reservation were huge. And so  
3 we first had to really build an ability to talk across  
4 differences, to understand what we were doing.

5           For me it was a great learning experience, too,  
6 because I had not really understand the experience of  
7 boarding schools. That many of their children had been  
8 taken and put in boarding schools. Their language is lost.  
9 And we learned a lot together. We walked our talk  
10 together, and we created a library that still exists today,  
11 which was very exciting.

12           MR. DAWSON: All right. Thank you. So, we now  
13 have a period where each Panel Member will have 20 minutes  
14 to ask his or her questions. We will begin with our Chair,  
15 Mr. Belnap.

16           CHAIR BELNAP: Okay. Dr. Kravitz, thank you so  
17 much for being here. So prior to obtaining your Doctorate  
18 in Public Administration, you achieved a Master's Degree in  
19 Library Science. And you worked at a number of different  
20 libraries, including the California State Library.

21           DR. RIOS KRAVITZ: Uh-huh.

22           CHAIR BELNAP: So what drew you to library science?

23           DR. RIOS KRAVITZ: And that is a very interesting  
24 question. You know, when I was going to school, I  
25 graduated from Elk Grove High, and I actually graduated at

1 the top of my class, but not one counselor told me how to  
2 go to school. And I had a scholarship from MAYA, Mexican  
3 American Youth Association. But one of my friends had  
4 said, look, Rhonda, you could go to college. My sister  
5 goes to Davis. Why don't you go to Davis? This would be  
6 an easy thing for you to do. You've got money. You can do  
7 this.

8           When I went back to my father -- my mother is one  
9 of seven. No one has a high school degree. My father has  
10 a high school degree. We lived in Elk Grove. He went, Elk  
11 Grove to Davis. No, that is an incredible distance. You  
12 cannot go. But he happened to work near Sac State. He  
13 said, okay, so you could go to Sac State. And I went  
14 there, graduated, and was working on my English degree when  
15 my husband was accepted to get a doctorate in Boston.

16           So, we moved, and I was able to get a position, a CETA  
17 position, Comprehensive Training Act, which was given to  
18 low-income students, in a library. And I had never thought  
19 of libraries before. And this -- because I was working on  
20 an English degree, they hired me to write novels, short  
21 stories, anything that would be written, whether it be  
22 fiction or non-fiction, with five to 18 year-olds. And it  
23 was such an exciting experience and I loved that.

24           We did programs called, "Something About the  
25 Author," where we published their work and put it in the

1 library. We catalogued it and then we brought people,  
2 famous authors from the Boston area to sit at a panel like  
3 this with our young students, talking about what it meant  
4 to be an author. It was such an enabling and exciting  
5 experience and I loved it, that the children's librarian  
6 said to me, you need to be a librarian. I'm going to take  
7 you to Simmons College and I'm going to make sure that they  
8 accept you. I went to Simmons College and that started my  
9 career as a librarian.

10 MR. DAWSON: Okay. And I'm not really familiar  
11 with the fundamentals of library science. Can you give me  
12 a few examples of the fundamentals behind that discipline?

13 DR. RIOS KRAVITZ: I think what I realize most  
14 importantly is that real commitment to provide resources  
15 and information to people without charge. To really enable  
16 them to take charge of their life in important ways for --  
17 I've, you know, worked with communities, low-income  
18 communities who could not buy any books or materials, and I  
19 knew working with the P-16 Council, I had been appointment  
20 to Jack O'Connell's P-16 Council that if you did not, you  
21 know, by the third grade have resources and access to  
22 books, that you would not succeed. This is where libraries  
23 could really help.

24 When I looked at the Hmong community, who really  
25 knew nothing about the resources that were out there, the

1 social services and resources out there, that became so  
2 critical for them. When I looked at providing materials  
3 that were really sensitive to the indigenous and native  
4 communities in California, that too began for me to be an  
5 important way. And then I began working in academic  
6 libraries and saw that I could really make a difference  
7 with students, first-generation students, in enabling them  
8 to have resources, materials, and also acting as a mentor.

9 CHAIR BELNAP: Okay. So those concepts and  
10 fundamentals of library science, how do you think that  
11 those you'd be able to apply to the work of the Commission?

12 DR. RIOS KRAVITZ: I think they're really very  
13 closely connected. Because, you know, it's that desire to  
14 really enable people to give voice to who they are. To  
15 really grow and to learn. And, you know, I look at, this  
16 is, would be the second Commission. This Commission has  
17 been so -- the first Commission, so instrumental in  
18 creating other states to look at the importance of having  
19 an independent commission. And where, as I said, voters  
20 choose their politician, not politicians choose voters.  
21 And they could have voice. I think that, you know, that's  
22 where we see that connection, that we're really able to  
23 build models that really create difference. And I think  
24 libraries do that significantly.

25 What we've seen with libraries, too, is that often

1 times we will have teachers who have worked with us as  
2 librarians, and they leave their careers as teachers and  
3 come to the library to work. So we don't often see  
4 librarians leaving and going to other professions, but we  
5 see different professions coming into libraries, because  
6 they realize they can work in so many different areas.

7 I think that libraries are unique, too, because you  
8 can be a medical librarian, you can be an academic  
9 librarian, you can be a public librarian, you can be a law  
10 librarian. You have so many areas that you can work in,  
11 and yet we network together and really create differences.

12 We strongly connect with community members. We ask  
13 community members to come in and really advise us as to  
14 what services we can offer. We create advisory groups that  
15 work with the community. I think that's kind of outreach  
16 and real commitment to the people of California or the  
17 nation, wherever you're working, really would work well for  
18 working as a Commissioner.

19 CHAIR BELNAP: Thank you. So there's a part of  
20 your application, section one. I'll read a quote to you  
21 and then I'll ask you a question.

22 DR. RIOS KRAVITZ: Uh-huh.

23 CHAIR BELNAP: You say, "I believe the  
24 redistricting decision makers need to consider legitimate  
25 and fair redistricting considerations, including the

1 underpopulation of districts, to ensure adequate  
2 representation of undercounted communities." So how would  
3 the Commission consider census undercounts in its  
4 deliberations?

5 DR. RIOS KRAVITZ: I currently work on the  
6 Sacramento County 2020 Next Census Committee. Sacramento  
7 was one of the 10 most undercounted communities. And so we  
8 are working really to see how do we get the Latinx  
9 community to be able to get the Census, and be able to fill  
10 out Census. So that's a really, I think an important  
11 question.

12 I told you I work with immigrant rights and  
13 immigrant communities. I've done that most of my life.  
14 Many of my families are immigrants as well. What we see  
15 are sometimes some very interesting contradictions. So, if  
16 you work with Know Your Rights for undocumented community  
17 members, we tell them, don't answer the door unless the  
18 person in front of that door has a valid warrant, has a  
19 judicial warrant. So we're telling them, don't open the  
20 door.

21 For the Census we're saying, open the door, fill  
22 this out, and that's a contradiction. It's like we're  
23 giving them two separate and different messages. So how do  
24 we let them know what a Census taker looks like? How do we  
25 work with the community to let them know that the Census is



1 not a dangerous process to fill out. That they will not  
2 indeed be detained or deported as a result of filling out  
3 this information.

4           We need to work with students who are very -- like,  
5 why should I fill this out? You know, the Census is not  
6 going to be anything that's going to help me or my  
7 community. So we've been informing them. Working with  
8 rural communities in the area here, we also know that they  
9 don't have addresses. So if they live some -- under camper  
10 shells and other things, that we need to be able to get  
11 into those communities. We need to work with trusted  
12 community members who know the community and work with  
13 them.

14           So that has been really our work right now, is  
15 reaching, is building. It is saying, how do we make the  
16 best effort to really, you know, work with the community  
17 members to enrich and enable them to fill out this census.  
18 Because it is so important for the services received, for  
19 the representatives that we have, so we need to have  
20 accurate counts, and we need to work against what we saw in  
21 the last Census, particularly for the Latinx community.

22           CHAIR BELNAP: So I appreciate the outreach that  
23 you are doing and what your group is doing. The  
24 Commission, that's not really their role. I mean, they're  
25 not, the Commission's not formed yet, right?

1 DR. RIOS KRAVITZ: Right.

2 CHAIR BELNAP: Once the Census data is in the hands  
3 of the Commission, and hopefully all that front work has  
4 been done by organizations, like the one you represent,  
5 what I -- my question is, is how would the Commission  
6 consider undercounting in its deliberations, once that data  
7 is already in their hands?

8 DR. RIOS KRAVITZ: Yeah. I think they really do  
9 need to look at undercounting. I also think, you know, I,  
10 as I said, I've worked with CYVEC, the California Youth  
11 Voter Engagement Coalition, so we're always looking at  
12 data. So we look at Mindy Romero's work with her civic  
13 engagement project, and what are the projected population  
14 figures for the county, for the city for the state.  
15 Looking at those projected figures, looking at where we  
16 are, how we're growing. So it's not only the Census data,  
17 but it's also understanding where we are and how we're  
18 growing.

19 I think it's, how do we -- I would love to work  
20 with the statisticians, and I'm sure that this group has a  
21 number of statisticians to say, how do we analyze that,  
22 when we know that the growth for some populations is going  
23 to continue to grow. Actually we -- kind of contrary. You  
24 know, the older age group is growing. What we saw for the  
25 younger vote, not as much. And how do we look at those

1 projections and say, you know, we're going to be drawing  
2 lines. How do I consider what the population will be in 10  
3 years, in 20 years, in 30 years, in 40 years, even though  
4 we're working, you know, with this figure. But all of  
5 those considerations I think need to be there.

6 So it's, how do we look at data is there? How do we  
7 look at what happened with the Census undercounting? How  
8 do we take that into consideration? Are these really  
9 accurate votes? We think that they will not be accurate  
10 votes. And so that is what's key and so important. I  
11 should mention that I also worked with the Cruz Reynoso  
12 voter Civic Engagement Project. And that we worked in  
13 Sacramento to look at low-propensity voters.

14 We were not looking at whether they were  
15 Republican, whether they were Democrat or Independent. We  
16 wanted to work with low-propensity voters to tell them the  
17 importance of becoming civically engaged, and we would go  
18 door-to-door in both Del Paso Heights and the Franklin  
19 Fruitridge area to talk to individuals and to really engage  
20 people in civic engagement.

21 It's very difficult in some areas for us, and I  
22 know that it will be for the Census, because a number of  
23 the communities we worked in had huge fences and dogs, and  
24 there was no way that we could get to those populations.  
25 We're going to see that with the Census when if people do

1 not fill out the Census, we're going to have to go door-to-  
2 door. But how are we going to get door-to-door when we  
3 have so many barriers that we cannot break through. We  
4 really need to work with community in order to do that, to  
5 say, how do we get people to fill this out, but there will  
6 be an undercount.

7 CHAIR BELNAP: And what would you say to a  
8 Commissioner who might feel like, well, maybe there is  
9 undercounts in the Census data, but it's what we have in  
10 front of us. And maybe there could be projections that  
11 indicate a particular population in some area might grow,  
12 but we don't know that for sure. So, therefore, what we  
13 need to work from is the Census data that we have in front  
14 of us. What about that perspective?

15 DR. RIOS KRAVITZ: I mean, I think that's a very  
16 important perspective to hear, but I think we also look at  
17 the perspective and say, what is the data that shows how  
18 this undercount has occurred throughout. It isn't an  
19 undercount that just occurred in 2010 or 2000. And let's  
20 look at this historically to see where we are. Let's look  
21 at the data very carefully and consciously, so that we can  
22 really begin to represent who this State is.

23 We know that, you know, the State has approximately  
24 some 2.2 million undocumented individuals who need to be  
25 part of that census count. Reaching those 2.2 million is

1 going to be very difficult in this era where we've seen so  
2 much hate against our undocumented community members. And  
3 reaching out, I think we need to bring in all that data and  
4 look at that data and say, how will this shape our decision  
5 making? But I certainly understand saying, look, this is  
6 the data before us. We should only go on the data before  
7 us, but I think we need to be much more expansive in our  
8 understanding of how data can be used.

9 CHAIR BELNAP: Okay. All right. Thank you.

10 I don't have any further questions. Mr. Coe.

11 VICE CHAIR COE: Thank you, Dr. Rios Kravitz.

12 Welcome. Thank you for being here this afternoon.

13 DR. RIOS KRAVITZ: Thank you.

14 VICE CHAIR COE: So each time I went through your  
15 application I was struck by the amount of recognition  
16 you've received throughout your career, and there's a lot  
17 of awards and appointments, et cetera. It's clear to me  
18 that you have a lot to be proud of from the work that  
19 you've done. And I'm curious though, through all your  
20 professional experiences, what is it that you're most proud  
21 of and why, and why do you -- I'll stop there. There's a  
22 second part of the question, but let's start there.

23 DR. RIOS KRAVITZ: You know, and I think that's  
24 always a question people ask me a lot, about the work that  
25 you do. But I think if you look at all of the awards that

1 I've received, one thing is in common, and that is really  
2 mentoring, that is really shaping and helping individuals  
3 to achieve, and know that they can go farther than they  
4 think. So, I have worked with students of color my entire  
5 life. I have worked with communities that are in deep  
6 poverty to really make a difference, and say, you can do  
7 this.

8           When I received the I Love My Librarian award,  
9 there were only 10 librarians that were given that award.  
10 It was given by the American Library Association, the  
11 Carnegie, as they told us to pronounce it, Carnegie, it is  
12 not Carnegie Foundation, and Times. It was students who  
13 wrote the letters for me, and students who said, you  
14 changed my life. You were able to really make me see that  
15 I can achieve.

16           And, in fact, one of my undocumented students came  
17 all the way from California to New York. Because he was  
18 undocumented and did not have a license, he could not fly.  
19 He got on a train for six days, to go to that train to be  
20 there with me, so that he could talk about what his life  
21 had meant, and really how I had been able to work with him.  
22 So that, you know, that ability to see change, to see  
23 difference, to know that, you know, you can really work  
24 with students, that's key, that's critical.

25           I work with Puente students. Those are Latinx

1 students at the community college at Sac City, I've worked  
2 with them for 15 years, who are first-generation students  
3 who, you know, have really said, I want to transfer. I  
4 want to grow. I want to have a profession. And mentoring  
5 them, it's a two-way process. You know, I feel like I  
6 learn as much from them as they maybe learn from me, but  
7 being able to -- and let them see others who, if they want  
8 to be engineers -- I have one student who wants to be an  
9 engineer, and I was able to connect him with engineers at  
10 Sac State. So he knew what classes to take at city college  
11 to make him eligible.

12           The same with a nursing student who wants to be in  
13 nursing. This is an impacted program. So it's, you know,  
14 my ability to really, with my networks, to influence and to  
15 work with people, has been so exciting. And so that's --  
16 they give back to me so much, and I'm able to really, you  
17 know, work in an environment where you can see change.

18           VICE CHAIR COE: From all that experience, if you  
19 had to pick -- how do you think that would most help your  
20 work as a Commissioner?

21           DR. RIOS KRAVITZ: I think it's outreach. I think  
22 it's commitment. I think it's saying, look, you know, the  
23 Commission's work is really so empowering. It's really to  
24 enable the State of California to say, we can elect  
25 representatives who represent us no matter where we are,

1 with very differing perspectives and differing views. And  
2 I think that's what we want to see.

3 My students have very differing perspectives and  
4 views. They, you know, they come from a variety of income  
5 levels, most of them though are from very, very low-income  
6 communities, but they represent different voices and  
7 viewpoints. I think working with the California Civic  
8 Youth Voter Engagement Coalition and trying to get students  
9 to realize that voting has power, has really been at times  
10 extremely difficult when students say to me, no, you know,  
11 it is the 50 year old that votes and older, and they are  
12 the ones that get the legislators to listen to them. I try  
13 to go lobby with you.

14 We lobby with students on many different things,  
15 whether it be, you know, legislation that will look at  
16 increasing opportunities for our students. For our  
17 immigrant students it's really creating vocational  
18 opportunities, because I had students that wanted to be  
19 nurses that were undocumented but could not be a nurse  
20 until the licensure and vocations act came about. When  
21 that -- when we went to lobby for that, when that passed,  
22 and my students who wanted to be nurses could now become  
23 nurses, it was lifechanging. They saw that they could  
24 impact what policies are in this State. And they became  
25 some of my most vocal advocates for making change. They



1 might not be able to vote, but they could say, look, our  
2 voice has power. If we go and we lobby and we speak about  
3 why it's so important for us to give back.

4           One of my students who wanted to be a nurse, her  
5 mother died because she did not have access to healthcare.  
6 And she said, no, I need to really help others understand  
7 what kind of care they can do, and I want to become a nurse  
8 so that I can help people that are in this situation. And  
9 so that, you know that ability to change legislation, to  
10 enable people to do this, is really I think powerful and  
11 enabling.

12           VICE CHAIR COE: Thank you. You mentioned work in  
13 documentary films?

14           DR. RIOS KRAVITZ: Uh-huh.

15           VICE CHAIR COE: What role did you play in the  
16 production of these films?

17           DR. RIOS KRAVITZ: So, I played several roles. So  
18 I was the producer really looking for money. I wrote  
19 grants to get us money. I worked with the California  
20 Endowment for the We Are Not Strangers to This Land, which  
21 was our documentary about four students who were  
22 undocumented, who came to the U.S. when -- about average  
23 age was eight. And we really wanted to talk about what  
24 their experiences were about. What was so empowering about  
25 that particular documentary is that they wrote the

1 dialogue, they wrote the script. I did the outreach and  
2 gaining the money.

3           We went to the California Endowment because we knew  
4 that they were engaged in a health for all, because we had  
5 that health component to our documentary, it was there. I  
6 think what you saw with that documentary, too, that we  
7 wanted to show, is that our undocumented students were  
8 really a critical part of the nation's future, California's  
9 future. One of my students that is represented in that  
10 documentary was deported. He was -- when he was 18 -- 19.  
11 He had been one year at city college. He had a knock on  
12 the door from ICE asking for a different family name. They  
13 said that family doesn't live here. The next morning ICE  
14 came, knocked on the door and asked for their papers. They  
15 deported he and his mother, who were home at the time. It  
16 would take four years before family could sponsor them  
17 back. He came back to the college. He graduated in a year  
18 with a 4.0. He went to Stanford. He graduated from  
19 Stanford in two years. He now is -- has a joint -- he's at  
20 Berkeley and Harvard to get a joint degree in public policy  
21 and law, so that he can give back.

22           I think for me what I've always told my students is  
23 that the importance of their work is really to give back.  
24 That they are not here to just work for themselves. That  
25 we have a deep commitment to give back, to really work with

1 enabling society to grow and be better and really help  
2 others. And I think when I look at the work that this  
3 Commission can do with really enabling people to have  
4 voice, and see that they can make a difference in their  
5 communities by the legislators that they help elect, that  
6 is very, very empowering and is very similar.

7           With the Chicano documentary, we realized that 103  
8 people had died already. And we said, we need to do this  
9 now. If we don't do this now, those voices will go away.  
10 So we have the largest oral history project in the United  
11 States for people who went through the Chicano Movement.  
12 Who could speak to their experiences of not having people  
13 of color teach them of the Chicano walkouts that occurred.  
14 Of having only five legislators during that time in  
15 California, and what that meant not to be represented in  
16 voice. I think when we show that to students now in the  
17 community colleges, they go, I never knew this happened.  
18 And many times the experience was so painful that they did  
19 not tell their sons and their daughters about these  
20 experiences.

21           And it's very similar to work that I did with  
22 recently ABAS. The Asian Bar Association decided to bring  
23 the play Hold These Truths by Jeanne Sakata to the  
24 Sacramento area. And it really talks about what happens  
25 when you're interned, you're put in an incarceration camp.

1 And it was a powerful experience to rock -- work across  
2 ethnicities as a Chicana working on this experience with  
3 the Japanese American experience. To do that and talk  
4 about our differences and talk about a lot of our  
5 similarities, and talk about those experiences.

6 As a librarian at Sac State, we collected the  
7 Japanese American Citizen's League materials, and had a  
8 huge exhibit of what that was about. My father's best  
9 friend was Japanese American. I took him through this  
10 exhibit. He was able to identify many of the people that  
11 were there, that had been interned. He cried through the  
12 whole process of touring this exhibit, and said, I never,  
13 ever talked about this to my kids because it was too  
14 painful.

15 So now for us to able to talk to kids about this  
16 experience, to show this experience, to have that  
17 experience there, it's, again, it's so important to know  
18 what happens so that we never do this again. And as the  
19 Japanese American community has said, never again is today  
20 with the internment of many of our immigrant communities.  
21 We fight to make a difference there.

22 VICE CHAIR COE: Okay. Thank you. I want to talk  
23 a little bit about communities of interest.

24 DR. RIOS KRAVITZ: Uh-huh.

25 VICE CHAIR COE: You've discussed different

1 communities in getting, conducting outreach and --

2 DR. RIOS KRAVITZ: Right.

3 VICE CHAIR COE: -- speaking with them. You  
4 mentioned the tribe that it took multiple attempts to try  
5 to reach out to them.

6 DR. RIOS KRAVITZ: Attempts. Right.

7 VICE CHAIR COE: One of the things you said when  
8 you were talking about that was, in order to, in order to  
9 get the communities that may be disengaged like that, to  
10 buy in, you have to identify trusted community members.  
11 How do you find those trusted community members in order to  
12 --

13 DR. RIOS KRAVITZ: So I --

14 VICE CHAIR COE: -- engage --

15 DR. RIOS KRAVITZ: In this particular case, I  
16 worked with the Lowie Museum. At that time it was called  
17 the Lowie Museum at UC Berkeley, the anthropology museum,  
18 who had a number of anthropologists that had worked  
19 directly with the reservations, had worked with the  
20 community members, had built trust, had really worked hard  
21 to understand and write about the experiences in these  
22 communities.

23 I was able to go with some of these community  
24 members to say, look, I am serious. I have money to help  
25 build this collection. It will be built though only with

1 your voices and your understanding and your commitment to  
2 what makes a library work for you, and why a library is  
3 important. It took many, many discussions. You know, once  
4 I was able to meet with the tribal leaders, once I had that  
5 introduction to start that conversation. But then we  
6 really began to tour the reservation.

7 I remember one poignant moment where we stood on  
8 this one point that's called, "Inspiration Point of the  
9 Valley." It is very, very beautiful, but what you see is  
10 that the reservation had been pushed to the very far end of  
11 the valley, and that was the most unproductive part of the  
12 valley, and they talked about what that meant, how that  
13 meant.

14 You know, I was also able to share some of my  
15 experiences growing up with what it meant for, you know, my  
16 mother is one of seven. Their mother died. My abuela, my  
17 grandmother, died when she was very young. All of the kids  
18 were removed from my grandfather at that time, he didn't  
19 speak English, and placed in foster homes. What that meant  
20 to be removed from family, removed from your cultural  
21 understandings, placed in white homes, was very similar.  
22 So I was able to talk about that experience and what it  
23 meant to my mother and her siblings. What it meant to me  
24 still as she tells that story and says, really, you know,  
25 this cannot happen. Never again. We were able to share

1 personal experiences. That helped us really come together  
2 as well.

3 But I think, you know, all of those take work, they  
4 take trust, but they also take a commitment to saying,  
5 look, I will do this. I will be here for you. I know it's  
6 going to be hard, but I can show you experiences of where I  
7 have worked with communities, and we've really been able to  
8 make a difference because the communities were the ones  
9 that had the significant voice. It wasn't me saying, this  
10 is what we need to do to build the best library or the best  
11 experiences, or to bring in really oral history people to  
12 talk about how we make these experiences known.

13 VICE CHAIR COE: So finding the appropriate  
14 leadership within a community to speak to is easier if you  
15 already know the community exists. Some of these  
16 communities of interest are harder to find and --

17 DR. RIOS KRAVITZ: Definitely.

18 VICE CHAIR COE: -- may not be apparent that  
19 they're out there. How would -- how do you think the  
20 Commission should go about finding these communities that  
21 are maybe less obvious and harder to find?

22 DR. RIOS KRAVITZ: And I think it really then  
23 becomes, I think when we look at San Benito and others --  
24 you know, I just happened to be in Hollister, because  
25 Teatro Campesino is celebrating 55 years. And they invited

1 me to their celebration. But it was such a powerful  
2 celebration and it was a community I did not know. I mean,  
3 I'd worked around and through the areas, but not with this  
4 particular population.

5 I met people who have been instrumental in creating  
6 Teatro Campesino and really talking about that farmworker  
7 experience and what that meant. But I made a lot of  
8 networks and a lot of connections with people. Those  
9 networks and connections are really helping me also up  
10 here, even, in working with my 2020 Census to say, how --  
11 because the, many of the people I'm working with are  
12 farmworkers. Have worked across the State, and they have  
13 connections. And if I can bring people up who have had  
14 similar experiences and talk about those experiences --

15 MS. PELLMAN: Five minutes.

16 DR. RIOS KRAVITZ: -- then I see, you know, we have  
17 that opportunity.

18 VICE CHAIR COE: Okay. Thank you. One final  
19 question. If you were to be appointed to the Commission,  
20 which aspect of that role do you think that you would enjoy  
21 the most, and which, on the opposite side, do you think you  
22 might potentially struggle with?

23 DR. RIOS KRAVITZ: I think the opportunity that I'd  
24 enjoy the most is that ability to really network, to  
25 connect, to reach to communities, to learn about



1 communities. That always for me is very helpful. I will  
2 take that back with my work that I, you know, I currently  
3 do. So that would be the most enjoyable.

4           Also, really being able to, again, teach and show  
5 students that, you know, government can work and does work.  
6 And it's really key and critical, but it is made up of who  
7 all of us are in this room, and it's made up of all those  
8 diverse voices. Learning from that experience would be  
9 absolutely I think for me, incredibly rewarding.

10           I think sometimes some of the most difficult is  
11 seeing when you want change, you want it there, but it  
12 comes slowly. It doesn't come at the rate that you want.  
13 So, reaching some of these very tough and difficult  
14 communities when you know they're there. You've identified  
15 some leaders. But it won't happen in the period of time  
16 that we need, when we're offering communities the ability  
17 to come out.

18           I think, you know, for me, it's also looking at,  
19 how do we create opportunities for people to give voice? I  
20 think for our immigrant communities it's going to be tough,  
21 because, you know, this is a government -- will be  
22 perceived as Government and may be dangerous, so why should  
23 I talk to you? Even though they don't have the opportunity  
24 to vote, they have the opportunity to give voice to those  
25 that are in the community that are going to be running for

1 office.

2           So it's, how do I get them to have that opportunity  
3 to do that? Like with the Census, the Census is going to  
4 be on-line, and many, many of my undocumented community  
5 members have never had a computer. Don't know how to use a  
6 computer. That's a very threatening kind of situation to  
7 be in. But we have, are working with students to create  
8 kiosks, and invite them to the kiosks. We will work with  
9 them. There are Spanish speaking students who will work  
10 with them to say, look, this is how you can do this.

11           So how do we create methodologies and ways for  
12 people to give input that is not necessarily in the way  
13 that we've done it in the past? And as I said, especially  
14 now in these times, when people are really afraid, how do  
15 we create other ways to reach people? And it cannot just  
16 be maybe on the one-on meetings, but how do we provide the  
17 opportunity where people can feel safe to give input?

18           VICE CHAIR COE: Thank you.

19           No further questions, Mr. Chair.

20           CHAIR BELNAP: Ms. Dickison, the time is now yours.

21           PANEL MEMBER DICKISON: Thank you.

22           Thank you for coming today. So, I want to ask  
23 about your dissertation. It was on the factors that impact  
24 success of the Latinx administrators predominantly in the  
25 CSU system.

1 DR. RIOS KRAVITZ: Uh-huh.

2 PANEL MEMBER DICKISON: What types of information  
3 did you access during the research, and how did you use  
4 that in your analysis?

5 DR. RIOS KRAVITZ: My Doctorate is from USC, right  
6 actually here in the Sacramento. They no longer offer that  
7 doctorate, which is very sad. But when I said that I  
8 really wanted to work and look at what were the factors  
9 that enabled our Latinx of Chicanx administrators to  
10 succeed, my chair said, that's great. We need that  
11 information, but you need to interview 100 people. And I  
12 said, if I could interview 100 people, I would feel that,  
13 you know, this would be an incredibly exciting project.  
14 But at the time, I only interviewed 25 people, because  
15 there were not leaders in this -- throughout the CSUS  
16 system. And, in fact, I also added three community college  
17 presidents who were here in this area, to be able to talk  
18 about those success.

19 So what I did was I used critical race theory, and  
20 I used force field analysis to look at when I interviewed  
21 these 25 people, and those interviews lasted sometimes they  
22 were -- we initially set that up to be an hour and a half,  
23 but sometimes they would go three hours, as people talked  
24 about what were the forces that enabled me, what were the  
25 barriers that were pushing against me. You know, how did I

1 achieve? How did I get where I needed to be?

2 So that was an opportunity for me, again, to really look  
3 at efforts that worked, barriers that were not there.

4 Sometimes it was family saying, you know, we -- you cannot  
5 go to school. We have to be able to, you know, provide for  
6 the family. You cannot do this. Sometimes it was matters  
7 of, well, you'll never get a job. It's not -- it's too  
8 hard as a person of color to get out and get that type of  
9 position. That is just not going to be there. Why are you  
10 working so hard?

11 There were other issues that came up and worked  
12 with them, but we -- you know, I took that dissertation and  
13 went and had been able to talk with students about what  
14 these role models did. I have invited many of those  
15 administrators to come into the classrooms to talk about  
16 that success. When I had the ELL grant to -- and I think  
17 there's something like 1.2 million ELL students in  
18 California right now. To talk about how they could go to  
19 college, I brought in some of those administrators and some  
20 of those people from the community to talk about their  
21 barriers, which were very much the same, whether it was  
22 their language barriers, whether it was, you know, having  
23 had really thought hard to even get an education, what that  
24 meant to go to school. The sacrifices that they did to do  
25 that, and bring them back. They were so willing to talk to

1 these young students to say, you can do this, too. And so  
2 part of that dissertation is not seeing it just written and  
3 then filed in a library, but that it comes back out and it  
4 lives and it has impact to make change.

5 PANEL MEMBER DICKISON: So, most of the information  
6 then came from interviews?

7 DR. RIOS KRAVITZ: It was all interviews. So they  
8 were what are called, semi-structured interviews. So I had  
9 questions, like you have questions, but then I went -- like  
10 you are doing right now, asked more questions. And from  
11 those questions -- that's why that interview supposedly at  
12 90 minutes, like this, sometime was two hours, sometimes it  
13 was three hours, as people went on and on to say, let me  
14 tell you about this experience.

15 PANEL MEMBER DICKISON: Okay. Did you -- what  
16 factors did you identify that were beneficial to their  
17 success?

18 DR. RIOS KRAVITZ: I think the factors that really  
19 were beneficial were the mentors. And I've seen that in my  
20 work, is really having people there to say, you can do  
21 this, you can go. And I think for me, that's a personal  
22 experience, too.

23 When I first went to Sac State, I walked on -- I  
24 graduated, I told you, from Elk Grove High. I, you know,  
25 had come from a very urban environment, and then went to

1 Elk Grove, which at that time was 3,000 people. So when we  
2 talk about geographic differences, I really became very  
3 aware of the geographic differences, because I had never  
4 seen a cow, I'd never seen an animal in my life up close.  
5 And here I came to this very small community, I think it  
6 was like 3,000. And was, you know, immediately, this is  
7 cultural shock. This is cultural change.

8           We would get a cow. My mother said, let's get a  
9 cow and we're going to teach you milk this cow, and we're  
10 going to use that milk. And her name was Betsy. She -- we  
11 would walk in a parade down the middle of the street with  
12 Betsy. If you had told me as a very urban student in the  
13 sixth and seventh grade that I would be walking a cow down  
14 a street in a parade, I would have told you, you are crazy.  
15 But, you know, that experience really brought my  
16 understanding of rural communities and what rural  
17 communities were about.

18           And so going to college then, I, you know, I was  
19 like, I don't know how to step into this college. I had no  
20 experience. My -- none of my family had went to college.  
21 No one had talked to me about college. It was a horrifying  
22 experience. But it was a professor, an English professor  
23 who said to me, you're not going to fail, Rhonda. And I'm  
24 going to put you and help you. And that's how I graduated  
25 from college, and it was that mentorship that led me

1 through to get to where I am now.

2           So hearing these administrators also talk about  
3 mentorships and the power of mentorship and what it meant  
4 to them. And how they were there right now, still enabling  
5 their students and others to succeed, that's what, you  
6 know, was powerful for me.

7           PANEL MEMBER DICKISON: We talked a little bit  
8 about communities of interest. So you're in the Sacramento  
9 area. Can you tell us about the community concerns you're  
10 worried -- you know of in the Sacramento area? And  
11 describe communities of interest you're aware of here, and  
12 what's binding those communities together.

13           DR. RIOS KRAVITZ: So, let me just talk about the  
14 Franklin Fruitridge area. I work in the Franklin  
15 Fruitridge area with La Familia quite a bit, and I, you  
16 know, as I said, I walk door-to-door. What I love about  
17 this community is that it's very diverse. It is not only  
18 Latinx.

19           When we went door-to-door to talk to people about,  
20 what is it that -- before we even -- with the Cruz Reynoso  
21 Foundation, before we even said we're going to go see if we  
22 can register people to work -- I mean to vote, we said,  
23 let's find out about the community. Let's -- tell me who  
24 you are. Tell me what your interests are. Tell me what  
25 you want to do.

1           They talked -- you know, what about shopping areas?  
2 Do you have enough shopping areas close to you? Do you --  
3 what kind of food is there? Are there food scarcities?  
4 How do you get your kids to school? You know, what happens  
5 with school? What happens in low-income communities when  
6 you cannot succeed? What happens when you want to become  
7 part of the PTA?

8           So we had one person who was actually undocumented  
9 in the community had become a PTA president to really make  
10 a difference in talking about how to help, particularly  
11 Spanish speaking communities. But when she was to be  
12 inducted as president, another parent brought Channel, I  
13 think 40, to this meeting, and said, you can't be president  
14 because you're undocumented. And it was an extremely  
15 horrible and terrible moment, which was untrue. So it was,  
16 how to work through that.

17           This woman happened to be a very strong woman, and  
18 she talked about how we face those issues of  
19 discrimination, and then we face those people who really  
20 have views that are so dangerous to who we are as human  
21 beings in this community, and how do we make a difference.  
22 But she had so many people supporting her in that PTA, and  
23 some of them were Hmong, some of them were African  
24 American. So we saw that. We saw -- we asked, and some  
25 people told us about drugs in the community. How do we



1 fight drugs? What do we do with that? We saw that most of  
2 them were going to the same schools, but we saw their  
3 schools close. And so La Familia was actually a school  
4 before it became a community center.

5           What did it mean when their schools closed, and  
6 schools in more resourced areas did not close? What did  
7 that mean when they had to get their students to -- and  
8 their children to schools other than that neighborhood  
9 school that no longer was in existence? So, you know, all  
10 of those became -- you know, in areas where we began to  
11 look and say, how do we provide that?

12           We also would bring lists of it, board of  
13 supervisors, the city councilors, the school board members,  
14 to say, is this your issue? Know who you can talk to. So  
15 that we had an ability and a way to say, these people are  
16 here for you, too. So all the phone numbers and the e-mail  
17 addresses that they could use for -- with the libraries  
18 around them with La Familia in creating communities.

19           If they had language limitations and they wanted to  
20 learn to speak English, where could I get ESL classes?  
21 Where could I learn to speak English? We provided those  
22 kind of resources, too. So, language across became really  
23 an issue for us working in La Familia as well in that area.  
24 What we realized is that we needed to go in groups. So,  
25 you could not just be Spanish speaking, we had Hmong

1 speakers with us. We also tried to be very diverse in  
2 making sure we had African American community members  
3 walking with us, so that people could see that we wanted to  
4 find out, we were truly interested in who you were. And  
5 that we were here to listen. So those were some of the  
6 ways that we were trying to find out, what were these  
7 community interests and create service.

8           When you -- I might add that, you know, for me data  
9 collection is really key and it's critical. When I did  
10 CYVEC, I was one of the people that created the evaluation  
11 piece for that group to really look at where and how  
12 successful it was. We used a Likert scale to look at all  
13 of the different, whether it'd be the videos, whether it'd  
14 be the module itself, whether it'd be the resources, all of  
15 those to see how successful we were with those.

16           In this new module that we have, we've added -- we  
17 really want to know, what students are taking it? So,  
18 we've added a whole demographic survey to look at who is  
19 actually taking the survey. We've looked at what  
20 disciplines are there. We've tried to work with faculty to  
21 say, this database can really be shaped by you and your  
22 discipline.

23           So if you are a math person, we've got all these  
24 statistics on voting. You can use the database for that  
25 way. If you're philosophy major, this is another way you

1 can use it. So we've really also tried to reach out to  
2 faculty and interview faculty to say, what works for you,  
3 what doesn't work? How do we make changes to this database  
4 so that it will live and thrive?

5 PANEL MEMBER DICKISON: So, on one level of when  
6 the Commission's drawing district lines, there's a certain  
7 level that includes cities, counties, neighborhoods and  
8 communities of interest, but there's no priority set on  
9 those.

10 DR. RIOS KRAVITZ: Right.

11 DR. RIOS KRAVITZ: How would you, how would you  
12 weigh those when you're, when you have some that are in  
13 conflict with one another?

14 DR. RIOS KRAVITZ: And I think we'll definitely see  
15 communities in conflict. As I looked at some of the  
16 figures, I'm like, you know, how are we changing as a  
17 population? You know, the population doesn't say it the  
18 same. So, when you see the Bay Area growing and other  
19 areas not growing, that's going to be differences and  
20 that's going to be hard. So, how do we make sure we  
21 collect that data to really look at what that community is  
22 about? How do we really work with trusted community  
23 members who have worked in the community and know that  
24 community? How do we begin to say, what is it that shapes  
25 these community interests that will keep them together,

1 working together?

2 I think, you know, what we've seen is  
3 transportation systems. I think when looking I think at -  
4 - what was it, San Bernardino and some of the other areas  
5 that we were looking at, do you share a -- or Bakersfield  
6 is actually what it was. You know, when you're looking at  
7 Bakersfield and some of the other communities around, if  
8 they share a transportation system, if they share a school  
9 district, if their kids play soccer in the same areas, even  
10 though it crosses, if public officials are working in  
11 organizations, professional organizations across those  
12 communities that make those communities work together in  
13 unique ways, how do we build those kinds of analysis into  
14 what we're saying is a community of interest that will  
15 work?

16 So I think it's looking at more than just the  
17 geographical compactness of that particular community, but  
18 is understanding what makes that community live and grow  
19 and thrive.

20 PANEL MEMBER DICKISON: If you're selected as one  
21 of the first eight Commissioners, those first eight will  
22 select the final six that make up the 14. What would be  
23 looking for in the final six?

24 DR. RIOS KRAVITZ: I think first I'd have to see  
25 what the first eight came, because this is by lottery. So

1 even though you're definitely choosing two Republicans, two  
2 Democrats, two Independent, you certainly have that  
3 representation. But, you know, we're, we are different in  
4 age, we're different in ethnicity, we're different in our  
5 professional experiences, we're different in our research  
6 experiences. You may be a single mom that is out there  
7 that really has, you know, a role to play, a single dad.  
8 You know, what groups are we not reaching? And I think  
9 it's really important to know, especially because that is  
10 such a -- I mean, a policy where you're picking people, you  
11 know, through just a random process. So that -- it's  
12 really to explore what the process is. It's really to look  
13 at who we are as the State of California. What makes for  
14 this Commission to be broad in interest, to represent not  
15 only like myself who's had the opportunity to be educated,  
16 and, you know, gain a Doctorate, but the person that has --  
17 that works in an agricultural field. You know, the person  
18 who is a single mom. The --

19

20 MS. PELLMAN: Five minutes.

21 DR. RIOS KRAVITZ: Or a single dad. And those  
22 things, I think I'd need to look across -- I would also  
23 like to interview the 2010 Commission to say, what was it  
24 that made your Commission so powerful and so strong, and  
25 able to work across lines? As, you know, I told you, when

1 I read that they drew their maps with such an ability to be  
2 working together, that was powerful. But that meant, you  
3 know, that they had very diverse interests. What were  
4 those diverse interests? What would they see as really  
5 important from their 2010 experience in having a Commission  
6 that really represents this very huge State with very broad  
7 interests.

8 PANEL MEMBER DICKISON: One last question. What  
9 would you ultimately like to see the Commission accomplish?

10 DR. RIOS KRAVITZ: I think that I'd like to see the  
11 Commission accomplish is really build in trust and  
12 integrity into the Government process. I think we are who  
13 we are because of the governments that we create. And when  
14 we say that this is truly a representative democracy,  
15 that's what I think this Commission is about. That's what  
16 made me say, I really want to apply for this Commission,  
17 because it's an opportunity to give people voice. And  
18 voice across so many different experiences, and that is  
19 what I'd like to see.

20 I was, you know, very excited to read about how  
21 people really were excited about the last, the 2010  
22 Commission's work. How other states are looking at this as  
23 a model for themselves. How independent commissions really  
24 play a unique role in being able to, with impartiality and  
25 with an ability to stand and speak not as a politician with

1 self-interest, but as someone who is really speaking for  
2 the cares and the concerns of the State of California.

3 PANEL MEMBER DICKISON: Thank you so much for your  
4 answers.

5 Chair?

6 CHAIR BELNAP: Mr. Dawson.

7 MR. DAWSON: Thank you, Dr. Rio Kravitz -- Rios  
8 Kravitz. I'm sorry. I wanted to go back to a couple of  
9 things that you'd actually said way back at the beginning  
10 of this. In your answer to the first standard question  
11 you'd said that, "the electoral process is not always  
12 fair." And you referenced Section 5 preclearance, which  
13 doesn't exist anymore.

14 DR. RIOS KRAVITZ: No.

15 MR. DAWSON: But Kings County still exists, Yuba  
16 County still exists. Those conditions in some form still  
17 exist. What -- how does that -- how would that inform,  
18 that historical perspective, how could that inform the work  
19 of the Commission?

20 DR. RIOS KRAVITZ: I think that work really does  
21 need to inform what has happened when people feel left out.  
22 So I work with the Yuba County Jail, with Faithful Friends  
23 who visits people that are in detention. I have seen -- I  
24 work with the Yuba County students from that area, who've  
25 really -- they are Latinx, who have really talked about

1 what it's meant to grow up in that rural area. What it has  
2 meant to feel discrimination. What it's meant to not be  
3 represented by your county board of supervisors. What it  
4 has meant to say, we have a voice and we have an important  
5 voice. How do we get that voice out?

6           So I want us to be where, yes, you know, that  
7 preclearance is no longer there. But that does not mean  
8 that we cannot look to see what is happening in those  
9 communities. How do we reach those communities, how do we  
10 reach those voices, with an understanding that those  
11 particular areas had problems in the past. Knowing that  
12 they had problems in the past, you know, seeing what has  
13 actually happened up in Yuba County.

14           Having worked in Monterey County with some of the  
15 libraries, and understanding what people have felt there, I  
16 think that is what we need to know, that that had happened.  
17 Not that it doesn't happen throughout the State, but there  
18 were particular consequences. They could not change their  
19 voting laws unless they had, you know, preclearance.

20           So now that that's gone, what do we do to enable,  
21 as a Commission, to maybe do more work in those areas, to  
22 understand what is happening there with that historical  
23 viewpoint? That historical viewpoint is key to  
24 understanding who we are as a state, and how we enable the  
25 State to work in ways that are more responsive to all of



1 its community members.

2 MR. DAWSON: Thank you. This also goes back to one  
3 -- your answers to one of the standard questions. And I  
4 really appreciated how you said that you would always check  
5 in with legal counsel. Can you describe other situations  
6 where you've had to rely on the advice of experts in your  
7 work?

8 DR. RIOS KRAVITZ: That's all the time, especially  
9 as a dean. When you're looking at hiring decisions, hiring  
10 is I think one of the most important things we do as  
11 administrators is hire. And you want to hire the best  
12 person, but you need to make sure that that process is  
13 following all the legal guidelines. When I have, faculty  
14 will come to me and say, but I know this is the best  
15 person. We really don't need to go through this whole  
16 process, we just need to hire this person.

17 And so, understanding the criteria, the legal  
18 guidelines, and making sure we go through those. Sometimes  
19 maybe that person actually is hired and because of the  
20 strengths that they bring, but they need to go through that  
21 process. And we follow the legal guidelines that are set  
22 up with our human resources areas. And we look at what's  
23 happened in the State.

24 So, hiring for me is a process where I've used that  
25 in working with immigrant rights. You know, we work with

1 lawyers to see what has happened when people are picked up  
2 with detention or -- and sometimes in the county here where  
3 we've seen people moved to detention centers by the sheriff  
4 that was not supposed to have happened.

5           And so how do we work? So I've worked with the  
6 ACLU quite closely in looking at immigration rights, and  
7 where we are able to really represent people, and let  
8 people know what their rights are. But it goes across my  
9 academic and across -- it's just integral to the work that  
10 I have always done. But I always want to make sure that we  
11 know what the law states, and how we work within the legal  
12 guidelines.

13           MR. DAWSON: I just have one more question. You  
14 described a typical week. You were in Covelo, you were  
15 Watts, you were in Calexico. What's the most surprising  
16 thing that you found about California, in Californians in  
17 these travels?

18           DR. RIOS KRAVITZ: And, you know, as I said, I was  
19 born -- my family was very poor. So vacations were not  
20 something we did. I never knew anything but San Francisco  
21 and Sacramento. And that was my whole world. It was just  
22 where we moved and lived. So to be able to travel and to  
23 see all of these different experiences. To be in Covelo  
24 and understand indigenous populations, that was unique for  
25 me. It was empowering. To be able to understand the Hmong

1 community, the Vietnamese communities, the Laotian  
2 communities that were coming, and what their immigrant  
3 experience was like.

4           To be able to work with the State Library to create  
5 a service that translated into four different Asian  
6 languages, so people would have access to materials and  
7 empower -- that was incredible. To work in the Imperial  
8 Valley, where I had never gone, and be able to cross the  
9 border so -- at that time, very easily. Back and forth  
10 across the border. To have Chinese food, you know, across  
11 from Calexico. And I'm like, I would go into Mexico and  
12 have Chinese food. I'm like, no, no, this is -- I would  
13 never have thought that that was -- we'd see a huge  
14 population of the Chinese community living right there. And  
15 so learning about differences, learning about who we were.  
16 Watching library services that weren't there.

17           So when I was in the Imperial Valley, some of those  
18 libraries were open two hours, two days a week. That's it.  
19 The services were extremely limited. What we provided were  
20 encyclopedias and dictionaries to the communities, and that  
21 made a huge difference. To have updated materials.

22           We would see some of the materials, like My Life as  
23 a Nazi Flyer. It's like, no, this material isn't the best  
24 material for youth to be reading. How do we provide  
25 opportunities for people to donate materials, to create

1 materials that are really going to speak to who the  
2 Imperial Valley is and what their resources are. To be  
3 able to go out to Lassen County to see the beauty of the  
4 State, the geographic differences. You know, I had always  
5 said, when I go to the Imperial Valley, I love the Imperial  
6 Valley, but I'm not going in the summer. That heat is  
7 beyond -- I'll visit you, if I can, in the fall or  
8 whatever. To be up in Lassen, to see Lassen in its beauty.  
9 To be on the coast, to see the mountainous regions, those  
10 were -- I mean, I never knew California was so diverse. I  
11 mean, I knew the ocean from living in San Francisco, but I  
12 didn't know the arid regions, the temperate regions, the  
13 mountainous regions. I didn't know the incredible  
14 diversity of who California was.

15 MR. DAWSON: Thank you.

16 DR. RIOS KRAVITZ: So it -- that was, that was very  
17 exciting for me. As I said, particularly for someone who  
18 couldn't take vacations and only knew these little tiny  
19 areas of the State.

20 MR. DAWSON: Okay. We have about five minutes and  
21 30 seconds left. Are there any follow-up questions from  
22 any of the Panel?

23 CHAIR BELNAP: Do you have any?

24 VICE CHAIR COE: No follow-up questions.

25 CHAIR BELNAP: Do you have any?

1 PANEL MEMBER DICKISON: None.

2 CHAIR BELNAP: I have one. So I want to talk about  
3 the role of a Commissioner. So what portion of a  
4 Commissioner's role do you think would involve advocacy  
5 versus what portion of a Commissioner's role would involve  
6 adjudication?

7 DR. RIOS KRAVITZ: Well, you know, that's a great  
8 question. I really think it involves both. I mean, when I  
9 talk about advocacy, I'm really talking about who we are as  
10 a State and can become as a State. I think -- you know,  
11 Obama had a quote about creating a government that reflects  
12 our better self. That's the advocacy that I would see, is  
13 that really that, becoming that better self. Making sure  
14 that we have an impartial Commission that really speaks to  
15 these diverse voices across. I mean, I definitely work  
16 with communities of color, but I think it is so important  
17 to hear voices from so many different perspectives.

18 In terms of adjudication, I think there are times  
19 when you draw those map lines where there can be  
20 dissention. Where people can come forward and say, these  
21 maps are not drawn in ways that represent who we really  
22 are. I think having clear rules, having guidelines, having  
23 legal counsel there to really help us with that  
24 adjudication is really key and important. So I think, you  
25 know, you're going to see both roles present in the

1 Commission, and I think that's important.

2           When we have to adjudicate matters, whether it be  
3 those maps that, you know, you did not draw these maps in a  
4 way. When we have to deal with -- you know, as I said, I'm  
5 really concerned that sometimes when we hold these open  
6 meetings, who comes to the open meeting. If the average  
7 person cannot be here, and says, I can't make the work time  
8 if it -- and I don't know when the last Commission held its  
9 meetings, but they really need to be held at times where  
10 you can reach a broad segment of people.

11           And I think more than just meetings, ways that  
12 people can input without a direct meeting environment, the  
13 comments, et cetera, whether it be through newspapers, et  
14 cetera. But, you know, how do we get this information out  
15 without special interest groups really bringing large  
16 numbers of people to speak to one issue?

17           So, if that average person is working as the single  
18 mom over here and says, I can't come to speak, but we have  
19 groups that will come in and say, but this what needs to be  
20 done, and they have large voices. How do we deal with  
21 that? I think that's a potential problem. I think we need  
22 to be able to deal with that. We need to understand where  
23 people are coming from.

24           If people say they're from a certain group, is that  
25 group a new group? You know, how do we find out whether

1 this group is really a viable group that represents people?  
2 Where are we in looking at that. So those are issues that  
3 I think we -- that go above maybe adjudication and  
4 advocacy, but that they are advocating for points of view,  
5 but I want to make sure that we are able to hear voices  
6 that are broad. Voices, particularly voices that have not  
7 been heard before, and enable them to have voice.

8 CHAIR BELNAP: Thank you. We have two minutes  
9 left. Would you like to make a closing statement?

10 DR. RIOS KRAVITZ: Yes. I really want to thank you  
11 for this opportunity. I -- it's interesting seeing this  
12 Shape California's Future banner behind you, I have seen it  
13 a couple of times when I've watched the thing. So it's  
14 empowering to see that statement, because I think that is  
15 what this Commission is doing.

16 And so my real hope in becoming part of this  
17 Commission, if I am so honored to be selected, is really to  
18 have a public that will trust in the integrity of this  
19 process, will have trust in integrity of the Commissioners  
20 that were selected. That we will be representing very,  
21 very diverse voices. Voices that have come together, and  
22 often times you would not have drawn us together normally  
23 in many of the situations that we work in.

24 So to see the work of yourselves in bringing  
25 together all of these different people. To start with

1 20,000, or whatever you started with, and come down to this  
2 is a huge endeavor, but it's an endeavor saying, we do want  
3 to shape California's future, and shape that future in a  
4 way that really makes us a State that is one to look to,  
5 one to move to, one to stay in. One that you will want to  
6 live and prosper and raise your children in. So, I am  
7 grateful for the Commission's work. I am grateful for the  
8 people in California who voted for an independent, civilian  
9 process, and grateful to see that it's continuing. So, I  
10 really thank you for your work. I thank you for all that  
11 you have done to make this happen.

12 CHAIR BELNAP: Thank you for being here. We  
13 appreciate it.

14 We're going to go into recess and come back at  
15 2:59.

16 DR. RIOS KRAVITZ: Thank you very much.

17 (Off the record at 2:44 p.m.)

18 (Back on the record at 2:59 p.m.)

19 CHAIR BELNAP: Okay. Seeing that the other Panel  
20 Members are here, we're going to bring this session back  
21 out of recess.

22 Mr. Dawson, would you like to proceed with the  
23 standard questions?

24 MR. DAWSON: Thank you.

25 Ms. McGill, I'm going to ask you five questions



1 that each applicant has been asked to respond to. Are you  
2 ready?

3 MS. MCGILL: Yes.

4 MR. DAWSON: First question. What skills and  
5 attributes should all Commissioners possess? What skills  
6 or competencies should the Commission possess collectively?  
7 Of the skills, attributes and competencies that each  
8 Commissioner should possess, which do you possess? In  
9 summary, how will you contribute to the success of the  
10 Commission?

11 MS. MCGILL: I know that the Commission will be  
12 analyzing the results of the 2020 Census, and because of  
13 that it's important that everyone has some analysis skills  
14 and experience with data analytics. However, I think there  
15 are a set of soft skills that are just as important. We're  
16 going to be doing a lot of collaborative group work, and  
17 hopefully the Commission will be extremely diverse. Which  
18 means that it's important everyone is able to speak and  
19 listen to others with respect, keep an open mind, be open  
20 to differing perspectives, and willing to compromise, if  
21 that's necessary for the good of the group and the project.

22 As a group, I think if each of us possesses these  
23 tendencies, the group itself will benefit. And I would  
24 also hope that the group is as diverse as possible. Not  
25 only when it comes to the political beliefs of every

1 Commissioner, but also from different areas of California,  
2 different backgrounds and upbringings and experiences, sex,  
3 gender, race. These are all things that we bring to the  
4 table, and that shape our perception of what is fair and  
5 what is right.

6 In terms of the skills that I possess, I absolutely  
7 consider myself to be respectful and openminded. I am  
8 always open to compromise, if that's the best course. I  
9 also just recently finished a three-month certificate  
10 program in Systems Thinking, which is really interesting  
11 and I think could play a really good role in my decision  
12 making here on the Commission.

13 So Systems Thinking is founded on four principals.  
14 Distinctions, so that's the ability to recognize what  
15 something is, and then to also understand that as you do  
16 so, you're implicitly naming what it isn't. Systems, the  
17 idea that all parts are part of a larger whole, and parts  
18 can be broken into smaller parts.

19 Let's see. Perspectives. So, the idea that our  
20 own perspectives are limited and the result of our own  
21 experiences, and there are varying perspectives on any  
22 particular issue.

23 And then relationships. So the way that different  
24 parts relate to one another. All of these are really  
25 interesting and have kind of given me a new lense with

1 which to view the world. But I think that the idea of, or  
2 ideas of perspectives and relationships would be especially  
3 interesting in this context.

4           Perspectives, obviously, I need to understand going  
5 into this process that my perspective is my own and that  
6 it's limited. And I will make better decisions if I  
7 actively seek out the perspectives of other people,  
8 especially people who have had different experiences than I  
9 have. They're going to see the same issue in a different  
10 light.

11           The systems component is interesting is this  
12 context because it involves the relationships between  
13 parts. So, when you look at, for example, in light of the  
14 work that we'll be doing on the Commission, if you're  
15 looking at district x, and you can see that district y lies  
16 right next to that, they seem to have a few elements in  
17 common, they're -- you can form relationships between the  
18 two, and know that when you make a change to district x  
19 it's going to perhaps change something in district y as  
20 well.

21           If you don't see that district z is also related to  
22 district x, there may be unintended consequences of your  
23 actions, in making changes. So it's important to evaluate  
24 the parts of a whole, and how all of these relate to one  
25 another. I've seen this just in the short period of time

1 that I've been doing this work, I've seen it have a really  
2 great impact on my interpersonal relationships as well.

3           It's allowed me to see that my point of view is not  
4 the only point of view. And especially I'm thinking of a  
5 particular disagreement with a family member, where I was  
6 able to see that it wasn't simply about me and this one  
7 other person, there were other perspectives that needed to  
8 be taken into account. And when I did that I actually put  
9 less weight on my own opinion, and saw that maybe my view,  
10 whether right or wrong, wasn't as important as I thought it  
11 had been. And that there might be more room for compromise  
12 than I had previously seen.

13           This Systems Thinking allows for, it makes it  
14 easier to see a middle ground in a lot of situations. So I  
15 think this would be a really useful skill to bring to the  
16 table as a Commissioner.

17           In terms of what I can bring all around, I've done  
18 a lot of work on cross-functional teams, and have been told  
19 several times that I'm the glue on the team. And I would  
20 really chalk that up to my communication skills. When we  
21 talk about communication, often times there's an emphasis  
22 on verbal communication and written communication, which is  
23 important, however, I think it's just as important to  
24 listen, and I'm a great listener. And not only am I  
25 listening for words, I'm listening for meaning, and I do a

1 really good job of filling in gaps in communication and  
2 translating information into really clear messages that  
3 everyone in the group can understand.

4           And lastly, I'd just like to add that I tend to be  
5 always at a seven in terms of energy. And that has  
6 actually served me really well. I'm certainly not shy or  
7 meek, and -- or disinterested. I do have strong opinions.  
8 I'm just calm and quiet and even keeled.

9           And I find that especially in collaborative work,  
10 often times disagreements turn into arguments when each  
11 side escalates little by little, and I just tend not to get  
12 riled up. I'm patient, willing to listen to others. I  
13 don't disengage. I can have a difficult conversation, but  
14 I can do so in a way that doesn't typically lead to a  
15 fight. Things remain constructive along the way.

16           MR. DAWSON: Question two. Work on the Commission  
17 requires members of different political backgrounds to work  
18 together. Since the 2010 Commission was selected and  
19 formed, the American political conversation has become  
20 increasingly polarized, whether in the press, on social  
21 media, and even in our own families. What characteristics  
22 do you possess, and what characteristics should your fellow  
23 Commissioners possess, that will protect against  
24 hyperpartisanship? What will you do to ensure that the  
25 work of the Commission is not seen as polarized or

1 hyperpartisan, and avoid perceptions of political bias and  
2 conflict?

3 MS. MCGILL: As for myself, I am a genuinely  
4 curious person. I really enjoy learning new things, and  
5 learning new things about people. Within my own family, my  
6 political opinion tends to be very different than that of  
7 many of my more distant relatives.

8 There's one person in particular though that I  
9 actually go out of my way to have political conversations  
10 with, and it's not because we agree. We typically don't  
11 agree. However, as we're talking to one another, we seem  
12 to go into the conversation in agreement of the fact that  
13 intelligent, well-informed people can disagree, and often  
14 do when it comes to politics, and we respect the fact that  
15 we're both intelligent and well informed, and go from  
16 there.

17 And at the end of the conversation I haven't  
18 necessarily changed my mind or changed my opinion, but I  
19 have a better understanding of where he's coming from and  
20 why he believes what he does, which is useful to me as a  
21 person, in both growing as a person and making decisions.

22 In terms of hyperpartisanship within the  
23 Commission, I don't think, given what I've just explained,  
24 that it's really necessary for people to pretend that they  
25 don't have strong opinions. I think that's perfectly okay.

1 I think that if Commissioners enter the process with the  
2 idea that they are going to zealously represent their  
3 favorite political party, the result will be gerrymandering  
4 by the people, which is no better than gerrymandering by  
5 politicians.

6           If we keep in mind that our job, the reason we're  
7 doing this work, is to represent Californians, and do  
8 what's in the best interest of the residents and voters of  
9 this State, then I think we'll be able to work  
10 constructively and make good decisions and make fair  
11 decisions, regardless of any disagreement that we have  
12 politically.

13           In terms of the public perception, I personally  
14 have really appreciated the transparency of this whole  
15 process. I know that parts of my application are available  
16 for anyone to view on-line. And I think that we need to  
17 continue in that vein throughout the process.

18           I know that -- or I would guess that once the  
19 Commissioners are announced, various media outlets will get  
20 a hold of that story, probably run profiles on all of us,  
21 and of course these stories are going to run on-line.  
22 That's where news takes place these days. It would be very  
23 simple for any reader to do a Google search on any one of  
24 us, and if what they find is that we have posted really  
25 highly partisan political messages on social media, for

1 example, it would be easy to come to the conclusion that  
2 we, as individuals, are biased, and, therefore, the process  
3 and the Commission is biased.

4           So, it's important to be willing to work with  
5 differing viewpoints and set aside our own political  
6 beliefs during the work that we're doing. I think it's  
7 also important to be aware of the public perception of our  
8 work, and to behave as though all of California is  
9 watching. I know that this process, this Commission is  
10 still fairly new, and it would be a real shame if the whole  
11 process was called into question because one person posted  
12 something inappropriate on Facebook or Twitter.

13           MR. DAWSON: Okay. Question three. What is the  
14 greatest problem the Commission could encounter, and what  
15 actions would you take to avoid or respond to this problem?

16           MS. MCGILL: I would expect that if the Commission  
17 as -- is as diverse as it should be, and I hope it is, that  
18 there will be conflicts between us, there will be  
19 disagreements between us. We won't always agree on the  
20 best course of action, or possibly even how to do the work.

21           I don't know that this can be avoided. The only  
22 way I can think to avoid it would be to form a more  
23 homogenous Commission, which I hope is no one's goal. I  
24 don't think that's going to serve anyone well. I think  
25 it's important to really stack the Commission with people



1 who not only believe that they possess the skills I  
2 mentioned earlier, the ability to listen with an open mind  
3 and listen respectfully, be open to other perspectives, but  
4 who have shown a demonstrated ability to do that, both in  
5 their personal lives and their work with others.

6 MR. DAWSON: Question four. If you were selected,  
7 you will be one of 14 members of the Commission, which is  
8 charged with working together to create maps of the new  
9 districts. Please describe a situation where you had to  
10 work collaboratively with others on a project to achieve a  
11 common goal. Tell us the goal of the project, what your  
12 role in the group was, and how the group worked through any  
13 conflicts that arose. What lessons would you take from  
14 this group experience to the Commission, if selected?

15 MS. MCGILL: The project that's coming to mind is  
16 work I did on a grass roots anti-racism group called, ONiT,  
17 which stands for Oakland Neighbors Inspiring Trust. And  
18 the group was formed basically to address issues of  
19 gentrification. And what we did was we held events  
20 throughout the city to educate people on issues like  
21 racism, implicit bias, in some cases, differing religious  
22 views, and then with lots of discussion, both during the  
23 event and afterwards. And it allowed people to meet their  
24 neighbors for the first time and come together collectively  
25 to try to tackle racism.

1           My role within this group primarily was as a  
2 writer. I love to write. So I handled a lot of the  
3 messaging and especially in getting the message out, the  
4 promotional messaging for the events that we did. I worked  
5 really closely with another member of the design team. The  
6 planning committee called itself the "design team." She  
7 had a background in marketing. So I would craft the  
8 message, and then she would chose the best channels to  
9 deliver that to the public.

10           The event in question was a pretty big one for us.  
11 We actually organized a screening of the film, Cracking the  
12 Codes, by Shakti Butler, with a Q and A afterwards  
13 involving some of the filmmakers. And in the past all of  
14 the events we had organized were not only relatively small,  
15 between 25 and 50 people, but they were all free.

16           We got speakers and facilitators to donate their time,  
17 and found churches willing to donate their space. This  
18 being a film screening was going to take place in a movie  
19 theater in Oakland, and the Grand Lake Theater absolutely  
20 gave us a discounted rate. They were willing to reduce the  
21 rent on the auditorium, but we still had to pay.

22           So as we're organizing this event we were all  
23 really excited for the opportunity. We knew this could be  
24 a much bigger event than anything we'd done in the past.  
25 However, the subject of money came up for the first time,

1 and we weren't sure if we should bear the cost of the event  
2 ourselves, meaning the design team pays the rent on the  
3 auditorium, or if we should charge for admission. And we  
4 discussed and discussed and voted a few times, and we were  
5 kind of split right down the middle.

6           At some point someone mentioned the idea of a  
7 sliding scale. So we charge for admission, but we do so,  
8 let's say \$5 to \$20, and let everyone in attendance decide  
9 what they're going to pay, and no one is turned away. And  
10 that was really eye opening, and that was my biggest  
11 takeaway from this whole process, was that we were kind of  
12 arguing this as a black-and-white issue. Like either we  
13 pay or we ask other people to pay, in which case I will  
14 admit, I was on the side that was concerned that this was  
15 going to exclude some people from the event.

16           We were talking about charging 15- to \$20 for  
17 tickets. And if you're talking about bringing your whole  
18 family out, that --

19           MS. PELLMAN: Fifteen minutes.

20           MS. MCGILL: Thank you. That could actually be  
21 exclusive to some people who don't have the means for that.  
22 And then the other opportunity was for all of us to pay.  
23 People were clearly not excited about that idea for obvious  
24 reasons.

25           There was a middle ground that was brought up after

1 some time, and not only was the event successful, there  
2 were about 200 people in attendance. People were lined up  
3 around the corner outside the theater beforehand.

4 It was also interesting to think about what would have  
5 happened had we gone with one of our original courses.  
6 Like we as the design team would have been out quite a bit  
7 of money if we had footed the whole cost of the bill. And  
8 if we had charged for admission, it might not have drawn  
9 such a big crowd.

10 So, if we had all been in agreement, it probably  
11 would have been easier to plan the event, but I don't know  
12 that the end result would have been the same. That was my  
13 biggest takeaway.

14 MR. DAWSON: Question five. A considerable amount  
15 of the Commission's work will involve meeting people with -  
16 - meeting with people from all over California who come  
17 from very different backgrounds and a wide variety of  
18 perspectives. If you are selected as a Commissioner, what  
19 skills and attributes will make you effective at  
20 interacting with people from different backgrounds and who  
21 have a variety of perspectives? What experiences have you  
22 had that will help you be effective at understanding and  
23 appreciating people and communities of different  
24 backgrounds and who have a variety of perspectives?

25 MS. MCGILL: I am currently going through the

1 interview process. I'm job searching and have been a few  
2 months. And when asked in an interview, what's your  
3 superpower, that's become a key question now, I always say,  
4 I can get along with anyone. I can get along with anyone.  
5 It's really true.

6           And as I was thinking about this question, I  
7 actually went all the way back to high school, and I didn't  
8 realize at the time that this was at all remarkable, but in  
9 high school I was on the swim team, on student government  
10 and in the marching band. I don't know that there were any  
11 other people involved in all three of those activities.

12           And, again, I didn't see it as anything remarkable,  
13 I was simply pursuing my passions and interests at the  
14 time. But I really think that I have a great ability to  
15 get along with different personalities and people from  
16 differing backgrounds. And I think a big part of this is  
17 that I am not typically a judgmental person.

18           I was having a conversation with a friend of mine just  
19 recently, a few days ago, and she paid me a really  
20 flattering compliment. I am someone who has a tendency to  
21 ask questions as I'm speaking to people, simply because I  
22 think that's the best way to get to learn more and not make  
23 assumptions.

24           So we were talking about my tendency to question,  
25 and she said, I know that when you ask a question, there is

1 no right or wrong answer. She feels comfortable speaking  
2 the truth about whatever she's thinking or feeling, and she  
3 knows that I'm not going to judge her or think less of her.  
4 And she's absolutely right. I'm asking the question not to  
5 judge but to learn. That's really what I'm after. So I  
6 think that gives me a really interesting ability to get  
7 along with a wide variety of people.

8           In terms of my experience in doing so, I can think  
9 of several examples of this because I did a lot of cross-  
10 functional teamwork in my last job. But the best example,  
11 kind of some of my favorite work, has been my experience as  
12 a tutor with the Oakland Library. They have an adult  
13 literacy program called, Second Start, and I have  
14 volunteered there as a tutor for several years now. So I  
15 work one-on-one with functionally illiterate adults, and  
16 this has given me an opportunity to not just work with, but  
17 really get to know people who have had lives very different  
18 from my own.

19           In the time that I've been doing this work, I've  
20 met with four different students. I believe their age  
21 ranges are somewhere between 23 and 55, and my age falls  
22 right in the middle there. Two of the four individuals had  
23 spent time in jail or prison. All four of them were  
24 diagnosed with some type of learning disorder but much  
25 later in life, so it wasn't addressed in school as they

1 were learning. They've all had very different experiences  
2 starting from childhood than I have myself.

3           And I've really come to appreciate -- not only have  
4 I been able to gain an understanding of how they got to  
5 where they are and what has led them there, it's also given  
6 me an appreciation for my own life, and how easily things  
7 could have gone different for me under different  
8 circumstances. And I've been really impressed to see how  
9 far they've come, and this resilience and resourcefulness  
10 that they've really shown in achieving success in life.

11           I'm currently tutoring two separate adults.  
12 They're both in their 50's. They both have kids. Who  
13 they, of course, love, as everyone loves their children.

14           MS. PELLMAN: Twenty minutes.

15           MS. MCGILL: And one of the people I'm working with  
16 has been incarcerated and is very proud of the fact that  
17 his children haven't, and he sees that as a huge  
18 accomplishment in life. That he's given his children --  
19 been a better example for his children than what he had  
20 growing up.

21           Both of these people are currently in school. One  
22 is working toward a GED. The other finished high school  
23 decades ago, actually on time, and is now in her 50's  
24 taking classes at a community college, trying to further  
25 her education for the first time. And really remarkably,

1 they've both been successfully self-employed.

2           So I've succeeded in my career in what I would say  
3 is a more traditional path. I've applied for traditional  
4 jobs, usually office jobs, and stuck around for a long time  
5 and gotten promotions and raises along the way, and made a  
6 good name for myself and built out my resume that way.  
7 It's difficult to do that if you can't read or write as  
8 well as some other people you're applying with.

9           So they have actually built their own businesses,  
10 and built businesses that didn't require them to read or  
11 write exceptionally well, and they've been really  
12 successful at that. So they haven't allowed this inability  
13 to do something that most of us see as fundamental and real  
14 -- a required fact of life, to keep them from achieving  
15 success in life.

16           MR. DAWSON: All right. We will now move on to  
17 panel questions. Each Panel Member will have 20 minutes to  
18 pose his or her questions, and we'll begin with the Chair,  
19 Mr. Belnap.

20           CHAIR BELNAP: Okay. So I want to come back to  
21 some information you shared in question one. And you  
22 talked about the three-month certificate that you received  
23 in Systems Thinking. Where was the certificate from? What  
24 organization?

25           MS. MCGILL: eCornell, which is the on-line branch



1 of Cornell.

2 CHAIR BELNAP: Okay. And why were you interested  
3 in that certificate? What drew you to it?

4 MS. MCGILL: Systems Thinking came about, I  
5 actually learned about Systems Thinking for the first time  
6 in another course I took a few months earlier. It was an  
7 agile project management course. And there was a  
8 particular book that we were required to read as part of  
9 that course called, The Fifth Discipline. And it was, it's  
10 a tome. I highly recommend it if you have a lot of time.  
11 And it's complicated and it's also brilliant. And it gave  
12 me a whole new way to look at the world, and I simply after  
13 reading that book wanted more information. I went on-line  
14 and googled Systems Thinking to find out how I could learn  
15 even more and came across this certificate program through  
16 Cornell.

17 CHAIR BELNAP: Okay. Thank you. In your  
18 impartiality essay, you brought up the example of the tutor  
19 program that you've been --

20 MS. MCGILL: Yes.

21 CHAIR BELNAP: -- working in. Help me understand  
22 how working in that program demonstrates your ability to be  
23 impartial.

24 MS. MCGILL: Yeah. It's interesting. I think that  
25 especially comes into play because I showed an interest

1 early on with the woman who runs the program, in dealing  
2 with previously incarcerated individuals. I was -- I know  
3 that there's a high risk recidivism rate for people who  
4 can't read and write. They often times can't find any  
5 other work, aside from whatever illegal work landed them in  
6 jail in the first place. So I was interested in that  
7 population.

8           And when I first started working, when I met the  
9 first student who had been incarcerated, I knew from the  
10 director that he had a criminal record and was on parole,  
11 and I didn't bring that up, and I chose not to bring that  
12 up. Number one, because I didn't want it to affect the way  
13 that I worked with him. And, number two, just because it  
14 was none of my business. I had shown an interest in  
15 working with previously incarcerated individuals, and once  
16 I did that, I felt like he was entitled to his privacy, and  
17 I didn't need to ask any more questions.

18           As we worked together though, he actually  
19 volunteered a lot of information. And I found it  
20 remarkable that he had actually come as far he had, given  
21 some of his circumstances. And I also noticed that what I  
22 learned about him, some of which, to be honest, was a  
23 little disturbing, didn't change our working relationship.  
24 I was still able to show up every week, and it wasn't even  
25 out of a sense of duty, I genuinely came to care about and

1 like this individual, especially as I was able to see where  
2 he came from and how he landed where he was at that moment.  
3 I was able to remain impartial and do the work that we both  
4 committed to doing together without judgment.

5 CHAIR BELNAP: Okay. Thank you. Can you provide  
6 another example or another time in your life where you've  
7 had to exercise impartiality?

8 MS. MCGILL: Yeah, that's a good question. I guess  
9 I'm thinking back to in high school. As I mentioned, I was  
10 on the student government then, and we had to make some  
11 often times pretty big decisions for considering how young  
12 we were. And had to set aside our own biases and our own  
13 preferences, and really think about what was best for the  
14 school in that instance.

15 And it was also something that I had to do in my -  
16 - not my previous job, but prior to that, I actually spent  
17 several years working in the mortgage industry. So we were  
18 privy to a lot of really personal information about  
19 applicants. We didn't meet any of these applicants though,  
20 we were on the wholesale lending side. All we could see  
21 was a piece of paper with a lot of personal details, and we  
22 made serious decisions about whether or not to loan them  
23 money, how much money, what type of loan program they  
24 qualified for, and we were required to do that without  
25 taking into account all of this personal information that

1 we were given through the application.

2 CHAIR BELNAP: So, you said in the mortgage  
3 industry?

4 MS. MCGILL: Yes.

5 CHAIR BELNAP: Through what company?

6 MS. MCGILL: New Century Mortgage.

7 CHAIR BELNAP: Okay. And about how much -- what  
8 period of time are you talking about?

9 MS. MCGILL: I worked there for about five years.  
10 I believe that was 2003 to 2008.

11 CHAIR BELNAP: Okay. Thank you. In your  
12 application you also talk about a company that you worked  
13 it looks like 10 years for.

14 MS. MCGILL: Uh-huh.

15 CHAIR BELNAP: And I'm going to butcher this, but  
16 I'm going to try. Is it Tuel Berodin?

17 MS. MCGILL: Pretty close. Tuel Berodin.

18 CHAIR BELNAP: "Tuel Berodin."

19 MS. MCGILL: Both of which are made-up words.

20 CHAIR BELNAP: Can you tell us briefly about that  
21 company and what your role was in it?

22 MS. PELLMAN: Yes. Tuel Berodin is a skincare  
23 manufacturer, and I'm going to say at the outset, they went  
24 by the name, "Eva's Esthetics" the entire time that I  
25 worked there, and changed the name of Tuel Berodin. So

1 please forgive me if in my response I refer to Eva's  
2 Esthetics. It's the same company doing the same type of  
3 work.

4           So we worked directly with cosmetic chemists in  
5 order to create skincare products, and then also imported a  
6 line of cosmetic wax for hair removal from Europe. I was  
7 hired originally in sales. I had a background in sales  
8 coming from the mortgage business. That was where I ended  
9 up at that mortgage company I referred to. So I was hired  
10 as a salesperson.

11           Tuel Berodin prides itself on customer service. So  
12 within the process of selling, we did a ton of customer  
13 service, answered a lot of questions, gave a lot of tech  
14 support. We were a wholesale company, so we were working  
15 with, primarily with small business owners, like salon  
16 owners, spa owners, cosmetologists, rather than end users.  
17 So we were helping them grow their business as we grew our  
18 own.

19           In my capacity as sales, I also had an opportunity  
20 very early on to do a lot of the proofing and editing,  
21 which later turned into writing, copyrighting. I've always  
22 loved writing, and as soon as it was discovered that I was  
23 good at proofing and editing, and I was asked to proof a  
24 lot of the copy for our web site, and was given more and  
25 more responsibility to do that. By the time I left after

1 10 years, I was the sales manager. I had two account  
2 executives reporting to me, and I also did a lot of the  
3 communications and engagement work.

4 So I did partner communications with our  
5 distributors, both in the United States and overseas, as  
6 well as processing their orders. And then in terms of  
7 communications I worked really closely with the marketing  
8 department on campaigns and -- rebranding campaigns,  
9 promotional campaigns. And then I did a lot of internal  
10 communications as well, in terms of writing onboarding and  
11 training material. I worked very closely with our web  
12 developer to develop the content for the web based on  
13 customer feedback and their experiences with our web site.

14 So, primarily, sales, customer service, and then a  
15 lot of communications in the form of writing.

16 CHAIR BELNAP: Okay. And in the analytical section  
17 of your application, you talk about how you analyzed sales  
18 data. Looking for patterns, so that your company could  
19 target market and make other program decisions. So, could  
20 you walk us through how you do this analysis, starting from  
21 where you got the data, and what program you used to  
22 analyze it, and then how you would use the results?

23 MS. MCGILL: Sure. So, the data we were looking at  
24 was primarily sales data. Every time we made a sale,  
25 whether it was one product or 10,000 products, all of those

1 sales are entered into the same software system. And you  
2 can then go up and pull reports analyzing what has sold,  
3 who you sold it to, how many pieces you sold, if there were  
4 peaks in terms of like seasonal sales, information like  
5 that.

6           And what I found interesting during that process,  
7 much of this -- we used several software systems during the  
8 10 years that I was there. Much of this was done through  
9 QuickBooks. And when you're running reports in QuickBooks  
10 there are so many parameters that you can set. Tons and  
11 tons of -- you can include or exclude as much data as you'd  
12 like.

13           And I will be honest. When I first started years  
14 ago running these reports and making presentations to the  
15 executives there, I didn't fully understand until I had  
16 gotten some practice, the impact of the data sets that I  
17 was creating. And I now have a much better understanding  
18 of the fact that it's not as simple as trying to get to a  
19 certain end result with the data, it's really important how  
20 you choose to do so. So, what parameters are you including  
21 and what you are excluding?

22           I know it's -- a lot of people like say the data  
23 doesn't lie or the data don't lie, which I believe is true,  
24 but the data can be biased. And that depends a lot on the  
25 person culling and interpreting the information within the

1 data. So, as I learned more and more about data analysis  
2 and reporting, I was always really careful to not simply  
3 get the end results that my manager had asked for, but also  
4 to understand that, you know, if we look at this larger set  
5 of data, and then simply pull out sales to schools, all of  
6 the sudden the results are entirely different. One small  
7 change within a data set can completely change the way that  
8 the information is interpreted and the impact that it has.

9 CHAIR BELNAP: And how would you typically display  
10 the results of your analysis to show to other members of  
11 management?

12 MS. MCGILL: Typically, we -- I created  
13 spreadsheets as well as graphs, so that they could see the  
14 numbers, both the more raw data, as well as the comparison,  
15 side-by-side comparison in graphs.

16 CHAIR BELNAP: Okay. Thank you.

17 All right. I don't have any further questions.

18 Mr. Coe.

19 VICE CHAIR COE: Thank you, Mr. Belnap.

20 Ms. McGill, thank you for being here today. Good  
21 afternoon.

22 MS. MCGILL: Thank you.

23 VICE CHAIR COE: In your application, and you said  
24 a couple of times today, your interest in writing, and also  
25 reading. You mentioned a book club that you're in --



1 MS. MCGILL: Yes.

2 VICE CHAIR COE: -- where you discuss books by and  
3 about people of color.

4 MS. MCGILL: That's right.

5 VICE CHAIR COE: Have there been any books that you  
6 have read that have taught you something that may be of  
7 benefit to this Commission?

8 MS. MCGILL: That's an interesting question. The  
9 name of the book is escaping me, but, yes, there is. And  
10 forgive me if I blurt out the name of the book in the  
11 middle of my answer, because I cannot pull it to mind right  
12 now.

13 But it was a book that actually was, it was written  
14 by -- it was a true account of an instance within the Hmong  
15 community in, I believe it was Fresno, which does have a  
16 rather large Hmong community. There was a little girl born  
17 there who had a really debilitating disease that caused her  
18 to have seizures almost constantly. And there was a lot of  
19 disagreement between her family and the medical community  
20 on how to handle this, and that was because of cultural and  
21 religious differences between the two. The medical  
22 community, of course, has a very set set of procedures on,  
23 this is how you treat anyone who has seizures. These are  
24 the medications they should take, these are the  
25 environments they should avoid.

1 Her family -- forgive me, I just remembered the  
2 name of the book. The Spirit Catches You When You Fall  
3 Down. Her family had a very different interpretation. The  
4 reason the name of the book came to just now is because her  
5 family actually thought that her seizures were a result of  
6 -- I'm oversimplifying, but a religious experience that she  
7 was having on a regular basis. That there was a spirit  
8 entering her, and that that spirit shouldn't be subdued.  
9 That there was nothing wrong with her seizures. And they -  
10 - her doctors were afraid that she was actually going to  
11 die if her parents didn't take the advice that they were  
12 given.

13 And this might seem completely tangential to work  
14 on the Commission, but what I really took from that book is  
15 that, first of all, both of these people -- both of these  
16 groups of people absolutely loved this little girl, and  
17 wanted what was best for her. No one was trying to cause  
18 her any harm. Everyone believed that they were acting in  
19 her best interest. They were both looking at exactly the  
20 same circumstances and interpreting them very differently  
21 and coming to different conclusions and different courses  
22 of action.

23 And I can imagine that that will come up in my work  
24 on the Commission, similar to what juries are charged with.  
25 They all sit through the same trial. They review the same

1 evidence, and then come to different conclusions at the end  
2 and need to come to some sort of compromise. So I think  
3 respecting other people's points of view and other  
4 perspectives, understanding where they're coming from and  
5 understanding that their beliefs are sincere and valid,  
6 even if you dramatically disagree with them. That was  
7 something that I took away from that book.

8 VICE CHAIR COE: Okay. Thank you. You spoke a  
9 little bit about your time with working with diverse groups  
10 of people during your time volunteering with the Oakland  
11 Public Library. You've talked a little bit about that and  
12 you've given some specific examples of people you've worked  
13 for, and I think Mr. Belnap asked about impartiality.

14 But what else have you learned from the different  
15 groups of people that you've worked with about the  
16 different perspectives that their backgrounds might bring  
17 with them in terms of their life experiences and where they  
18 came from. What -- has there been anything in particular  
19 that you've learned from them?

20 MS. MCGILL: Yeah. I think in general I've come to  
21 appreciate everyone's story and understand how people have  
22 gotten to the place they are now. Not just the life that  
23 they lead now, but their beliefs now, political beliefs  
24 especially. And it's also given me a greater both  
25 understanding of my own life and appreciation for my own

1 life.

2 I believe that my intelligence and hard work has  
3 gotten me some of the way, that is, responsible for part of  
4 where I am today. I also believe that there are  
5 circumstances for which I have no control that are  
6 responsible for where I am today. And exposing myself to  
7 people who have had very different lives from my own has  
8 helped really cement that view, that I could be an entirely  
9 different person under different circumstances.

10 We're all shaped by our experiences. And things that  
11 happened to us when we were children can affect the way  
12 that we behave and the life that we lead as adults.

13 VICE CHAIR COE: Thank you. You indicated that  
14 you're currently going through the interview process for a  
15 job, and you've spoken about some of the jobs you've had in  
16 the past. What is it you're seeking to do in the next  
17 phase of your career?

18 MS. MCGILL: I'm currently looking for work as an  
19 internal communications manager. That was, as I mentioned,  
20 one of the things that I did in my last job, and really my  
21 favorite part of that job. And I'd love to do that full-  
22 time for a larger company. The company that I worked for  
23 was -- previously was very small, so everyone wore lots of  
24 hats. And I'd like to really hone in and do that full-  
25 time.

1 I do, having said that though, I do understand that  
2 serving on this Commission will be quite a commitment of my  
3 time. And I am lucky enough to have the financial means  
4 that I could afford to put off my job search, if that was  
5 required of me. I would love to find work that allowed for  
6 some flexibility and some time off, especially time to do  
7 something as impactful and important as this. But if I did  
8 have to make the choice, I understand this is such a huge  
9 opportunity, and I don't think I could pass this up. I  
10 would absolutely put my job search on hold, if it came to  
11 that.

12 VICE CHAIR COE: Your application says that you're  
13 from Alameda County and currently residing there --

14 MS. MCGILL: Yes.

15 VICE CHAIR COE: -- is that correct? Is that where  
16 you spent most of your time when residing in California,  
17 it's been the Bay Area region?

18 MS. MCGILL: My life has kind of been split in half  
19 at this point. I grew up in San Diego County. So I was  
20 born in San Diego proper, and then raised in a couple  
21 different suburbs within San Diego County. And I moved to  
22 the Bay Area about 20 years ago. So, about equal amounts  
23 of time in both San Diego County and the Bay Area.

24 VICE CHAIR COE: Can you speak a little bit about  
25 your experiences within -- in different regions of the

1 State that either those that you've lived in or those that  
2 you've visited in other capacities, and what you maybe have  
3 learned from the people in those different regions of the  
4 State?

5 MS. MCGILL: Yeah. Growing up I -- when people ask  
6 where I'm from, I say San Diego simply because it's easier  
7 to identify on a map. It's someplace people have heard of,  
8 but I actually grew in suburbs of San Diego. Those were  
9 predominantly white suburbs, at least at the time I lived  
10 there. They've both become more diverse than they were  
11 then.

12 And I believe that big part of the reason I love  
13 the Bay Area, and Oakland in particular, is because it is  
14 so much more diverse than what I grew up with. I'm mixed  
15 race myself. My dad is Black, my mom is White. And that's  
16 not remarkable now, luckily. I'm glad to see that that is  
17 -- that that population is growing, especially in the areas  
18 where I grew up. But my family was kind of an oddity at  
19 the time.

20 I'm well aware of the path -- the fact that I pass  
21 for White. So, amongst my predominantly White peers it  
22 wasn't always obvious, my racial background wasn't always  
23 obvious, but things changed when people either met my dad  
24 or saw my family out together as a family. And it was  
25 difficult at times.

1           And I believe part of the reason that I feel so  
2 much more comfortable in Oakland is because I don't stick  
3 out as an oddity. Because there are so many people of  
4 different races and so many mixes of those races. It's  
5 really refreshing to be surrounded by such a diverse  
6 population.

7           VICE CHAIR COE: What about the different  
8 perspectives or concerns that people may have in different  
9 regions of the State?

10           MS. MCGILL: Yeah. It's interesting at the time  
11 that I lived in San Diego -- I know that California in  
12 general is thought of as being a very liberal state, and I  
13 suppose compared to the rest of the nation we are, but  
14 there are different enclaves within the State. San Diego  
15 is actually much more conservative than some other parts of  
16 the State, as was Orange County, which was right -- you  
17 know, neighbor of San Diego. And now I live in a more  
18 liberal part of the State. And so I've seen, I've seen  
19 those differing perspectives, and I've also had the  
20 opportunity to drive through California, because my  
21 immediate family still lives in San Diego County. I visit  
22 several times a year, generally driving. And I can see as  
23 I drive through the Central Valley what some of their  
24 concerns are, too. You know, water, for example, is a huge  
25 one. The agricultural community is -- and really the whole

1 State and country is dependent on the agricultural  
2 community, and they don't feel as though they're getting  
3 the resources that they need.

4 So, I see different concerns. I see like, for  
5 example, the Bay Area at the moment is very concerned with  
6 the high cost of housing. That isn't everyone's first  
7 concern within the State of California. And I can see that  
8 having visited different parts of the State.

9 VICE CHAIR COE: Thank you. One of the key jobs  
10 the Commission's going to have is to identify communities  
11 of interest throughout the State. How do you think the  
12 Commission should go about identifying those, as some of  
13 them are harder to find than others. And so how do you  
14 think they should go about finding communities of interest  
15 and how can they avoid potentially overlooking some of the  
16 harder communities to find?

17 MS. MCGILL: Can I start by asking you to define a  
18 community of interest?

19 VICE CHAIR COE: It's a -

20 MR. DAWSON: I don't have it in front of me, but  
21 it's generally a group of people with common, shared  
22 interests, whether they're ethnic, economic, industrial,  
23 transportation.

24 MS. MCGILL: Okay. Thank you. I would imagine  
25 that the Commission itself will be diverse enough that many



1 people will come with their own concerns and interests, and  
2 be able to speak about the communities that they've -- they  
3 either live in now or have lived in in the past. I think  
4 it would actually be really interesting to examine where  
5 everyone, all the Commissioners are and the experiences  
6 that we've had, and then ask who's not represented here.

7 I imagine that a lot of the communities of interest  
8 are going to be people who aren't in the room among the 14  
9 of us. And it's important to look at who isn't here. Who  
10 are we likely to overlook simply because we don't have any  
11 first-hand knowledge of their experience. And, yeah, that  
12 would be an interesting process. It's difficult to define  
13 the negative at times, but I think that's an important  
14 aspect of our role. If we're going to be truly diverse and  
15 fair, we need to really ask, who's not sitting at this  
16 table right now? Who are we overlooking, and who should we  
17 pay more attention to?

18 VICE CHAIR COE: Thank you. If you were to be  
19 appointed to the Commission, which aspects of that job do  
20 you think that you would enjoy the most, and conversely,  
21 which aspects of the job do you think you might perhaps  
22 struggle with a little bit?

23 MS. MCGILL: I have no doubt that communication  
24 would be what I'd enjoy the most. I have a knack for  
25 filling in communication gaps, so I can imagine that I

1 would be doing that as we work together and would really  
2 enjoy that work. I enjoy, enjoy making things clear, so  
3 that everybody's on the same page. So I know I'd like  
4 that.

5 I also know that when we deliver these maps there's  
6 going to reporting involved, and I would very much like to  
7 be involved in that process as well. Writing things in a  
8 clear, concise way that explains how we came to the  
9 decision we came to, what data we used, what we looked at,  
10 why we think this is the best and most fair course of  
11 action.

12 In terms of what I would struggle with, this isn't  
13 necessarily defined as an aspect of the work, but I will  
14 say, I know that I'm a quiet individual, and I make no  
15 apologies for that. I don't think that's a bad thing.  
16 However, I also know my own tendency within collaborative  
17 group work. I'm quiet because I don't believe it's  
18 necessary for every thought and idea that passes through my  
19 head to be verbalized. And, again, I don't think that's a  
20 bad thing. However, I also know that I have a tendency  
21 when working collaboratively to allow others to say  
22 something if it's similar to or identical to what I was  
23 thinking. And that's something that I have tried to work  
24 on because I'm aware of it.

25 And I will absolutely speak up if I feel that my

1 voice and my perspective have not been named yet. If no  
2 one's talking about a specific question, or something that  
3 I think is important and interesting, I'll absolutely bring  
4 it up.

5 I'm also often times more eager to listen than  
6 speak. And I would like the opportunity to challenge  
7 myself on the Commission, and speak up a little more and  
8 make my voice heard.

9 VICE CHAIR COE: Okay. Thank you, Ms. McGill.  
10 No further questions.

11 CHAIR BELNAP: Ms. Dickison.

12 PANEL MEMBER DICKISON: Thank you.

13 So, since I'm last, they've asked most of my  
14 questions. But in your experiences with your volunteer  
15 work in Oakland and with the Second Star Program --

16 MS. MCGILL: Uh-huh.

17 PANEL MEMBER DICKISON: -- is that what it is?  
18 What can you take from those experiences that will benefit  
19 the Commission?

20 MS. MCGILL: I -- given those experiences, I'm  
21 someone who is striving for diversity in my own life. I  
22 actually seek out opposing perspectives so that I can get a  
23 viewpoint different from my own. I believe I'm a better  
24 person when I do that and can make better decisions. Yeah,  
25 I think there's value in actually seeking out the other,

1 and I would rather, even if it leads to conflict, I would  
2 rather surround myself with people of differing viewpoints,  
3 than remain in my own closed-minded bubble and associate  
4 only with people who agree with me and feel like I do.

5           PANEL MEMBER DICKISON: As we've -- as already been  
6 discussed, the Commission's going to be tasked with  
7 identifying communities of interest and getting those  
8 voices heard. Can you talk about how you would try to  
9 bring those voices out in meetings or whatnot, to ensure  
10 that they're understood, that they're heard?

11           MS. MCGILL: Yeah. Part of that involves the  
12 process and the logistics of how the Commission would do  
13 its work, which, for me, I do have some questions about  
14 that. My hope is that we're actually able to visit some of  
15 these communities once we identify people who do have sort  
16 of a collective interest. We're going to want to know more  
17 about them, and I don't think there's a better way to learn  
18 about a community than to speak with the people in that  
19 community.

20           So my hope would be that we could actually have  
21 first-hand contact, or at the very least, you know, sit in  
22 on community meetings with some of the people that we're  
23 referring to, before we're able to make decisions that will  
24 impact them. My fear is that if we don't have direct  
25 contact, we might be basing our decisions on assumptions

1 that may or may not be true.

2 PANEL MEMBER DICKISON: Can you tell us about some  
3 of the community concerns in Oakland and the surrounding  
4 area, and how those might differ from other areas of the  
5 State?

6 MS. MCGILL: Yeah. I think in Oakland right now  
7 the biggest concern for most people is probably the high  
8 cost of housing. And there's a very interrelated concern  
9 there, in that there's a huge rise in homelessness,  
10 particularly camps, homeless encampments. And increase in  
11 people living out of their cars. And those two obviously  
12 go hand in hand together. This is a very valid concern  
13 within Oakland. Of course everyone should be housed,  
14 everyone should -- the public should also be safe.  
15 Homeless encampments are not necessarily the safest place  
16 either for the residents or the surrounding community.

17 However, I can also acknowledge that this is a  
18 result of some privilege. The tech boom came to the Bay  
19 Area. It started in Silicon Valley, moved to San  
20 Francisco, and now it's affecting Oakland. More and more  
21 companies are moving into Oakland, which is causing the  
22 cost of housing to rise. And people within the Bay Area  
23 who don't necessarily work in Oakland are moving to Oakland  
24 because it's more affordable than San Francisco, at least  
25 for the time being.

1           So, although the concern about the cost of housing  
2 is absolutely a valid concern and a legitimate concern, I  
3 also think it's important to keep in mind that that's not  
4 the concern of everyone in the State. There are places  
5 that are trying to attract new business at all. We're  
6 dealing with the by-product of, you know, the tech boom  
7 and, for lack of a better term, too much new business  
8 coming in.

9           There are places that are really struggling to  
10 attract business and keep businesses open. There are  
11 places that have very different concerns. The cost of  
12 housing is low, simply because it's viewed as an  
13 undesirable area and there aren't very many people who want  
14 to live there, or there aren't jobs within a reasonable  
15 driving distance of those areas. So, again, the concern  
16 within Oakland is valid, but it certainly can't be viewed  
17 as the biggest concern for the State of California.

18           PANEL MEMBER DICKISON: What do you believe drives  
19 preferences for representatives between different regions  
20 of the State?

21           MS. MCGILL: I'm not sure if I understand your  
22 question.

23           PANEL MEMBER DICKISON: What factors would someone  
24 be looking at when they're trying to determine who they  
25 would like to represent them based on the regions in the

1 State?

2 MS. MCGILL: As I'm voting and choosing  
3 representatives, I like to consider, first of all, a  
4 person's qualifications for the job, as well as whether or  
5 not they represent my beliefs and my views and my values.  
6 I think that's something a lot of people keep in mind as  
7 they're looking for representation. However, we also live  
8 in a democracy where money pays -- plays a huge impact.  
9 And often times people haven't done much research before  
10 filling out the ballot, and name recognition is what  
11 they're voting on. The person who's had the most airtime  
12 on T.V. and radio and has put up the most billboards  
13 sometimes gets the most votes. And that's not necessarily  
14 in the voter's best interest, the person who has the most  
15 money isn't necessarily the one who's going to do the best  
16 job of representing them. But I do absolutely believe that  
17 that plays an important role in who gets the votes.

18 I do also think that there are still to this day  
19 certain groups that are -- I won't go so far as to say,  
20 excluded from the political process, but somewhat  
21 disenfranchised and has added disadvantage when running. I  
22 think women and people of color especially, especially if  
23 those people of color are immigrants. They tend to do a  
24 good job of attracting people like them.

25 Women are eager to vote for other women. However,

1 women often times have a harder time convincing the  
2 population at large that they can do the job and that  
3 they're qualified and that there won't be conflicts of  
4 interest at home, things of that nature.

5           PANEL MEMBER DICKISON: The first eight  
6 Commissioners are selected by lottery, and then they select  
7 the next six that round out the Commission. If you are one  
8 of the first eight Commissioners, what would you be looking  
9 for in the remaining six?

10           MS. MCGILL: I think there are two issues there.  
11 One, I'll reiterate what I said a few times, about the  
12 ability to keep an open mind, a demonstrated ability to  
13 keep an open mind, deal with different perspectives and  
14 compromise. So, in looking at an applicant's application,  
15 and hopefully we'll be allowed to view these interviews,  
16 that's something that I would look for. However, I think  
17 it's really important that the Commission be very, very  
18 diverse. So if I was one of the first eight selected, I  
19 would also look around at my seven colleagues to see if  
20 there was anyone not represented in the room. Do we need  
21 to perhaps make an effort to choose someone from the  
22 Central Valley? Are there a lot more women than men here?

23           I know that there are already quotas set up on the  
24 number of Commissioners from each party. If I understand  
25 correctly, it will be five, five and four. So, that should



1 be covered. But there are a lot of aspects of diversity  
2 that I would like to see addressed. And if I was fortunate  
3 enough to be one of the first eight chosen, I would really  
4 look at who wasn't in the room, and try to round things out  
5 that way.

6 PANEL MEMBER DICKISON: One more question. What  
7 would you like to see the Commission ultimately accomplish?

8 MS. MCGILL: Ultimately, I would like to see us put  
9 up district maps that have taken into account the needs of  
10 California as a whole, as well as the needs of the  
11 individuals within those districts, and that are truly fair  
12 to everyone. I know that's a tall order that won't be easy  
13 to do, but I think that fairness needs to be kept in mind  
14 throughout the process. The idea that the results of this  
15 Commission are going to impact people for years to come in  
16 various ways. We need to keep that in mind, and really  
17 strive for fairness and equity in the process, and ideally  
18 do so in a way where we were able to work constructively  
19 throughout.

20 PANEL MEMBER DICKISON: Thank you.

21 MS. MCGILL: Thank you.

22 CHAIR BELNAP: Okay. Mr. Dawson.

23 MR. DAWSON: Thank you.

24 I'd like to follow-up on a couple of the things  
25 that you'd said. I'm interested in your work on ONiT. Is

1 it -- am I saying that right?

2 MS. MCGILL: Yes.

3 MR. DAWSON: Yeah. So, if I understood you  
4 correctly, it was -- was it formed in order to deal with  
5 gentrification, or has that become one of its issues?

6 MS. MCGILL: It was formed in order to deal with  
7 gentrification as I see it. What actually happened was,  
8 there was a web site called nextdoor.com. I'm not sure if  
9 you're familiar with it. It's not a web site as much as a  
10 social media site, where people within different  
11 neighborhoods come together. And it's actually a really  
12 cool concept, with some possible unintended consequences.  
13 You can -- you know, I've helped someone find their lost  
14 cat on nextdoor.com. You can advertise your garage sale on  
15 nextdoor.com. There's also a crime and safety section, so  
16 that you can alert your neighbors to either a crime that  
17 you've been the victim of, or if you've seen anything that  
18 looked suspicious, so people can be on the lookout.

19 And I'm paraphrasing. I might have this incorrect  
20 because this was several years ago, but at one point  
21 someone posted something within the crime and safety  
22 section to the effect of, be careful. I've seen a Black  
23 man on a bicycle riding through the neighborhood several  
24 times. That was the suspicious activity that we were all  
25 supposed to be on the lookout for, and the comment section

1 blew up. People were outraged that being Black and riding  
2 a bicycle was cause for alarm and thought that was really  
3 unfair.

4           So, I say it came as the result of gentrification,  
5 because my own assumption, and the assumption of many  
6 people who participated in this thread, was that that post  
7 was possibly the result of gentrification. That someone  
8 who was relatively new to a very diverse city, and was not  
9 necessarily used to seeing people of color out and about  
10 living their normal everyday lives, was alarmed to see a  
11 man on a bicycle who didn't look like that person riding  
12 through their neighborhood several times.

13           So, the -- there were cries of racism, and one  
14 person, who I'm now friends with, stepped up within this  
15 thread and said, this is getting really ugly and offensive.  
16 I'm going to suggest that we all get together and meet in  
17 person. I want to believe that we're all better than this.  
18 This discourse is out of hand. And it's probably because  
19 it's happening rather anonymously, which tends to happen on  
20 social media.

21           So he actually organized a group meeting and posted  
22 it on nextdoor. Everyone got together to basically air  
23 their grievances and to continue that same discussion, but  
24 in person and actually meet one another. He hired a  
25 professional -- I shouldn't say, hired. He asked for the

1 services of a professional facilitator who lives within  
2 Oakland, who I'm also now friends with, so that if things  
3 did get heated or difficult at any time, this person could  
4 step in. And we basically all sat in circle inside a  
5 church and talked.

6           There were, I believe, about 70 people in  
7 attendance at this first meeting, which really spoke to the  
8 need for more groups like this and more events like this.  
9 If this one-off meeting could attract that many people,  
10 this was obviously something that we were willing and eager  
11 to discuss with one another. So, that was actually just  
12 one person's doing. And because of the popularity of that  
13 group, he started to organize more events like that, but  
14 with a little more structure to them. So, for example, we  
15 had a two-part series on implicit bias with a professor who  
16 led that. We had an Imam come in and give kind of a primer  
17 on his Muslim religion for people who were unfamiliar with  
18 Islam.

19           So, just educating people about things that might  
20 be new to them, new to them with the understanding that  
21 Oakland has gentrified over the last 10 years or so, and  
22 there might be people who live in the city who haven't been  
23 exposed to some of these people or viewpoints in the past.

24           MR. DAWSON: So, it's civic education, civic  
25 engagement, that sort of thing?

1 MS. MCGILL: Yeah, that's a good way to describe  
2 it. It's certainly educational, but the goal is to get  
3 people talking to one another.

4 MR. DAWSON: I see. Does it also like advocate to  
5 city council, for example, or --

6 MS. MCGILL: No, it doesn't. I should mention, the  
7 group has disbanded. The design team at some point got too  
8 small to continue doing the work we were doing. The events  
9 were too much work for the six or so of those who were  
10 left.

11 MR. DAWSON: I see.

12 MS. MCGILL: So the group disbanded a few years  
13 ago. But we did hold several events, and to answer your  
14 question, during that time, no, we did not ever advocate  
15 for legislation or take any causes to city hall.

16 MR. DAWSON: So, I'm sort of following up on this.  
17 They said the genesis was a nextdoor post. And I was  
18 interested in your response to the question about  
19 hyperpartisanship, where you actually mentioned social  
20 media. And does that sort of inform your perspective of -  
21 - I don't want to say the dangers of social media, but the  
22 possible -- some aspects of it that could be potentially  
23 troublesome for the Commission?

24 MS. MCGILL: It probably has. I haven't actually  
25 considered that until you posed the question, but, yeah, I

1 think it probably has. That experience, of course, is not  
2 unique. Things like that happen on social media all the  
3 time.

4           What was interesting about this particular  
5 experience is because nextdoor is made for neighborhoods,  
6 this one individual knew that he could throw out the  
7 suggestion that we all meet in person, and it would be very  
8 easy to do that. And, of course, if you do that on  
9 Facebook, that's not possible. You're speaking to people  
10 in other countries at times.

11           But, yes, I think what happened on nextdoor happens  
12 on social media a lot. And I believe that that's in large  
13 part because of the anonymous nature of social media. You  
14 can hide behind a screen, an old profile picture, which  
15 could be a picture of your dog. No one knows who you are,  
16 and there at least is the appearance that there are very  
17 few repercussions to what you're going to say. And it's  
18 difficult to do that in person, for most people at least.  
19 I think most people are reasonable and somewhat kind. And  
20 it's more difficult to do that when you're having a face-  
21 to-face discussion with someone, even if you disagree with  
22 that person.

23           MR. DAWSON: I want to go back to another -- well,  
24 follow-up on another question. You talked about how this  
25 is relying on data. And that although we like to think of

1 data as being neutral, it can in fact be biased or hide  
2 biases. So how -- in your work and projecting to work at  
3 the Commission, how do you assess the reliability of data?

4 MS. MCGILL: I think it's important to question the  
5 data, I really do. I think, as I've already mentioned, I'm  
6 someone who tends to ask a lot of questions anyway, but I  
7 think it's especially important to question the data.  
8 Question where it came from, question how large the data  
9 set was, what parameters or factors were included, how many  
10 people reviewed the data and came to the conclusion that  
11 they did.

12 I think there's absolutely nothing with questioning  
13 the data and maybe drawing conclusions from the answers to  
14 those questions as to whether or not the data is biased.

15 MR. DAWSON: So I don't have any more follow-up  
16 questions.

17 Did the Panel have any more follow-up?

18 VICE CHAIR COE: I do not.

19 CHAIR BELNAP: I do not.

20 PANEL MEMBER DICKISON: I do not.

21 MR. DAWSON: So, we have 24 minutes left in the 90-  
22 minute period of time. Ms. McGill, would you like to make  
23 a closing statement to the Panel?

24 MS. MCGILL: Yes. I'd just like to thank you all  
25 for your time. I really appreciate you taking the time to

1 speak with me. It's an honor to have come this far in the  
2 process, and I would be hugely honored to serve on the  
3 Commission. I think I have both the personality and the  
4 skills necessary to do so well. I'm wondering if I am  
5 allowed to pose any questions in my remaining time?

6 MR. DAWSON: I don't -- that's not intended to be.

7 MS. MCGILL: Okay.

8 MR. DAWSON: All right.

9 MS. MCGILL: All right. I'll leave it at that  
10 then.

11 MR. DAWSON: Thank you.

12 CHAIR BELNAP: Thank you for being here. Really  
13 appreciate it.

14 MS. MCGILL: Thank you.

15 CHAIR BELNAP: We are going to recess and pick back  
16 up in the morning at 8:59.

17 (Recess at 4:06 p.m.)

18

19

20

21

22

23

24

25

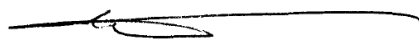


**REPORTER'S CERTIFICATE**

I do hereby certify that the testimony in the foregoing hearing was taken at the time and place therein stated; that the testimony of said witnesses were reported by me, a certified electronic court reporter and a disinterested person, and was under my supervision thereafter transcribed into typewriting.

And I further certify that I am not of counsel or attorney for either or any of the parties to said hearing nor in any way interested in the outcome of the cause named in said caption.

IN WITNESS WHEREOF, I have hereunto set my hand this 13th day of April, 2020.

---

PETER PETTY

CER\*\*D-493


Notary Public

**TRANSCRIBER'S CERTIFICATE**

I do hereby certify that the testimony in the foregoing hearing was taken at the time and place therein stated; that the testimony of said witnesses were transcribed by me, a certified transcriber.

And I further certify that I am not of counsel or attorney for either or any of the parties to said hearing nor in any way interested in the outcome of the cause named in said caption.

IN WITNESS WHEREOF, I have hereunto set my hand this 13th day of April, 2020.



---

Barbara Little  
Certified Transcriber

AAERT No. CET\*\*D-520