

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, California 95814

THURSDAY, MARCH 19, 2020
8:34 A.M.

Reported by:
Susan Palmer

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

Vonya Quarles

Lawrence Harris

David Fung

Arturo Adame

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P R O C E E D I N G S

8:59 a.m.

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3 CHAIR COE: Good morning. The time being 8:59
4 we're ready to bring this meeting back on the record. A
5 couple of real quick remainders. For those in the room,
6 please silence cellphones and other devices while the
7 meeting is in session and take any calls in the hallway
8 outside. The restroom is out the door to your left. And
9 in the event of an emergency, please follow the
10 instructions of the State Auditor staff.

11 At this time I would like to welcome Ms. Vonya
12 Quarles for her interview this morning.

13 Can you hear us okay?

14 MS. QUARLES: Yes. I can hear you fine, and
15 thank you for having me.

16 CHAIR COE: Thank you. I'd like to turn the time
17 over to Mr. Dawson to ask the Five Standard Questions,
18 please.

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

20 Ms. Quarles, I'm going to ask you Five Standard
21 Questions that the Panel has requested each applicant
22 respond to. Are you ready, ma'am?

23 MS. QUARLES: Yes, I am.

24 MR. DAWSON: First question: What skills and
25 attributes should all commissioners possess? What skills

1 or competencies should the commission possess collectively?
2 Of the skills, attributes, and competencies that each
3 commissioner should possess, which do you possess? In
4 summary, how will you contribute to the success of the
5 commission?

6 MS. QUARLES: Would you like me to answer those
7 one by one or collectively?

8 MR. DAWSON: However you would like.

9 MS. QUARLES: I think it's critical that every
10 commissioner bring to the commission a desire to want to
11 serve all of California, a willingness to listen to the
12 constituents of all of California, to work collectively to
13 create the best possible outcome which is inclusivity. And
14 I believe that I possess those skills.

15 I also believe it's important and I would say
16 critical that each person selected to the commission also
17 possess the ability to synthesize information, to analyze
18 information at a pace that will allow us to work together
19 all over the state.

20 I think it's important that the commission be
21 full of people that have ties throughout the state and
22 across the state, that have reputations of being inclusive,
23 and having integrity. And I believe I possess those
24 attributes.

25 MR. DAWSON: Thank you. Question 2: --

1 MS. QUARLES: May I say one more thing about
2 that --

3 MR. DAWSON: Oh, please.

4 MS. QUARLES: -- before I yield back to you, sir.
5 I think that to talk about bias today without acknowledging
6 that it exists in our world, we live with it, we carry it,
7 but I think it's important that whoever is on this
8 commission is able to set aside whatever bias they come to
9 the table with, in order to create a comprehensive district
10 map of our state that respects the natural lines that
11 already exist here. That's it. Thank you.

12 MR. DAWSON: Thank you.

13 Question 2: Work on the commission requires
14 members of different political backgrounds to work
15 together. Since the 2010 commission was selected and
16 formed, the American political conversation has become
17 increasingly polarized whether in the press, on social
18 media, and even in our own families. What characteristics
19 do you possess and what characteristics should your fellow
20 commissioners possess that will protect against
21 hyperpartisanship? What will you do to ensure that the
22 work of the commission is not seen as polarized or hyper-
23 partisan and avoid perceptions of political bias and
24 conflict?

25 MS. QUARLES: I think being open is important, so

1 even if one of the members or myself or whoever is on
2 commission might not be a member of the same party, it
3 doesn't mean what they're bringing or what they're sharing
4 isn't important or valid. So I think being open is very
5 important. And sometimes just not saying anything. A lot
6 of the conversations I get on social media, some of them
7 can go deeper than others, and that's kind of a rabbit
8 hole. And I think as a commissioner that's something that
9 I would avoid doing. And I really never been so committed
10 to a party over people.

11 MR. DAWSON: Thank you.

12 Question 3: What is the greatest problem the
13 commission could encounter and what actions would you take
14 to avoid or respond to this problem?

15 MS. QUARLES: I think one of the biggest problems
16 could be just not hearing or not listening, not taking in
17 the information, not processing it, and going in with the
18 idea or mindset that: I know, I know, I know.

19 I look at this opportunity as an opportunity to
20 learn something and if I go in knowing it all, I'm probably
21 not going to do well. And I think if the entire commission
22 were to be made up of those of us who feel we know it all
23 or somehow have a lot of prestige or information that
24 others might not, then we might not get what we need to get
25 to do the work that we have to do. So I think being open

1 to the community, to the state is very important. And I
2 think working with other people, I'm sure this commission
3 is going to be made up of people from all different kinds
4 of backgrounds, and I think we'll have to remain open and
5 respectful and be willing to work toward consensus with
6 each other.

7 MR. DAWSON: Thank you.

8 Question 4: If you are selected you will be 1 of
9 14 members of the commission, which is charged with working
10 together to create maps of the new districts. Please
11 describe a situation where you had to work collaboratively
12 with others on a project to achieve a common goal. Tell us
13 the goal of the project, what your role in the group was,
14 and how the group worked through any conflicts that arose.
15 What lessons would you take from this group experience to
16 the commission if selected?

17 MS. QUARLES: So I do community work which means
18 I do a lot of community organizing. We work on issues.
19 But I think the one thing that I've worked on that's
20 closely related to this commission is working on the
21 district of the City of Corona. And so the City of Corona
22 went over to the districting. And so I work with the
23 community to create a map based on what the City of Corona
24 residents had already kind of determined. And there were
25 other map options, so we had to create a map that kind of

1 respected all of the communities that existed. And it had
2 to also make sense for the city to -- to district up in the
3 way that we wanted it to. And so we had to meet with
4 permanent local city government folks. We had to meet with
5 community groups. There was about 12 of us that worked on
6 this project. And we were successful in getting the map
7 that we have put forth because we put so much energy and
8 time on the front end of creating a map that was both
9 responsive and feasible. But that was the map that the
10 city ended up using even though the city had spent, you
11 know, funds to have these map people come in and develop
12 maps for them. So we were able to get our map.

13 And then after that we were able to work on the
14 measure, which was Measure N, to get it passed. And then
15 from there we created an organization called Building a
16 Beloved Corona, which helped to bring more inclusivity to
17 local city issues in Corona.

18 MR. DAWSON: Thank you. Question 5: A
19 considerable amount of the commission's work will involve
20 meeting with people from all over California who come from
21 very different backgrounds and a wide variety of
22 perspectives. If you were selected as a commissioner, what
23 skills and attributes will make you effective at
24 interacting with people from different backgrounds and who
25 have a variety of perspectives? What experiences have you

1 had that will help you be effective at understanding and
2 appreciating people and communities of different
3 backgrounds and who have a variety of perspectives?

4 MS. QUARLES: I'm a native Californian. And I
5 come from a place in L.A. where most of us lived and spent
6 our whole life in a five-block radius. I went to work in
7 an oil refinery in the city of Carson. And I began to meet
8 different people. I mean my life was very small and it
9 began to grow as I began to meet different people from
10 different cultures. And I was in my twenties and at that
11 point I began to understand the value of diversity. I
12 don't know that we were calling it diversity back then, but
13 just this value of differences, it is enriching. It
14 enriched my life and it expands and it caused my
15 world -- and I think that being on the Commission is
16 another opportunity to do that. And I have a desire and I
17 appreciate those differences that we all have. And it
18 might not be differences in race, but there is a lot of
19 diversity when it comes to ideas.

20 The things that I thought were normal aren't so
21 normal to some people and vice versa. So I think that I
22 have the appreciation and I understand the value of not
23 having a single standard since welcoming the input, ideas,
24 and richness that we get when we open ourselves to other
25 people. And so traveling around, meeting and talking to

1 different people is second nature to me because that's the
2 way I was brought up. And I've always had a level of
3 curiosity that keeps me wanting to learn more about
4 different people and being open to hear and explore and
5 understand people.

6 MR. DAWSON: Thank you.

7 We will now go to Panel questions. Each Panel
8 member will have 20 minutes to ask his or her questions.
9 And we will begin with the Chair, Mr. Coe.

10 CHAIR COE: Thank you, Mr. Dawson.

11 Ms. Quarles, good morning to you. Thank you for
12 making time to speak with us today.

13 In your application you discuss many efforts and
14 organizations that you're involved in. You have
15 participated in and I believe you are currently
16 participating in Fellowships Related to Social Justice,
17 including helping children leave foster care, and racial
18 equity and healing.

19 You also founded and are the executive director
20 of Starting Over, Incorporated, your reentry program for
21 people leaving prison and working to rebuild their lives.
22 Can you give us some background on your life and how it led
23 you to dedicate yourself to these efforts?

24 MS. QUARLES: Sure, I'll try. So I am a native
25 of California. I'm also a third-generation convicted

1 felon, which means I was convicted of a felony. In the
2 five-block radius that was my whistle, that was the norm,
3 and I made choices that landed me in prison. They were
4 drug charges, and I was a drug addict. So I spent the
5 early years of my life fighting -- or surrendering to a
6 cocaine addiction.

7 So I paroled in 1990, and that was the first time
8 that I had ever come out and tried to do something
9 different with my life. And so there were opportunities
10 there for me, and I got a lot of support. Folks wanted to
11 give me one more chance. And I was able to reinvent or
12 recreate my life. And I think that people today deserve
13 that same opportunity. And maybe people that's given that
14 opportunity will take it. And so that's become my work.

15 I went to work, I got that one job when I came
16 home from prison. I stayed on that job. I
17 (indecipherable) with a GED. When I walked out, I had a
18 Juris Doctorate and a bachelor's degree in business. And I
19 knew that it was my obligation, so to speak, to try and
20 open doors of opportunity for other people. And that's
21 what I've been doing since 2009.

22 CHAIR COE: And how do you -- how do you think
23 that these experiences and these perspectives that you now
24 carry could be particularly helpful and beneficial to the
25 mission of this commission?

1 MS. QUARLES: I think that I would bring a vast
2 opportunity to encourage people that might be currently
3 marginalized because of criminal convictions or just
4 because of being othered in, you know, one of the many ways
5 that we can other people here.

6 I think that it would show that because you made
7 a mistake or because you've done something, it doesn't mean
8 you can't be, and I can't, you know, say that everybody
9 should be what I'm doing, but they should be able to be.
10 And I think that I can hear and listen to those voices in a
11 way that I'm uniquely prepared for based upon my past
12 experiences and my current circumstance.

13 CHAIR COE: Okay. Thank you. In your
14 impartiality essay you discuss your ability to check your
15 biases and to be open to a diverse set of ideas when you're
16 working with community stakeholders. And you spoke to bias
17 earlier in one of the Standard Questions that Mr. Dawson
18 asked. What are some biases you possess, how did you
19 discover them, and how do you go about ensuring that they
20 don't affect your decision making?

21 MS. QUARLES: I'm an African American woman with
22 Irish and Lakota ancestry. And my biases are based upon my
23 experience traveling this world in an African American
24 body. And so I've developed biases about people. And I
25 had to come -- to doing my own self-work, had to come to

1 admit and acknowledge those biases, and so to point at
2 other people's biases and not acknowledge mine own was not
3 going to be very helpful to me growing as a person. And so
4 I acknowledge I have biases against people. I think, you
5 know, left to my own devices or my own thinking without
6 consciously checking my biases that I would feel a certain
7 way about certain groups.

8 And so it's an intentional, it's an intention on
9 my part to check those biases, because no matter who we
10 are, we carry a value with us because we're human. And I
11 don't want to ever be sitting at a table where my biases
12 are influencing decisions that I make impacting someone's
13 life or their community. And so whether I'm familiar with
14 a particular group or not, I need to listen, I need to
15 learn and be open. And that's how I check my biases, is to
16 make sure that I'm treating whatever -- whoever that person
17 is the way that I'm treating everyone else. And so during
18 the racial equity and healing work that I did with the
19 Kellogg's Foundation, I was able to come to understand my
20 own shortcomings when it comes to bias.

21 CHAIR COE: Okay. Thank you. In one of your
22 other essays you discuss how you were asked by your former
23 employer to lead the Racial Equity and Inclusion Network.
24 You accepted this role and in your essay you say that it
25 helped you to heal and helped others to do the same. In

1 what ways did that experience help you to heal and how did
2 it help others?

3 MS. QUARLES: Well, the Racial Equity and
4 Inclusion Group was made of all different people, so it
5 wasn't like any one particular group was in here, so it
6 was -- it was amazing. It was everybody: People from the
7 Philippines, people from Uganda, people from here, they were
8 all here and employees of the company. And so I had always
9 thought about race in terms of black and white. And when I
10 was thinking like that and acting like that what I was
11 doing was excluding everyone else from the conversation.
12 And so what we learned to do was not make race about black
13 and white but about people. And so I watched for
14 conversations that tried to polarize racial discussions
15 between black and white, and recognize there's a whole
16 spectrum between black and white, and how are they being
17 included if we're still talking in black and white. So
18 that was one of the things I learned.

19 And then I was able to hear stories that other
20 people were sharing about their experiences, whether they
21 were Irish or whether they were some other nationality.
22 Everyone has racial stories to tell, things that have
23 happened to them or how they felt alone or not a part of
24 because of race. And if it wasn't race, sometimes gender
25 would come up, a lot of different things, though, that

1 would make people feel that they weren't a part of. And so
2 I loved it. And I think that the employer must have
3 figured I must have liked it because I learned so much
4 about different people. It had always been, you know, what
5 had happened to me in my experiences, but through that work
6 I was able to broaden my understanding that we basically
7 all want the same thing. We want to live. And so it was
8 helpful and I appreciated that opportunity. And hopefully
9 I've answered your question.

10 CHAIR COE: Yeah, I think so. A quick follow-up:
11 How do you think that those experiences could help make you
12 an ideal commissioner for the work of this commission?

13 MS. QUARLES: I believe applying that same
14 understanding and carrying that -- (brief audio
15 break) -- and opportunity because actually when we talk
16 about diversity we're talking about opportunity, right, how
17 do we expand, and so I carry those things with me and I
18 would bring them to the commission.

19 CHAIR COE: Thank you. So in your essays and
20 earlier this morning you also discussed your experiences in
21 local redistricting with the City of Corona and how that
22 effort led you to create a community organization called
23 Building a Better Corona -- or Building a Beloved Corona.
24 I'm sorry. The mission of this organization is to increase
25 the civic engagement of Corona residents and the

1 organization is committed to equitable opportunity for all
2 people, ensuring that all people have a voice in decisions
3 affecting their lives.

4 This sounds, I think, pretty similar to goals of
5 the Redistricting Commission at a statewide level. What
6 strategies could you bring from your experiences with this
7 organization and with your local redistricting to the
8 Citizens Redistricting Commission?

9 MS. QUARLES: We used actual canvassing, so I
10 don't think the commission will be doing canvassing, but we
11 collected surveys, we talked to people. So I think talking
12 to people, surveying, trying to better understand the needs
13 of people are things that the commission can do. And then
14 once we got the raw data, we were able to analyze it and
15 kind of identify some needs based on Zip codes and certain
16 districts.

17 It is interesting that each district kind of has
18 its own flavor in the City of Corona. And I don't know how
19 the state would come out, but I think it's very important
20 to do the listening on the front end. And that
21 was -- because we went in, of course knowing it all, so we
22 went in thinking that we knew what the problem was, but we
23 hadn't really listened to people tell us. We thought it
24 was inequity because one certain part of the city might not
25 have the resources that the other one does. But most of

1 the people within that, that district, were concerned about
2 safety issues and other things that we wouldn't have known
3 if we hadn't talked or actually hadn't listened to them.

4 So I think beginning with listening and trying to
5 restrict some of the assumptions that we might already have
6 about a particular area is critical. And I think that was
7 helpful to us. So I keep saying listening, I hear myself
8 saying listening so many times, but that's really what it
9 was. And people really want to be heard. It was amazing
10 how many people opened up and talked to us about their
11 personal lives and about what they were going through, what
12 they thought was important, and we were just able to
13 listen.

14 CHAIR COE: So that's a nice segue to my next
15 question. When you mentioned the people that opened up and
16 shared their perspective with you, some communities are
17 less willing to engage in that way and they may be
18 uncomfortable for one reason or another engaging
19 particularly with the government in some way to share their
20 perspective and their needs and desires, but it's going to
21 be important for this commission to hear those in order to
22 effectively do their work. How would you go about getting
23 those communities that are less engaged to feel comfortable
24 coming forward to share their perspectives?

25 MS. QUARLES: So I do not work alone, I work

1 through organizations, through my own organization and
2 other organizations. And so I've been fortunate to be part
3 of OCRO county, regional, statewide efforts. And so
4 through those organizations I have a certain level of
5 goodwill. And I think that I am a community person that
6 has been doing work for the community for the past 11 years
7 and I think that brings with it some things that will be of
8 value to the commission in terms of talking with people who
9 might not normally talk with government.

10 We also have partnerships with government
11 organizations like Public Health. We worked with many
12 organizations. We're a member organization. We work with
13 Cali Calls closely. We also work with the Advancement
14 Project. We work with the IE Census, which is a regional
15 effort. What we hope to have at the conclusion of this
16 census is a regional-wide collaborative of community and
17 government organizations working to make our community, our
18 region better.

19 So I think it's those kind of connections that
20 your commissioners are going to bring with them to this
21 work that are going to help us to reach the people that
22 normally would not be open to conversations with what they
23 view as government. I think this is critical, how we
24 district up the state is critical not just to who we're
25 talking to today but many people to come within the next 10

1 years. And so I think -- I appreciate the effort and the
2 consideration of how you reach people that don't normally
3 talk to government. It shows that you understand that
4 they're there and their voices are critical to the state of
5 California.

6 CHAIR COE: Thank you.

7 A time check.

8 MS. PELLMAN: Five minutes and 39 seconds.

9 CHAIR COE: Thank you.

10 So much of the role of this commission is to
11 be -- is to represent the people, to be representatives of
12 the people across the state. Why do you think you would be
13 a good representative for the citizens of California?

14 MS. QUARLES: Because I am a citizen of
15 California and I have experiences that uniquely prepare me
16 for this commission. I have experienced somethings that
17 hopefully no one else in the state will have to experience,
18 although I know that many will, and to come out on the
19 other side and be able to help people and to do some thing
20 with myself that's going to help the state of California
21 and all its people speaks a lot about the state of
22 California and the values of California.

23 CHAIR COE: Thank you. I have one final question
24 for you. If you were to be appointed as a commissioner,
25 which aspects of that role do you think that you would

1 enjoy the most? And, conversely, which aspects of that
2 role do you think you might struggle with a little bit?

3 MS. QUARLES: I think I would enjoy the analysis
4 first. First and foremost, talking to people and listening
5 is second nature, but I would love to see what the data
6 says about the communities throughout the state.

7 I think it would be most difficult for me
8 to -- it would be most difficult for me to -- I'm trying to
9 think of what would be the hard part of this commission
10 work. And maybe it's because I don't know what I don't
11 know, because I haven't served on this commission.
12 So -- so I really can't answer that in any real way. It
13 might be difficult to make the decisions about district
14 lines that I might not agree with, that might be difficult,
15 but I really don't know because I don't know what the
16 experiences will be.

17 CHAIR COE: Okay. Thank you.

18 I don't have any further questions at this time
19 so I will turn the time over to Ms. Dickison.

20 MS. QUARLES: Thank you --

21 VICE CHAIR DICKISON: Good morning, Mrs. Quarles.
22 Good morning, Ms. Quarles.

23 MS. QUARLES: Good morning.

24 VICE CHAIR DICKISON: Thank you for speaking with
25 us today.

1 MS. QUARLES: Thank you.

2 VICE CHAIR DICKISON: So I see here you are the
3 Executive Director of Starting Over. What is that
4 organization?

5 MS. QUARLES: It is a transitional-housing and
6 reentry-service-providing organization in Southern
7 California.

8 Can you hear me okay?

9 VICE CHAIR DICKISON: Yes, yes. Okay. And then
10 in your essay, your impartiality essay I believe it was,
11 you talked about traveling to 17 states and 5 countries.
12 What capacity was that travel in? Was that for
13 professional or was that pleasure?

14 MS. QUARLES: It was a combination of both,
15 actually.

16 VICE CHAIR DICKISON: In those travels what did
17 you learn about the differences in the communities in the
18 various states and other countries that might assist the
19 commission in looking, when it's working with communities
20 throughout California and the different regions?

21 MS. QUARLES: So one of the things I learned in
22 state travel was that oftentimes what might be a solution
23 in our state might not work for another state. And I think
24 we do this -- I think I've seen the same thing at play when
25 we do regional or county work in our state, is that what

1 might work well in Northern California might not be so
2 well -- do so well in Southern California.

3 So I think it's just respecting and understanding
4 the different cultures of a place or a community. And so I
5 learned that about states, thinking that, oh, yeah, they
6 should do this or they should do that. Actually these are
7 the reasons why that can't happen here, so we have to do
8 something else. And just, you know, it gets back to
9 listening and understanding that there are some
10 differences, so we can't replicate everything everywhere.

11 VICE CHAIR DICKISON: Did you -- in the various
12 work you've done, could you tell me about some of the
13 concerns in the different communities that you identified
14 maybe within your own city and what those concerns were and
15 how they bound those communities together?

16 MS. QUARLES: Oftentimes the differences will be
17 around a particular issue. And so I will use being
18 unsheltered or unhoused as an example. When we talk about
19 what that looks like, some people, some communities are
20 concerned with the people, you know, being on the streets
21 and the fact that our city has this homeless population.

22 And other communities are concerned with the
23 impacts that this has on schools, property values and those
24 kind of things. So it can be one particular issue but it's
25 viewed differently by different places or locations or

1 groups. And so what we've learned is that we have to
2 consider the different ways that people look at an issue.
3 And so when introducing a solution or a map, it has to
4 consider those differences.

5 And so I don't know if that's clear or not, but
6 sometimes the issue is what it is, you know, this is the
7 issue, x amount of people unhoused. But what it means to
8 people can vary, and so different groups have -- and
9 business people have their own view on what homelessness is
10 doing to them or what it is or what it looks like.
11 Homeowners have a different view, maybe. Renters might
12 have a different issue. People who make over a hundred
13 thousand a year might have a different issue. So it's
14 understanding that the issue is what it is but different
15 constituents are going to feel differently about it, and
16 how do we create something that's going to be the best for
17 all of them, or all of us, is something that that's what
18 our work is about. So when we talk about transitional
19 housing, when we first started it was "you can do it but
20 not here." And that was understood. So we had to do it in
21 a way that did not damage people's property values or wake
22 up their fears about having transitional houses in the
23 neighborhoods that we wanted them to be in versus that part
24 of town. So it is -- it gets back to listening and not
25 just listening but creating responses that reflect the

1 listening, appreciation, and value for all the
2 constituents. And that was -- that's what I have learned,
3 is that it's not -- it is not one answer.

4 VICE CHAIR DICKISON: Okay. Thank you. Thank
5 you. So staying on the subject of listening and listening
6 to different communities, one of the things the commission
7 is probably going to be doing is reaching out to the
8 communities. The last time they did it in public meetings.
9 And something that the last commission noted was that there
10 were times when some of the public comments they were
11 concerned might be coming from people that may not actually
12 be a part of the community in the area, but, you know,
13 other certain groups.

14 So with that in mind, what do you think you could
15 bring to the commission to kind of help identify when there
16 might be groups out there that are making public comments
17 or saying they're a part of the community but may not be?

18 MS. QUARLES: Well, when it comes to the
19 organization and groups that I work with and know about it,
20 I know who they are. And I think research, I guess, will
21 show us who other people are, what groups they're a part of
22 or not a part of and who they actually represent.

23 But what I've learned, Ms. Dickison, is that the
24 name of an organization doesn't always tell you what that
25 organization does or is. And so we've had to do research

1 on lots of different organizations in this work. I have a
2 familiarity with folks who are doing, say, criminal justice
3 work or social justice work, so I have a familiarity, a
4 pretty decent one. But I don't know all the organizations
5 that are out there, but I would definitely know how to do
6 the research to find out who they are or if they are.

7 VICE CHAIR DICKISON: So in your impartiality
8 essay you did talk about and you have already talked about
9 recognizing your own biases and how you ensure that, you
10 know, those don't influence your decisions. Could you give
11 me another example of a decision that you had to make in
12 which you had to set aside your own self-interest or
13 personal views in making that decision?

14 MS. QUARLES: It would be the hiring and
15 promotion of our staff. As a defense attorney, I often
16 have to do it in my work. So I won't use any examples from
17 the defense attorney work just because it would be a lot
18 easier to focus on the starting over work that I do.

19 So we work with a lot of different organizations
20 and so, for example, we're a very small community-based
21 organization and we're a start-up. It's just 10 years old.
22 And then we have other people doing work in that space.
23 And many of them are much larger organizations. They've
24 been around for generations. And my bias is that the
25 larger are going to have us do the work and they're going

1 to take the credit, right. I don't know why I think like
2 that, but I feel that the larger organizations kind of, you
3 know, take credit for what smaller organizations do, and
4 that's a bias.

5 And so when I was feeling that way and running
6 our organization that way, it limited the number of
7 partnerships and it limited the work we could get done, but
8 I didn't see it that way. And so I had to come out of that
9 shell and come out of that bias and open ourselves up as an
10 organization with a possibility of partnership, and of
11 course to hold on to our identity of who we are as an
12 organization, but instead of shaking hands or holding hands
13 with other organizations in a way that's not just
14 transactional but transformational. And so that's been a
15 bias that I have to reconsider in looking to work in our
16 work space.

17 VICE CHAIR DICKISON: Okay. Thank you. So I see
18 that you're involved in a number of organizations and
19 you're working on a fellowship as well still? Is that
20 correct?

21 MS. QUARLES: Yes. The Rosenberg Leading Edge
22 Fellowship is still ongoing.

23 VICE CHAIR DICKISON: So if you were selected as
24 a commissioner how would you balance your professional and
25 volunteer commitments and your fellowships with the work of

1 the commission?

2 MS. QUARLES: So the Rosenberg Fellowship is a
3 one-month -- I mean once a quarter convening. And it's
4 from Thursday to Saturday usually, so it's just -- it's not
5 a lot of time commitment for that fellowship. And since
6 I've been part of that fellowship, we've actually brought
7 in staff, and so for seven years we ran as a volunteer
8 organization and then we began to start paying. So now
9 we've hired staff. So I think now I don't have the
10 pressure of doing everything myself within the
11 organization. And we have some really wonderful, great
12 people who would support the organization and fill in gaps
13 created by me being on the commission. They would be able
14 to stand in as a director.

15 And my practice is private, and so I can -- you
16 know, I determine cases if I want to take them or not, so.

17 VICE CHAIR DICKISON: Thank you.

18 How much time do I have?

19 MS. PELLMAN: Six minutes, 40 seconds.

20 VICE CHAIR DICKISON: Thank you.

21 If you were selected as one of the first eight
22 commissioners you would be tasked with selecting the
23 remaining six. What would you be looking for in those
24 other six commissioners?

25 MS. QUARLES: I would consider what we have with

1 the first eight and I would look for in the next six what
2 we didn't have. And so what I would hope to do is be part
3 of selecting a group of people that could represent all of
4 California and that all of California is seen within this
5 body of that commission. And so I guess I would look and
6 see what we have and then go and get what we don't have.

7 VICE CHAIR DICKISON: What would you ultimately
8 like to see the commission accomplish?

9 MS. QUARLES: The best map possible, the best
10 districting possible. And when I say best I mean the most
11 natural, feasible map possible.

12 VICE CHAIR DICKISON: So you've mentioned on the
13 best you said the most natural. And you also have talked
14 about natural boundaries type things. Would you -- would
15 the shape of a certain district be -- would an odd-shaped
16 district cause you any concern?

17 MS. QUARLES: If it were odd shaped and/or to be
18 represented by either political party, I might be a little
19 concerned. But if I knew that it wasn't based on anything
20 like a partisan configuration and that it was really
21 community-driven, I'd be okay with that.

22 VICE CHAIR DICKISON: Okay. Thank you.
23 No further questions at this time moment, Mr.
24 Coe.

25 CHAIR COE: Mr. Belnap.

1 PANEL MEMBER BELNAP: So, Ms. Quarles, thank you
2 for being with us. So for 20 years you worked for ARCO and
3 then BP. What was your role in those companies?

4 MS. QUARLES: When I started I was a process
5 operator, which meant being a plant operator. You start
6 and shut down equipment. And at the unit I was at, we
7 produced electricity and steam. And then after doing that
8 for about nine years, I spent the last years as a training
9 advisor and also a root cause specialist and I would
10 investigate fatalities that happened within BP.

11 PANEL MEMBER BELNAP: So as your time as a root
12 cause specialist, how much data analysis did you perform?
13 And if you did perform that, what did that look like, what
14 did that entail?

15 MS. QUARLES: So I became a master root cause
16 specialist, which means that I would have to go anywhere
17 there was a fatality or be on call to do that. And what we
18 would do is we would go to the site and begin to meet with
19 the manager and request all the data and records related to
20 that incident. And so it would be maintenance reports, it
21 would be training records, it would be any fire incidents
22 similar to this one or involving the same people.

23 So it was basically trying to capture a totality
24 of the circumstances that went into that event. And so
25 after looking at that data we would make recommendations to

1 the plant manager on what to change and -- and, you know,
2 what would need to be done the prevent it from happening
3 again. So we -- we were dispatched after the worst thing
4 that could happen happened and we were basically going to
5 make sure that it didn't happen again.

6 So we had to -- it was interesting because we
7 would interview witnesses, we'd look at data, and we'd have
8 to determine what was real and what wasn't, and try and
9 create or recreate scenarios and then make the
10 recommendations and then provide reports to the plant
11 manager all the way down to regular staff folks.

12 PANEL MEMBER BELNAP: Just out of curiosity,
13 about how long were those reports?

14 MS. QUARLES: You mean how many pages or --

15 PANEL MEMBER BELNAP: Yeah, --

16 MS. QUARLES: -- how long would it take?

17 PANEL MEMBER BELNAP: How many pages?

18 MS. QUARLES: Probably about 40. They
19 weren't -- they weren't very -- they'd go anywhere from
20 maybe 14 pages to 45 pages, 50 pages.

21 PANEL MEMBER BELNAP: And about how long would a
22 typical report take you or engagement take you?

23 MS. QUARLES: About three weeks to do the report.
24 And the report is done after the investigation. So we try
25 to do the investigation in 72 hours and then we do reports

1 to the interested parties as soon as and as often as
2 possible. And then we have to make sure that we only
3 release information that doesn't interfere with the legal
4 department's work of trying to defend BP for legal action.
5 And so it was just a matter of following the structure that
6 we had in doing an analysis. And we could tell if we did
7 our job or not because if we didn't do our job there would
8 probably be another fatality. So we actually, you know,
9 took the work very serious and went in with -- it was going
10 in with the mindset of really finding out what happened
11 even when people don't want to tell you.

12 PANEL MEMBER BELNAP: In those situations how did
13 you have to exercise your ability to be impartial?

14 MS. QUARLES: Again, it was going in there with
15 an openness. A lot of times I had been in the refining
16 14 -- 14 years, so I'm thinking that I know what happened
17 and the people that I was doing the investigation with. So
18 one of the first things we learned was that you don't know
19 what happened and that you have to come in there not
20 knowing what happened so that you're open to finding out.
21 And of course you use your training and expertise, but you
22 don't begin using that until after you collect all the data
23 and information you can from the site.

24 And so -- and I think that that's been applicable
25 in many areas of my life, is to go in with an openness and

1 open mind, and not know everything, get what I could get,
2 and then apply my analysis to that after collecting the
3 data. And that's what we would have to do there as well.

4 PANEL MEMBER BELNAP: Okay. Thank you. Towards
5 the latter half of -- or maybe latter quarter of your
6 career you started working on a J.D., you went to law
7 school. You ended up graduating in 2009. Why did you
8 decide to go to law school?

9 MS. QUARLES: I had wanted to be an attorney and
10 I wanted -- and I wanted to be an attorney since I was a
11 little girl because I would tell my mom and her girlfriend
12 I'm going to be a lawyer. And they would just -- they
13 loved it. And I could make them happy by telling them I
14 was going to be a lawyer. And they would say, yeah, you're
15 going to be a woman's lib lawyer, you know, because when I
16 was growing up that was like the big movement. And then
17 dreams get deferred, right, and so my life was totally
18 different, but there was a part of me that wanted to be
19 that person.

20 And so after I wrestled with some of those demons
21 and was able to get my life where it needed to be, it just
22 called me. And at first the company used to pay for law
23 degrees, but when I started they weren't doing that
24 anymore, so I had to make a decision did I want to go to
25 school and was I going to pay for it. And so my children

1 had finished high school at that point and so I decided to
2 go. And it actually encouraged them to go to college. So
3 my son is just finishing up at Baylor, and he's not having
4 a graduation, his graduation is canceled, but he'll be
5 fine. But -- so I think it was just something in me that I
6 wanted to do and it's a way to help the community, I think.

7 I'm not a rich attorney or a fancy attorney. I
8 do a lot of pro bono work but it gives me an opportunity to
9 help people in a way that makes us all feel better, I
10 think. It makes me feel good to help people.

11 PANEL MEMBER BELNAP: And how has the training
12 that you received in law school and also the legal training
13 you probably continue to engage in as you work in the law
14 profession, how has that prepared you to be a commissioner?

15 MS. QUARLES: Looking at an issue from multiple
16 sides, critical thinking is -- so the ability to argue both
17 sides, to think critically. And, in addition to arguing
18 both sides, I can look at things from multiple sides, not
19 just two sides, but there are many sides. And I think law
20 school gave me the ability to articulate in a way, fair or
21 not, that opens doors to me that weren't open before.

22 So in 2018 you received a gubernatorial pardon.
23 How did that come about?

24 MS. QUARLES: Jerry Brown, when he was governor,
25 began doing pardons. I had received a certificate of

1 rehabilitation prior to going to law school so that I could
2 hopefully go to law school. So I have the certificate of
3 rehabilitation, but it had sat there. And so I contacted
4 the governor's office, and they have a parole division -- I
5 mean a parole or pardon division, and they were able to
6 help me reactivate my certificate of rehabilitation so that
7 I could be considered for a pardon. And I was granted the
8 pardon on Christmas Eve of 2018.

9 PANEL MEMBER BELNAP: Thank you. So I want to
10 follow up on an example that you used in your application
11 that you also discussed today, which is Corona
12 redistricting. What I want to know is what was the
13 relationship like between city officials and the community-
14 based organization that you worked with.

15 MS. QUARLES: Interesting.

16 PANEL MEMBER BELNAP: Please expand.

17 MS. QUARLES: In the community you have a lot of
18 voices. And a lot of times if you're at the city-level it
19 feels like, you know, too many voices sometimes, it could
20 feel that way, or they're too loud or they're too this or
21 they're too that. But basically that's who the community
22 is. And I think there were multiple meetings between the
23 city and community. And I think it provided the city the
24 opportunity to hear more from community and the community,
25 I think, learned how to access city government. So in the

1 end it turned out to be a very good experience.

2 I think during the process, you know it gets
3 heated sometimes. People get emotional about what they're
4 feeling and in the way they express it. So I think there
5 was some of that, but I think underneath all that the
6 outcome was that there is this open communication channel.
7 And the City of Corona has had their first election since
8 the redistricting and it has -- the city has changed
9 somewhat, but the voices of the community are amplified now
10 around multiple issues, so I think that it's been a good
11 experience for both.

12 PANEL MEMBER BELNAP: So the city has changed
13 somewhat. I want to make sure that I understand how did
14 it -- how did it change? I think you might have just
15 answered that in your second part of what you just said,
16 but even so, how did the city change?

17 MS. QUARLES: Well, there have been people
18 elected. is on prior to the districting of Measure N,
19 people felt, a lot of people in the community felt like it
20 was the same people representing them and the same
21 families. So they felt like there wasn't enough
22 representation, all the same. They felt like the city was
23 being controlled by a few families.

24 So once the redistricting came up, now the person
25 has to live in a particular area, so it brought it closer,

1 I think, to the community. And then the people that have
2 been elected were more community than what the community
3 had seen before. So instead of the same two or three
4 families running the city, now there's new people, there's
5 a few new people in there, and it's just created sort of a
6 catalyst, so to speak, for folks seeing some of the changes
7 they wanted to see.

8 PANEL MEMBER BELNAP: Okay. Thank you. But you
9 did say changed somewhat, and so there's some portion of
10 the expected change you had in your mind that has not yet
11 occurred. So what change has not yet occurred?

12 MS. QUARLES: I think they might be things in the
13 making, but what -- you know, some of the community that I
14 worked with would like to see is a more robust and
15 comprehensive way of addressing housing costs and
16 homelessness within the city, so that's one issue. And
17 perhaps it's complex. It seems the whole state is
18 wrestling with that. But we feel -- or people feel that we
19 could be doing more.

20 PANEL MEMBER BELNAP: So still staying on this
21 particular example but backing up, your community-based
22 organization felt the need to go out and canvass, reach out
23 to various communities. Was the city and the city
24 officials not doing that, were they not reaching out to the
25 communities?

1 MS. QUARLES: Not -- not all of the community,
2 no. No, they weren't. So the meetings are held during the
3 day when people -- it's a commute town. So most of the
4 people in Corona work in Orange County or L.A. County.
5 They are commuting. And so the city council meetings are
6 usually over by the time they get back home. Or if the
7 people are inputting it, the people that are closest
8 to -- or who were closest to those council members.

9 So, no, not everybody was included, and that's
10 the reason why they decided to start Building a Beloved
11 Corona so that even if particular people from certain
12 communities couldn't come, they could have a representative
13 at those city council meetings to bring information back to
14 them and share. And so -- and to invite people out, so
15 they invited elected officials and different groups to come
16 out and speak to the Building a Beloved Corona group to try
17 and build some kind of relationship and community with
18 those members that were often not part of that input to the
19 city council. Their voices weren't included.

20 PANEL MEMBER BELNAP: Okay. So if you were
21 selected to be on the commission, there's only 14 members,
22 so the amount of reach that the commission has, and it's
23 the whole state of California, the amount of reach the
24 commission has might be limited, what do you think your
25 Corona redistricting committee efforts have taught you

1 about how this commission should reach out?

2 MS. PELLMAN: Four minutes, 30 seconds remaining.

3 MS. QUARLES: I think that's a wonderful
4 question. I think that when you look at 14 people
5 throughout the state of California, we're not going to go
6 and talk to everyone, but we do have ties and affiliations
7 which will allow us to hear and to reach organizations.
8 And so I think that is going to probably be important, is
9 to have those kind of, you know, solid relationships with
10 people.

11 In the census work they call it trusted
12 messenger, and so I think that you're probably going to be
13 selecting people that are considered trusted messengers to
14 a particular group or segment of the state. And I think
15 that's the way that I would prefer if I were sitting in
16 your seat. I would try and find people who represented all
17 of California. And so organizational, histories, and
18 affiliations I think are important, and a commissioner
19 being willing to go as far as they can go to create those
20 personal relationships that are needed.

21 PANEL MEMBER BELNAP: Okay. Thank you.

22 No further questions.

23 CHAIR COE: Okay. Thank you, Mr. Belnap.

24 Mr. Dawson.

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

1 Ms. Quarles, I wanted to follow up on a response
2 that you gave to Standard Question 4 and I think also you
3 had discussed it with Mr. Coe. You have said that your
4 work on the Corona redistricting commission was successful
5 because of the work that you did on the front end. Can you
6 tell me what was that work on the front end and how you
7 think that could be applicable to work on the commission?

8 MS. QUARLES: So the listening had to be
9 comprehensive. So we didn't want to just listen to what
10 this particular group was saying or what this particular
11 area was saying. We wanted to make sure that we were
12 listening to and heard everyone, everyone that we could.
13 And so we spent a lot of time, when I say on the front end,
14 before we actually began to build up a campaign, was to
15 listen first and see what people wanted, what was good for
16 this community was just as important as this community over
17 here.

18 Even though my affinity might be -- and, to be
19 honest, my affinity is always for those people who would
20 appear to be shut out or marginalized, I have always been
21 that way, so not just them, though. Because this community
22 over here, which might be the exact opposite, they might
23 have everything, they're still a community. We still need
24 to hear them. And so that's the work that we did, was to
25 make sure that we heard from everyone that we possibly

1 could hear from and understand, not just, you know,
2 listening, but proactively listening to understand what it
3 was they were concerned with.

4 And sometimes people can't tell you what they're
5 concerned with. You have to listen for it. It might be
6 unspoken, but if you listen hard enough and you listen
7 enough you will begin to understand then and what their
8 concerns are. And that's what we did and it was the best
9 thing we did.

10 MR. DAWSON: So you began to do that community
11 work before you got the hard data; do I understand that?

12 MS. QUARLES: Yes. When you say hard data, what
13 data are you referring to specifically?

14 MR. DAWSON: I meant like GIS data, census data.
15 This commission will be relying primarily on census data.

16 MS. QUARLES: So we had census data and we had
17 some voting data. So we knew what the city looked like,
18 but we didn't know what the natural communities of interest
19 were, we didn't know any of that. And that's what we had
20 to go in there and see.

21 MR. DAWSON: Is that what you meant when you used
22 the term to get the flavor of the district?

23 MS. QUARLES: Yes. To -- yeah, to understand one
24 thing. And I am so sorry. Did I really say that?

25 MR. DAWSON: I loved it. I thought it was

1 great, --

2 MS. QUARLES: The flavor of the district --

3 MR. DAWSON: -- I thought it really
4 captured -- because, as you know, you've probably seen, the
5 definition of community of interest is not particularly
6 specific. And I think -- well, I would consider it a
7 challenge if I were a commissioner. And so I'm always
8 interested to hear what potential commissioners think about
9 that.

10 MS. QUARLES: Thank you.

11 MR. DAWSON: You said that you wanted to be a
12 lawyer ever since you were a kid. Do I understand that you
13 do primarily criminal defense work in your legal practice?

14 MS. QUARLES: Criminal defense work and policy
15 work. So policy work and family reunification work, which
16 usually is under the dependency court.

17 MR. DAWSON: I see.

18 MS. QUARLES: Yeah.

19 MR. DAWSON: Focusing on your criminal defense
20 work, does that include jury trials?

21 MS. QUARLES: Yes.

22 MR. DAWSON: What's your strategy in picking a
23 jury?

24 MS. QUARLES: Is to pick people who aren't going
25 to automatically assume that my client is guilty because

1 he's sitting next to me. And so it looks differently.
2 It's really based on how they answer questions, how they
3 respond to us, you know, how they look at my client. And
4 then of course, you know, with jury trials you get to
5 answer some follow-up questions. And so you want to try
6 and uncover anything that might be a barrier for that juror
7 in terms of just weighing the evidence and finding guilt or
8 innocence for a particular client.

9 MR. DAWSON: Do you think that experience would
10 be helpful for you if you were selected in assessing
11 community representatives as they come forward and discuss
12 their communities?

13 MS. QUARLES: Right. Because -- yes, I do. I
14 think because oftentimes community members are people who
15 say they're leading community organizations, they have an
16 agenda and a purpose. And sometimes jurors do too. If
17 there's something that's happened to them in the past, they
18 might not be able to let it go for a client. So we have to
19 find them.

20 MR. DAWSON: Thank you. I wanted to ask you a
21 little bit about your status as a formerly incarcerated
22 person. As you know, when most -- when people are
23 convicted in California they are typically sent to prisons
24 that are far away from their home county. And then they're
25 concentrated there. And I was wondering if you had a

1 perspective that you could bring to the commission on that
2 issue.

3 MS. QUARLES: I do. I think it -- I do have a
4 perspective. Would you like me to share it now?

5 MR. DAWSON: Yes, please.

6 MS. QUARLES: As it relates to folks in prison
7 and where they're counted at, I think that I appreciate
8 that rural counties need income, but when we count folks
9 that are in prison in the communities that they're in the
10 prison at, when they are released they are returned back to
11 a community that has not been funded for them. And so it
12 makes it difficult, especially in some of your larger areas
13 where people are returning. For example, the region that
14 I'm a part of, we have a lot -- the Inland Region or the
15 Inland Empire -- a lot of people are returning home, they
16 were counted 10 years ago in a prison that they -- and they
17 have never gone back there and they've been here. So I
18 think in terms of -- and that has more to do with census
19 than redistricting, but I think it's the same thing that
20 applies. They should be counted at home.

21 MR. DAWSON: Thank you. I don't have any more
22 follow-up questions.

23 CHAIR COE: Do any of the Panel members have any
24 additional? We have about 20 minutes left in the period.

25 Ms. Dickison?

1 VICE CHAIR DICKISON: I do not.

2 CHAIR COE: Mr. Belnap.

3 PANEL MEMBER BELNAP: I do not.

4 CHAIR COE: I think I may have one. Ms. Quarles,
5 if you were appointed to the commission what do you
6 envision that your role would be?

7 MS. QUARLES: Probably reaching out to people
8 that don't normally or ordinarily talk with the government,
9 and then bringing their voices back to the commission
10 table, I think will be important. And also filling in any
11 gaps of populations that we might have and basically
12 helping us work towards the most inclusive districting map
13 that we could come up with.

14 CHAIR COE: Okay. Thank you.

15 No follow-up questions from any of the Panel?

16 VICE CHAIR DICKISON: No.

17 CHAIR COE: We'd like at this point to offer you
18 the opportunity to make a closing statement if you'd like.
19 Nineteen minutes remain.

20 MS. QUARLES: Nineteen minutes, I won't take all
21 those. I'll be brief. I just wanted to say that I was
22 hesitant to opt for the video because I thought that I
23 would probably lose some points or lose some connections by
24 not being there in person. But I went to Australia to look
25 at the child welfare system there to do a report on it.

1 And I have not been back 12 days yet, so I thought that I
2 would opt, an option just in case, and I just wanted to say
3 thank you for making this option available to us. And that
4 if there is a tie between a person on the video and an in-
5 person video, the tie should go to the video -- just
6 kidding.

7 (Laughter.)

8 MS. QUARLES: I want to say that I laugh and I
9 kid around, but I take this very serious. The opportunity
10 to serve the state of California by putting this work in
11 and this -- you know this is important work and it's
12 critical. And I'm so glad that you all are open to even
13 calling me in this far, looking at who I am on paper. And
14 I just wanted to say thank you and I appreciate it, and
15 that's really it. Thank you very much.

16 CHAIR COE: Okay. Thank you, Ms. Quarles, for
17 taking the time to speak with us today.

18 Our next interview is scheduled to start at
19 10:45, so we will be in recess until 10:44.

20 (End of interview. Hearing recessed from 10:12 to
21 10:44 a.m.)

22 CHAIR COE: Okay, the time being 10:44 I would
23 like to call this meeting back to order. At this time I'd
24 like to welcome Dr. Larry Harris to the table for his
25 interview. And I'd like to turn the time over to Mr.

1 Dawson to ask the five Standard Questions, please.

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

3 Dr. Harris, I'm going to ask you Five Standard
4 Questions that the Panel have asked each applicant to
5 respond to. Are you ready, sir?

6 DR. HARRIS: Yes, I am. Thank you.

7 MR. DAWSON: Question 1: What skills and
8 attributes should all commissioners possess? What skills
9 or competencies should the commission possess collectively?
10 Of the skills, attributes, and competencies that each
11 commissioner should possess, which do you possess? In
12 summary, how will you contribute to the success of the
13 commission?

14 DR. HARRIS: So I personally wrote out the
15 answers to the five introductory questions. I felt that if
16 you thought these questions were important enough, to write
17 out and disseminate ahead of time, then surely my answer
18 should be as carefully prepared.

19 I could of course have memorized these lines, but
20 since being a good actor probably and I say hopefully is
21 not an important criterion for service on the commission,
22 it didn't seem necessary, so. Of a greater importance is
23 my ability to speak extemporaneously, and I'm sure that
24 we'll have plenty of opportunity to demonstrate that.

25 So with respect to the important skills for all

1 commissioners, first and foremost, they must under the
2 framework -- well, not -- maybe not first and foremost but
3 certainly very important -- must understand the framework
4 for making rational decisions. And the most important
5 element of that framework is to fully understand the
6 mission and, in particular, the various legal criteria that
7 govern the redistricting process. Then of course they have
8 to be aware of the various alternatives which are
9 essentially infinite, the way to draw district lines. They
10 have to be able to value the alternatives with respect to
11 the criteria, to figure out whether a particular
12 alternative moves the ball forward in terms of the mission.
13 And then, finally, the easiest part, if people are honest
14 is making a choice, choosing the one that's best.

15 They have to be decisive when necessary but not
16 impulsive or impatient to decide issues too early. You can
17 imagine all problems that result when people can't handle
18 those issues.

19 They have to be able to learn quickly the
20 criteria, the legal criteria for creating the districts,
21 and how to weigh data in light of these criteria and their
22 implied constraints. And this is very, very important. If
23 they don't have the capacity to do this, then we'll have
24 problems with the commission.

25 They must be able to work together with respect,

1 and that means a lot of different things. They have to be
2 able to see both sides of an argument. They can't be
3 unreasonable negotiators. So you can't have somebody who
4 just absolutely has to have it their way all the time.

5 They must be able to compromise as necessary and
6 hopefully to promote the mission.

7 They can't always be a follower and they can't
8 always be a leader. They have to be able to balance both
9 roles. And hopefully they should have the skills to lead a
10 meeting effectively.

11 They have to be patient and emotionally
12 mature -- certainly patient because they're going to listen
13 to an awful lot of testimony, much of it will be
14 repetitious and it's essential that they not only listen to
15 it carefully but give the impression that they're listening
16 to it carefully because of the importance of the public
17 relations associated with this issue.

18 They can't be intimidated by data or by
19 quantitative methods even though they not necessarily need
20 to know them all. Somebody has to, of course.

21 They must be able to subjugate their personal
22 interest to the mission. So the mission is the most
23 important thing.

24 And then, finally, I would suggest that they have
25 a long-term view versus a short-term view on the mission.

1 The real mission is to create a sense of -- a fair map,
2 fair districting that ultimately promotes democracy. A
3 short-term interest would be maps that promote their
4 interests or promote the interests of people that they're
5 sympathetic to, or such things. The problem with that is
6 that while they might obtain some short-term objective that
7 I view as inconsistent with the mission, the real problem
8 is that they fail to understand fully the impact that
9 perceptions of unfair districting have on our society.
10 It's very, very important that people feel that they are
11 well represented. And it's not only that they feel well
12 represented but that they actually be fairly represented,
13 and that's what the redistricting's all about.

14 There are some additional skills that are
15 necessary that the commission must have, but it doesn't
16 have to be among everybody. Some commissioners should have
17 legal backgrounds, ideally at least one from each of the
18 three political groups. And the reason why is because
19 there are lots of legal issues involved. The commission
20 will have to engage legal counsel. It's important that
21 people have a substantial degree of legal sophistication
22 and also that they understand the processes associated with
23 people who may ultimately challenge the decisions that the
24 commission makes.

25 Some of the commissioners should have very strong

1 quantitative backgrounds. There is a lot of data that's
2 involved. And it's not just a matter of data and handling
3 data, it's a matter of how to organize the data so they
4 have to be able to understand the quantitative models that
5 may be used to make decisions.

6 Some commissioners should have experience with
7 administrative functions with hiring staff. There is an
8 awful lot of information that has to be organized. There
9 is staff that will have to be hired, including an executive
10 director, chief counsel, associate counsels on various
11 issues. This has to be done by people who know how to do
12 this.

13 Some commissioners should have some IT
14 background. There is an awful lot of data involved and the
15 data is not only GIS data but it's also data involving the
16 various comments that people have. These data need to be
17 made -- they need to be organized and made available to
18 everybody participating in the process, including the
19 public. And so people who understand how to organize data
20 are important to the commission.

21 Some of the commissioners should be good public
22 speakers and writers. I don't think it is essential that
23 they all be, but they certainly should be great
24 communicators among themselves.

25 And then, finally, a comment on diversity.

1 Diversity is not a skill but rather a characteristic. But
2 it is very important that diversity be well represented on
3 the commission because through the diversity we obtain the
4 confidence that we hope the public will have in the efforts
5 of the commission.

6 Now as to my skills, I have very strong
7 quantitative skills, as you're probably well aware. I
8 have -- I believe I have strong group skills. I've worked
9 in groups a lot. I believe that I can be quite objective
10 and separate my own interests from the mission. I tend to
11 be very mission oriented. As you have already seen from my
12 comments, identifying the mission is the key to solving
13 disagreements. The question is you've got your position,
14 you've got your position, how did these two positions
15 promote the mission. And if you can't articulate it, then
16 the side that can articulate it probably should prevail.

17 I believe I have probably good communication
18 skills. You will have plenty of opportunity to judge that
19 in our next 85 minutes. And I have a fair amount of
20 experience working with legal issues, though I don't have
21 too much legal training, I do have a little bit. I never
22 went to law school, though.

23 My expected contribution, well, that depends,
24 first and foremost, on the strengths that other people
25 have. So if there are people who are very strong, then I

1 won't need to contribute in those areas even if I have
2 those strengths, but presumably I would add something. In
3 general, I would say that the commission would benefit from
4 my quantitative skills, my communication -- my skills as a
5 communicator, and also my administrative skills. But
6 perhaps, first and foremost, the -- having a voice that
7 remains razor-sharped focused on mission has to be very
8 important. And I would hope that while that might be a
9 contribution that might be associated with me, I really
10 hope that it would be associated with all 14 members of the
11 commission.

12 MR. DAWSON: Thank you. Question 2: Work on the
13 commission requires members of different political
14 backgrounds to work together. Since the 2010 commission
15 was selected and formed, the American political
16 conversation has become increasingly polarized whether in
17 the press, on social media, and even in our own families.
18 What characteristics do you possess and what
19 characteristics should your fellow commissioners possess
20 that will protect against hyperpartisanship? What will you
21 do to ensure that the work of the commission is not seen as
22 polarized or hyper-partisan and avoid perceptions of
23 political bias and conflict?

24 DR. HARRIS: Let me start off by saying that I'm
25 a little bit uncomfortable with the predicate of the

1 question on increasing political polarization. It's
2 certainly true or may very likely be true, but it's not
3 necessary to give importance or value to this very
4 important question. So the question remains important
5 without that predicate. And my discomfort has to do with
6 we don't move things forward when we focus on differences,
7 but we must recognize differences to move forward. So with
8 that subtle distinction.

9 So all commissioners should be committed to the
10 mission as defined by the legal criteria to which we strive
11 and against which the final product is going to be judged,
12 so that's first and most important. So commissioners must
13 be able to make decisions to promote that mission, and I
14 will return to this issue repeatedly.

15 So I will strive to ensure that all decisions are
16 made only with reference to these criteria, in particular
17 not with reference to political outcomes. I believe that
18 all decisions -- all major decisions should be explained in
19 writing. The discipline of writing and the potential
20 associated judgment helps remove politic biases from the
21 decisionmaking process.

22 I think that no references to the political
23 implications of our decisions can ever be made in public or
24 in private. The commission would be most successful if
25 through your efforts to select 60 fair-minded people and

1 through the efforts of those ultimately chosen to serve,
2 that the commission establishes a culture in which the
3 commissioners will not even permit themselves to think
4 privately about the political implications of the decision.
5 The mission is not about gaining seats or influence for
6 your particular point of view. The mission is all about
7 making sure that the entire state is fairly represented and
8 the various interests in that state, the jurisdictions and
9 so forth, is codified by the law that has brought us to
10 this very point.

11 MR. DAWSON: Thank you. Question 3: What is the
12 greatest problem the commission could encounter and what
13 actions would you take to avoid or respond to this problem?

14 DR. HARRIS: So the commission will very likely
15 be -- I wrote here overwhelmed, but I don't think that's
16 correct -- likely be inundated by interests seeking to
17 influence the final district maps. The commission must
18 hear all points of view to the extent that's reasonably
19 possible, but always must make decisions with reference to
20 the legal criteria that define our mission. So that's
21 certainly going to be -- I don't know if that's exactly a
22 problem. It's an issue that has to be addressed, no
23 question about that.

24 Among problems, of course are things like just
25 aggregating all that information, making sure that it's

1 organized and properly considered. I think that the
2 commission would be very wise to consider and very early
3 consider carefully the suggestions in the summary report by
4 Commissioner Gabino Aguirre. For example, the need to
5 provide a central searchable index of all materials, I
6 think is very important. And the need to provide and then
7 strongly encourage the use of a machine-readable, mappable
8 data format for submitted maps and from communities of
9 interest.

10 I think that receiving those maps in paper
11 is -- presents challenges that where if the data were
12 digitized, it would allow things to move forward in many
13 different ways that weren't possible 10 years ago. That
14 said, of course submitting paper maps is fine and would be
15 a good complement to the electronic maps.

16 MR. DAWSON: Okay. Question 4: If you are
17 selected you will be 1 of 14 members of the commission,
18 which is charged with working together to create maps of
19 the new districts. Please describe a situation where you
20 had to work collaboratively with others on a project to
21 achieve a common goal. Tell us the goal of the project,
22 what your role in the group was, and how the group worked
23 through any conflicts that arose. What lessons would you
24 take from this group experience to the commission if
25 selected?

1 DR. HARRIS: Well, serving as Chief Economist at
2 the SEC, I was member of an SEC task force that specified a
3 regulation called Reg NMS. "NMS" stands for National
4 Market System. This was the regulation that, among other
5 things, facilitated the growth of electronic stock markets.
6 And these markets greatly reduced the cost of trade. And
7 this is a very important process. And there were some
8 strong economic reasons and some legal reasons why we
9 didn't get electronic trading as soon as we probably should
10 have.

11 And as Chief Economist and as an expert in the
12 economics of market micro structure, I was the lead voice
13 concerning economic issues, but there were many other
14 voices. The other voices included legal voices within and
15 also without the commission that were more familiar with
16 regulatory constraints. And of course regulatory
17 constraints are very important because they help form the
18 context in which we were making decisions.

19 Those voices, though, were often biased towards
20 preserving legal precedences, especially those precedents
21 that were based -- precedents that were based on their own
22 regulatory actions, which is a normal emotional behavior
23 among people. People tend to defend things that they've
24 done on themselves.

25 We also heard from many industry voices, most of

1 whom wanted to preserve the status quo to their advantage.
2 And they often lobbied their senators extensively, and so
3 the commission would hear from the senators about why we
4 were doing such things.

5 So we had to work through all these conflicts.
6 Now the way to do that was to work through the conflicts by
7 keeping our eye on the SEC mission, which was to protect
8 investors; and to maintain fair, orderly, and efficient
9 markets; and of course to facilitate capital formation.
10 Now I didn't win every important issue to me. And -- but
11 by compromising, I helped to ensure that the SEC adopted
12 important changes that would and did greatly benefit the
13 investing public.

14 I acquired my influence by: Being respectful to
15 the points of view that other people had; by always
16 referring their policies to the mission and asking how they
17 promoted the mission; by reminding them that history would
18 judge us by our actions; by reminding them of the
19 tremendous cost savings that the investing public would
20 obtain if we got these issues right. I also did it by
21 identifying the risks that would be faced if we made
22 mistakes. Often people -- you want people to respond in
23 positive ways, but sometimes you also have to use -- I
24 don't want to say negative tools, but you want to engage
25 people's fears sometimes as well. So fear of making a

1 mistake often leads to good behavior if it's properly
2 formed, if the situation is properly formed.

3 And so I used every tool available to me,
4 including a fair amount of humor. And I can tell you some
5 of those stories if you're interested later.

6 So the main thing was to stay focused on the
7 mission and to keep them focused on the most important
8 issues and moving those forward. So the lesson of the
9 experience for this commission is that progress is best
10 made by focusing on big issues and most especially on
11 promoting the mission of the organization.

12 MS. PELLMAN: We have 12 minutes, 27 seconds.

13 MR. DAWSON: Thank you.

14 Question 5: A considerable amount of the
15 commission's work will involve meeting with people from all
16 over California who come from very different backgrounds
17 and a wide variety of perspectives. If you were selected
18 as a commissioner, what skills and attributes will make you
19 effective at interacting with people from different
20 backgrounds and who have a variety of perspectives? What
21 experiences have you had that will help you be effective at
22 understanding and appreciating people and communities of
23 different backgrounds and who have a variety of
24 perspectives?

25 DR. HARRIS: For me this is the easiest question

1 in the task that's associated with commission work that
2 probably would be the most fun for me. I sincerely enjoy
3 meeting people, learning about them, understanding what's
4 important to them, and I accept that other people have
5 different agendas than my own.

6 My Spanish-language skills, my various
7 participations in Black bid -- business community programs,
8 participations with minority student leadership development
9 programs, my extensive travels throughout California, these
10 all made me sensitive to listening carefully to the needs
11 and concerns of other people. Coming from a not
12 disadvantaged but occasionally discriminated against
13 minority group also makes me sensitive to that.

14 My traveling, my camping, backpacking
15 experiences, I'm an avid backpacker, regularly bring me
16 into contact with people very different from those who I
17 normally interact. And of course my students are somewhat
18 different too, sometimes very different, which is fun.

19 I enjoy meeting them, I enjoy learning about
20 their cares and their fears -- not just the students,
21 everybody I encounter, including homeless people on the
22 street. I have a close acquaintance now who is a homeless
23 fellow who lives on Wilshire Boulevard. The guy's
24 apparently schizophrenic. I haven't seen it yet, but I
25 trust him at his word. Actually a very intelligent fellow,

1 he's just chosen a different lifestyle, and kind of an
2 interesting guy. I'm giving him reading material that he
3 appreciates.

4 In any event, let's see what, so mostly recently
5 I returned two days ago from a four-day camping trip in
6 Anzo Borrego State Park where I met and talked with many
7 people, including some very interesting characteristics at
8 the Lazy Lizard Saloon in Ocotillo, which is a place that I
9 would recommend you visit if you're interested in meeting
10 interesting people, so.

11 They're different from me. Their concerns are
12 important and they have as much right to be fairly
13 represented in politics as I do. I don't always agree with
14 everybody I meet, but I'm confident that a fair and level
15 playing field in the long run will create a society in
16 which I most want to live and one in which my children and
17 some day, God willing, my grandchildren will be most
18 secure.

19 MR. DAWSON: Thank you. We will now go to Panel
20 questions. Each Panel member will have 20 minutes to ask
21 his or her questions. And we will begin with the Chair,
22 Mr. Coe.

23 CHAIR COE: Good morning, Dr. Harris. Thank you
24 for being here to meet with us today.

25 I want to talk about your work as Chief Economist

1 at the SEC and first I'd like you to explain to us what
2 exactly the Chief Economist at the SEC does.

3 DR. HARRIS: So the Chief Economist is the
4 principal advisor to the commission on all economic issues.
5 As Chief Economist I ran an office of 40 economists and
6 support staff. We opine on public policy issues, we
7 provided litigation support to the enforcement attorneys at
8 the commission. We helped identify emerging problems and
9 generally served as advisors to the commission.

10 As Chief Economist I was appointed by the
11 chairman at the time who was Harvey Pitt, and continued to
12 serve under his successor Bill Donaldson, and I was a
13 direct report to these chairmen.

14 CHAIR COE: Is there -- are there any aspects of
15 that work that could directly benefit this commission?

16 DR. HARRIS: Yes. As you might imagine, I spent
17 my time in endless meetings and so often running the
18 meetings, often sitting as a participant, often debating
19 public policy to make decisions, often bringing my
20 expertise to others who didn't share the information that I
21 had and didn't share the quantitative skills and methods
22 that I brought to important questions. And I believe I was
23 quite effective in doing that. That of course would be for
24 others to judge, but very pleased with what I was able to
25 accomplish. So it involves a combination of communication

1 skills, of modesty, of being clever sometimes, never
2 fooling people, never being dishonest, never going behind
3 their back, always -- always saying exactly what you were
4 going to do and how you were going to do it, and things
5 like that.

6 Personal reputation is extraordinarily important.
7 You can't do anything that would tear you down because once
8 you have, you just don't -- you're not effective anymore.
9 But you also have to be aware of, in this position,
10 patronage issues. I derived my power and influence from
11 the interest of the chairman, and so it was important that
12 other people knew that the chairman was interested in me.
13 Those issues are not as important to this commission, but
14 the general rule of recognizing how things meet, how all
15 the moving parts work are very important.

16 I interacted with peers. The various division
17 directors were my peers, and he we often met to discuss
18 public policy and in that case we were all equals with each
19 having a different perspective. That of course is -- the
20 ability to operate in that environment is essential for
21 every single commissioner that we appoint.

22 And then as an administrator, I was in charge of
23 20 people. I hired a number of people and had to keep
24 their work organized, stay on top of them, properly review
25 them, things like that. Some of those functions of course

1 will be functions that at least a few people on the
2 commission have to have expertise with. And of course they
3 have to project their expertise confidently among the other
4 members of the commission who don't have that expertise.
5 And that's true of course for every type of expertise that
6 we bring to the commission.

7 We'd like every commissioner to be an expert in
8 every area, but that's not possible. In those areas where
9 people have expertise, they have to project the confidence
10 of their expertise and they of course have to fairly
11 present both sides of all issues, not just the one that
12 they want to promote, given the expertise that they have.

13 CHAIR COE: Okay. Thank you. I'd like to switch
14 topics to your volunteer work. In your application it
15 shows that you're involved in many professional and
16 community groups. Of your work experience on those groups,
17 which do you think would be most likely to be beneficial to
18 this commission and why?

19 DR. HARRIS: Well, there are several, I guess.
20 My service to the CFA Society of Los Angeles. CFA is the
21 Chartered Financial Analysts. I served on a board
22 there -- on the board of directors. And, again, this is a
23 situation where you're dealing with peers. Peers who bring
24 different experiences to the decisions that we have to
25 make. So that was probably -- that's probably important

1 and on target.

2 Some of my other participations aren't voluntary
3 but still are relevant. So, for instance, serving on the
4 board of directors of Interactive Brokers or of a couple
5 mutual funds. Again, situations that involve peers that
6 have to make decisions, where people are deliberately
7 chosen for different expertises and where their expertises
8 have to be blended to produce a good product.

9 Back to voluntary stuff, the -- again, always
10 being aware of the mission and how to promote it is very
11 important. My favorite voluntary activity is service to
12 USC's Peaks and Professors, a student organization. This
13 is a student organization where students ask a professor to
14 join them on an outing, sometimes a day trip, a weekend
15 car-camping trip, or a backpacking trip. I usually do the
16 backpacking trips because they have trouble finding other
17 faculty willing to go out. For me it's a delight they
18 organize everything.

19 So these are experiences where the role of the
20 faculty member is to ensure that each student has a contact
21 with a faculty member of the University in a very informal
22 environment where they can express themselves and also ask
23 questions and, in general, just feel closer to the wisdom
24 that older people, not just necessarily faculty, bring
25 to -- can bring to younger people. So my job in that

1 position is always to reach out to each student to the
2 extent that they are willing and receptive, never imposing
3 myself onto people, to find out what they're interested in,
4 what are their concerns, and where they are receptive to
5 provide not advice but perspectives that they might find
6 useful.

7 And so whether it's a day trip or -- it's much
8 easier on a long weekend trip, always make sure that every
9 one of the students along the trip feels that they've had
10 special contact time, that I made a special effort to reach
11 them and to find out what they're interested in, what was
12 important in their lives, and so forth. That's certainly
13 got to be a very important skill that I hope that all 14 of
14 the commissioner members will possess.

15 CHAIR COE: Thank you. I'd like to switch gears
16 a little bit to the concept of impartiality. And I'm
17 wondering if you'd give us an example of a time you had to
18 make a difficult, impartial decision that may be involved
19 you having to put aside your first preference, or
20 something, or to set aside your self-interest.

21 DR. HARRIS: That happens a number of times in my
22 life. I'll give you a few examples. I sit on an endowment
23 fund. Coming from a finance background, I have very strong
24 views as to how the funds should be managed. And -- but
25 there are other people on the endowment fund board who

1 don't have the same strengths that I do. I work hard to
2 teach them the perspectives that bring me to the points
3 that I feel strongly about that don't always prevail.

4 The main thing is to keep the key on the ultimate
5 mission and to also recognize that they bring to
6 perspectives that I don't necessarily always appreciate or
7 didn't -- didn't initially appreciate. So, for example, as
8 to the question of how the money would be managed overall,
9 we could manage the money by investing in index funds; and
10 I'm confident that we would probably do better on a
11 financial basis if we did so. But instead we hired an
12 investment manager, who I was not pleased with, this
13 decision. I concurred with it, ultimately. But we were
14 able to choose an investment manager that had many of the
15 same values and knowledge that I did and, as a consequence,
16 would do well.

17 Some of the perspectives that I learned from this
18 process were that while I understood that -- I understood
19 these issues probably much better than -- I'm not going to
20 be immodest, but I understand them very well, we'll just
21 say it that way, that our donors need to have the
22 confidence of knowing that there are active, professional
23 practitioners looking after the money and that the product
24 of the endowment fund is two-fold. Preservation and growth
25 of the corpus of our funds, which was where I bring a lot

1 of expertise. But, secondly and quite importantly, the
2 projection of confidence in that process so that people
3 would be willing to give more money to the organization.
4 And so there was a compromise there. I learned from it and
5 ultimately concurred with the decision.

6 We spoke earlier about Reg NMS. There, as I
7 mentioned, I didn't get all the important issues that I
8 wanted to. There was a very important issue that has
9 proven to be a serious problem in the markets now. So I
10 had to compromise on that issue to get a more important
11 issue through. That was the adoption of electronic
12 exchanges. That one has saved billions of dollars per
13 year.

14 The secondary issue that I failed on was -- it
15 was ultimately a log-rolling issue. I think I understood
16 it better and I regret that I couldn't express myself
17 adequately. Although it was caught up in a political
18 process. There was an awful lot of lobbying on the other
19 side to preserve this issue. It had to do with how
20 exchange fees would be collected. It was an arcane issue
21 that we don't have time for today. But it turns out to be
22 a multi-billion dollar issue now. And it accounts for much
23 of the unusual structure of our financial markets. So
24 there I just had to suck it up. I didn't like the outcome.
25 I knew it was going to be a problem in the future, but I

1 regret that I just didn't have the communication skills or
2 the political power to get where I needed to be.

3 Now if I had been obstinate on the issue, it
4 might have ruined the whole process. And so I just had to
5 fade back on it.

6 I can give you a few other examples but we'll
7 perhaps move onto other questions and return to this later
8 if you'd like.

9 CHAIR COE: Okay. Thank you. From your essays
10 you describe having met and worked with diverse groups of
11 people. And you even stated that, perhaps oddly, you
12 enjoyed jury duty and even appointments to DMV because they
13 provide opportunities to meet people you would otherwise
14 not meet. What did you learn from these people about the
15 preferences and their concerns that would help me you an
16 ideal commissioner?

17 DR. HARRIS: There are so many different people I
18 have talked to over the years. Well, what's been foremost
19 on my mind has been how is it possible that people can see
20 the same data in our society and form such completely
21 different narratives about what's going on. And this
22 refers to some of the hyperpartisan issues we talked about
23 before.

24 We don't have bad people forming these
25 narratives. They just see things differently. And so I

1 try very hard to see things through their eyes, and being
2 sort of in the middle of all of it -- by middle I mean not
3 having preferences that are far to the right or far to the
4 left -- perhaps allows me to see a little better. But some
5 of the appreciations are recognizing an awful lot of people
6 who live basically hand to mouth. They don't have much
7 money in the bank and they are fearful about what's going
8 to happen to them. That's different from my experience,
9 thank God.

10 There are a lot of people who don't share the
11 benefits of the extraordinary education that I have had.
12 Many of them don't have the opportunity. Some of them
13 don't have the ability, for whatever reason. Perhaps there
14 was inadequate prenatal or early childhood nutrition. And,
15 as a consequence, they just don't have the -- the
16 intelligence and the direction that allows other people to
17 succeed in certain ways in our society.

18 As long as we mention intelligence, though, we
19 must mention the fact that there is no such thing as a
20 single intelligence. There's all sorts of different types
21 of intelligences. And one of the fun things of meeting so
22 many different people is seeing how people find their ways,
23 their own intelligences.

24 Earlier I was talking to our Sign interpreters
25 and sort of what their special skills were and how they

1 were sort of natural to them. And so it's just -- it's fun
2 to appreciate people.

3 Now I'll try to think of other examples.

4 MS. PELLMAN: One minute, 45 seconds remaining.

5 DR. HARRIS: Let me leave you for another
6 question.

7 CHAIR COE: Okay. Thank you. One of the biggest
8 tasks the commission is going to face is identifying
9 communities of interest around the state. Some of those
10 communities are easier to find, some are harder to find for
11 various reasons. How would you go about trying to find
12 communities of interest throughout the state, particularly
13 those that may be harder to come across?

14 DR. HARRIS: Right. So, first and foremost, many
15 of those communities speak out, and you have to listen to
16 them. And of course we know many of those communities
17 spoke out 10 years ago and presumably most of those are
18 still around.

19 The bigger challenge is to find the people who
20 have not organized to speak out and for that you have to
21 ask questions. The communities of interest often have
22 organizations. It would probably be useful to simply
23 obtain a list of organizations. Certainly the better
24 organized ones have various lobbying groups, and so forth.
25 But we would also like to be able to hear from people who

1 just don't speak out as much.

2 The said, if the group is too small, it's very
3 hard to create a district legally that encompasses their
4 interest, especially if they're diverse. So when we're
5 looking for communities of interest we have to look for
6 local communities of interest. And the word "local" I
7 believe actually appears in the legislation. So at some
8 point trying to identify every communitiy of interest is
9 not going to be possible. Certainly -- and not necessary
10 given the fact that the districts are of, you know, 400,000
11 people in them, and so forth. But listening and paying
12 closing attention and asking is the way to find these, and
13 you have to do it actively.

14 CHAIR COE: Okay. Thank you.

15 Could I get a time check?

16 MS. PELLMAN: Two minutes, 40 seconds.

17 CHAIR COE: Thank you.

18 So I wanted to ask a question about if you were
19 appointed which aspects of the role of a commissioner would
20 you enjoy the most and which you might struggle with. You
21 kind of already addressed the first one.

22 DR. HARRIS: Yes.

23 CHAIR COE: So I'll just ask the second half of
24 that question. If you were appointed as a commissioner,
25 which aspects of that role do you think you might struggle

1 with a little bit?

2 DR. HARRIS: While I have a great deal of
3 scheduling flexibility, I have some commitments that are
4 hard to move around. And so there will be some challenges
5 there. Fortunately, I have a lot of influence over my
6 schedule, so I'm not particularly concerned about that, but
7 I know it will require attention on my part.

8 Though I love -- I love being in places, I don't
9 particularly enjoy the traveling to them. So there will
10 certainly be a lot of travel involved. Generally, I can
11 use my time pretty efficiently when traveling if I'm not
12 driving, but that is of some concern. But I'm quite
13 willing to do that.

14 As to perhaps weaknesses, I'm not very good with
15 names. In this respect, I'm in the wrong profession, as
16 it's hard for me to remember my students' names, but I work
17 hard on it. That certainly would be a challenge to serving
18 as a commissioner.

19 MS. PELLMAN: One minute remaining.

20 DR. HARRIS: Perhaps another quick question.

21 CHAIR COE: I am -- actually, I don't have any
22 additional questions at this time, so I'd like to turn the
23 time over to Ms. Dickison.

24 VICE CHAIR DICKISON: Hello, Dr. Harris.

25 DR. HARRIS: You all can call me Mr. Harris or

1 even Larry. Dr. Harris is my father. He's a physician.

2 VICE CHAIR DICKISON: So I'm going to go on with
3 that theme that you were just discussing. I did note that
4 you have a lot of professional and community activities
5 along with your employment commitments. How would you
6 balance all of those commitments with the commitment to the
7 commission and its work?

8 DR. HARRIS: Well, given the importance of the
9 commission this would be my first priority. So the
10 challenge would be how to get the other things to fit in.
11 My teaching is fairly flexible. I can accelerate it or
12 retard the teaching. And I think that USC will be
13 accommodating. I'm very near retirement at USC, so that's
14 always a possibility as well.

15 The other commitments are typically quarterly.
16 Some commitments that I presently have I'll probably be
17 shutting, so I don't expect to be director of the -- or co-
18 director of the CFA Review Program that's run jointly
19 between USC and the CFA Society of Los Angeles. So that
20 one takes a lot of time, but I've been grooming a successor
21 for that.

22 I'm giving up my executive directorship of the
23 Financial Economist Roundtable. That's taken a lot of my
24 time. That -- I've served for five years. It's time for
25 somebody else to do that, so that will be ending this July,

1 I expect.

2 Let's see, what other things. Fortunately, most
3 of the things I do are pretty flexible. The things that
4 are somewhat less flexible are the quarterly meetings of
5 the boards that I sit on, although even there I may have
6 some flexibility and I can always participate by -- by
7 phone. And, let's see, I think that probably covers it.

8 VICE CHAIR DICKISON: Thank you. So in your
9 essay on diversity, you said, "When I travel for pleasure,
10 I generally am more interested in learning about how people
11 live and what they care about than I am interested in
12 visiting museums." So my question is what have you learned
13 about the concerns of people in the different regions of
14 the state?

15 DR. HARRIS: Well, as you know, there is
16 tremendous diversity. Like in the middle of the state
17 there are a lot of people who are very concerned about
18 water and its usage, and so forth. The people on the
19 eastern side of the state are more concerned about rural
20 issues. A lot of them are concerned about the traditional
21 dividing issues and more people in that part of the state
22 are concerned about Second Amendment rights issues, things
23 like that.

24 Throughout the state there is a diversity of
25 opinions about religion and how religion should interact.

1 A lot of diversity about education and issues like that.

2 In general what I find interesting is observing
3 how people differ in their -- to the extent to which they
4 live in the moment versus living for the future. Some of
5 that interacts with some communities of interest, but in
6 many cases you have communities where you have both types
7 of people. I'm trying to think of other things. Of course
8 there's all sorts of cultural, so whether it's the Indian
9 tribes that are trying to maintain a connection to their
10 past or the various religious communities who also are
11 trying to maintain connections to their values. And when I
12 say or speak to connections to the past, it also refers to
13 how they will be in the future. There is a balance to both
14 sides.

15 We've got the gay and -- I never get all
16 the -- gay, lesbian, queer, something else, I'm missing
17 something. There is my failure to remember names again.
18 But you have people who have different sexual preferences
19 than the orthodox ones. And they have developed a society
20 and a culture and one that blends in and needs to be
21 accepted.

22 I'm trying to think of what else. Of course that
23 diversity is throughout the state, but it tends to
24 congregate in places like San Francisco and West Hollywood
25 and other places as well.

1 All sorts of interesting -- you've got a lot of
2 ecologists and have others spread throughout the state.
3 There's a lot in the northwest part of the state. There is
4 a lot of people who are somewhat closer to the land in this
5 respect, though they tend to be but not always have liberal
6 values towards the Earth. Many of them share values with
7 people on the eastern side of the state in the deserts and
8 in the mountains. So there's an awful lot of diversity.
9 Hispanic culture runs throughout the state. It's very
10 rich.

11 I didn't mean to take a slam against museums. I
12 do spend time in museums and enjoy that. I particularly
13 enjoy learning about history, but I like art. I just
14 have -- at some point if you go to too many museums or
15 spend too much time it, you no longer see it and appreciate
16 it. You just sort of claim that you were there and I don't
17 see that that's worthwhile.

18 VICE CHAIR DICKISON: Thank you. How do you
19 think the knowledge that you've gained by this will help
20 inform your decisions regarding communities of interest and
21 identifying them throughout the state?

22 DR. HARRIS: Well, you certainly can't identify a
23 community of interest if you can't see it. And I don't
24 want to be too much in the position of identifying for
25 others what their community of interest is. We shouldn't

1 be in the business of telling other people what
2 characteristics identify their community. And yet the
3 commission ultimately has to identify communities of
4 interest to make sure that everybody is fairly represented,
5 as it's charged to do by the law.

6 So communities are shaped by understanding common
7 interests. Common interests are expressed in a variety of
8 ways. With respect to decision-making about government,
9 they usually share values, although usually not -- most
10 communities don't -- aren't homogenous in their values, but
11 they often do share values. They often share modes of
12 expression. They often congregate together.

13 Our interest in identifying communities of
14 interest, though, is related to political decision-making.
15 So a community of interest that doesn't interact with
16 politics doesn't need to be represented in the political
17 sphere. So if there is -- if the government has no bearing
18 on their interest and they don't believe that it does and
19 nobody else does and the fact that they're a community of
20 shared interest is not really relevant to the districting
21 process.

22 The districting process, redistricting is all
23 about showing that there is fair representation of people
24 who have concerns about what the government's doing. And
25 so people, if you have a community that's not concerned

1 about what the government's doing, it's wonderful that
2 they're a community but they're not necessarily of
3 importance to us as we think about redistricting. This is
4 not to minimize their importance in the slightest. And it
5 may be hard to think of -- well, it's not too hard to think
6 of communities for which government is really not much
7 concern to them. So people who are very interested in
8 embroidery or quilting form communities. Yet it's hard
9 to imagine what their interest in the government is, though
10 they may share values among themselves. And I don't see
11 that it's necessary for us to represent that group in our
12 decision-making.

13 But then I might be wrong and I'm open to
14 learning that I'm wrong on this issue. But I have a lot of
15 respect for them. They produce really beautiful stuff.
16 One of the great pleasures of my life is going to the L.A.
17 County Fair and looking at those quilts.

18 VICE CHAIR DICKISON: Thank you. You have also
19 talked about your ability to speak Spanish. And in your
20 essay you talked about living with a family in El Salvador
21 as an exchange student.

22 DR. HARRIS: *Si*.

23 VICE CHAIR DICKISON: And you have also made
24 trips to Mexico, Spain, and Chile.

25 DR. HARRIS: Um-hum. And mostly recently,

1 Argentina. Argentina.

2 VICE CHAIR DICKISON: How do you think these
3 experiences will give you a different perspective that
4 could benefit the commission and in what way?

5 DR. HARRIS: So I of course do not come from a
6 Hispanic background, but these experiences have brought me
7 very close to Hispanic culture and have made me very
8 sensitive to the many people in California who trace their
9 heritage to places south of the border and also to Spain,
10 and to a lesser extent to Portugal.

11 So it's a very important group in California.
12 It's important that the commission be well represented in
13 all aspects, that those people who aren't Hispanic on the
14 commission be sensitive to Hispanic issues. And true for
15 all other issues, whether they're -- or identities is
16 really -- not issues, it's identities. Whether it's Asian
17 or Black or LGBTQ -- I think I got it this time or close to
18 it.

19 And people acquire that knowledge through
20 experience and also through experience they acquire the
21 tolerance. So it's very important that we have people who
22 are tolerant and respectful. And so I think that these
23 things have made me more so. Living -- I live very close
24 to West Hollywood and encounter lots of people in the
25 LGBTQ -- I'm sure it's not right, something like

1 that -- the -Q community. And it's changed my thinking
2 about their lives. And they're just people who ended up
3 different than the rest of us. And it's just the way
4 things are.

5 For me that was transition because I grew up,
6 like everybody, anything that's different is suspect. I
7 think it's probably burned into our evolution. And it's
8 our job to change ourselves from being apes who were -- who
9 follow our evolutionary paths to being human beings who can
10 transform ourselves from being higher apes into being
11 sentient, sensitive people. And that comes through
12 experience and consciousness. And these types of
13 experiences are what bring that out. I strongly suggest
14 that you look for it among the other candidates too.

15 VICE CHAIR DICKISON: Thank you. In your
16 analytical essay you talk about some of your analytical
17 skills. Do you have any experience using maps with census
18 or other population data?

19 DR. HARRIS: In my own research I don't have any
20 direct experience. I have a little bit, I have used a
21 mapping software in the SAS system. SAS is the Statistical
22 Analysis System. It's one of the largest and most
23 important statistical packages out there. But it's mostly
24 been tangential to my research, although I have
25 occasionally touched upon it.

1 I spent quite a bit of time reading a research,
2 though, and working with people who do use these mapping
3 systems. I'm quite familiar with how they work and I'm
4 extremely comfortable with maps. I've always been very,
5 very good with maps from before elementary -- from
6 elementary school. Maps orienting, writing maps, drawing
7 maps never been a trouble for me. I can read them upside
8 down. I don't know.

9 I've been blessed with one of my intelligences is I
10 guess spatial intelligence. I mean I just I see things
11 spatially and it's allowed me to advance in a number of
12 ways that I feel fortunate to have been blessed.

13 MS. PELLMAN: Five minutes, 20 seconds remain.

14 VICE CHAIR DICKISON: Thank you.

15 What do you see as your role in the commission?

16 DR. HARRIS: So my role in the commission will
17 depend to some extent on the roles that others play as
18 well. So I don't want to presume that I will be that
19 person. With that said, I know that I have some strengths
20 that may be uncommon. Clearly my quantitative skills
21 are -- will be of substantial value to the commission. The
22 skills involve the ability to handle data. My own research
23 involves massive data sets, transaction data from the stock
24 market, overwhelming any sense of size that we're liable to
25 run into here.

1 The ability to handle that data, to organize it,
2 to know how it's done, we'll undoubtedly hire contractors
3 to help with that, I wouldn't expect to be doing it myself,
4 but to know how to interact with those contractors can be
5 very important. I would imagine that the commission will
6 turn to me and perhaps other experts on the commission who
7 have these skills.

8 I also have the ability to write new statistical
9 methods if necessary and I have even thought a bit about
10 this problem. So I'm not -- I don't view myself as being
11 downed by the limitations of existing statistical
12 processes. There are -- I know what can be done and I know
13 the lines of what can't be done. So asking for things that
14 are too difficult just waste to me, but asking for things
15 that are valuable, that haven't been done before that are
16 useful, then if there's not too much of an investment to
17 get it done it should be done. And so that's an area where
18 I could potentially provide some judgment.

19 And I have quite a bit of experience interviewing
20 people. I'm involved with hiring faculty at USC on a
21 regular basis. I hired staff when I was serving as the
22 Director of the Office of Economic Analysis at the SEC.
23 That was the formal title of the Chief Economist. And I
24 hire teachers for the CFA Review Program that we discussed
25 before. So I'll probably -- it would not surprise me if I

1 were asked by my colleagues if appointed to the commission
2 to be involved with some of those personnel issues. Those
3 are very important. They need to be done well at the
4 beginning. That involves both searching and also
5 interviewing. And search strategy is very important.

6 I write very well or have come to write well -- I
7 don't know that I write well. I edit really well. And so
8 I'm sure that our written communications could potentially
9 benefit from my skills there.

10 But, again, I don't want to presume to be -- to
11 take any particular role. You have to make space. And, in
12 particular, if there are people appointed who don't have
13 many expertise, many areas of expertise, you want to give
14 them their area. But hopefully there will be a substantial
15 overlap, that hopefully there will be a deep bench among
16 the commission so that the commission is not dependent too
17 much on any one person.

18 There is a danger to being too dependent on any
19 one person because then the ability to judge the -- whether
20 their decision-making is biased or not becomes somewhat
21 limited if you have to defer only to one expert.

22 VICE CHAIR DICKISON: Thank you.

23 A time check?

24 MS. PELLMAN: One minute, 10 seconds.

25 VICE CHAIR DICKISON: Okay. No further questions

1 at this moment.

2 CHAIR COE: Okay. We turn the time over to Mr.
3 Belnap.

4 PANEL MEMBER BELNAP: Thank you for being here.
5 You mentioned that in your application that the position at
6 the SEC of Chief Economist is a nonpartisan position but
7 that you had to navigate partisan pressures. Can you give
8 us an example of that?

9 DR. HARRIS: Sure. First off, I will remind you
10 at the time I was registered as a Democrat and I was
11 appointed by a Republican, Harvey Pitt, and continued to
12 serve under another Republican, Bill Donaldson. Both of
13 them were concerned about small government, and they
14 pressed to be for smaller government. I am not interested
15 in larger government, but I do believe that there is a role
16 for government and particularly when government helps solve
17 agency problems and externality problems and other places
18 where markets break down.

19 Also there's a role for government in setting
20 standards. And I occasionally ran into people who adopted,
21 interpreted their views of government somewhat
22 mechanically, so would not consider the market failures
23 that properly justify government or, more importantly, the
24 need to have a single standard. So I will give you an
25 example.

1 A pricing standard is something that says that we
2 will all agree to quote prices in one way. And there might
3 be another way to quote prices. And there might be a very
4 simple transformation from one to the other, just so does
5 the price include a fee for credit or is the price
6 exclusive of the fee for credit. So do we quote prices at
7 gas stations as one price for credit and another price for
8 cash, which one are we going to advertise, and so there's
9 laws about this.

10 And the key thing is that advertising one price
11 is important because you have to do comparison shopping.
12 So I take it the type of issue where the government plays
13 an important role. And it turns out that people are
14 interested in whether it's done this way or that way. So
15 the credit card companies want the price to include credit
16 because they don't want credit to look like it's expensive.
17 So the advertising price, the credit card companies want it
18 that way.

19 So I ran into this issue with respect to Reg NMS.
20 I told you earlier about there was an issue involving
21 exchange pricing, exchanged fees. And here there was
22 tremendous pressure from the exchanges being expressed
23 through their senators and being expressed also through
24 the -- at least one of the Republican commissioners to
25 ignore the issue, and I don't want to and I pressed very

1 hard on it and I failed on it again. And I explained
2 earlier on this very issue as to why I finally gave up on
3 it, but you just have to be mature. You're not going to
4 win everything.

5 Your job in every position, in every aspect of
6 your life is to add value to your situation, and that's
7 what true maturity is about when it comes to working
8 collaboratively with people, in a collaborative effort with
9 people, and whether that is working in the classroom. My
10 students have many different agendas. I hope that they
11 will all want to learn the material that I'm teaching, but
12 many of them just want to get credit for the class. Many
13 of them, their life is about social issues, some of them
14 aren't fully in control of their agendas and they don't
15 even know what they are yet. My job in those situations is
16 to teach to every one, to try to reach them where they're
17 at and to try to bring them up and point them towards the
18 common mission.

19 So because I stand between the Republicans and
20 Democrats, and in my essay I explained a couple of examples
21 of where I, you know, liked both sides and recognizing that
22 both sides have people who are interested in both sets of
23 values, it makes it a little bit easier. Nobody is saying,
24 well, he's just a Democrat or he's just a Republican.

25 PANEL MEMBER BELNAP: Thank you. Now I want to

1 ask you a question about your time at USC. In your
2 application you indicate that you've actually promoted and
3 assisted with the recruiting of under-represented
4 minorities to join faculty and student bodies. How have
5 you done so? How did you actively promote and assist with
6 that?

7 DR. HARRIS: It was an extraordinarily hard thing
8 to do, is the -- that the body of qualified candidates is
9 really small and we're competing with every other
10 university for them. So the trick -- at least for the
11 faculty, the trick is to try to identify people in Ph.D.
12 programs who are coming up and start forming a relationship
13 with them.

14 So I -- excuse me -- I've worked with a group
15 called the Ph.D. Project which is sponsored by, I think,
16 KPMG, which is trying to get minority
17 students -- "minority" is not the right word -- it's
18 underrepresented minorities to get them into Ph.D. programs
19 so that they would be ultimately qualified to take
20 positions at premium universities like USC.

21 And then when recruiting them and you have to do
22 things like evaluate applications without -- on a blind
23 basis, to the extent that you can. You don't want any
24 biases to slip in. You have to argue for a broader
25 understanding of the mission. So the broader understanding

1 of the mission is that we all bring different elements to
2 our jobs. At USC it's very important that we have faculty
3 that can serve as role models for our students and it
4 requires that we have women, under-represented minorities,
5 and maybe fully represented minorities, I don't know. But
6 we have -- but that we have a diverse faculty.

7 Now the challenge of that is that you can't tell
8 somebody that we hired you because you're a minority or
9 that we don't think that the quality of your research is up
10 to snuff and that you're really bringing in this other
11 dimension. So it's a very sensitive and difficult issue.

12 With respect to students, the first thing is
13 making sure that students have opportunity. So my work
14 with the USC's Minority -- they call it Minority Student
15 Leadership Program, that was a lot of fun. But USC is
16 identifying high school students that are really sharp,
17 trying to get them to ultimately to come to USC to provide
18 more diversity to our student body. And of course to give
19 them opportunity that they might not otherwise have. And
20 so, you know, meeting them and rubbing elbows with them is
21 helpful.

22 And of course whenever I'm out and about I'm
23 always trying to -- you know, promoting USC, as I'm
24 supposed to, but with special interest to people from these
25 communities that can provide us benefit. The benefit that

1 we and our constituencies get from diversity is multifold.
2 We talked about the role examples, but there are other
3 benefits as well. And actually academic research has
4 actually born some of these out. So it turns out that
5 bringing people from different backgrounds together tends
6 to facilitate the creative process. People who think
7 differently bring with them a different set of tools, a
8 different set of thoughts. And my view on creativity is
9 that you bring in a set of blocks that are designed to
10 solve a problem. And you start shuffling those blocks
11 until something clicks, something fits a problem that you
12 didn't think about before. And it's the -- so the
13 manipulation of existing knowledge to produce new
14 knowledge.

15 Now if the base of existing knowledge is broader,
16 then you're just going to produce more and better new
17 knowledge. And so that's the -- that's one of the reasons
18 for the importance of diversity.

19 Of course with respect to the commission
20 diversity is extremely important because it bears on the
21 confidence that people have in the redistricting process.
22 And so one of the products of the commission is not just
23 the maps, but it's the confidence that's associated with
24 the maps. And so we have to produce that confidence by
25 producing really good maps but also by representing

1 people's points of view and having people feel that their
2 views are represented even if they -- even if constraints
3 prohibit us from doing everything we want to do. You can
4 never do everything you want to do because the world is a
5 constrained environment.

6 Speaking of things that I do, I mean so as an
7 economist I spend a lot of time dealing with optimization
8 subject to constraints. That's the entire economic model,
9 is how do you make decisions subject to constraints. This
10 is a classic example of where we're trying to do the very
11 best we can subject to many constraints. And the
12 constraints of course are imposed by the law and it's also
13 imposed by our need to produce a product that we all
14 recognize is the best product, a well accepted product that
15 will fairly represent every -- lead to fair representation
16 for everybody in our country, in our state.

17 PANEL MEMBER BELNAP: So I want to talk to you
18 about the analytical work that you do. Ms. Dickison
19 already asked the question about mapping and mapping
20 software. But my question is: Have you ever studied
21 voting behavior or something similar to it?

22 DR. HARRIS: I have attended many seminars. I
23 have a couple colleagues in my department who are very
24 interested in voting and voting behavior. And so while I
25 have never sat down to study it for the purpose of doing my

1 own research, I have read many, many papers and listened to
2 many presentations about voting behavior. And I'm aware of
3 lots of associated issues.

4 Also I did have some formal training as an
5 economist. There is a theorem well known to economists and
6 I presume political scientists as well that -- it's called
7 the -- I think it's Arrow's Impossibility Theorem, or
8 something like that. It turns out that there are set of
9 criteria that we'd all like to see a decision-making -- a
10 voting process promote. And that set turns out to -- is
11 such that there is no voting process that can possibly
12 meeting every one of those criteria. So by a voting
13 process I mean do we have primary elections and all that
14 with a runoff or do we rank the candidates, stuff like
15 that. So I've been exposed to a lot of voting issues and
16 of course reading all about this type of stuff, whether
17 it's in the newspapers or even *Scientific American*
18 occasionally covers voting issues and I read *Scientific*
19 *American* every month.

20 PANEL MEMBER BELNAP: Thank you.

21 Mr. Coe, I don't have any further questions.

22 CHAIR COE: Mr. Dawson.

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

24 I wanted to follow up on a response to the second
25 Standard Question, where I understood this, if I understood

1 your response you talked about the importance of -- it
2 would be important to develop a culture where the members
3 will not even allow themselves to think about the political
4 ramifications of their work. Can you expand on that?

5 DR. HARRIS: Sure. That may of course have been
6 something of an exaggeration. So here are the things that
7 we know. The maps cannot be drawn with reference to where
8 the Democrats are and where the Republicans are, or any
9 other party. So information like that cannot go into the
10 map-drawing process.

11 For people interested in the outcome, in
12 particular, whether there will be more Democrats or
13 Republicans elected, the drawing of these maps is
14 extraordinarily important. And some people may think about
15 that. It certainly can't enter the deliberations of the
16 commission.

17 I hope that we will be able to appoint people who
18 while recognizing this is an extraordinarily important
19 issue to others, it may even be important to them, don't
20 allow it to -- just don't spend any time thinking about it.
21 It shouldn't even be in their minds, although we're all
22 aware of why this is such a contentious issue. And that
23 has to do with the culture. We can't see into people's
24 minds so we can't judge what they're thinking. But people
25 like to conform and they seek the respect of their peers.

1 And so a culture that promotes those values will help bring
2 us closer to where we need to be to make the best possible
3 decisions.

4 So it's inevitable that these issues will be
5 brought to our attention if only because any sentient
6 person who gets appointed to this commission will recognize
7 that people will be lobbying the commission for various
8 reasons. And the most obvious of those reasons is that
9 they want to see an outcome that promotes their self-
10 interest. And as we evaluate the various communications
11 that are -- and messages that are given to the commission,
12 the value you give to those messages must take into account
13 the processes that brought it to your attention. And some
14 of those process are of course partisan. So that's a
15 little bit more nuanced discussion of that issue.

16 MR. DAWSON: So following up on that, the
17 commission's makeup is inherently partisan. There are five
18 Democrats, five Republicans, and four persons not
19 affiliated with those parties. Do you see the role of the
20 nonaffiliated members to be particularly important in
21 creating this culture that you're talking about?

22 DR. HARRIS: I should think so, but I would
23 expect that the members of the Democratic party -- and the
24 commission members who are identified with Democrats and
25 with Republicans also promote these same values. And that

1 has a lot to do with the role that you three will play in
2 selecting 60 people who will go forward to the Legislature.

3 There is no doubt that they have identified
4 themselves, but that doesn't mean that they can't subjugate
5 those preferences to the greater good. The greater good
6 here is ultimately creating a system that ensures that our
7 society remains stable. When people feel that the
8 political system is rigged against them, you get increasing
9 instability, and that instability in its most extreme form
10 leads to violence and degradation of the overall quality of
11 our society. So it would be my strong hope that the
12 Democrats and Republicans appointed to the commission will
13 be there to represent the mission of the commission and not
14 their identities as Republicans and Democrats.

15 So, that said, those who don't identify with the
16 Democrats and Republicans, the nonpartisans or the -- or
17 however we're not presently calling them, the independents,
18 may have a special role in developing that culture, but it
19 should be an area where we should expect leadership on this
20 issue from all 14 members.

21 Now that said, I'm not a member of either of the
22 parties, but I do identify with both of them. They have
23 values that I think are worth promoting, and others that
24 are less concerned about or concern me. And I'd like
25 people to -- one hopes that people will be more broad-

1 minded.

2 When we identify differences we force people to
3 be different. When we identify commonalities, people tend
4 to come together. And so this was some of my -- that was
5 my opening comment to this question, my concern about the
6 predicate of that question is that it tends to split
7 people. That said, we would be remorse in our
8 responsibilities to this entire process if we didn't
9 recognize that it existed and that perhaps it's gotten
10 worse over time. But credit to the citizens of California
11 who enacted this Citizens Redistricting process and to the
12 citizens of other states that have either adopted or
13 considering adoption of similar processes. This is a very
14 well-designed process when you think about the fairness. I
15 might have designed it slightly different, but I think it
16 was very cleverly done.

17 MR. DAWSON: Thank you. In your responses to
18 Standard Question 1, which was about skills and attributes
19 that the commissioners should possess, you identified that
20 each of the three partisan groups should have at least one
21 lawyer or legally-sophisticated member. And then you
22 identified what I will call one quant, one administrative
23 expert, one IT background, one person with good public
24 speaking skills -- obviously these people, some can share
25 more than one role.

1 DR. HARRIS: Yes. And, to be clear, ideally,
2 ideally, there should be one of each type of these experts
3 distributed among each of our three groups. And the reason
4 it has more to do with confidence in the process than
5 hopefully fears about people pursuing a partisan agenda.
6 But especially with respect to the legal issues, to the
7 extent that our Democrats and republics appointed differ,
8 then it would be important to have some balance. And
9 especially as I mean so much of what's being done is
10 interpretation of the law. And while there is a hierarchy
11 of criteria, there is still some tradeoffs among the
12 different criteria. To the extent that people have
13 different points of view, it would be good to have fair
14 representation.

15 We won't get it across the board, but I certainly
16 don't think we should limit ourselves only to one
17 quantitative expert or one in -- we need as much expertise
18 as possible.

19 MR. DAWSON: So as you know that in addition to
20 the core attributes that folks need to have in order to do
21 this work, the composition of the commission is intended to
22 reflect the diversity of California's demographics and
23 geography. So keeping that in mind, -- oh, and without
24 reference to formulas -- keeping in that mind, you are from
25 L.A. County, I don't know if you looked at the numbers, but

1 L.A. County is definitely over rep- -- well, I don't want
2 to say definitely over represented, but there is much
3 representation from L.A. County. Could we have a
4 successful commission without an Angelino?

5 DR. HARRIS: Without an Angelino? Yeah, I -- so
6 Los Angeles of course is the largest county in the state.
7 As a consequence, we have a lot of applicants from Los
8 Angeles, and it wouldn't be surprising if we saw applicants
9 from Los Angeles appointed to the commission.

10 Your question surprised me a little bit when I
11 thought you were going to ask if we had too many, but it's
12 the same issue. So there are many other areas of the state
13 that share many of the issues that Angelinos share. So
14 people in San Diego, which is our second-largest city;
15 people in the Bay Area, which collectively would be the
16 second-largest city if it weren't for the extraordinary
17 geographic extent of the City of San Diego, which I believe
18 is by geography the largest city in the United States. If
19 there were no Angelinos but we had people appointed from
20 those metropolitan areas, then we would get much of the
21 representation that we'd expect from Los Angeles.

22 Would Angelinos take offense? You know people
23 can be offended by all things, right. I would note,
24 though, that if you don't appoint any Angelinos you will
25 lose the opportunity to get an extraordinary candidate on

1 that commission.

2 MR. DAWSON: We have 7 minutes remaining in the
3 90-minute period. Do any of the Panel members have any
4 follow-up questions?

5 CHAIR COE: Ms. Dickison?

6 VICE CHAIR DICKISON: I do not.

7 MR. DAWSON: Mr. Belnap?

8 PANEL MEMBER BELNAP: I do not.

9 CHAIR COE: I do not have any follow-up
10 questions, Mr. Dawson.

11 MR. DAWSON: Mr. Harris, would you like to make a
12 closing statement? You have seven minutes and four
13 seconds.

14 DR. HARRIS: I won't use all of it. So I was
15 scheduled to fly from Los Angeles this morning to be here.
16 But after consulting my wife, we decided in light of the
17 Covid-19 experience or the crisis, I should drive here
18 instead, which is what I did yesterday. I particularly
19 appreciate that you have made the opportunity to appear
20 online and I appreciate that you have made that opportunity
21 available to other candidates, whose needs or preferences
22 are different from my own.

23 As for me, I chose to come in person because I
24 could and because personally I felt that I would present
25 better online than -- better in person than online. So

1 since that's probably true for all candidates, I urge you
2 to consider the disadvantages that online interviewees face
3 when making your evaluations, a point that was made by our
4 last applicant.

5 In closing, I want to thank all of you for your
6 service to California and to the nation. I served as a
7 civil servant myself and recognize you're often not thanked
8 enough. You're certainly not paid enough for the expertise
9 that you bring. But public service is very important and
10 though the government may not be willing to pay as much as
11 you're worth, what you bring to the process is very
12 important, and I hope that you get the satisfaction knowing
13 that you're participating. Now through your efforts and
14 through the commissioners that will ultimately be selected,
15 it's my hope that the California redistricting process
16 becomes an example of best practice throughout the nation.
17 And of course I hope to continue to play a role in that
18 process. Thank you so much for your time.

19 CHAIR COE: Thank you, Dr. Harris. Thank you for
20 taking the time to be here today.

21 Our next interview is scheduled for 1:15, so we
22 will be recess until 1:14.

23 (Interview ends. Luncheon recess taken from 12:09 to
24 1:14 p.m.)

25 CHAIR COE: Okay, the time being 1:14, I'd like

1 to bring this meeting back to order. Before we introduce
2 our next applicant, I'd like to turn the time over to Mr.
3 Dawson for a few comments.

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

5 I have a Special Counsel's report I'd like to
6 deliver to the Panel, the folks in the room, and then
7 watching online. A few words before we begin our next
8 interview.

9 Once again, we want to thank our staff and
10 contractors for their flexibility and creativity in helping
11 us navigate these challenging and constantly changing
12 circumstances. And, once again, we want to thank our
13 applicants for their dedication and willingness to be
14 adaptable and flexible under these circumstances.

15 As we had noted before, we have an unmovable
16 deadline. And a delay in this process would significantly
17 harm California's constitutionally-mandated redistricting
18 efforts. At the same time, we're dealing with a public
19 health emergency, including a new order affecting
20 Sacramento County. Taking all of that into account, we
21 intend to complete these interviews. We have deemed the
22 work of the Panel, and particularly these interviews, to be
23 essential government functions. We want to assure
24 applicants that if they choose to interview in person,
25 we're following best practices to protect everyone's

1 health. And for applicants who interview remotely, please
2 be assured that this does not count against you in any way,
3 that all applicants will be fairly and evenly evaluated.

4 Thank you once again.

5 CHAIR COE: Okay. Thank you.

6 At this time I'd like to recognize Mr. David Fung
7 for his interview today.

8 Welcome. Can you hear us okay?

9 MR. FUNG: Yes, sounds great.

10 CHAIR COE: I'd like to turn the time back over
11 to Mr. Dawson then for the Five Standard Questions.

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

13 Mr. Fung, I'm going to ask you Five Standard
14 Questions that the Panel has requested that each applicant
15 respond to. Are you ready, sir?

16 MR. FUNG: Yes, I am.

17 MR. DAWSON: The first question: What skills and
18 attributes should all commissioners possess? What skills
19 or competencies should the commission possess collectively?
20 Of the skills, attributes, and competencies that each
21 commissioner should possess, which do you possess? In
22 summary, how will you contribute to the success of the
23 commission?

24 MR. FUNG: Great. Thank you very much. First I
25 want to thank the review board for your incredible

1 dedication to this very important process. I'm honored to
2 have the opportunity to speak here today and really
3 appreciate the changes you have made to accommodate, you
4 know, the situation and to allow me to do this remotely.

5 I'm actually speaking to you from the -- I work
6 at a company called Rivian Automotive and I'm calling you,
7 talking from -- our office is in Palo Alto, although I'm
8 actually the only person in this facility right at this
9 minute.

10 So I want to address the question about what
11 skills and attributes should all commissioners should
12 possess. I know for me, one must -- the single most
13 important attribute, something to rise above all others, is
14 the desire to seek a positive outcome. Frankly, these are
15 very tough times, particularly around equity. And that's
16 really on every continuum, economic, racial, gender, where
17 we live, political power. These things are all very
18 challenging right now, with rights under assault from every
19 direction. Too many people are focused on holding ground
20 and opposing negatives, opposing the negative rather than
21 participating in positive change.

22 If I were appointed to the commission, my first
23 hope is that we collectively can fully own our charter and
24 find a path to promote broader engagement in a fair and
25 impartial redistricting. There are piles of legislation

1 that govern our process, but I want to proactively own that
2 message. The commission's mission is not oversight. With
3 all due respect to the professional staff that will support
4 the commission, we're there to review and approve a staff
5 proposal. We want to be responsive to issues raised by the
6 community, but we don't want to be reactive to somebody
7 else's narrative. So we really must take the opportunity
8 to bring new -- a new and fair review to the redistricting
9 process.

10 There are specific skills that I think are really
11 important to make that happen. The first is communication.
12 Between ourselves and with the external stakeholders, there
13 are few endeavors that we pursue today where communication
14 and collaboration aren't absolutely crucial skills, but in
15 this particular case there are 14 people representing 20
16 million voters. So our ability to communicate, our
17 willingness to communication is absolutely key.

18 That number actually really blew my mind. I see
19 that the latest report shows 20.6 million voters registered
20 in the 2020 primary. That's up from 17.9 million in 2016.

21 The next skill that I think is really important
22 is analytic skills. At the heart, the commission's work is
23 to work to make sense of a mountain of raw data. We have
24 to effectively exercise our critical thinking skills to
25 make sense of this and to come to a meaningful conclusion.

1 The commissioners need to have a desire to
2 collaborate. We need to identify where we have common
3 ground and identify clearly and be able to understand
4 clearly where we differ. How will we reconcile those
5 differences. That's a very key thing in the work plan for
6 the commission.

7 A really, really important aspect is empathy.
8 With 14 -- with only 14 people in the room, there is
9 not -- you know, there is not an advocate for every group
10 and every interest. There needs to be a sense of empathy
11 for all Californians and a clear understanding, there can
12 be no question, that this group is here for everybody.

13 And then, finally, integrity. I think you've
14 heard this one probably from everybody. There is no
15 principle more important in America than the right to vote
16 and participate in our democracy. The census is the
17 primary tool to drive representation, as enshrined in the
18 Constitution, and it was the wisdom of the California
19 voters that took the next step and put the means of
20 determining that representation into the hands of the
21 people. The members of the commission must take this honor
22 seriously and really live up to the challenges and the
23 aspirations that, you know, come from the Constitution and
24 from our -- and our state Constitution.

25 I will comment, in watching some of the earlier

1 applicant interviews there were people all over the place
2 among many of these aspects. But on seriousness and
3 integrity, I really have to say this is an extraordinary
4 group of people.

5 The second part of that question was what skills
6 and competencies should the commission possess
7 collectively, well, the answer is all of those. All of
8 those, but not each person has represent all of those
9 things. It's important we work together as a team. And
10 this is -- I had a lot of history as an engineering
11 manager, so one of the things that's very important, it's
12 often there is a model of engineering of staffing where you
13 try to have a -- it's like an army. Everybody is trained
14 to put -- everybody is trained in the same way, you can
15 substitute somebody in for anybody else. I actually have
16 had my greatest successes kind of running them in the
17 model -- more like special forces. You know the strengths
18 and abilities of each person, and knowing the challenge in
19 making -- in building the team and running the team is to
20 bring out the best from each of those people.

21 And then of these attributes and skills, what do
22 I possess. Well, the first part is of course if you will
23 let make the criteria, I score very highly on all of them,
24 but I think I'm particularly strong with the ability to
25 understand really complex systems and try to zoom out and

1 take a different -- a larger perspective of what's -- of
2 what's really happening and to really understand what
3 really matters. Often I think that that's one of the most
4 important parts, of finding a solution when you're looking
5 for an innovative solution as opposed to a prescribed
6 solution. The ability to step back and to really try to
7 say, hey, you know I had a preconception about what this is
8 about. But it's turning out, with the data that is before
9 me, when the team is before me, the problem is actually
10 different than I thought it was beforehand. Being able to
11 zoom out and work with that is an important part of the
12 success.

13 I've had great success in both my professional
14 and community service careers in doing that kind of
15 outreach and doing that stuff out and trying to bring some
16 innovation.

17 And then I will also say that I'm very, very
18 strong at using technological tools to advance -- to
19 enhance analysis and decision-making. You know
20 everybody -- for many people the start of their civic
21 involvement is you go to the city council because there's
22 something happening in your neighborhood you don't like.
23 Sometimes that comes with a big fat report, an inch full of
24 data -- you know, an inch-thick report full of data in the
25 staff report. Some people go at that with their

1 highlighter or their two highlighters. And there's always
2 one guy in that crowd who comes with -- who has made an
3 Excel -- you know, data sheet, and that guy is me. So that
4 was me in the past. I really -- I'm a big believer in
5 technology as a tool and I really try to embrace that.

6 So I think this time, the time when we -- when
7 this commission will be operating is really an amazing
8 time, the rise of data signs with machine learning and the
9 application of AI to problems, you know, that could happen
10 in -- you know, to the problems before us. There has never
11 been a time when we could get more information and more
12 insight assistance than now, so I really hope there is an
13 opportunity to grab onto that.

14 I'm from the Santa Clara County, I'm from
15 Cupertino, so I live in the same hometown as the
16 headquarters of Apple. The building I'm sitting in right
17 now is almost exactly halfway between Google and Facebook's
18 headquarters. So we're in a place here where we see -- we
19 see this every day. This is one of the things my company
20 does, working a cloud software technology group. We see
21 this every day and we want to take the opportunity to make
22 this really happen.

23 And, let's see, so I also wanted to say, you
24 know, I've had the great fortune to lead some really great
25 teams. And one of the things that's really the most

1 important about that is often -- you know, I'm a pretty
2 smart guy, I often work with people who are much, much
3 smarter than I am. And to be able to do that effectively,
4 you know, to collaborate with them and to get the best out
5 of the -- out of the entire group, I think that that's a
6 skill that I've had as well. So as an individual
7 contributor to a leader, I try to bring focus, vision, and
8 horsepower to the team. And I'm looking forward to doing
9 that on the redistricting commission as well.

10 I want to actually wander off a little -- I
11 mentioned this, and I want to wander off a little on that
12 and talk a little bit about seeking positive outcomes.
13 I've been involved for many years as an active community
14 member and I was appointed an official as well in my town.
15 I serve on the Planning Commission and previously on Parks
16 and Rec. I'm very active with our public school districts
17 as well.

18 In those contexts we often are trying to seek
19 consensus. That could be very challenging. But, you know,
20 frankly, consensus is a very low bar. You know if your
21 goal is that when I finish this meeting, less than half the
22 people will be angry, that on the one hand that truly is an
23 accomplishment in local government, but I really try to
24 aspire to more than that.

25 In my professional work I could work on building

1 projects that meet the market requirements don't have too
2 many bugs, but I want to try to strive for more. And to do
3 that I think you need to really work hard for the team to
4 share a compelling vision and to have the skills to do some
5 outlandish thing.

6 I'm an ex Apple engineer and so I was directly
7 involved in the birth of the color MacIntosh and the start
8 of digital video. At the next company I was at I worked at
9 a telecommunications company and this was at the time when
10 the internet was beginning to happen. So we dared to dream
11 very, very big, brought together the smartest people,
12 worked really, really hard, and made some amazing world-
13 changing products. Sometimes people refer to this as a
14 moon shot.

15 So what distinguishes a Mac or an iPhone is that
16 from -- people had them and they loved them today, but
17 before those products existed they didn't really know, they
18 knew that they wanted something, but they didn't know what
19 they wanted. So to be able to try to have a vision that
20 allows a team to build something that really meets those
21 needs is really critical. So that could be one thing to
22 the commission, it would be to set our goal this high, moon
23 shot high, to challenge the team to rise to the occasion
24 and bring my experiences up, to be a catalyst to make us
25 really come up with the best thing that we could come up

1 with, and aim much, much higher than consensus.

2 So I really believe to work this commission to
3 enhance voter equity and involvement in the Democratic
4 process is really worth this extraordinary effort.

5 MS. PELLMAN: You have 18 minutes and 11 seconds.

6 MR. DAWSON: Thank you.

7 Question 2: Work on the commission requires
8 members of different political backgrounds to work
9 together. Since the 2010 commission was selected and
10 formed, the American political conversation has become
11 increasingly polarized whether in the press, on social
12 media, and even in our own families. What characteristics
13 do you possess and what characteristics should your fellow
14 commissioners possess that will protect against
15 hyperpartisanship? What will you do to ensure that the
16 work of the commission is not seen as polarized or hyper-
17 partisan and avoid perceptions of political bias and
18 conflict?

19 MR. FUNG: You know I believe hyperpartisanship
20 stems from a sense of disenfranchisement. It may be real
21 or it may be fabricated at first glance. You actually see
22 this -- historically you see this in the things that drove
23 the civil rights movement, youth climate change activism,
24 you know the me too movement recently, and also very
25 prominent popular in the nationalist movements that are

1 happening here and elsewhere in the world.

2 In these times, modern times, particularly social
3 media provides a tool for widely distributing a narrative
4 whether true or false. You know and unfortunately, there
5 are a lot of people whose goal is to activate 50 percent
6 plus 1 voter, and that is rewarded in our system today, a
7 very common tactic, which flies in the face -- and that
8 really flies in the face of the integrity that we talked
9 about with regards to the commission's objectives.

10 So how do I protect against that. I'm dedicated
11 to understanding, really understanding reality and tracing
12 that all the way back to the raw data. That's my
13 analytical nature. I don't want to take -- I don't take
14 for granted that somebody tells me something is so. I want
15 to see it.

16 For me, it's really, really, really important to
17 listen. Listen is really, really critical. I want to hear
18 what everybody has to say and I really want to understand
19 what they mean. Hearing and understanding what people say
20 is the most powerful counter to disenfranchisement. That
21 is the engagement that people feel, you know, that you
22 weren't giving.

23 And so -- and I think it's really super important
24 to engage with everybody because this is the only way you
25 can understand what they really are about. So I think that

1 the ability to understand the gist of their comments and be
2 able to comment back is really the only way that people can
3 see that you understand. If our ideas differ, I will
4 really try to understand our common ground, to try to
5 convey the ideas of what I think.

6 You know unfortunately, many people are not good
7 at mutual engagement and critical thinking. So we may end
8 up not agreeing. I won't give up trying to connect, but I
9 think at the end of the day, you know, it is very possible
10 that people who have strongly-held feelings and not agree.
11 This is where we run into the problem. So the place where
12 this really becomes a problem is false facts, fake news.
13 You know often those false facts exist to justify a
14 narrative which is, frankly, a false narrative.

15 If you want to address false facts it's really
16 important to stand your ground, prove -- to demonstrate
17 that the facts and the information you're basing your
18 decisions and opinions on are valid. And it's really
19 important to be able to point back to the raw data to prove
20 that that is true. I think that if you do that, if you can
21 show a clean line back to the source of information, that
22 people with integrity will come to see the truth first, not
23 fabrication. But what's really important is you need to
24 make sure that the truth needs to be heard.

25 I see this all the time in local politics. Of

1 course this happens at every level. I will use the
2 example, you know my hometown there's a strong anti-growth
3 resident group. This is very common in any suburban town.
4 They care very, very much about the narrative, and
5 unfortunately I think very little about the facts. In the
6 past, historically and recently, housing development in
7 Cupertino -- I'm a housing advocate, you know, unapologetic
8 about that, pro housing advocate -- how you build in
9 Cupertino has been opposed because there is a bogey man:
10 Overcrowding schools and school impact.

11 Now the reality is our public school district is
12 shrinking at about five percent per year because the
13 housing costs are so high that the people and families
14 can't afford to live here. This year our K through 8
15 district will run a \$9 million deficit because of reduced
16 revenue from losing 700 kids. That's the size of an
17 elementary school. There are 25 schools in our district,
18 but losing kids at the rate of about one elementary school
19 per year, and that's been for several years now in a row.
20 Either the schools are overcrowded or the district is
21 shrinking. Both those things can't be true. So -- and the
22 facts in this case are very, very clear.

23 So I stood up with the superintendent of the
24 school board to make sure the community hears the truth and
25 hears it again and hears it again. You can actually see

1 the recommendation of a high school superintendent from our
2 district in my application package. I think it's really
3 important to be accurate and communicate the facts. There
4 are zealots whose minds can't be changed, even when faced
5 with facts. That's the reality of the world. But you need
6 to keep putting the truth out, because most people are
7 really not meaningfully engaged to hear you. If you let
8 the false narrative fester it will spread and infect the
9 larger community, and then you've really got a big problem.

10 There's a great book by James Hoggan that talks
11 about why this is a problem. He talks about something
12 called pyramid of choice. You start at the tip. Visualize
13 this is a pyramid. We all start at the tip, not
14 particularly knowledgeable about the issue. A slight push
15 in any direction, just the tiniest push from something you
16 heard, something you believe, causes you to start down the
17 side of the pyramid. Then slide there, so once you've
18 started down the side of the pyramid, of course it's easy
19 to continue to go down. But it's quite hard, it takes more
20 effort to go back up. That's the -- you are following a
21 narrative.

22 MR. DAWSON: Mr. Fung, I want to make sure you
23 have the opportunity to answer all five questions, and we
24 have 11 minutes left in this period.

25 MR. FUNG: Let me -- if I could finish this point

1 it would be great.

2 MR. DAWSON: Please.

3 MR. FUNG: So I think that what happens is
4 somebody -- once you're down the wrong path, of course if I
5 present you the true facts you could work your way back up,
6 it's hard to do, and as you get farther down the path,
7 farther down the pyramid, it becomes harder and harder
8 because on top of you you're having to climb upward back to
9 the truth, you also have to accept the fact that you had
10 made a mistake. So one of the critical challenges and one
11 of the critical challenges for this commission is we need
12 to keep people -- they need to have the proper information.
13 They need to have the right story. We need to be able
14 counteract narratives when they come up, to come up that
15 say that the commission is not just, and so that's a very
16 important part of that effort.

17 I think that -- you know, I try to do my
18 homework, know my facts, listen in a helpful way. We don't
19 agree, then I'm at peace with that because I've really done
20 all I can.

21 MR. DAWSON: Thank you.

22 MR. FUNG: And I want to say also that I've had
23 extensive experience in civic life, so you know I'm
24 familiar with conflict of interest, the Brown Act, all
25 those sorts of things.

1 MR. DAWSON: Thank you. Question 3: -- oh,
2 excuse me.

3 MS. PELLMAN, could I have a time check, please?

4 MS. PELLMAN: Nine minutes, 52 seconds remaining.

5 MR. DAWSON: Thank you.

6 Question 3: What is the greatest problem the
7 commission could encounter and what actions would you take
8 to avoid or respond to this problem?

9 MR. FUNG: Great. I actually identified two
10 really critical questions -- problems the commission faces.
11 The first is the incredible time pressure. I think people
12 have recognized this before, but the fact -- there is no
13 better illustration of that than the fact that we are doing
14 this -- you know, that there -- the only way we can get
15 through this process is continuing while we go through
16 these kind of crazy times.

17 You know I've been in a shelter-in-place
18 community. There are 7.8 million of my neighbors that are
19 in the same situation. So it's really, really important
20 for the commission to initially focus on a deep discussion
21 about the environment in the context of the work point of
22 view. So we need to prioritize the things that need to
23 be -- need to be done fastest. The top elements really
24 need to get the top attention because there will never be
25 enough time to do all the tiny details.

1 The second problem is of course a technical one.
2 How do you interpret this mountain of scientific data.
3 We're fortunate, we are actually living in a golden age of
4 data science, the application of machine learning and
5 artificial intelligence can help us identify hazards in
6 data. It will be beyond the ability of humans and human
7 experts to easily recognize.

8 I think that -- I really believe the commission
9 should to try to utilize machine learning, to develop a
10 meaningful and impartial mechanism to support the goodness
11 of existing and proposed district -- district maps. An
12 important part of this -- of this process is to look for
13 examples today. You know this commission exists because
14 there are inequities that were identified in the past, so
15 let's look at those inequities and see if this model can
16 help us understand these -- you know, these characteristics
17 of population, of how the district lines are drawn, of
18 voter participation, that these characteristics lead
19 to -- you have to be sorted in such a way that we can see
20 here are the examples of bad -- you know, of a bad
21 district, districting.

22 And, contrarily of course, we want to have good
23 examples well, where we do see people empowerment and
24 equity represented as well. With that kind of a model you
25 really have an opportunity to now go back and say, okay,

1 across the entire set of district maps, let's understand where
2 it's done well and where things were done poorly. We can
3 use those points to help refine that model further. You
4 know, something shows up and say, wow, this was very
5 negative. By the way, this metric was tuned today, but in
6 fact we don't find that to be the case in the world, we had
7 an opportunity to do that. Again, I'm -- the numbers nerd
8 here. So there are many opportunities here to take the
9 2016 numbers, run this analysis on there, and to look at
10 those same kinds of things in 2020 if you look at
11 the -- how -- how do these people come out to vote. You
12 know, how many people register under the number of people
13 who are available. The kind of goal of being able to do
14 this.

15 There are of course -- this is the academic area,
16 strong academic study today, but the golden part of this is
17 this has the most important piece of information. You know
18 it's very easy -- it's very easy for us just to get
19 information about registered voters and their
20 participation, but you don't know how many people -- out of
21 how many people were -- how many people registered who
22 could. And that's the opportunity you have with the
23 census.

24 So I think that -- I think that that will be a
25 very important tool, being able to utilize a tool like

1 that, I would certainly hope that there is an opportunity
2 to do that.

3 I think that it's important also to recognize,
4 though, that this is just a tool. It's not a magical
5 answer. It's not now that I got the model right, I can
6 just let it go draw the districts. You need to enforce
7 that with the human touch as well. And so some of
8 that -- also actually there are things, for instance, that
9 we might find areas that are highly nonoptimal today, but
10 you don't want out necessarily optimize in a single step
11 because that destroys the continuity from now to tomorrow.
12 So there are definitely mechanisms to which you could offer
13 that change.

14 MR. DAWSON: Thank you. I'd like to move onto
15 Question 4. I want to make sure you have the opportunity
16 to answer all five.

17 If you are selected you will be 1 of 14 members
18 of the commission, which is charged with working together
19 to create maps of the new districts. Please describe a
20 situation where you had to work collaboratively with others
21 on a project to achieve a common goal. Tell us the goal of
22 the project, what your role in the group was, and how the
23 group worked through any conflicts that arose. What
24 lessons would you take from this group experience to the
25 commission if selected?

1 MR. FUNG: Okay. Well, so I'll give the simple
2 one is from a professional standpoint, collaborative
3 working is really every project that I have ever worked on
4 in decades. We bring together people who have very
5 different skills, different skills, or they may have
6 similar skills in different levels of experience. We need
7 to work together to try to understand what we're trying to
8 achieve and the mechanism to which we want to go achieve
9 it, and that will always be a push and a pull, where time
10 is a factor, money is a factor. You know, the market
11 demands are a factor. In that kind of process I have
12 participated as an individual contributor, team leader, a
13 manager, architect, an executive as well. So I have
14 participated in this whole range. But I think that that
15 example is kind of trite, so let me touch on another one.

16 I think that -- I spent seven years serving on
17 the Parks and Recreation commission of our community. And
18 every year we had a yearly, an annual agenda-setting
19 meeting where we look at the things that we would like to
20 set on our agenda. And then of course I move it up towards
21 city council for approval.

22 A regular part of the discussion for the Parks
23 and Rec group, is capital improvement projects. And those
24 are very expensive. They will be millions of dollars. The
25 staff is really, really diligent. They have collected up

1 all the information from the community about the things
2 that people wanted to see. And then what they did was they
3 applied that on every project that came forward, which
4 ended up kind of falling and sending us into a trap if
5 we're going to be updated a neighborhood park, there would
6 be a discussion around, well, on the list there had been a
7 request for a lighted activity field that would have a dog
8 park.

9 So what was happening was those projects were
10 getting overlaid on top of all those --

11 MS. PELLMAN: Three minutes remaining.

12 MR. FUNG: It end up -- yes -- it ended up
13 becoming a real challenge for -- for a budgeting standpoint
14 because -- because you never knew what was going -- what
15 was going to happen.

16 So one of the solutions as an experienced member
17 of that group, I brought forth the idea of let's do a
18 master plan, and that actually turned out to be -- the
19 Director of public -- Parks and Rec loved the idea. It
20 took -- I took quite a bit of work to get money approved
21 forward to do EIRs and to do studies. But today we
22 actually have a very good plan. And what it does, it
23 really kind of says let's stop talking about where you're
24 going to put the swimming pool with every park. Let's try
25 to figure out the best place to do it in the city but let's

1 try to figure out how we're going to stage the money to
2 make those things happen. I think that those are the kinds
3 of things -- I think it was a great collaborative effort
4 and benefits came from all directions as it did kind of
5 speed along the growth. And this is an example where I
6 think I had the ability -- the perspective, and the ability
7 to zoom out a little and really say, hey, you know, is
8 there a better way for us to address a problem like that.
9 I hope that I can bring that kind of -- that kind of
10 perspective to the commission.

11 MR. DAWSON: Thank you. Question 5: A
12 considerable amount of the commission's work will involve
13 meeting with people from all over California who come from
14 very different backgrounds and a wide variety of
15 perspectives. If you were selected as a commissioner, what
16 skills and attributes will make you effective at
17 interacting with people from different backgrounds and who
18 have a variety of perspectives? What experiences have you
19 had that will help you be effective at understanding and
20 appreciating people and communities of different
21 backgrounds and who have a variety of perspectives?

22 MR. FUNG: So I just want to say here that I've
23 had decades now of experience interacting very broadly with
24 communities, public services of the city, school
25 volunteering. I serve on a nonprofit board for a local

1 park. Let's see, I've worked with children as a volunteer.
2 I started working with people of all ages, seniors, and I'm
3 becoming a senior now, but children of all ages as a
4 volunteer mentor.

5 I was at -- I ran a pilot program with the League
6 of Woman Voters to do voter registration in high school, in
7 high school history classes this last year.

8 I live in a highly diverse majority-minority
9 community. That's unusual. And I've worked very closely
10 with a number of advocacy groups, in particular my passion
11 has been housing advocacy, even working very closely
12 with --

13 MS. PELLMAN: Thirty seconds remaining.

14 MR. FUNG: -- with the homeless and disadvantaged
15 groups.

16 MR. DAWSON: Thank you.

17 MR. FUNG: Thank you.

18 MR. DAWSON: All right. At this point we will go
19 to Panel questions. Each Panel member will have 20 minutes
20 to ask his or her questions. And we will -- excuse
21 me -- we will begin with the Chair, Mr. Coe.

22 CHAIR COE: Good afternoon, Mr. Fung. Thank you
23 for taking the time to speak with us today. In your
24 application, a little bit as you alluded to in your
25 responses to the initial questions, you discuss your

1 involvement in a broad spectrum of volunteer activities.
2 And as, I believe it was described in your application,
3 that those activities have a focus on enhanced public
4 discourse and deeper engagement. What motivates you to
5 seek out these types of opportunities?

6 MR. FUNG: Well, I'll partly blame my father. My
7 father -- I'm a second-generation American. My
8 father -- my father and mother grew up in the southern part
9 of China. They entered the United States. It was not a
10 rush or push. They came to the United States during World
11 War II time to get advanced academic degrees. So my father
12 was really, really, really dedicated, very dedicated to
13 being part of the community.

14 As you can imagine for somebody who came in the
15 forties during a time of war, he experienced quite a lot of
16 racism. But, you know, he was a real believer in people, a
17 real -- people engaging in the community. I think that he
18 dedicated a lot of his time, wanted -- he felt it was
19 important to dedicate his time to give back to the
20 community that embraced him. And I felt the same way.

21 There are sometimes -- I saw this. I was very
22 involved with the schools. And one of the things that I
23 really saw early on was there were challenges to the way
24 that the path of communication is not great, but if you
25 make the effort you can create the better -- you can have

1 that personal relationship with the principal, have the
2 personal relationship with people at the district office.
3 And those are the way -- through that channel, you can help
4 make the things that need to happen for the betterment of
5 the school happen.

6 I think people are often -- you know, people in
7 local government, people in our schools, they often would
8 love to have, you know, higher quality input. It's just
9 the mechanism for them to reach out and to make it happen
10 that's difficult. So if I can be the conduit for that, you
11 know, I want to try to do that.

12 I think that -- I look back, I look back over
13 those times, my son just started college, so my engagement
14 with, well, the public schools has been a little less since
15 then. But I look back and I really feel like, you know,
16 being involved and engaged makes very positive changes in a
17 way that the school does business.

18 CHAIR COE: And how do you think that your work
19 and experiences with these volunteer efforts will assist
20 the work of this commission?

21 MR. FUNG: Well, I think that this is actually
22 very parallel, it's a very parallel kind of effort to the
23 kinds of work that I've been doing, you know, my civic
24 involvement, you know, as a planning commissioner, Parks
25 and Rec commissioner. There, we look at policy, as

1 representatives for the interests of the people. And, you
2 know, I feel -- and I do this as well, on a regional area I
3 served on an oversight committee for a regional transit
4 tax.

5 You know, I think that the opportunity to try to
6 make sure that we have that engagement and involvement,
7 that that information -- so I'm an information nut, that
8 should be pretty obvious by now. I think people -- most
9 people don't want to know what are the details of how your
10 school bonds are being spent, but sometimes they do. And
11 so part of the things that I've advocated for are to do
12 things that get that information available and out there
13 and into the public hands. A lot of that is actually
14 driven by, you know, a false narrative, you know, false
15 stories about, well, you know, we don't like this school,
16 they took the money away from this school to do something
17 else.

18 There are actually -- there are -- you know, I've
19 always been part of the school district, our high school
20 district has been very responsible in how that money has
21 been spent. I'm not trying to go out -- you know, I don't
22 even feel that I need to go out and wave their flag. I
23 think I should make sure that we can see the information.
24 You can see the information yourself. You can see the
25 decision process. And that in itself is, you know, -- it's

1 enough to kind of quiet the -- quiet the complaints. I
2 think that this opportunity with the districting
3 commission, I really believe I'm a big believer in voter
4 involvement. This was, again, one of my father's big
5 things.

6 He -- my father was a college professor and we
7 lived in a college town with a big engineering school. So
8 there were people coming -- foreign students coming from
9 all over the world to study. And he often was -- he was
10 kind of like -- sort of adopt people to help them
11 understand, to get over the hump. My -- I grew up in Iowa,
12 so as you can imagine if you came from -- if you moved from
13 Africa or from Southeast Asia, Iowa is quite a culture
14 shock. But if you really, really, really felt, hey, you
15 know, this is a path, I walked this road and this is a road
16 you want to walk, this is the place you want to be, let me
17 help you -- help you be there. So that's why I'm such a
18 big believer, you know, in, one, districting, what the
19 redistricting commission will be working on.

20 CHAIR COE: Okay. Thank you. In your essay on
21 impartiality you discuss having to have made impartial
22 decisions during your time as a planning commissioner for
23 the City of Cupertino. I'm wondering if you can tell us
24 about a time you had to make a difficult and impartial
25 decision where you just had to set aside your self-interest

1 in that role.

2 MR. FUNG: Oh, okay. Yeah. So -- so we've had
3 some big challenges and for many cities in the Bay Area
4 redevelopment is really happening at a big pace. I think
5 that -- so there's a project in our town where there is an
6 old mall, a 30-year-old mall -- is that right -- 50-year-
7 old mall that -- that has been pretty much -- pretty much
8 rundown and shutdown for many years now. And there was an
9 effort to build up to launch a multimillion billion project
10 to rebuild this into a mixed-use facility.

11 I think the original plan -- of course in our
12 area there is enormous, enormous, enormous demand for
13 office space. So one thing that was going to happen with
14 the shopping center was it was largely going to convert
15 from a retail space to office space in its original plan.

16 As planning commissioner, I definitely -- I was
17 definitely pushing hard to -- I was advocating for
18 redevelopment in the area. Sometimes I was pushing back a
19 little as to whether this was the form of redevelopment
20 that was going to be the most beneficial for our community.
21 You know, in the 2015 and -- 2016 time, I was pushing for
22 more housing. And that was something that was often
23 opposed by the community because of these school impacts
24 that I talked about earlier.

25 So -- so I think that these are the times

1 where -- where as a planning commissioner you're really
2 seeking, understanding, you know, the thing that drives
3 whether something gets built or not is viability. And to
4 understand viability, I felt my part was to really raise
5 the question are there different ways we could build this
6 project that would be more beneficial for the community.

7 And as that project -- it's interesting, that
8 project has evolved -- in its first round there was a great
9 controversy about being largely office with only a few
10 homes. The second generation, we went to a public process,
11 and I was an advocate for that throughout the public
12 process to try to collect public input on how we could make
13 a better project. That one came back with a lot of
14 housing.

15 Of course there were people who were also opposed
16 to the housing as well. So I think that what I tried to do
17 both sometimes against my public interest in trying
18 to -- my personal interest in trying to just get the
19 project to move forward balanced with trying to move it to
20 a more beneficial project. Over time, I think that
21 those -- you know, those are examples of, you know, of
22 really trying to -- trying to be active while being
23 impartial and following the -- the regulations that exist
24 on (indecipherable). And I will say that project has been
25 ensnared in legal problems. In fact, literally today we

1 were supposed to get a legal position back, but that's
2 delayed because of the shelter in place.

3 CHAIR COE: Thank you. Based on the information
4 provided in your essays, you've met and worked with -- with
5 diverse groups of people in various regions throughout the
6 state. And from your interactions with those people, what
7 is it that you have learned about their perspectives and
8 concerns that would help make you an ideal commissioner?

9 MR. FUNG: Let me see. Could you repeat the
10 question? It's a little -- it's a little unclear.

11 CHAIR COE: Yeah. In your essays you discuss
12 having met or worked with diverse groups of people in
13 various regions throughout the state. And I would like to
14 know what you have learned from their perspectives and
15 their concerns that could make you an ideal commissioner.

16 MR. FUNG: Yeah. Well, I was just going back
17 here to my -- to my notes here to see what I had actually
18 said.

19 So, let me see, was this relating to Question 3,
20 to the diversity question; is that correct?

21 CHAIR COE: That's correct.

22 MR. FUNG: Yeah. Okay. Yeah. I
23 definitely -- you know, I definitely feel
24 that -- California, like all states, you know, we have a
25 mix of urban and rural areas. Although of course the vast

1 majority of people in California live in urban areas, I
2 think that it's really, really critical as we change, as we
3 have changed over time, to make sure that the redistricting
4 maps allow a fair representation of the people -- of the
5 people who live in our communities.

6 I think that this is one of the toughest parts is
7 that you often see -- I think -- I feel that it's less
8 acute in Northern California than what I see in Southern
9 California, but there are often groups, there are areas of
10 minority population where people kind of feel that their
11 needs are so out of sync with their representation, with
12 their traditional representation that I think that the
13 participation, the voter participation and hearing their
14 voice in the decisions that are made is really minimized.
15 This is an opportunity to kind of correct that.

16 And I think that -- you know, I actually talked a
17 little I think in the question about, you know, there is a
18 big challenge, I think one of the big challenges the
19 commission will face is that gerrymandering has happened in
20 the past to protect, you know, political boundaries. And
21 the interesting question is, well, you know if we want to
22 try to seek out equity do we need to modify those
23 boundaries in such a way that it switches -- you know, that
24 it swings back -- is reverse gerrymandering, a solution to
25 gerrymandering. I think that it's probably not. And what

1 we need to do is make sure that we have -- you know of
2 course there are mathematical metrics and geometric
3 metrics. I think if we can do this kind of visibly and
4 transparently, to show what we're doing, then that will
5 help people feel engagement.

6 You know of course my dad of course would jump in
7 here and say that would help me, you know, once I get
8 people registered, once I get people to participate in the
9 process, then I will be that guy standing up there telling
10 them, hey, you know we need to organize. But I think that
11 that -- I think that that's actually very important.

12 It is the nature of people -- you know, people
13 know what they know. And they have a -- they look around
14 them and then they say, well, I think the world is a
15 certain way. It is difficult to overcome that unless you
16 do this in a fair, impartial way to really lay out all the
17 facts. We may go this way, now this district has a mix,
18 has a minority mix so it looks like this, I think the
19 people will really see that. In the real world, you look
20 out and you look around, it's easy sometimes, you know,
21 from your personal perspective to say, well, yeah, you
22 know, it's not like that, I don't know. I don't know, and
23 the way that the district has been set up, you know,
24 there's just no way to know what the truth is. Well, I
25 think that there actually is a way to know what the truth

1 is. If you do this, this is impartiality. It is
2 impartiality, it's a goal.

3 I think that if we come away from this, if people
4 come away from this, I may or may not agree with what
5 you've decided, but I know that what you were trying to
6 do -- that you accomplished what you were trying to do, and
7 I think that that's an important objective for the
8 commission. And I think that that will be the right thing
9 down the line.

10 I also hope, I also hope -- you know I spoke a
11 lot about data science and the opportunity. One of the
12 things that happens is when we do -- when planning is for
13 housing, it's not done for today, of course it's done for
14 10 years from now and 20 years from now. And so I think
15 there's actually an interesting question that they're going
16 to ask as well, which is, you know, as we set districts are
17 they serving -- you know, we can have them serve today's
18 snapshot, today's census. Are they -- can they start to be
19 thinking about the trends that we believe to be happening
20 in the future as well.

21 CHAIR COE: Thank you.

22 Can I get a time check, please?

23 MS. PELLMAN: Four minutes, 48 seconds.

24 CHAIR COE: If you were to be appointed as a
25 Commissioner, which aspects of that role do you think that

1 you would enjoy the most and, conversely, which aspects of
2 that role do you think you might perhaps struggle with a
3 little bit?

4 MR. FUNG: Well, I love a challenge. I am by
5 nature a problem solver. I like to take things apart all
6 the way down to the pieces, put it back together to
7 understand how it works. This is a fantastic opportunity
8 because you never get to see raw data. You never get to
9 see raw data like this. You never see, you know, these
10 kind of demographics because they happen -- you get the big
11 snapshot every 10 years. The American Community Survey of
12 course updates along the way in minor categories. So I
13 would really love that, I love that part of the
14 opportunity, to really try to -- to make this -- to have
15 this level of influence.

16 The hardest part is that it is really, really
17 hard work. That's okay. I don't really have a problem
18 with that part. I think that it is easy, in my experience
19 in working with government is that it is easy to involve
20 and kind of react -- reactive to a narrative. There are
21 many narratives. Our particular area, in the Bay Area, you
22 know, the result of the previous commission's work actually
23 had the effect of one of the representatives not only
24 was -- not only was his (indecipherable) changed but he
25 ended up living outside of his district by the time those

1 lines had changed. So there will be pressures from all
2 sorts of different places.

3 I hope that the commission can have a clear sight
4 on what it is trying to accomplish and to be able to
5 address, you know, the pressure whether it be from, you
6 know, angry electives -- you know, from -- there are many
7 people, there are many organizations where they're
8 retained, is very dependent on how these district lines are
9 drawn. They all have something to say. They all have
10 something that we're pushing for, which isn't serving
11 impartiality and inequity. And I hope that we're strong
12 enough to be able to say, you know, we had a goal, we had a
13 charter and we did the best we could to do that.

14 CHAIR COE: Okay. Thank you. I don't think I
15 have enough time for another question, so I will go ahead
16 and turn the time over to Ms. Dickison.

17 VICE CHAIR DICKISON: Thank you.

18 MR. FUNG: Thank you very much.

19 VICE CHAIR DICKISON: Hello, Mr. Fung. I want to
20 continue on the topic of the district lines. And you
21 mentioned mathematical and geometrical parameters. In your
22 essay you had a place where you talked about by creating
23 fair district boundaries that are based on geometry rather
24 than ideology. The redistricting commission can correct
25 historical and intentional under representation of

1 politically late groups. Can you explain or talk about how
2 boundaries could be determined based on geometry only?

3 MR. FUNG: Okay. Yes, I think so. I think
4 that -- of course we've all seen great examples of highly,
5 highly gerrymandered districts whether here or nationally,
6 you know, designed to protect, you know, -- to
7 protect -- to protect an incumbent's voting blocks.

8 I think that anybody who looks at those -- of
9 course there's always -- you can always have a discussion
10 about why they are as they are. I participate in many
11 discussions where, you know, -- where I think my objective
12 was, you know, to make my point and to sell my point. But
13 I think, you know, before the eyes of the public it's very
14 difficult -- but when you look at these gerrymandered
15 districts, it's very difficult to say how can that be fair.

16 Now I also feel that trying to correct that
17 problem by reversing it, by saying, okay, now one of the
18 things that happened is for instance you might
19 take -- there might be a black mix group which is divided
20 across districts, which reduces their power. You could
21 go -- and you could say, okay, now as a redistricting
22 commission, let's draw the line -- let's draw the line so
23 that that block does have power. That's a discussion that
24 needs to be had, but I think that I really believe that
25 you're really try to look at this and say let's do

1 this -- let's do this in a way where we have
2 geometrical -- geometrical continuity, something that when
3 you look at it you really can say this district represents
4 the people who live in this part, you know, in this area.

5 I'm very cognizant of ethnic communities. Again,
6 as a housing advocate one of the biggest challenges we face
7 repeatedly is displacement. And the way you have to -- you
8 have to be sensitive to that. You really -- I think that
9 one of the challenges in redevelopment, one of the
10 challenges is that for economic reasons what happens is you
11 typically wipe away what was there before so you can build
12 something new. I would -- again, I would hope to aspire
13 higher, that when you -- that redevelopment should try to
14 reenergize an area so you build from what you had before.

15 That's actually -- it's funny, that's actually
16 what a lot of people see, is the character and the culture.
17 So I think it's very difficult on a districting level to be
18 able to try to identify those sorts of -- those sorts of
19 things on this vast scale across the state, but I believe
20 that those are things that we should try to aspire to, to
21 recognize, you know, what is a flavor of a community, what
22 are the things that we're -- what are the -- you know,
23 what -- where is the natural -- you know, there are natural
24 geographic boundaries. There are boundaries by all the
25 different ways to which you may characterize a community.

1 There are different kinds of boundaries.

2 I believe -- you know, of course I spoke
3 very -- you know, I'm a big advocate for -- for using data
4 science to try to have -- to gain insight from that. And I
5 think that there are opportunities then to see, you know,
6 where -- where was the commonality. You see commonality.
7 Of course you can grade across many things,
8 economic -- economic ability, you know, of course -- of
9 course across age. You know, and let's try to understand
10 how we do these things. I don't want to say that the
11 objective should be, well, you know, we come up with some
12 homogenous mix and that's how we try to draw the district
13 lines.

14 I think it is let's recognize what's there, let's
15 recognize the kind of landmarks that are -- the landmarks
16 that exist by all these demographic measures. Let's
17 identify those and try to recognize that as a factor in how
18 we build the district maps.

19 VICE CHAIR DICKISON: So another thing concerns
20 that's been identified is that California may lose a
21 congressional district. Given the work of the last
22 commission, and, you know, the concerns about incorporating
23 people into redistricting, how would you propose using
24 artificial intelligence or other technology to draw those
25 districts in taking all that into account?

1 MR. FUNG: Yes. It's -- well, you know, of
2 course, I'll put my political hat on, I guess. I worried
3 about that. I'm worried that the balance of power will
4 shift. So I really believe, you know, data science, AI,
5 these are tools. They're tools that give us insight where
6 I try to look at a map, the difference between -- the
7 difference between a casual -- somebody who's casually
8 looking at information, and an expert is they learn to
9 recognize a pattern. Maybe those patterns are very subtle
10 in the data that's selected, in the raw data that's laid
11 before then, there are different ways and skills and
12 abilities to visualize that, those changes.

13 But I think that we have the ability -- we have
14 the ability using technology to have tools that give us
15 much, much better insight about -- about how -- you know,
16 what are we really looking at, and to try to -- try from
17 that, to draw from that, how do we -- you know, how do
18 we -- how do we act in a way that works more appropriately.

19 And I think -- I think that the -- one of the
20 most important parts of what -- using a kind of technology-
21 based approach is, is that if there are specific critical
22 areas, you want to deal with downtown Los Angeles, if you
23 want to look at areas in the Bay Area, there may be
24 specific areas where you would put -- you know, you might
25 focus a great deal of detail and attention and to try to

1 understand what is it we're really trying to accomplish
2 here, how do we do this, what -- what was the measure of
3 goodness versus the measure of badness. That's great and
4 hopefully that leads to a good result in that area. But by
5 using tools, by using technological tools, you're hoping to
6 be able to spread that out and really, really apply those
7 insights to kind of think what was it that was trying to
8 preserve, to be able to do that all across all the history
9 and try and improve the equity and fairness
10 across -- across all districts. And I think that that's
11 really -- really important. That was something that was
12 not a tool that was available to the commission 10 years.

13 I think that you might have been able to go to
14 the most advanced labs and find tools that could help with
15 that. Today, I think things are relatively commonplace.
16 And certainly -- I mean certainly somebody who is a Ph.D.
17 lies just at the end of helping build a great tool like
18 that.

19 And -- and then again I will also say, and
20 particularly since I'm an old guy, I work with a lot of
21 people here who are, you know, half my age. And they will
22 probably be more willing to try to let the -- let the
23 machine learning -- let the expert system make the
24 decision, and that will be the best decision, I couldn't
25 have done better. Well, maybe I'm a little old fashioned

1 that way. I understand what went in to helping -- what
2 went in to training the system and that that -- that too
3 can have bias. That's actually -- it's a great area of
4 discussion in tech today about the kinds of biases that can
5 creep into work into machine-learning systems like this.
6 So I want to try to understand that.

7 Again, for me it is allow the system to make its
8 recommendation, and then I want to look at it to really
9 understand was that -- was it good or was it bad, does it
10 need to still be tweaked. So all these things are tools.
11 They allow us to work faster, to be smarter, to have better
12 insight. Nothing replaces, you know, the humans.

13 And I think -- you know, I spoke to empathy being
14 an important part. This is one of the most -- this is one
15 of those areas where it's not a cold calculation. You
16 know, these things -- these are important things that
17 really matter, these decisions really matter, so I want to
18 make sure that there is a balance there as well.

19 VICE CHAIR DICKISON: Okay. Speaking of
20 the -- of the human piece, you talked about collecting
21 public input as part of your role as the -- on the planning
22 commission?

23 MR. FUNG: Yes.

24 VICE CHAIR DICKISON: So one of the things the
25 commission is going to need to do is find communities of

1 interest throughout the state. Some of those communities
2 are easier to find and they're more vocal, and some are
3 less willing to come forward and present themselves. What
4 are some of the things you have learned through getting
5 public comment through that role or other roles or just
6 knowing communities of interest throughout your own area
7 that will help you identify those communities of interest
8 in other areas throughout the state that may not be as
9 willing to come forward?

10 MR. FUNG: Yeah. So one tough part, one tough
11 part, this is -- if I could wave my magic wand, one tough
12 part of community involvement in local government level is
13 that it's -- frankly, it's quite toxic to most people. You
14 sit in a city council meeting. Your agenda item regarding
15 the path of a bike trail that you care about it because of
16 your kids, but you're sitting in a discussion about weed
17 abatement for an hour and a half before that. So I think
18 this commission needs priorities very highly. You want to
19 have the public and you want to have people -- and
20 visibility, maybe it can only be the leaders who have the
21 bandwidth to do this, but have this ability to what you're
22 doing and what you're trying to accomplish.

23 You want to have a success stories about: I went
24 out and we talked to the community. And I think, you know,
25 you actually addressed this, there are some communities

1 which are very easy to identify. And those -- and, as I
2 was talking about, how you would -- how you would set up
3 the data analysis of this, one of the things you would look
4 for are: Here -- this is a district where everybody
5 recognizes it's not right, there's something wrong here.
6 That's where you need to go there and to talk to that
7 community to understand -- to understand the dimensions of
8 why is it not right.

9 And then -- I hope then we can come back to that
10 community and say, using -- using the insight that we have
11 gained from the community, from the experts who have
12 studied this and recommended an area of interest, this is
13 how we would fix it. Let's have a discussion around that.
14 I think that that's really important.

15 If that discussion is effective in those areas,
16 in those high, high-profile areas, I think that that could
17 be something that will cause -- that will cause the areas
18 which don't speak up as much to have an opportunity to
19 truly say, okay, I saw a change, I saw a positive change.
20 Even if that positive change was, hey, these guys really
21 heard what I had to say, I think that that becomes the
22 encouragement for people to come. Hopefully we won't have
23 a weed abatement discussion attached to it in front of this
24 as well.

25 VICE CHAIR DICKISON: I need a time check.

1 MS. PELLMAN: Seven minutes, 21 seconds.

2 VICE CHAIR DICKISON: Thank you.

3 One of the things you mentioned during your
4 response to Question 1, you stated 14 people means there's
5 not an advocate for every group. So what do you see as the
6 commission's role in advocacy and the commission's role in
7 adjudication?

8 MR. FUNG: Well, so the commission -- the
9 commission with the 14 commissioners really do have a
10 responsibility to represent everybody. I hope through this
11 process that somebody who's come to this -- you know, who's
12 come to -- through this advocate process with the intention
13 of, 'I come with an agenda of what I want to achieve,' you
14 know, I hope that -- you know, I hope that that's something
15 that you see and I hope that generally you are able to seek
16 out people who are looking to try to be -- to try to solve
17 the problem -- you know, to provide a best solution for
18 everybody. I think it's very possible -- yeah, is it human
19 nature? It may not be quite human nature to -- to be -- to
20 put your self-interest aside. But I think that finding a
21 set of people on this task, you know, is -- I hope that
22 it's doable. And because it's really that important.

23 There are very few things -- I think that there
24 are very few opportunities for public engagement that have
25 this level of importance because it affects so many

1 people's ability -- their ability to have a voice. So, I
2 don't know, you know, it's an interesting thing. I can't
3 even remember -- I think I said there's 20 million voters
4 in California, I -- I am almost afraid -- you know, there
5 is a two million voter increase, registered voter increase
6 in the last four years. I will not hazard to guess as to
7 why that is, although I suspect I know.

8 I think in looking back, if I were on the early
9 commission, looking back in 2030, you know, I would hope to
10 see that there were numbers -- there were improvements in
11 the numbers of people who were voting across the state.
12 And really because I'm that number guy, I want to see that
13 that improvement happened everywhere in the state, that it
14 didn't just happen in the cities, it didn't just happen in
15 the rural areas. You know, that people felt more empowered
16 because of the work we did and the decisions we made, they
17 felt more empowered to engage in the system. As
18 frustrating -- you know, as frustrating as this sometimes
19 can be, their voice -- you know, this was an opportunity
20 for their voice to be heard and that it made a difference.
21 So that I think is an important way to look at it. As to
22 that -- for the 14 members, I hope that they hold that as a
23 very high objective.

24 VICE CHAIR DICKISON: The way the commission is
25 selected, the first eight members are selected by random,

1 and they selected the next six. If you're not one of the
2 first eight, why should they select you as one of the next
3 six?

4 MR. FUNG: Well, --

5 MS. PELLMAN: We have three minutes, 25 seconds.

6 MR. FUNG: Okay. Well, I think I bring some very
7 unique skills. I looked through -- I didn't go in great
8 depth through the original 2000 applications. I looked
9 pretty closely at the people who were -- at many of the
10 people who were in that 120. They're an extraordinarily
11 talented group of people. there are many different things
12 they could bring. I think -- I think that the experiences
13 I've had of trying to go -- looking outside the box and
14 trying to do and trying to do big things with a new goal, I
15 really hope that that will be something that stands out and
16 that would be something -- would be a reason for them to
17 choose me.

18 VICE CHAIR DICKISON: How much time?

19 MS. PELLMAN: Two minutes, 38 seconds.

20 VICE CHAIR DICKISON: What would you like to see
21 the commission ultimately accomplish?

22 MR. FUNG: I spoke to that a little before. I
23 think that I would like to see -- I really want to
24 see -- there are many measures through how you can tell
25 what people feel, feel more empowered and more engaged.

1 That means more people registered to vote, people who
2 couldn't register to vote do. I hope that that -- you
3 watch will actually see, maybe there will even be changes
4 in the kinds of legislation that's passed because of those
5 sorts of changes. You know, California is a bellwether
6 for -- you know, for having a diverse and -- to
7 have -- certainly having a diverse population. I think
8 that if we can be even more of a bellwether to be a leader
9 and be able to say here is -- you know, we -- we succeeded
10 in including our equity, the equity of voters, and be able
11 to get empowerment, then we were a bellwether in that as
12 well, and that you can look toward California -- to
13 California as -- well, people who looked at -- people will
14 look at the commission today to say maybe this is a better
15 way for us to try to -- and the other states have looked at
16 this, as maybe this is a better way to try to work
17 out -- to set districts.

18 And I think that we wanted -- you know, concerted
19 goals I would hope to see as we really are, that these were
20 positive changes, you know, voter -- voter participation
21 led to more positive changes, you know, in the quality of
22 life for people here in the states. There is a
23 big -- everybody -- you're all going to hear the thing
24 about the difference between equity and quality. The
25 famous picture is there are three kids of different heights

1 standing at a baseball field. There's a fence around the
2 baseball field. Equality is you give everybody a box for
3 them to stand up higher. Only the tall kid can see because
4 the boxes are all the same size, the short kid still can't
5 see --

6 MS. PELLMAN: Thirty seconds remaining.

7 MR. FUNG: To achieve equity, you might have to
8 give each of the kids a different -- the kids a different
9 box. I'm a big believer that we should be trying to seek
10 equity. We should sometimes be giving -- giving a
11 different balance of things. That is one of the bases of
12 what I said around being data driven. But the goal behind
13 using those tools is to understand how do we prove equity.
14 How do we -- how do you serve the people who you serve in
15 the best way you can --

16 CHAIR COE: I'm sorry, Mr. Fung. I'm going to
17 have to ask you to finish your thought.

18 MR. FUNG: So I hope that people will come back
19 and look at this was a positive step forward in making
20 equity --

21 VICE CHAIR DICKISON: Thank you.

22 MR. FUNG: -- more equity in the state. Thank
23 you.

24 CHAIR COE: Okay, Mr. Belnap.

25 PANEL MEMBER BELNAP: Okay. Thank you, Mr. Fung.

1 Thank you for your interest in the commission and for the
2 time you've taken with your application.

3 You worked for over 12 years in the software
4 development at Apple. Can you briefly -- briefly describe
5 your roles within that company?

6 MR. FUNG: Oh, yeah. I started out as an intern.
7 Well, you know, you knew already I was a nerd. I have
8 Apple 2 number -- oh, 1789, or something. So when I was in
9 college I had an Apple 2. I was a pretty good hacker,
10 actually. And that led to an internship at Apple. I
11 started working in graphics software and kind of continued
12 to work in many, many different roles, working up the
13 ladder. I was part of the team that was the second
14 generation of -- it was kind of the second generation of a
15 MacIntosh as the first one. Of course the first generation
16 those guys were very famous -- I and us faceless guys
17 worked on things that were things like adding color to the
18 environment, and in my case working on the displays and
19 (indecipherable).

20 I worked up through there, became department
21 manager, and then manager of a large department. And then
22 at that point I left Apple and became -- I went to work at
23 one of the companies that was -- it was a start-up that was
24 based on the technology I had worked on as an individual
25 trainer. And I ran their engineering department. So kind

1 of had a number of executive engineering department, you
2 know, engineering roles after that.

3 PANEL MEMBER BELNAP: And so what type of data
4 analyses would you perform in that role?

5 MR. FUNG: At Apple -- at Apple, this is all kind
6 of way back in the old days. Before there was data
7 analysis there was -- I think there was a great deal of
8 data analysis, but let me actually speak a little -- the
9 company I work at today, Rivian, is a company that's
10 manufacturing an electric vehicle. There are many
11 companies working on electric vehicles, so of course that
12 proves advanced features like the ability to, you know,
13 driver automation.

14 And in our case, we actually -- I work in a team
15 that works on -- our vehicle has the ability to -- as many
16 vehicles do, provide what you call telemetry, information
17 about vehicle -- the vehicle's state, commission, position.
18 So we work -- I work in a group where we work, we actually
19 have -- we have a team that works specifically on capturing
20 lots and lots of data from lots and lots of vehicles, and
21 doing -- exactly cut a geospatial analysis, you know,
22 that -- that you might expect -- it's the part of your car
23 you don't have yet but will be the very common part of your
24 car in the future. So in that -- in that area, we do a lot
25 of work on mapping -- mapping of, you know, route planning

1 and doing things like looking at the efficiency of the
2 vehicle on the road.

3 PANEL MEMBER BELNAP: So, again, the --

4 MR. FUNG: All in the service of the user, the
5 user's experience.

6 PANEL MEMBER BELNAP: I gather from your response
7 that you're saying that the data analysis you're performing
8 now as part of your current work is more similar to the
9 skillset or the analysis that would be -- the commission
10 will be doing in terms of geospatial analysis?

11 MR. FUNG: Yes, that's correct. That's correct.
12 The nature of -- you know, picking a route to get to one
13 place to another, that's -- that's inherently different
14 than -- than the kind of work that I've talked about here
15 that I would want to be doing with the commission. So the
16 idea of utilizing -- utilizing AI tools, using machine
17 learning to gain insight from a sea of data, that actually
18 is exactly on point, kind of -- the kind of work.

19 I would actually -- I would say that again, you
20 know, I mentioned it a couple of times, an advocate for
21 housing. There are many studies that are happening in this
22 area related to, you know, housing equity. So that may be
23 informing my -- some of my statements here a little bit
24 more than the work I do here at Rivian.

25 PANEL MEMBER BELNAP: Okay. So as a professional

1 engineer I think you have a preference, whether it be mild
2 or strong, but nevertheless a preference for districts that
3 at least resemble a smooth geometric shape?

4 MR. FUNG: Yeah. I believe -- so as an
5 engineer -- as an engineer I'm relatively happy to go with
6 what -- with what is right. I think as a voter and an
7 advocate for voter participation, I think that more -- more
8 continuous district, more regular-shaped continuous
9 districts are readily apparent to voters as being -- they
10 would look at that as being fair. And I think that the
11 way -- precisely within those boundaries -- boundaries, I
12 think that that those, as I had mentioned in the earlier
13 response, that's where we start to look at can I gain
14 insight about the community, the form of the community, the
15 people who live there and try to have those boundaries
16 reflect what we see geographically in those areas.

17 I also think it's really important,
18 everything -- every time any -- any decision that's advised
19 by data will always need adjustments, but I really hope it
20 can come from modeling that works well enough that
21 everything doesn't become an adjustment. You know, again
22 as people look at this, as they look at both -- you know,
23 when they look at this one of the effects of trying out
24 have more geo- -- a geographical or geometrically-
25 contiguous districts is that boundaries will change, people

1 will -- people who voted repeatedly in the past for a
2 particular representative may be in a different district,
3 right. I don't want them to feel that something was taken
4 away from them. I want them to feel, hey, you know, we
5 were looking at the community -- we were looking at these
6 things, we believe it's genuinely the better representation
7 of how -- of how your community works.

8 PANEL MEMBER BELNAP: So I gather from what
9 you're saying that your preference for a smoother geometric
10 shape is more about the response that we're -- that the
11 commission could get from voters and how they view the
12 districts?

13 MR. FUNG: Yeah. I -- so I guess as an engineer,
14 I will say from the engineer's standpoint, if you have a
15 long -- if we have a long skinny district which, you
16 know, -- which doesn't seem to -- which doesn't seem to be
17 driven by geometric rules, that that would raise the
18 question in my mind as why is it that way. Is this this
19 way for political reasons, was this this way, you know,
20 when the Legislature decided districts, you know, our
21 electeds are very, very sensitive. They know who votes for
22 them and they would love to draw that, you know, have it
23 inside that line.

24 So I just think -- I just think that from
25 a -- it's easier to convey that something is done fair if

1 it looks fair. Now sometimes it might not look that way.
2 There are -- there are -- of course if you look at the
3 distribution of where people are, you see there's enormous
4 amounts of land and they have very, very low density of
5 people. So you'd say, okay, wells something is right
6 there. But I think that, you know, we need to be able to
7 have a clean and straightforward story that explains why it
8 is that things turned out the way they did.
9 Geometric -- geometric contiguousness, I think it helps
10 that message.

11 PANEL MEMBER BELNAP: Yeah. Thank you. So in
12 Question 1 -- or actually Question 2, you were talking
13 about hyperpartisanship and how one of the root causes of
14 the hyperpartisanship we see is actually
15 disenfranchisement. Can you walk us through the logic of
16 how voter disenfranchisement can result in
17 hyperpartisanship?

18 MR. FUNG: Yeah, absolutely. Absolutely. You
19 know, what happens is it's human nature. As I had
20 mentioned before, it's human nature. I know what I know,
21 but I think most people are interested -- most people are
22 open to having a better understanding. The problem
23 is -- the problem is when you -- when you're in the
24 minority, you may feel -- well, certainly when you're in
25 the minority and the decision doesn't go your way, you're

1 disenfranchised. People will look at different
2 ways -- different ways to react to that.

3 I would hope in the past the answer to how you
4 address -- the answer to how you address I don't want that
5 tall building next to me. The way you do that is you reach
6 out to your community and you activate the people in your
7 community to try to get them to say, hey, this is an issue
8 I care about, this is an issue I want to give input on, and
9 I want to engage in the process.

10 I think along the way, this has been not just in
11 the last four years, along the way there has been a lot of:
12 If I can get the 50 percent and one vote, if I can get to
13 three of the five council members, then I have won. And
14 unfortunately a lot of people who look at this now, and
15 this really has escalated, now this has become: If I can
16 get to that 50 percent plus one by any means possible, then
17 that's a win. Not a win. It's not a win. That's
18 hyperpartisanship.

19 When you lose a 50 percent plus one vote, which
20 doesn't reflect the -- you know, the -- I mean it's very
21 easy to go out and poll what do people think and it's not
22 50 percent plus one, you see this. There are many topics
23 that are like that. Then you feel disenfranchised and the
24 way you react is you're thinking, well, I really only have
25 switch button mode here, and then I can do whatever I want.

1 That's the problem we have today. It is a battle, and of
2 course that comes directly right back to this redistricting
3 commission's job because that's going to decide, you know,
4 your 50 plus one vote in the House, you know, it's going
5 directly from the action of this committee.

6 So it's very difficult to get -- get out of the
7 political side, but I think it is possible to say you
8 really need to -- really need to try to be above
9 that -- you really need to try to be above that. And
10 that's my hope. I really -- I think that there is
11 never -- at the end of the day there is always -- there is
12 a vote threshold and you need to decide what that is. I
13 mean it is hard to turn the news on at all to do something,
14 to hit it all today where you're not -- where it's not
15 people cutting, you know, cutting votes, cutting out
16 representatives to make a very, very momentous decision.
17 So, you know, I think that -- I can't make 50 percent plus
18 one go away. What I can do is when -- you know, among that
19 50 percent that you're trying to seek, I can try to make
20 that fair. And that's what I hope -- I hope to do.

21 PANEL MEMBER BELNAP: Okay. Thank you. In
22 Question 1 you talked about goals for the commission should
23 be moon shot high. And I think in an answer to Ms.
24 Dickison you said that you hoped the commission -- that
25 through the commission's work people feel more engaged and

1 you will see more registered voters, more voter
2 participation. Is that the moon shot high that you were
3 referring to in your -- in your response to Question 1?

4 MR. FUNG: That's a very good -- so that may not
5 need to be moon shot high, but I think that if you want to
6 maximize, if you want to maximize that engagement, if you
7 want people to feel, 'I am part of this, you know, of this
8 community, I'm part of this state, I'm part of this
9 country,' then you need to -- you need to drive a system
10 that creates confidence that their engagement matters.
11 That, and I think that -- so I guess -- I guess one of the
12 answers for me to say, I think there are many paths we get
13 to, many paths where we can fulfill our good intentions to
14 make -- to make redistricting better.

15 If you want to go -- if you want to say we had an
16 opportunity -- we have an opportunity every 10 years to
17 look at how to do this, I'd like to optimize that. I want
18 that to be the optimal solution. What is the best that I
19 could have done. Yeah, that's a moon shot. That one's a
20 tough one.

21 It's a tough one in particular because -- and,
22 you know, and I talked about this with -- kind of mentioned
23 the reallocation, the state projects -- the state projects
24 future housing needs on a regional basis will determine how
25 much houses are required to -- to meet that. It's very

1 difficult. Kind of -- well, I think that trying to set the
2 focus -- the focus and the metric of where we're
3 trying -- this is -- I think it's important to -- you know,
4 we have many different levels of objective. One could be
5 based on the 2020 data how do we maximize -- you know, 10
6 years from now, 5 years from now, how did we do, right.

7 I think that if you really want to reach and
8 stretch, part of this is also looking forward -- looking
9 forward to what are the kinds of trends that we anticipate
10 and what are the ways that we might - are there
11 considerations we might make that will - are there
12 considerations that we would make that go make that -- that
13 will make -- the decisions we make today be -- be sound
14 decisions in the future.

15 And then I just have to come back to that thing
16 about suboptimization. When -- when the renew requirements
17 change, when you say I'm going to increase the number of
18 homes that city should be obligated to build, there is
19 actually a cap, a limiter that is placed on that so it only
20 changes by -- in the past, it only was limited by 15
21 percent. So if today we're supposed to building a thousand
22 homes and tomorrow in the new -- in their new calculation
23 with their new metric, it was 3,000 homes, your allocation
24 would actually come at a much lower number, because the
25 reality is it's unachievable to try to make a massive,

1 massive change like that on a dime.

2 As you change models, we need to look at those
3 things that are sort of buffer factors. And that's a
4 suboptimization. That would mean --

5 MS. PELLMAN: Four minutes remaining.

6 MR. FUNG: -- know this as well and possible.
7 But -- but I think that that's important part of making it
8 fair and just and workable.

9 PANEL MEMBER BELNAP: Okay. Thank you.

10 No further questions, Mr. Chair.

11 CHAIR COE: Mr. Dawson.

12 MR. DAWSON: Thank you, Mr. Coe.

13 Mr. Fung, I just have one question. Several
14 times you used the term "machine learning," and that's a
15 phrase I've heard but I'm not sure I fully understand. Can
16 you explain that and how it would be relevant in this
17 context?

18 MR. FUNG: What was that term that you were
19 asking about?

20 MR. DAWSON: Machine learning.

21 MR. FUNG: Oh, okay, yes. Okay, yeah, that was
22 it. There are different models of how artificial
23 intelligence might work. One of them is -- how do I want
24 to say this. Machine learning systems are systems that
25 given -- given its input, they -- there may be multiple

1 outcomes that come from that -- from that input. And a
2 machine learning system kind of has -- how do I want to say
3 this -- it's -- when you -- so if you took a simple -- if
4 you're trying to build a system and your job was to
5 recognize an apple, a picture of an apple and so you could
6 start off by having -- you write some algorithmic code that
7 says when presented with -- when presented with an image
8 I'm going to analyze the image. And then there are apple
9 like elements in it. And based on that I will either say,
10 yes, it's an apple, or, no it's not.

11 A machine learning system may have very, very
12 complex set of things that it's looking at, but it has the
13 ability -- because what it is doing is it's ranking the
14 goodness -- the goodness of response -- how do I want to
15 say this -- you would -- you would -- for instance, you
16 would say I will give it a picture, I will give it a
17 picture of a bunch of fruit and it sees an apple, it will
18 give me a percentage of -- you can kind of view it as a
19 percentage of confidence that there is an apple in that
20 picture.

21 The system has the ability to feed back to
22 itself: Let me try something different and see whether
23 that's more or less correct. This depends on you being
24 able -- you actually have to have started with somebody, an
25 expert who is behavior you are trying to model, had to look

1 at the picture and say, yeah, there is an apple in it. And
2 then you -- you -- you modify the algorithm so that
3 it -- it becomes more effective at recognizing
4 the -- recognizing the pattern.

5 The power of systems today is so great that they
6 vary themselves in the things that they are looking at.
7 And, in fact, they may start looking at things -- you start
8 the system off by telling it: If you see an erratic shape,
9 if you see a particular color, then this -- then this is
10 probably an apple. You start with that, but the system can
11 improve itself in ways by recognizing the patterns that you
12 don't see.

13 And -- and that actually is where it gains a lot
14 of -- where if there is an opportunity to gain insight, it
15 may look at -- literally -- on the course of census data,
16 literally it's a mount- -- a mountain of data. And -- and
17 an expert system that's properly trained can look through
18 this and really start to say on all of these things, you
19 know, on all the districts, how did they rank, how did they
20 rank by the standards we have. So up in the beginning you
21 need to say, hey, this was a good one. This is an example
22 of goodness and an example of bad, allow it to iterate over
23 and over again. And eventually you make -- you will be
24 able to present it with something you have never seen
25 before, have it be -- make an assessment, you know, of its

1 goodness. And then I think you can -- over time you can
2 come to trust that and use that to guide you, even though
3 you may not understand what it was that it was looking at.

4 MR. DAWSON: Okay.

5 MR. FUNG: When you -- when you talk, if you have
6 an Alexa device, an Amazon device, whatever recognizes your
7 voice, it's actually looking at things that I don't
8 think -- I don't think humans understand what it's looking
9 at, but it knows what it's looking at and then how it
10 recognizes.

11 MR. DAWSON: Thank you. We have just about one
12 minute left in the 90-minute period, so I'd like to offer
13 you this opportunity to make a close if you'd look.

14 MR. FUNG: Okay, great. Thank you very much.

15 I really appreciate the opportunity to speak with
16 you today and particularly the opportunity to do this
17 remotely. I just want to summarize. You know, I would say
18 again I really hold the right to participate in our
19 society, a Democratic society, as an utmost objective of
20 what we can have. There's been a long history of personal
21 involvement in the civic process and really as a path to --

22 MS. PELLMAN: Thirty seconds.

23 MR. FUNG: And I just want to say, you know, I
24 have an extensive background acting as an advocate and
25 representative of the community. I bring a long background

1 of technical -- technical ability and that means how do you
2 run a team, how do you set objectives, how do you set
3 vision. How do you -- how do you tell if you're
4 successful, right.

5 And I think that I have the ability to help guide
6 that direction and help communicate that. I think that
7 that --

8 MR. DAWSON: Thank you, Mr. Fung. I'm sorry, I'm
9 going to have to cut you off. That's the 90-minute limit.
10 Thank you very much.

11 MR. FUNG: Thank you very much.

12 CHAIR COE: All right. Thank you for taking the
13 time to speak with us, Mr. Fung.

14 Our next interview is at three o'clock, so we'll
15 be in recess until 2:59.

16 (Interview ends. Recess taken from 2:46 to 2:59 p.m.)

17 CHAIR COE: Okay, the time being 2:59, I'd like
18 to bring this meeting back to order. I'd like to welcome
19 Arturo Adame? Did I say that right?

20 MR. ADAME: That's correct.

21 CHAIR COE: All right.

22 MR. ADAME: That's correct.

23 CHAIR COE: Thank you for being here this
24 afternoon, making time to speak with us. I'd like to turn
25 the time over to Mr. Dawson to ask the five Standard

1 Questions, please.

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

3 Mr. Adame, I'm going to ask you five Standard
4 Questions that the Panel has requested each applicant
5 address. Are you ready, sir?

6 MR. ADAME: Yes, I am.

7 MR. DAWSON: The first question: What skills and
8 attributes should all commissioners possess? What skills
9 or competencies should all -- should the commission possess
10 collectively? Of the skills, attributes, and competencies
11 that each commissioner should possess, which do you
12 possess? In summary, how will you contribute to the
13 success of the commission?

14 MR. ADAME: Okay. Well, the attributes of the
15 commissioners that's outlined in the initial solicitation,
16 they need to be impartial, they need to be analytical.
17 They should have skills of the experience that would help
18 them analyze the problems that are going to come up with
19 the Redistricting Commission.

20 Most of my career has been in public service or
21 working for public agencies, starting in school districts,
22 local school districts, eventually working in the
23 University of California. And then eventually working with
24 transportation, engineering consulting firms of which most
25 of our work, 90 percent of our work was with public

1 agencies, State of California, Department of
2 Transportation, Southern California Association of
3 Governments, and various cities throughout Southern
4 California but also through Washington and Oregon, and
5 other places. So most of my work, like I said, has always
6 been involved with public projects and public agencies.

7 And as that is such, the job is always to work
8 for the -- to work for whoever it is that you're working
9 for. For example, when I was working at UCLA, I
10 administered education programs for physicians. I'm not a
11 physician, I know I managed, but I had to administer
12 programs for their continuing education. I also monitored
13 a -- I also managed the Form Refresher Program. That is
14 the physicians from other countries who want to come to
15 California to become licensed. There was a program for it
16 at UCLA Medicine for that, so I administered that program
17 for them. And for a short while I also administered the
18 dentistry program, again, for foreign dentists who wanted
19 to come into the state of California to get licensed. So
20 my job was to make sure that all those who wanted to would
21 be able to enroll in the courses, get in the correct
22 courses. They would be able to get eventually finished and
23 then hopefully get their accreditation and license so they
24 could practice.

25 So I am familiar with meeting with a lot of

1 people from different backgrounds and different areas of
2 the country and from other countries, and working with them
3 to try to make the process easier for them. So I
4 could -- and the other places I've also done is, like I
5 said, the transportation -- I worked 16 years as a
6 marketing coordinator and technical editor. And, again, I
7 don't have any background in transportation engineering,
8 but my job was to understand what it is that we need to do
9 because the practices that we do would impact the public,
10 whether they be light rail projects, highway projects, even
11 just parking projects. So my job was to try to make the
12 reports that we produce that would make sense to the
13 people, that the public would understand what is being done
14 so it wouldn't feel too overly technical, but they would be
15 understand they're being done for the benefit for all the
16 people that would be using this.

17 Also I worked for ten years as a precinct
18 inspector for the Los Angeles County Recorder. I did every
19 election from 2000 -- 2000 to 2010. I did every national
20 election, every state election, every district election,
21 county elections, everything except the City of Redondo
22 Beach, but they had their own city clerk, and I was an
23 inspector for them as well. So I did every single
24 election. And I had a team that was assigned to me. And I
25 worked very well with them, so much that almost every time

1 I got assigned to a new precinct, they always wanted to
2 work with me rather than work with their local precinct
3 because they preferred working with me.

4 So I have always enjoyed working with a lot of
5 people, working together as a team, working in public
6 service and for different public agencies. And so, like I
7 said, and as far as analytical skills, again like I said,
8 I'm not an engineering background, but I did have to do
9 analytical skills for one year working with a large
10 aerospace corporation here in Los Angeles. They had a very
11 technical project that involved two projects, actually.
12 And the people that recruited, none of them had technical
13 backgrounds, but they needed people with college degrees
14 because the information they were going to be analyzing was
15 of a technical nature. And they had to analyze it rather
16 than have to, you know, interpret it, or whatever. And so
17 I did that for a year and it involved not only the
18 aerospace corporation but it was also the United States
19 government, Department of the Navy on two different
20 projects that they had.

21 So, like I said, I have a varied background. I
22 have learned a lot of things. Even my degree when I got
23 out of college was in Spanish, my first two years I was
24 into science, so I took years of biology; chemistry,
25 organic and nonorganic; physics; and also calculus. In

1 addition to all the other course that you would take in
2 college, including things like economics and geography. I
3 liked to -- I wanted to be a pretty well-rounded person in
4 terms of my interests and also acquiring a lot of grad's
5 knowledge that I know would be useful in a lot of areas.

6 MR. DAWSON: Thank you. Question 2: Work on the
7 commission requires members of different political
8 backgrounds to work together. Since the 2010 commission
9 was selected and formed, the American political -- the
10 American political conversation has become increasingly
11 polarized whether in the press, on social media, and even
12 in our own families. What characteristics do you possess
13 and what characteristics should your fellow commissioners
14 possess that will protect against hyperpartisanship? What
15 will you do to ensure that the work of the commission is
16 not seen as polarized or hyper-partisan and avoid
17 perceptions of political bias and conflict?

18 MR. ADAME: Well, one of the first courses I took
19 in college was a course called comparative government, and
20 that is where we compared governments from different parts
21 of Europe and -- I believe it was generally Canada and
22 England in addition to the United States. And during the
23 course of the program we studied everything to do with the
24 government from, you know, the elections to the governing
25 bodies, the legal structures, the health structures,

1 transportation, everything that is involved in government
2 to see what were the differences between the different
3 governments and how they worked and as compared to the
4 United States.

5 And one thing that I learned from then was that
6 every country has a different way of doing things. There's
7 many ways you can solve a problem and address it. The one
8 thing that seems to always work best is when they work
9 together and they work with a specific purpose whether, for
10 example, it's the law clerk -- law courts in Germany where
11 they are specifically designed for the working environment
12 that happens in Germany, factories and places like that.
13 It's designed specifically for the people that work in that
14 environment. And so the commission, I believe, with my
15 understanding is going the composed of five -- those who
16 are five from the Democratic Party, five from the
17 Republican Party, and five -- four who are nonpartisan. I
18 personally am nonpartisan. I have been all my life. I
19 have never been one to pick one thing over another.

20 My concern with anything else on this issue is
21 something that would affect, for example, right now the
22 health situation. I don't see anything partisan about it.
23 It's something that involves everybody, from the wealthiest
24 person to the homeless person, and it involves all of them.
25 So all their needs to be addressed. So as far as I'm

1 concerned, I don't see any roll of partisanship in any of
2 that. And I would look at the commissions working, being
3 the same way. Something that is completely nonpartisan.
4 It is there to serve all the people, because that -- my
5 understanding, when you do the districts, for whatever, the
6 congressional or the state districts, you're counting
7 people, you're not looking at the party affiliation, not
8 looking at the -- even the demographics, you know, how many
9 ethnic groups, or whatever. You're counting people,
10 because all the people will eventually have to be served,
11 and so that is a prime goal. And my role as commissioner
12 is to make sure the team understands that. We're all
13 working for the same thing, for the same common good, just
14 the same.

15 MR. DAWSON: Thank you.

16 MR. ADAME: Yes, sir.

17 MR. DAWSON: Question 3: What is the greatest
18 problem the commission could encounter and what actions
19 would you take to avoid or respond to this problem?

20 MR. ADAME: Okay. Could you repeat that? A
21 little bit was fuzzy, that question.

22 MR. DAWSON: I'm sorry. Question 3: What is the
23 greatest problem that the commission could encounter and
24 what actions would you take to avoid or respond to that
25 problem?

1 MR. ADAME: Okay, I got it. Yeah, I was thinking
2 about that myself. And the information that's in the
3 application process that I've been looking into, how the
4 last commission worked, but since this is a citizen's
5 commission as opposed to, like they say in other states
6 where the Legislature handles this redistricting, I would
7 think that the one thing I don't know is how much input the
8 Legislature would have to the commission's role in what
9 they do. I assume that since it's a citizen's commission,
10 they would do all the work and the input they would be
11 getting would be the input like for the U.S. Census and
12 other places. I don't think it would be getting much input
13 from the Legislature, because if that were to happen then I
14 could see where there could be some partisanship. But if
15 there is -- because all the agencies that you work with,
16 the U.S. Census Bureau and the State of California, the
17 varied departments, those are public agencies, those are
18 nonpartisan. So as far as I could see, as long as you're
19 working with those agencies, I don't see partisanship
20 coming into it.

21 But if it should come up, again like I said
22 earlier, the chief thing is to tell other people, to get
23 all the members of the commission to understand that we're
24 here, we're working for one goal, one good, one purpose, to
25 work together. And partisanship should not take -- take

1 any role in that. I know it happens in other states. And
2 there's a word in the dictionary called gerrymandering.
3 But, you know, the whole idea of the Citizens Commission
4 was to avoid that and have districts that would be really
5 representative.

6 And I know that the commission's work has been
7 influential. They even won an award. I did look that up,
8 that they even won an award by an agency or a commission,
9 or whatever, an organization for the work that they did.
10 And that the way that California has been set up, other
11 states are looking at maybe following along that same model
12 or example. And so I look at that as a great
13 accomplishment. And whoever is going to be on the panel, I
14 hope they can live up to that same standard of a
15 really -- a really good commission that would do a really
16 outstanding job.

17 MR. DAWSON: Thank you. Question 4: If you are
18 selected you will be 1 of 14 members of the commission,
19 which is charged with working together to create maps of
20 the new districts. Please describe a situation where you
21 had to work collaboratively with others on a project to
22 achieve a common goal. Tell us the goal of the project,
23 what your role in the group was, and how the group worked
24 through any conflicts that arose. What lessons would you
25 take from this group experience to the commission if

1 selected?

2 MR. ADAME: Since most of my work has been in
3 public agencies, we rarely ever had a problem where we
4 had -- we had very big differences of opinion in terms of
5 what we were -- our goals were, because that's the way the
6 projects I worked on, we had no option except to work
7 together.

8 For example, one of the big projects when I
9 started with the consulting firm was the first light-rail
10 line to be built in Los Angeles County in almost 30 or 40
11 years, the Blue Line. And all our work was geared toward
12 that particular project. We couldn't put other priorities
13 above anything else. That was the project. And everybody
14 from the principals of the company down to the receptionist
15 all knew what their job was, which was to make that project
16 work, to get the work done in time, get it done correctly,
17 get it on budget, all those. That was the goal and that's
18 my -- that's always been -- the projects I've always worked
19 on wherever I worked have been that same -- with that same
20 attitude.

21 The only time I got cleared going to a couple
22 cases where we actually had a big difference of opinion.
23 And I mentioned one in my application that was when I was
24 working for the consulting firms, this was in the late
25 eighties. At that time there were no regulations in the

1 workplace regarding smoking. And I personally had asthma
2 and I can have an asthma if I'm exposed to cigarette smoke,
3 and stuff like that. And there are a couple in my office
4 who also had the same problem, but we also had the people
5 who were smokers. And we -- a couple of us decided
6 we -- it was starting to be a problem with our health, but
7 we also understood that at that time since there were no
8 rules about smoking in the workplace that we had to come up
9 with a solution.

10 So I sat down with the one other person, two
11 other people, and we decided what we could do to try to
12 solve this problem. And so we drafted -- came up with some
13 various solutions and we drafted a policy which we
14 submitted to our principal.

15 And our solution was to have -- install -- I'm
16 sure the technical term is a smoke inhaler that you would
17 put on a desk and if the cigarette or whatever was there,
18 it would suck the smoke into the machine. And so it
19 wouldn't go out in the office or into corridors. Because
20 we had in that company, we had individual offices and we
21 had some group areas. Anyway, and so the idea was to
22 install those and any person who was smoking would be able
23 to have that in their office, and that way would
24 not -- those of us who were allergic to smoke or didn't
25 like the smoke, and when we brought it to our principal, he

1 liked the idea. He made quite a few changes. And when we
2 brought it up to the rest of the people, including those
3 who were smokers, they agreed that it was a real good idea.
4 And so did implement it. It worked out really fine.

5 Some years later the City of Los Angeles and I
6 think the State implemented a work rule -- work rules for
7 smoking in the workplace, and so now that's expressed, but
8 at the time there were no rules and stuff. And so we
9 thought -- we thought it was a pretty good solution to do
10 that, and it did turn out pretty well after that.

11 MS. PELLMAN: You have 14 minutes, 15 seconds
12 remaining.

13 MR. DAWSON: Thank you.

14 Question 5: A considerable amount of the
15 commission's work will involve meeting with people from all
16 over California who come from very different backgrounds
17 and a wide variety of perspectives. If you were selected
18 as a commissioner, what skills and attributes will make you
19 effective at interacting with people from different
20 backgrounds and who have a variety of perspectives? What
21 experiences have you had that will help you be effective at
22 understanding and appreciating people and communities of
23 different backgrounds and who have a variety of
24 perspectives?

25 MR. ADAME: I actually like this question a lot.

1 Most of my career and in my work and also my volunteer
2 activities have involved a lot of different people from a
3 lot of different backgrounds throughout the state and other
4 countries. Just an example, when I was first working at
5 Redondo Beach Unified School District, at one point I was a
6 language evaluator. I had to evaluate students who had
7 spoken a second language at home, to -- to evaluate their
8 proficiency in English but also to see if they need to have
9 any special assistance.

10 And in doing that, I found there were many, many
11 students who spoke other languages other than English at
12 home. And later on when I started working with the
13 coordinator with other school districts I found that there
14 were many, many other school districts where a lot of
15 students had different backgrounds, but we still needed to
16 accommodate them to help them because the whole thing like
17 at city school was to educate them, to make it the best way
18 possible to educate them in a language that may not always
19 be their first language.

20 When I was at the University of California,
21 again, I handled two foreign programs, the Foreign
22 Physician Program and the Foreign Dentistry Program. And,
23 again, I had to deal with physicians and doctors and
24 dentists from other countries who wanted to come to
25 California and practice. And so I needed to work with them

1 to understand, you know, the situation and help them get
2 through the process, getting the right classes. Then they
3 will eventually get licenses to practice in the state.

4 And the engineering and consulting firms that I
5 worked at, we were very extremely diverse. We are based in
6 California, but we had in our three offices at the time
7 almost, probably at least staff engineers mostly from at
8 least 15 different countries from around the world. We had
9 people from France and United Kingdom, from Lebanon to
10 Taiwan to Hong Kong to Spain, Brazil. I can't remember
11 some of the other ones. Indonesia, I think we also had
12 some other one. We had India and Malaysia -- I remember
13 that, India and Malaysia. We had, like I said, some people
14 from more than 15 different -- 20 different countries that
15 were in our company.

16 And so you talk to these people and you
17 understand where they're coming from. They all at some
18 point decided to make this choice to come to first the
19 United States and then later to California to work. And so
20 when you do that you realize that this is something here
21 about California that attracts people to come here and you
22 want to make them feel like they made the right choice by
23 doing that. And I found the experience extremely
24 rewarding, all the situations to talk and meet and know
25 people and to be friends with a lot of these people from

1 around the world and throughout the country. We had people
2 from New York, Texas, Colorado, Illinois, places like that,
3 and that all, again, also came to California. And so you
4 got appreciation for the diversity of the country.

5 My wife and I, for example, love to travel. And
6 one of the things we've done over the last several years is
7 do extensive road trips. And so these road trips, we have
8 probably -- twice we have gone from the East Coast to the
9 West Coast over a matter of three weeks or so both times.
10 Twice we went from Chicago to L.A. on Route 66. And when
11 you do that you get an appreciation not just for the
12 different states and the different areas or different
13 people, because you're not going through big cities all the
14 time. You're going through smaller towns and smaller
15 cities and farmland and ranches and desert, and whatever,
16 mountains, and you get a real appreciation for the
17 diversity of the country itself.

18 Like I said, I think we have gone through 44
19 states now. There's a few we haven't been to, but we
20 really appreciate the differences. And I like the
21 differences. It's interesting to go to and have fun there
22 and learn from them. And yet every time when we're done
23 with these trips we're always glad to come back to
24 California because for me this is home, this is the best
25 place. And both of my parents came here. I have been here

1 all my life, I was born here, so I -- to me I still think
2 this is the place I call home.

3 As far as California itself, we also have gone
4 through most of the state. On my application I think I had
5 said we have been through at least 50 of the counties in
6 the state. I have friends or relatives, we have friends
7 and relatives as far as north as Mount Shasta, Sonoma
8 County, Marin County, San Francisco, Sacramento, Central
9 Valley, Fresno, the Central Coast, San Diego, Imperial
10 Valley, eastern Sierras, and everywhere in between. And so
11 we have been to all these places and visited with -- so I
12 have great appreciation for California. I mean it's got a
13 wide variety of what you can -- that you can't find many
14 places.

15 There was a time many years ago I took a trip
16 from -- my friend and I, we went to Switzerland. In our
17 plane there was a professor of -- I forget what he was a
18 professor of. He was professor in Libya at the time. And
19 he was -- every year he took a sabbatical, he would come to
20 the United States, and he would do his summer research
21 here. And then he would go back to Switzerland before
22 going back to Libya -- maybe I asked him, well, why do you
23 go to Switzerland. He said, well, if I go to Switzerland,
24 it's like all of Europe is contained within that one
25 country. You've got mountains, you've got lakes, you've

1 got forests, you've got green, you've got farmlands,
2 everything, big cities and small cities. It's like mini
3 Europe all in one place. And to me California is like all
4 of the United States all in one place.

5 We have mountains, we have deserts, we have big
6 cities, we have small cities, we have tiny cities, we have
7 a ghost town, okay. We have such a diversity, you can't
8 see that in many other states. I mean I know because I've
9 been to the other states. They have some of that, but they
10 don't have all of it. And I appreciate that big vast state
11 that we have and what it has. And what it has
12 accomplished, I still think California is a leader.

13 I remember when I first went to the Midwest when
14 I was like 14 years old, at the time California I still was
15 only like the second and third largest state, but by the
16 time I got back out of there and came back several years
17 later, California became the number one state in terms of
18 population. And since then -- it's always grown even
19 bigger since then.

20 So I have seen the state grow and I have -- am
21 really happy about that. A lot of people want to come
22 here. I tell people: I'm not the chamber of commerce.
23 They -- the people come for -- they come because they want
24 to. I don't have to sell it. They know what they're
25 looking for, so.

1 MR. DAWSON: Thank you.

2 MR. ADAME: That's it.

3 MR. DAWSON: We will now go to Panel questions.
4 Each of the Panel members will have 20 minutes to ask his
5 or her questions. And we will begin with our Chair, Mr.
6 Coe.

7 CHAIR COE: Thank you, Mr. Dawson.

8 Good afternoon again, Mr. Adame. Thank you for
9 taking the time to speak with us today.

10 MR. ADAME: You're welcome.

11 CHAIR COE: On your application you indicate that
12 you are or have been in the past involved in several
13 committees and community groups. What motivates you to
14 seek out these opportunities? What are you looking for in
15 committees, community groups that spark some interest for
16 you to get involved?

17 MR. ADAME: Could you repeat that last part of
18 the sentence? It kind of cut out a little bit.

19 CHAIR COE: When you go to get involved in
20 committees or in community groups or in volunteer
21 activities, what are you looking for that sparks your
22 interest, what motivates you to get involved?

23 MR. ADAME: Well, I like being involved in the
24 community. Like I said, I think -- one thing I think I
25 learned, I like to be -- I consider myself a good citizen.

1 And a good citizen doesn't just sit back and vote in
2 elections. I like to be involved in things. It could be
3 anything, like I said a cultural, educational,
4 recreational, things like that. I like to be involved in
5 the community because I think -- if I have the opportunity,
6 that I have the skills and just the enthusiasm to do things
7 and I like to be involved in the community. I volunteer
8 when I can. And other times I just get involved with
9 different people or projects, whether they're our library
10 foundation or community arts organizations. I used to
11 participate in many community theater productions as well,
12 both in the back stage but also on stage as well as a
13 performer.

14 I said I worked 10 years as a local inspector for
15 the state, county registrar recorder. I also do -- for
16 example, every year I work/volunteer to do the coastal
17 clean-up in September when they have coastal clean-up along
18 the beaches. And our beach city -- since we're a beach
19 city, I can do that as well as.

20 So the last four or five years, I have
21 participated in the homeless camps because that is a
22 situation we have in California. And it's important to
23 count them, and so I volunteered to do that in association
24 with the Redondo Beach Police Department. They are our
25 escorts as we go out in the evenings in January, to count

1 homeless people. And so there are things like that where I
2 do that because I feel it's important for that part of the
3 community. And they also have to be included. We need to
4 understand who's in the community to better serve the
5 community, to -- whatever their needs may be, whether
6 the -- you know, in our city, for example, we have several
7 senior -- city-owned senior living residences or
8 apartments, whatever. There's even an assisted living one
9 as well. And I don't get involved in those, but we do do
10 that, the city does that and so the city is very good about
11 doing things for the people and trying to meet their needs.
12 And I try to whenever I can get involved in things like
13 that. That's it.

14 CHAIR COE: And are there any skills or
15 experiences that you have gained from those volunteer
16 activities that would be applicable to the work of the
17 commission?

18 MR. ADAME: Well, you always learn from
19 everything. I always believed you could learn from
20 everything, no matter what you do. And in all these
21 things, I understand that there's -- like I said,
22 we -- California is a large community. And where I live is
23 a large community, it's a diverse community. And I always
24 like to learn from talking to people to finding out what it
25 is that they're doing, what it is they like to do, what

1 have they done, find out their interests. And I always
2 feel when I do that we get a better understanding of if we
3 have something we can work together on, then we can do
4 that. There is some agreement then, okay, maybe, but
5 rarely come up with things or a disagreement. I find that
6 if you listen to people, you're willing to listen to what
7 they're trying to tell you carefully, you really can
8 accomplish a lot. I realize that's kind of -- the things I
9 do that really well, is I listen to what people have to
10 say.

11 CHAIR COE: Okay. Thank you.

12 MR. ADAME: So that's one of the skills, um-hum.

13 CHAIR COE: Thank you. I want to move on to your
14 essay that you wrote on impartiality for a moment. In that
15 essay you discuss having to be impartial in roles that you
16 have had. Specifically, as a precinct inspector and as an
17 editor for various publications. I'm wondering if you
18 could give us a specific example of a time where you had to
19 make a difficult impartial decision where you had to set
20 aside your preferences in the course of making that
21 decision.

22 MR. ADAME: Well, okay, when I was at UCLA I was
23 a co-editor of two campus newsletters that went out to
24 employees. And in one of them, most of the time we got the
25 information from the academic staff or the administrative

1 staff. The one time I did have one newsletter where I put
2 some information in there that I -- as far as it was
3 informative, it had come down from someone else, and -- but
4 my -- I wouldn't really say my supervisor but somebody else
5 had said that I should probably take it down. I asked,
6 well, why should we. And he said it could be controversial
7 and we should -- and maybe we didn't want to include it.

8 And I said, well, it may be controversial but it
9 is informative, I said. But then as we discussed more
10 further on, I realized that, well, while it was informative
11 it wasn't absolutely critical to have that information in
12 there at that time. So I said in this case let's -- we'll
13 not put it in there, maybe at a future time we will. So in
14 this case I deferred to them because they had a persuasive
15 case why we should include it, and so I said I'd go along
16 with that, okay.

17 When I was the editor of *Maxim*, my wife, as we
18 were co-editors, as such we had pretty much complete
19 control. We couldn't put anything controversial if we
20 wanted to, but we never did want to put in anything
21 controversial. My goal, when we were editors of the
22 magazine for the American Bell Association, we also had
23 members from the U.S. but we had also members from other
24 countries, but most of the members didn't belong to any
25 local bell club organizations or anything. They lived by

1 themselves or they were single collectors in some -- you
2 know, Montana, or wherever it might be -- and so the
3 magazine that we edited was their only contact with other
4 people that had the same interests. And so our role was to
5 make that magazine helpful to everybody, even those, like I
6 said, who may never encounter a person or even by mail or
7 something, but we wanted to always make sure that we had a
8 publication that would serve their needs. And we were
9 always receptive. Whatever they'd give to us, I don't
10 think I ever turned down an article or an item that they
11 included, wanted to include in the magazine. Because
12 we -- felt, we'd always be able to be a point of interest
13 to somebody in their organization, so we always did that.
14 We always tried to serve the whole organization of all the
15 people, so again trying to listen to them.

16 CHAIR COE: One of the challenges that practicing
17 impartiality is the ability to identify your own biases and
18 to ensure that it doesn't seep into your decision-making.
19 Have you identified your own biases and, if you have, how
20 would you go about ensuring that they don't interfere with
21 the work of the commission?

22 MR. ADAME: I don't quite understand the
23 question. Can you repeat that question again? I'm not
24 trying to...

25 CHAIR COE: So one of the challenges of

1 practicing impartiality -- excuse me -- is the ability to
2 identify your own biases and make sure it doesn't influence
3 your decision-making. Have you identified any of your own
4 biases and, if so, how would you ensure that they don't
5 interfere with the work of the commission?

6 MR. ADAME: Okay. Well, as I understand, the
7 commission does have a certain purpose and that is to draw
8 districting lines for both congressional district, state
9 assembly, state Senate, Board of Equalization. And, as far
10 as I'm concerned, that is the primary goal, and the call is
11 to make sure every one of those levels of government is
12 represented and the districts are representative in terms
13 of population and their interest -- not interest but in
14 terms of population. And so that should always be the
15 goal. Anything else, I don't see how it really should
16 factor into it.

17 My biases, if anything, is always to have a
18 better-serving government. That's my always goal. Any
19 government that works for the people and works best is what
20 we're always striving for. And so I would always encourage
21 anybody who I work with: What are we working towards
22 together, because that's what -- when we work together
23 we'll get things accomplished. So let's look at that goal
24 and make sure we have the same goal. If you don't start
25 with the same goal, then you will have some conflicts, but

1 as long as you have -- you know what you're going for,
2 then, as I say, where are we going, then if you can agree
3 on that I think you shouldn't have too many problems.

4 CHAIR COE: Okay. Thank you. In some of your
5 essays and some of your testimony that you have provided
6 today you talked about having worked with diverse groups of
7 people. What did you learn about the perspectives and
8 concerns of those diverse groups of people that will help
9 make you an effective commissioner?

10 MR. ADAME: As I mentioned earlier, one of the
11 things I have is I like people. I like talking to people
12 and I like listening to people. And I always learn from
13 people because, like I said, I don't know everything, I
14 admit to that. I -- to me, every day is a learning
15 experience, every encounter I have is a learning
16 experience. And I have always tried to look at everything
17 that way. And so everything I've done I think I've always
18 tried to do that. I am always open. My biases, like I
19 said, if anything it's just to make things better, make it
20 work for everybody. If I -- I never -- I have ideals that
21 might be -- what I said, if I had to create something on my
22 own, what it would look like, but that's just purely an
23 ideal, to put it bluntly. But what we have to do is work
24 with reality and see what you actually have. And that's
25 what you work with.

1 You know, you can say, well, if I had this and I
2 had that, well, if you don't have that, then you have to
3 work with what you have. That's -- that's how I look at
4 it.

5 CHAIR COE: Thank you. You live in Los Angeles
6 County; is that right?

7 MR. ADAME: Los Angeles County, correct.

8 CHAIR COE: Can you tell us about some of your
9 experiences within regions outside of Los Angeles, other
10 regions in the state of California and what you may be have
11 learned about the people in those regions of the state?MR.

12 ADAME: Well, like I said, I have been through most of the
13 county and I have -- most of the counties of California. I
14 have either friends or relatives in many parts of the
15 state. Like I said, I grew up in Southern California, you
16 know, L.A., Los Angeles County, but I have right now, some
17 of my cousins -- I have relatives who live down in Imperial
18 Valley. They work in agriculture down there.

19 I have friends who live up in the Fresno area.
20 They are not involved in agriculture but they live in the
21 Central Valley. I have friends who live in San Francisco,
22 and some relatives. And their situation is different
23 there. I have friends and classmates who are scattered all
24 throughout the state, eastern Sierras, up in Redding. And,
25 like I said, I visit all these areas. I talk to my

1 friends. sometimes I get to see them, but most of the time
2 we talk. And I'm aware of what they have, their concerns
3 are. They don't always -- we don't always have the same
4 concerns at the same time, whatever. We do listen to each
5 other. We understand what's going on in our daily lives.
6 And I do appreciate that. I understand there's always
7 going to be differences. I expect that. I appreciate
8 that. That's what makes it all -- because we're all
9 unique. None of us is going to be a clone of somebody
10 else.

11 So we just always have to understand they're
12 always going to be something that's different, but, you
13 know, sometimes you just have to appreciate that difference
14 or uniqueness is what makes everybody special, and, you
15 know, I appreciate that.

16 So I always look at every experience, like I
17 said, well, whoever it is, even if first I may not agree
18 with something they have they own, but if I listen to them
19 long enough, maybe we will find something we do agree on
20 and we can go from there. That's how I proceed.

21 CHAIR COE: Thank you.

22 A time check?

23 MS. PELLMAN: Six minutes, 45 seconds.

24 CHAIR COE: Thank you.

25 One of the most challenging aspects of the

1 commission's work is going to be identifying communities of
2 interest throughout the state. Some of those communities
3 are easier to find than others, for various reasons. How
4 would you go about identifying communities of interest
5 throughout the state, particularly what efforts would you
6 go through to ensure that the harder to find communities
7 were located and considered as part of the commission's
8 work?

9 MR. ADAME: What do you mean by different
10 communities? I mean that's kind of a general term.

11 CHAIR COE: Is there a specific definition,
12 counsel, of that?

13 MR. DAWSON: Yes. If you -- I can provide you a
14 definition if you will give me just a second.

15 So the communities of interest -- is that what
16 you're referring to -- they are defined in the
17 Constitution: A community of interest is a contiguous
18 population which shares common social and economic
19 interests. It should be included within a single district
20 for purposes of its effective and fair representation.

21 MR. ADAME: Okay. I understand. Okay, I think I
22 got it. Okay. Well, for example, my particular case, I
23 live in Redondo Beach. Okay, it's part of Los Angeles
24 County. We're in the southwest part of Los Angeles, we
25 call -- we call the south bay because we're on the south

1 end of Santa Monica Bay. And I know over the years
2 our -- it's -- so the people who live along the coast have
3 a certain interest. I understand -- we understand that
4 because we live near or at the beach. And so they try to
5 keep districts -- those districts sort of together as much
6 as possible, so I understand that part.

7 When you're inside of a larger venue like Los
8 Angeles there are going to be a multitude of different
9 interests there as well. When you get out to the Central
10 Valley, clearly agriculture is going to be one of the
11 common interests there as well or there down in the
12 Coachella Valley or Imperial Valley that's going to
13 be -- or there are a few in the northern coast. You've got
14 probably forestry and things like that.

15 I can understand that because that's -- those
16 people do have a common interest, I understand that. I'm
17 not sure that really is that hard to find. I think there
18 may be some small, little groups here and there, but I
19 think -- I don't know if that's important for them to be
20 always together, because sometimes I know that some
21 communities are spread out. They're just the way that they
22 are. They're not all contiguous in these areas. Sometimes
23 they are just spread out, whether -- and so I guess if we
24 want to try to get them together, I could see that, but
25 that's not always going to be the case. People move

1 wherever they're going to move. that's what happens. And
2 people move all the time, they go different places. And so
3 after a while you get very -- the community may be have
4 hundreds of different elements or communities of interest
5 in there within it, apart from geography.

6 CHAIR COE: Thank you. If you were to be
7 appointed to the commission, which aspects of that role do
8 you think that you would enjoy the most and, conversely,
9 which aspects of that role do you think you might struggle
10 with a little bit?

11 MR. ADAME: Okay. I hope I heard that question
12 right. Did you say what -- would I -- are there aspects of
13 the job that I would enjoy or struggle with. Is that what
14 you're saying?

15 CHAIR COE: The question -- that's right. The
16 question was to both which aspects of the job would you
17 enjoy and which aspects do you think you might struggle
18 with a little bit.

19 MR. ADAME: Okay. Well, I would enjoy the fact
20 that it would be a very diverse group because of the way
21 it's going to be selected, first through the selection
22 panel, then eventually random selection. I have talked to
23 other people about a random selection and how
24 actually -- that actually is a very good method to -- the
25 put a representative of the group together rather than

1 always selecting all the way through but actually have
2 random -- I've never been in a situation before like that,
3 but I have heard from others who have been. They said it
4 actually works quite well when you have random selection
5 because people -- it tends to actually work pretty well
6 together.

7 So the thing that I would find most enjoyable is
8 the work we just -- again, a very diverse group of people
9 from throughout the state, working together, working with
10 the same interest. The only drawback, I was -- I don't
11 know how difficult it would be, but only because now with
12 the situation would be the travel, but, you know, I kind of
13 hoped that would be fun to do, to travel throughout the
14 state. I am assuming that the commission would have some
15 early meetings to get some input from the communities, for
16 example, when they draw out the first plans of -- or even
17 before that, to get their -- to get their information, to
18 get their sentiments to get whatever they may have, their
19 concerns, and try to incorporate that into the -- into the
20 districts, you know, how they have to be readjusted,
21 because again we don't know what the census is going to
22 show, if it's going to have to be the same amount of
23 noncongressional districts, or less or more, we don't know
24 that until the census comes out. So, again, with the
25 demographics of people moving around, then they have to be

1 adjusted, depending again -- again on the census itself.
2 So I don't find any drawback to that. I find that it
3 really challenges and I always liked challenge because it
4 allows you to actually use your analytical skills to try to
5 come up with a solution that will best serve -- again, best
6 serve all the people, because that's what you're really
7 trying to do in the whole thing, best serve the people
8 here.

9 CHAIR COE: Thank you. I don't have any further
10 questions.

11 Ms. Dickison.

12 VICE CHAIR DICKISON: Thank you for coming here
13 and speaking with us today. So you had just talked about
14 that the commission's going to be made up of a diverse
15 group of people. And in your application in your essay on
16 diversity, you talked about while you were serving as the
17 marketing coordinator and technical editor at the
18 transportation consulting firm, --

19 MR. ADAME: Correct.

20 VICE CHAIR DICKISON: -- that the technical staff
21 included women, men from around the country, from various
22 different backgrounds. What did you learn from working
23 with those individuals with all those various backgrounds
24 that will assist you in developing a team among the other
25 commissioners?

1 MR. ADAME: Well, one of the things I learned is
2 you -- when you find people who come from other countries
3 or even from other states, if you -- I don't, but if you
4 have the misconception that they don't know as much as you
5 do, you quickly find that out very quickly and there are
6 some really bright and talented people from all over the
7 world and from all over the United States who come here and
8 some who of course are born here or lived here most of
9 their lives. And I found one thing, to always be receptive
10 to that. Talent has no boundaries. You know, ambition has
11 no boundaries. Even dreams don't have any boundaries. So
12 I have always found that always enjoyable to listen to the
13 people, to work with people.

14 I have found it -- one of the benefits I have
15 ever had is being able to work with such a group of people
16 in all the various places I have worked. Not everybody
17 gets that chance, but I have, and I really relish that.
18 And, like I said, I have many friendships from people like
19 that, who I -- and I -- I really enjoy that. I don't
20 really compare myself to any other people, but I relish the
21 fact that there is -- you could always learn from somebody
22 else as much as you think you might know some -- a lot,
23 there is always somebody who might know more, and some have
24 some really good ideas. As I said, one of the important
25 things is always to listen, is to listen attentively and to

1 take their concerns, take them seriously and try to do the
2 best you can and work -- again, always working together.

3 VICE CHAIR DICKISON: So you also talk about your
4 work as a language evaluator. How will --

5 MR. ADAME: As a what?

6 VICE CHAIR DICKISON: Language evaluator, your
7 work as a language evaluator at the school district?

8 MR. ADAME: Okay. That comes out a little
9 garbled, what you just said.

10 VICE CHAIR DICKISON: You discussed your work for
11 the Redondo Beach Unified School District as a language
12 evaluator, correct?

13 MR. ADAME: Oh, language evaluator, okay. Got
14 it. I understand, okay.

15 VICE CHAIR DICKISON: How were you --

16 MR. ADAME: I'm sorry.

17 VICE CHAIR DICKISON: That's okay.

18 MR. ADAME: Yeah, I understand.

19 VICE CHAIR DICKISON: So how were those
20 experiences, what did you learn from that experience that
21 will help you in reaching out to the public and getting
22 participation from groups that may not normally participate
23 in these types of activities?

24 MR. ADAME: Well, like specifically when I was
25 working for the Redondo Beach School District I found that

1 there were many students who while they had some -- they
2 had proficiency in English, it wasn't -- they were still
3 getting used to the language because they were also
4 speaking a different language at home most of the time.
5 And so my -- when I was a language evaluator, find out just
6 the level of proficiency in English, not to their other
7 language but just in English, but also then if I needed to,
8 I could talk to parents because in that case I spoke
9 Spanish, I would talk to the parents sometimes, ask them,
10 you know, to explain to what their child is doing in school
11 to help them understand what we're trying to accomplish,
12 how well they're doing, if they maybe have some difficulty,
13 I could help them with that. And that was one of the
14 things I learned how to do and that was one of my roles
15 as -- my role as assistant to the principal. That's not my
16 title, but that's what I worked with the principal, doing
17 that. And so that got me a better appreciation to what we
18 had in our school. And that was in our school district.

19 But then I also had to work with some neighboring
20 school districts just to coordinate some of our methods.
21 And when I was talking to them that's when I realized that
22 I came to learn that especially like in the City of Los
23 Angeles, they had something like a hundred different
24 languages spoken at home. And so they even had a much more
25 difficult, complex task of trying to evaluate their

1 students and to try meet their language, meet -- because,
2 again, you're only going to be teaching English, there
3 might be a few bilingual schools, but mostly in English,
4 and so you have to try to understand, you know, where
5 the -- what the students were living, how they -- the
6 difficulties they might have at home to try to do the work.
7 And so I understood that complexity. It's diversity but
8 it's also complexity. And so you have to try to
9 accommodate the needs of the student because that's utmost,
10 that was the important thing, to try to help the students
11 become educated.

12 VICE CHAIR DICKISON: Do you think that
13 understanding would be beneficial as a commissioner?

14 MR. ADAME: I think it's beneficial to understand
15 that there are a lot of different people in this state. I
16 mean even right now there's probably a lot of people in
17 this state who don't even speak English. I'm
18 probably -- sure there are. There could be any number of
19 people, some who come from other countries, some who are in
20 this -- in this state. I mean there are sure some
21 indigenous tribes that probably don't speak English very
22 often, and we have to take account for all those people
23 because they are here and they are here and the need to
24 accommodate them because they are part of California.

25 VICE CHAIR DICKISON: Thank you. You also talked

1 about being familiar with GIS software and its
2 capabilities. Have you done any work with GIS software?

3 MR. ADAME: I am not, like I said, an engineer or
4 a planner, but in our work, like for example we did a lot
5 of forecasting, what we call modeling projects, forecasting
6 projects. They had -- these are the planners that had a
7 computer model that was -- that they would use. They would
8 take '16 data -- what they say today, the year 2020, and
9 then take information from the census using census track
10 data to see where people live, and the information on where
11 the people worked, then -- and then the traffic where they
12 how they traveled to and from work, where they may shop,
13 where they may visit for recreation and to all that, well,
14 that information that you put into model and then to
15 the -- would have to calibrate the model to simulate
16 present day conditions and then make some assumptions on
17 what the future may be the next 10 to 20 years so that they
18 could plan for whatever transportation needs might arise by
19 that point. Would there be any more highways, do you need
20 more public transportation, do they need mass
21 transportation. What would it need, you'd have to have
22 that.

23 And so I had to understand how that all worked
24 because for planning projects this was something that would
25 then be given to the public agency who commissioned the

1 project. And it had to be done in such a way that the
2 public would understand, because if the public doesn't
3 understand what's being done, they might just think that
4 people are just making this stuff up and just say, well,
5 they just want to do this because they feel like doing as
6 an engineer or a planner. But there is a reasoning behind
7 what they do all this. And then it's important to know how
8 all that data gets worked in there and what's the purpose
9 and how it has to be calibrated and used and monitored.
10 And, again, I don't have to know that, but I had to do it
11 because I edited the final technical report that would have
12 to be given to agencies, which then would be given to the
13 public to comment.

14 And all those public comments have to be
15 addressed, every single comment had to be addressed by
16 somebody. So the clearer we made the product, the better
17 that -- you field the question or the -- at least the
18 question would make sense. If people didn't understand it
19 then clearly we didn't do a good job. So that was the
20 important part of my job is technical editor in nature that
21 what we finally produce would not only be technically
22 correct but that the public would understand it and
23 understand the reason behind it. And so if they had any
24 questions, we couldn't answer them, they would then -- you
25 know, it would whatever -- it would culturally ease their

1 doubts on what was being accomplished or what was trying to
2 be accomplished.

3 VICE CHAIR DICKISON: Thank you.

4 MR. ADAME: At some of the agencies at most -- I
5 think I told you were worked for, where we worked for
6 Caltrans, the local -- in Los Angeles and Orange County.
7 We worked for the Southern California Association of
8 Governments, South Bay Association of Governments, City of
9 Los Angeles, County of Los Angeles itself. Probably a
10 third of all the cities in Los Angeles County as well as
11 Ventura County and Orange County as well. And then our
12 company -- our main office was up in Oakland, so they did
13 most of the Bay Area counties. So sometimes I worked on a
14 few of their projects as well. So I got a good sense of,
15 you know, what was going on throughout the state at any one
16 point.

17 VICE CHAIR DICKISON: How much work did you do --

18 MR. ADAME: So that's how that --

19 VICE CHAIR DICKISON: How much work did you do
20 with the census data and the GIS when you were doing that
21 work?

22 MR. ADAME: I had to understand what was going
23 on. I had to understand the technical terms. I mean I had
24 to understand what was being done and why it was being
25 done. I would often talk to the modelers who actually did

1 this at which point I would ask the questions of why are
2 you doing this, why do you include that. And they said,
3 well, we just -- because if you don't include this and you
4 need to include this, otherwise you will have incorrect
5 model. If the incorrect model, then whatever your forecast
6 are going to be in error and incorrect. And you have to
7 take it with -- and so you have to understand that. And
8 even though -- and census data has to be correct as well.

9 So I understood -- excuse me from the modelers
10 how to calibrate a model. Yet I'm not the -- I wasn't the
11 planner, but I need -- I wanted to understand how it's all
12 going to work because, like I said, otherwise it's not
13 going to be a very good product, what you're going to do,
14 because eventually the public is going to have to -- it's
15 for them and if they don't feel like it's working for them
16 then they're going to feel like, well, I could just spend
17 all that money for no reason, that was the point to be
18 given that, frankly --

19 VICE CHAIR DICKISON: Do you -- do you think your
20 understanding of how that modeling was done will be
21 beneficial to the commission?

22 MR. ADAME: Yeah. Because I understand that it
23 doesn't happen overnight. I can understand the concept of
24 reiterations of how many times you have to run a model to
25 calibrate it before you even come close to even modeling

1 the current conditions and then going to repeat your
2 forecast for 10 or 20 years, which at the time I always
3 thought was ludicrous to forecast 20 years in the future.
4 Who could know what happens that far, but they had to do
5 that at first for planning purposes. You know, I was
6 around long for 20 years later to see how accurate those
7 forecasts were, but as I'm sure some people were. But I
8 understood the concept of what they were trying to do and
9 that was important. And, like I said, I had to understand
10 what was going on. And I had -- and, like I said, they
11 would explain to me when I asked questions, I would ask
12 questions a lot how that worked, and they would explain it
13 to me, and I could get that.

14 When I worked one year as a data analyst at
15 the -- I told you for this aerospace corporation. I didn't
16 know anything about aviation or aeronautics, but we had to
17 analyze some information. And for that, they gave us a
18 couple -- several seminars that we had to attend by
19 engineers, aerospace engineers to explain what it is that
20 they wanted us to look for. And so we had to be attentive
21 to what it was. And then even -- again even though we're
22 not engineers, we had to understand what the terms meant,
23 what they do, and then look for them and then say, okay,
24 here's what's going on, you know, and they can make the
25 interpretation. But we can always analyze what is actually

1 being said or being done. So whether -- so even though if
2 it's a technical nature, I don't -- I mean I'm not trained
3 in that, but I understand it, I know how to use it.

4 VICE CHAIR DICKISON: Okay. Thank you. You were
5 talking about earlier that you understand that eight of the
6 commissioners will be selected by lottery or randomly and
7 then those eight commissioners are actually tasked with
8 identifying the next six to round out the commission. If
9 you are one of the eight what would you be looking for in
10 those other six commissioners?

11 MR. ADAME: Well, I would -- there are many
12 things you want -- pretty much what you asked on the
13 applications: Their understanding of -- of their
14 analytical skills and whether -- how they can -- can they
15 analyze data that's going to be given to them to create the
16 districts that are going to be -- that they need to create
17 or adjust. Do they have an appreciation for the diversity
18 of California. Do they have skills at working together
19 because you're 14 different people from different parts of
20 the state. And are they familiar with working together,
21 are they comfortable working together. Can they set aside
22 any personal, you know, biases or preferences they have and
23 actually work together towards the thing that the
24 commission is tasked for. Those are a couple of the things
25 that are immediately -- and I said an appreciation for

1 diversity of the state. Just because you live in the
2 south, the southern part, or if you live in the northern
3 part, it doesn't make you any better than any critical
4 (indecipherable). We're all here -- we're all here for a
5 reason and we all want to be here, so to understand
6 that -- to understand that we just all kind of work
7 together for the same thing. So people who would
8 understand all that.

9 And to communicate. That's an important thing,
10 to communicate, and listen. This is -- I'm sure this whole
11 thing, a lot of them are going to have to listen to a lot
12 of things, of different people and of different agencies.
13 And that's important. And also too to listen, I said to
14 listen to them, and also to communicate.

15 At some point in this process, in fact I know
16 they did when the last commission came up with the maps I
17 attended one of the meetings in Redondo Beach that they
18 had, and I was there -- there. And I don't know who was
19 there from the commission, but they presented their
20 findings. And you're going to have to be out in the public
21 to show what's being done and explain to them what
22 happened, what they accomplished and what they didn't, the
23 maps that they were -- and explain to them how they did it
24 and answer their question, so there is going to be a lot of
25 public contact, and I understand that. And so I find

1 it -- and I think that's something that whoever is on the
2 commission needs to understand that that's what they're
3 going to have to do.

4 VICE CHAIR DICKISON: Okay.

5 MS. PELLMAN: We have 4 minutes and 18 seconds
6 remaining.

7 VICE CHAIR DICKISON: What do you see as your
8 role in the commission should you be selected?

9 MR. ADAME: What?

10 VICE CHAIR DICKISON: What do you see --

11 MR. ADAME: Let me --

12 VICE CHAIR DICKISON: -- as your role on the
13 commission should you be selected?

14 MR. ADAME: What would be my roles -- my role?

15 VICE CHAIR DICKISON: Yeah. What would your role
16 be, what would you see as your role? What role would you
17 fulfill on the commission?

18 MR. ADAME: Well, my role would be to fulfill the
19 mandate of the commission which is to help select, you
20 know, districts, for congressional districts. If they need
21 to be readjusted or, you know, if we should lose a seat or
22 gain a seat, they may have to be completely withdrawn, to
23 make sure that all the districts are equitable, because
24 I -- I don't know the particulars, but my understanding is
25 that I think all these districts have to be -- have a

1 certain variance in terms of population. We have to stick
2 within certain guidelines. And for the state assembly and
3 state senate, again, they may have readjusted again
4 depending on the demographics from the last 10 years,
5 people moving from different places to another; and also
6 for the State Board of Equalization, that, you know, these
7 things need to be adjusted. And so my role is to make sure
8 that we do what the job of the commission is. It is not
9 our job to make a new California. Our job is to create
10 these districts that are representative at each of these
11 levels, and that's the primary goal.

12 VICE CHAIR DICKISON: Okay. Thank you.

13 I don't have any further questions right now.

14 CHAIR COE: Okay, Mr. Belnap.

15 PANEL MEMBER BELNAP: Good afternoon. What is

16 a --

17 MR. ADAME: Good afternoon.

18 PANEL MEMBER BELNAP: -- precinct inspector?

19 MR. ADAME: Precinct inspector, well, a precinct
20 inspector is a person who -- I was actually recruited. I
21 first worked when I was out of college, I worked a couple
22 of times at a precinct. And then I went to work for
23 different places, including UCLA. And at one point
24 they -- the district I was working in, I was living in
25 Santa Monica and one of the districts had a real problem.

1 Pretty much the entire board quit. And so they called me
2 up and said would you like to at least work this particular
3 election, so I told them, yes, I would do it.

4 So my job as inspector was to -- I had to first
5 attend training. Then I had to receive all -- most of the
6 voting equipment from the county. In those days, I had to
7 go to the -- they would deliver everything to me, the
8 voting machines, the ballots, the election roster, all the
9 materials that we had to put out, the materials, the sample
10 ballots, everything that went into the election precinct,
11 the signs and whatever, all of that was given to me. I had
12 to pick it up myself. Then the day before the election, I
13 had to go and install all that myself. I had to set
14 up -- the city and county would bring in the booths, but I
15 had to set them all up: The voting machine, lights,
16 electricity, tabulation desks, put all that together,
17 outside and inside, make sure all the material was there.
18 I had been given updates of the roster for any last-minute
19 additions to those who were added to the voting rolls.

20 And then I had to assemble our team. They would
21 be randomly assigned to me, I didn't pick them. But I told
22 you after the first couple of times I did that, people who
23 worked with me wanted to work with me. After a while I
24 never had to worry, they always volunteered to work with
25 me, so I never had -- I had the same team for like the last

1 six years because they just -- I didn't pick them, they
2 wanted to work with me.

3 Anyway, that's the role of an inspector. So in
4 my role as inspector throughout the day is to make sure
5 that everybody who shows up and is eligible to vote should
6 vote. If there's any problems, my role is to find out what
7 the problem was. I tried to go solve the problem right
8 then. If it had there's a problem, I tried to find out
9 what it was. If it could be solved immediately, I tried to
10 do that. Maybe somebody moved, they move very easily,
11 forgot to re-register, I said, okay, we can still -- you
12 can still vote here, I'll tell you how to do it. If you
13 want to vote in your old precinct, here is where you can go
14 to if you want if you have the time. If not, I'll let you
15 vote here. There's a provision for that.

16 If there is a handicapped person that comes up, I
17 had to handle that. Somebody who couldn't
18 come -- physically could come to the thing but could stay
19 in the car, then my role is to go out there and help assist
20 them and do that, mark the ballot. Whatever way necessary,
21 either they can do it themselves or I had to mark it for
22 them. That was my job, that legal responsibility.

23 And, again, I had to make sure if there was any
24 discrepancy that came up during the day, I had -- I was the
25 one responsible for it. And at the end of the day I was

1 the one responsible to make sure that every single ballot
2 was accounted for, whether it was cast, you know, damaged
3 or unused, every single ballot had to be accounted for so
4 that there were no missing ballots, absolutely. And then I
5 had to return all that stuff on my own back to the county.
6 They had a center, a regional center, a local center where
7 we return all that information, including the ballots that
8 were cast. And then they could send them off to, in this
9 case, Norwalk where they have the tabulating center.

10 So that was all my job. I had to do all starting
11 from like to the initial inspector training seminars I had
12 to go to, to the day before, the day of the election
13 itself. And then once that was done, finally at the end of
14 the day that's when my -- that was the end of that job for
15 me for that day.

16 But, like I said, I did that for 10 years. I did
17 it from 2000 -- the fall of 20 -- 2000 all the way to 2010.
18 And then at that point I decided I -- I had seen enough
19 people who wanted to become inspectors and wanted to keep
20 working, I thought let them have a chance, so, hey, I
21 decided to let them -- step aside and let them work on it
22 now. So I think they all had a good experience with me,
23 and I hope they did too.

24 PANEL MEMBER BELNAP: Okay. Thank you. Also
25 from your application you indicated you were a certified

1 translator. Do you still translate?

2 MR. ADAME: Do I still do that?

3 PANEL MEMBER BELNAP: Yeah, do you still
4 translate?

5 MR. ADAME: Only for myself. I do mostly
6 literature translation just for myself. Once I started to
7 get into more of the administrative education programs, I
8 used -- didn't really need to do really do translations. I
9 did do translations for my company from time to time. For
10 example, when I did the transportation consultant, we were
11 doing a project on the Port of Long Beach and Los Angeles,
12 and the project, the planning agency wanted to find out
13 where the truck traffic was going after they left the port.
14 Where were they going with their cargo. Was it going to
15 the railyards or were they going to a distribution center,
16 to a warehouse, whatever.

17 So one of the engineers went down there, did a
18 preliminary questionnaire. Well, they were only down there
19 a couple hours and they came back and said, well, we can't
20 do the questionnaire because none of them speak English,
21 they all speak Spanish. So they said we need this
22 questionnaire in Spanish now. So I said, okay, I'll do it
23 for you in Spanish, so I did it. I just didn't
24 really -- did the translation right then and there.

25 And then because they had it in Spanish and we

1 only have one or two engineers, and they couldn't be spared
2 for this project, I went in and hired two engineering
3 students from college. And I interviewed them, I trained
4 them. I said here is what you need to do, here is the
5 questionnaire. Now go down there to the Port of Long Beach
6 for the next two or three weeks to interview every single
7 truck driver you can so we can get this data.

8 But then that data would then go into the model
9 that they were doing to figure out where the truck traffic
10 was going, because that was important just to figure out
11 for the county where all the trucks were going to and what
12 they're -- full cargos or half cargos, whatever, or if they
13 were driving out with just no cargo at all, so they had to
14 do all that, so. But that was the last -- that was some of
15 the translation I did. I didn't do anything certified.

16 When I did certified translation is when I was
17 also working as interpreter and so I did a lot of legal
18 documents for people, mostly with immigration. And so
19 whenever they had documents from whatever country they came
20 from, it was in Spanish, then I would translate it, I would
21 certify that it was correct. Then they would use it for
22 whatever immigration proceeding they needed to do. That's
23 what I did.

24 PANEL MEMBER BELNAP: And the language you
25 translated, I can tell, is Spanish. Any other languages?

1 MR. ADAME: Spanish to English?

2 PANEL MEMBER BELNAP: Any other languages other
3 than Spanish?

4 MR. ADAME: No. I didn't translate any other
5 than mine. I know other languages, I know some French and
6 I know some Italian. I even know some -- but I don't
7 translate for that. I'm not proficient enough to do that.
8 I mean I could understand some French, but I would not call
9 myself a fluent French speaker at all.

10 PANEL MEMBER BELNAP: Okay. Thank you. Many of
11 my other questions have already been asked, so I will yield
12 my time. No further questions.

13 CHAIR COE: Okay, Mr. Dawson.

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

15 Mr. Adame, I was interested in your work on the
16 homeless count. Can you tell me about that and how you got
17 involved with it?

18 MR. ADAME: Well, I got involved because I
19 was -- I read and look at the news, I read the news, and I
20 had noticed that there had been increasing homelessness. I
21 mean the homeless have been around for a long time, I know
22 that.

23 When I was working downtown, I worked downtown
24 Los Angeles, I worked at the financial district. Well, you
25 know the financial district, but many times I would go to

1 the east side of the city and I would pass through large
2 areas of the east part of downtown, with skid row you might
3 call it. And I was very familiar with homelessness. It
4 has always been down there for a long time.

5 I used to volunteer at some of the missions there
6 from time to time when I could work -- if I had time I
7 would work with some of the missions and just doing some
8 work around there, just volunteering trying to help them
9 out. And so I have always been kind of following that.

10 And then some years ago they started the -- Los
11 Angeles County wanted to have a better, accurate count, so
12 they started asking volunteers to do it. And so I got
13 involved through that. And I forgot, this was about four
14 or five years. And so we go out several nights in January
15 in the evening, from 8:00 to midnight, when most people who
16 are homeless will be in their shelter wherever that may be
17 to get an accurate count of either the persons or the
18 shelters that we find so we can find out what the real
19 count is, that's going on big time. You can't always be
20 sure that there's somebody there, or whatever, because
21 they're not -- and so that's -- and most of the time we'd
22 be accompanied by a police officer because sometimes, just
23 for safety reasons, they wanted to make sure you didn't
24 feel uncomfortable being around people because you couldn't
25 use flash lights, for example, because that would be

1 invasive. So you had to walk in the dark. So the police
2 officers kind of helped make you feel a little more
3 comfortable.

4 This last year I had a very unique assignment. I
5 was assigned a drone unit and that was Redondo Beach
6 Police. I had a drone unit for the last two years. And
7 what they did, we would go out, went from the whole part of
8 the city and along the beach. And what we'd do is the
9 drone would go up into the air and they had several
10 different filters on the camera, one of which was infrared
11 which could pick up body heat. And we would -- they would
12 go along areas that were inaccessible, along railroad
13 tracks that are in the city, railroad tracks, people who
14 might be camped on the beach itself, near the water side
15 which you can't see, places where they're very
16 inaccessible, hillsides where they're really steep,
17 whatever.

18 And by using the drones, we were able to find
19 people that if you were walking you probably wouldn't even
20 see them because you couldn't use flash lights so you could
21 easily overlook them, but the camera allows you to do that.
22 And the -- so the police officer and the two technicians
23 that were there really were very helpful. Like we were
24 able to really -- like I said, get a good count of people
25 that otherwise would be overlooked because -- as I say,

1 sometimes the homeless are pretty invisible sometimes. And
2 so I found it just a good experience and, you know, I'll
3 keep doing it again next year because, again, it's a really
4 important thing. But, like I said, the county has its own
5 homeless agency. I don't know what the official name is,
6 but it has the agency, and so they're tasked of doing that.
7 And so that's how I got involved. And it's a really good
8 experience.

9 MR. DAWSON: And the end use of this data was to
10 ensure that services were being provided to the homeless
11 folk?

12 MR. ADAME: Right, exactly. Because also
13 they -- because they -- we counted those that were living
14 in streets or places like that. Other people were assigned
15 to work at places that already had shelters. I'm not
16 sure -- there were some shelters already. So other people
17 counted those places. And -- but we had to look for
18 everything and we had to look for people who were living in
19 their cars or in their vans or campers or tents, stuff like
20 that, because they can be anywhere. It's surprising at
21 night where they can be located.

22 So that was -- yeah, the county really wanted to
23 have a very accurate count. And, unfortunately, over the
24 years it's actually gotten larger rather than smaller, the
25 homeless population.

1 MR. DAWSON: So thinking about that in the
2 context of the census that's coming up, what other
3 populations do you think are likely to be under counted?

4 MR. ADAME: I don't really know who would -- I
5 mean -- well, I -- we just filled out our census thing last
6 week. It was a very short one. It took us like, my wife
7 and I, like about five minutes. It was really short. I
8 don't know if people who get that might feel, you know,
9 just because they feel it's an invasion of their privacy:
10 Why am I being asked these questions. Because when you get
11 the form, it doesn't tell you anything. It just tells
12 you -- gives you a code to put in, and then you do it
13 online. Well, if you don't know what it is, people might
14 just feel intimidated. Is this real, what am I -- what's
15 going on here. So what populations might find that
16 intimidating, I don't know. It might be somebody who just
17 doesn't like, you know, seeing some official document come
18 through their mail, or it could be others who may not
19 understand what the form is about, I don't know.
20 Maybe -- this is a big state. I don't know.

21 I mean I know that the U.S. Census Bureau tries
22 to make it well known that there is a census going on, but
23 I mean I'm sure there are some people who don't even know
24 what -- you know, what's the point of the census at all, so
25 I don't know who might not want to, but I'm sure there are

1 some people who don't.

2 In fact, I know the census doesn't count
3 everybody, because they know that and that's why they have
4 to do some mathematical adjustments to their estimates
5 because they know that a certain amount of people will just
6 not answer it at all, but which populations in particular,
7 I don't know. I mean I just don't know.

8 I mean I know, for example, in California we have
9 a lot of indigenous tribes and they have their own little
10 areas. I don't know, you know, if they don't have
11 internet, or whatever, how do they count them, I don't
12 really know what the census does for those situations. You
13 know, whatever they have to do, I guess they have a way of
14 doing it.

15 MR. DAWSON: So if you were a commission member
16 would it cause you concern knowing that the census data is
17 under counting some folks? Would you have confidence that
18 the statistical work could true that up?

19 MR. ADAME: Well, I understand mathematics enough
20 that nothing is ever -- you know, this isn't the
21 way -- you're never going to have a perfect count, okay. I
22 mean people die and were born every single day. You know,
23 that just -- statistically we know that. And so I think we
24 have always known that it is never going to be a hundred
25 percent perfect. And, you know, the census try to do the

1 best job they can.

2 I know that agencies that work with it consider
3 it very reliable. And would you overlook some people, you
4 probably will. I'm sure the people who know exactly what
5 the census is and don't want -- will not do it. I know
6 people who live in some very rural areas in like Tennessee
7 and in Montana who probably -- probably just throw that
8 thing out the win- -- you know, throw it out, wouldn't even
9 look at it because they're just the type of person that
10 just don't want to be involved. But that's just the way it
11 is. So I understand it's never going to be perfect, but
12 you -- you have to do the best with what you have.

13 MR. DAWSON: Thank you. I wanted to follow up on
14 your response to Standard Question 2 where you noted that
15 the commission will be composed of five Democrats, five
16 Republicans, and four nonaffiliated.

17 MR. ADAME: Right.

18 MR. DAWSON: If you are selected you will be one
19 of the nonaffiliated. Do you think that the nonaffiliated
20 members have a particular role to play in that structure?

21 MR. ADAME: Do they have a considerable role, is
22 that what you said --

23 MR. DAWSON: Do they have -- do they have a
24 particular role that they would play because they are not
25 affiliated -- affiliated with either party --

1 MR. ADAME: Well, yeah. I -- well, in the sense
2 that, yes, we don't look at things as partisan -- at least
3 I don't look at things as partisan. I always look at an
4 issue as an issue. Like, for example, homelessness, I
5 don't see it's a partisan issue. It's a matter of public
6 concern. You know, it's public self -- health, public
7 safety. You know, they are people. They need to
8 be -- they need to be looked after. At a certain point,
9 they have to be accommodated and be nonpartisan. I look at
10 everything that way.

11 I was thinking about that this morning. I said,
12 well, there's 14 people that it's going to be constituted,
13 the panel, five Republican, five Democratic, and four
14 nonpartisan. And I think that -- I don't know how what the
15 last commission did in terms of how it came to decisions,
16 but I think in almost anything you can at least get 12
17 members out of 14 to agree on something, that that means
18 that no matter what group is there, at least most of the
19 majority of each of those groups, those three portions I
20 should say, not groups, but components, at least most of
21 them would agree with something. So even if two people
22 disagree, there will be enough of a consensus with all the
23 other three components that you would have a pretty
24 good -- that you could come up with the conclusions.

25 I don't think you -- you may be unanimous on a

1 lot of things, who knows, I don't know. I guess it's up to
2 each commission how they do that, whether they want to be
3 unanimous consent on everything, but -- but I -- I think as
4 a nonpartisan I would always approach to say we have to
5 work together because that is our job, to work together,
6 and not to put our own biases or preferences in there, but
7 that's what we -- you know, there is a task or there is a
8 charter I'd assume of what you need to do, and that's what
9 you have to do.

10 MR. DAWSON: All right. Thank you.

11 We have roughly 12 minutes and 30 seconds left in
12 the 90-minute period. Do any of the Panel members have any
13 follow-up?

14 Ms. Dickison?

15 VICE CHAIR DICKISON: I do not.

16 MR. DAWSON: Mr. Belnap.

17 PANEL MEMBER BELNAP: I do not.

18 CHAIR COE: I don't have any follow-up questions.

19 MR. DAWSON: Mr. Adame, at this point we'd like
20 to offer you the opportunity to make a closing statement.
21 Sir, you have 12 minutes.

22 Mr. Adame?

23 MR. ADAME: Oh, you wanted me to -- any statement
24 you meant? I didn't hear what you said --

25 MR. DAWSON: Yes. Would you like to this make a

1 closing statement?

2 MR. ADAME: Well, I just want to thank you for
3 the opportunity to -- to be involved in this. When I did
4 this, when I first applied I thought it was a unique
5 opportunity. I think it's an important job, an important
6 role of the commission, of what the commission does. And,
7 like I said, it's a model of how a citizen can really take
8 part in the government and governance. And I'd like to
9 keep up -- if I'm selected, I'd like to keep up that same
10 standard.

11 I have enjoyed the process so far. It's been a
12 lot of work. I know the Panel has gone through a lot of
13 work to select the candidates up to this point. And I'm
14 sure whoever they finally get picked, I think the selection
15 process will probably pick a really good commission. And
16 so whoever that may be, I think -- I think it will be a
17 good commission. So I just again thank you for the
18 opportunity to do this and let me talk to you. And just,
19 again, thank you.

20 CHAIR COE: Thank you, Mr. Adame, for taking the
21 time to speak with us today.

22 MR. ADAME: Okay. Thank you.

23 CHAIR COE: At this time we will go into recess
24 until Monday morning at 8:59 a.m.

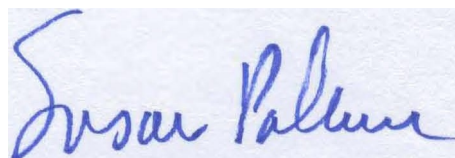
25 (The meeting was recessed for the day at 4:18 p.m.)

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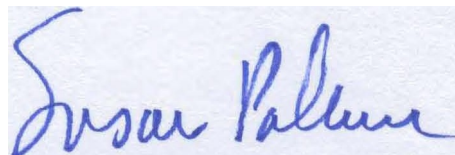
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