

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 26, 2020

9:00 A.M.

Reported by:

Peter Petty

## APPEARANCES

Members Present

Ben Belnap, Chair

Ryan Coe, Vice Chair

Angela Dickison, Panel Member

Staff Present

Christopher Dawson, Panel Counsel

Shauna Pellman, Auditor Specialist II

Applicants

Debran Jones Reed

Raymond Tong

Antonio Le Mons

Genevieve Murphy

INDEX

	PAGE
Debran Jones Reed	4
Raymond Tong	58
Recess	109
Antonio Le Mons	110
Genevieve Murphy	160
Recess	224

1

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

PROCEEDINGS

8:59 a.m.

CHAIR BELNAP: It being 8:59, we'll call this meeting to order.

Mr. Coe, Ms. Dickison, are you guys here?

PANEL MEMBER COE: I'm here, Ben -- Mr. Belnap.

CHAIR BELNAP: Ms. Dickison?

PANEL MEMBER DICKISON: I am here, Mr. Belnap.

CHAIR BELNAP: Okay. And we also have our Applicant, Debran Jones Reed. Are you here?

MS. REED: I am here.

CHAIR BELNAP: Okay. Great. So all the standard reminders, silence cell phones. And use the restroom if you're here in person. We don't have anyone here in person. With an emergency, follow a CSA staff member.

So with that, we're going to ask Mr. Dawson to give the five standard questions.

MR. DAWSON: Thank you, Mr. Chair.

Ms. Reed, I'm going to ask you five standard questions that the Panel has requested that each applicant respond to. Are you ready, ma'am?

1 MS. REED: I am ready.

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

10 MS. REED: Well, I believe that as a  
11 Commissioner, of course, I should be -- have the  
12 ability to analyze data.

13 I also think that a Commissioner should be  
14 a good judge of character.

15 A good Commissioner should have patience  
16 and the ability to talk through challenges, so that  
17 solutions can be arrived at amicably, and able to  
18 understand other's point of view. I believe I'm a  
19 flexible person and I know that there's always a  
20 way to get things to work if people, you know, just  
21 communicate. I think, as a body, as a team, each  
22 individual Commissioner should have those  
23 qualities.

24 But I -- one of the most important  
25 qualities, I believe, is commitment. If you're

1 going to be successful on a project or whatever it  
2 is that you're doing, you have to commitment or it  
3 will not work, it will not be successful, I should  
4 say. Commitment is so important.

5 But, also, you know, the ability to stay  
6 in contact with one another, to regularly discuss  
7 the issues that are being worked on.

8 But I do believe that there's always a way  
9 to get a goal achieved.

10 MR. DAWSON: Thank you.

11 Question two: Work on the Commission  
12 requires members of different political backgrounds  
13 to work together. Since the 2010 Commission was  
14 selected and formed, the American political  
15 conversation has become increasingly polarized,  
16 whether in the press, on social media, and even in  
17 our own families.

18 What characteristics do you possess and  
19 what characteristics should your fellow  
20 Commissioners possess that will protect against  
21 hyper-partisanship? What will you do to ensure  
22 that the work of the Commission is not seen as  
23 polarized or hyper-partisan and avoid perceptions  
24 of political bias and conflict?

25 MS. REED: First of all, there is a lot of

1 partisanship today. I mean, we have, actually, a  
2 toxic environment. And that's actually one of the  
3 reasons why I decided I would like to serve and  
4 give my time and efforts on the Commission. I know  
5 we can do and be so much better than what we have  
6 today.

7           One of the ways that I think -- or several  
8 ways, actually, is to really stay away from the  
9 news today. I don't really think it's news.  
10 There's a lot of talking heads, people putting  
11 their opinions out there. And, you know, you're  
12 either left or right. And people have forgotten  
13 the fact that we are a -- we're one country, we're  
14 one state, and that we have to have our best  
15 interests at heart as a people.

16           I think the best way for an individual  
17 member to stay impartial and not be seen as  
18 partisan is to really avoid political discussions,  
19 as I said before, avoid partisan news, and even  
20 just stay away from the appearance of being  
21 impartial.

22           It's also good to stay away from  
23 politicians, not be seen with politicians, and just  
24 to be forthright but, really, always to remember to  
25 be impartial. That is very, very important.

1 MR. DAWSON: Thank you.

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

6 MS. REED: What we just discussed, I  
7 believe.

8 One of the worst things, really, that  
9 could happen with the Commission is to be seen as  
10 partisan or for its members to be seen as partisan.  
11 We have to avoid taking a political stance.

12 I think one of the reasons we have the  
13 Commission is because there was so much  
14 partisanship, which resulted in gerrymandering in  
15 the state of California.

16 And development of the Commission was one  
17 of the best things that we could have done. Having  
18 citizens choose lines is for the public interest,  
19 for the public good, I believe.

20 And so it is important for Commissioners  
21 to avoid any sense, any appearance of partisanship.  
22 But if that should happen, I think that the best  
23 way to correct that would just to be truthful,  
24 point out the failure that was done, and then have  
25 solutions, the actions that you would take to



1 correct that appearance and stick to them and be  
2 transparent.

3 MR. DAWSON: Question four: If you are  
4 selected you will be one of 14 members of the  
5 Commission which is charged with working together  
6 to create maps of the new districts.

7 Please describe a situation where you had  
8 to work collaboratively with others on a project to  
9 achieve a common goal? Tell us the goal of the  
10 project, what your role in the group was, and how  
11 the group worked through any conflicts that arose?  
12 What lessons would you take from this group  
13 experience to the Commission, if selected?

14 MS. REED: Well, I have an interesting one  
15 there.

16 I was part of a team that was putting on a  
17 conference. We were putting on a singles'  
18 conference. The reason we were putting it on was  
19 because we wanted to develop a larger team. There  
20 were three of us but we really needed for there at  
21 least to be five to seven of us.

22 And so we had a conference and we came  
23 together, all of us, to put our ideas together,  
24 just kind of have a, you know -- I forget what you  
25 call it -- but everybody sit around, offer their

1 ideas. And we would list them and put them all  
2 together and see, you know, what the best ones were  
3 and how to achieve our goal of increasing the team.  
4 And it worked well, we put everyone's ideas out,  
5 but we had to narrow them down and we had to decide  
6 which ones were going to be the most productive and  
7 help us to develop the team that we needed, and for  
8 each one to have a different, you know, a different  
9 specialty on the team that they could manage and be  
10 in charge of for the greater team.

11           There were some ideas that didn't make it  
12 and a couple of people got a little pushed out of  
13 shape. And so we sat down. I sat down. I decided  
14 myself that we needed to sit down and just talk it  
15 out, and so we did. And the way I did that was  
16 just to ask each one, what did they think were  
17 going to be the best ideas to get our team rolling  
18 so that we could increase the group as a whole.  
19 And we just did it by process of elimination. And  
20 there were still some -- a couple of people that  
21 weren't satisfied.

22           But what I had done was developed an  
23 event, a project agenda timeline. It was a package  
24 and it had everything on it from beginning to end.  
25 And I gave it to everyone and it kind of gave them

1 an idea of what was really needed and which things  
2 that we could really eliminate, so it was more --  
3 doing it that way was -- wound up being better  
4 than, you know, trying to make everyone satisfied  
5 by discussion because there was one person that  
6 just was not going to be moved.

7           But after she went through the package  
8 that I had developed, she saw, really, what was  
9 needed and what was not and she was, you know, she  
10 was okay with giving up a couple of ideas that she  
11 thought was important to the team, so it worked  
12 out. It worked out.

13           There was another group I was involved in  
14 more recently, and that was finding someone for our  
15 office who would handle agency issues. And in  
16 that, there were -- there are three of us on the  
17 team but I was going to be the, quote, "decider,"  
18 unquote. And it was a very -- it was a similar  
19 situation. But there was one person that was  
20 really, you know, really bent on one of the  
21 interviewees. And I just saw something in the  
22 character that I thought would not work. They  
23 actually wound up hiring the person and they lasted  
24 about two months.

25           And so the next time around, you know,

1 when I -- I was asked to be the decider on that and  
2 it worked out. We got a person to fill that spot  
3 and she's been great. She's been terrific.

4 So that sort of helped me going forward  
5 because I'm going to be on another team soon to  
6 choose two persons to be regulatory managers, so  
7 looking forward to that.

8 MR. DAWSON: Thank you.

9 Question five: A considerable amount of  
10 the Commission's work will involve meeting with  
11 people from all over California who come from very  
12 different backgrounds and a wide variety of  
13 perspectives.

14 If you were selected as a Commissioner,  
15 what skills and attributes will make you effective  
16 at interacting with people from different  
17 backgrounds and who have a variety of perspectives?  
18 What experiences have you had that will help you be  
19 effective at understanding and appreciating people  
20 and communities of different backgrounds and who  
21 have a variety of perspectives?

22 MS. REED: Well, first of all, being a  
23 person of color myself is already an advantage with  
24 that.

25 But as I had pointed out in my

1 application, I come from a family that I would call  
2 Rainbow Coalition. We have Native American, Asian,  
3 Hawaiian in our family, so we're kind of a little  
4 melting pot ourselves. It's very enjoyable when we  
5 all come together because everybody has something  
6 to contribute. And we can always learn something  
7 different, something new, languages, even foods.

8           So, for me, there is -- it's very  
9 beneficial. It's enjoyable to talk to people of  
10 different backgrounds, of different ethnicities,  
11 and from different places all over the world.

12           I think the skills that I do bring, is  
13 I've been told, that I have a manner that helps  
14 people to feel at ease, help people to feel  
15 comfortable, and so I use that to my advantage and  
16 to the advantage of, you know, everyone involved.

17           Yeah, it's -- it's been a real benefit to  
18 me to be able to interact with people of all  
19 different cultures, ethnicities and languages. I  
20 find it to be enjoyable.

21           MR. DAWSON: Thank you.

22           At this point, we will go to Panel  
23 questions. Each of the Panel members will have 20  
24 minutes to ask his or her questions. And then we  
25 will -- we will now begin with the Chair.

1 Mr. Belnap?

2 CHAIR BELNAP: Good morning, Ms. Reed.

3 MS. REED: Good morning.

4 CHAIR BELNAP: So I want to follow up on a  
5 few of your answers this morning before I get to  
6 the application.

7 I noticed, one of the things that I  
8 highlighted from your answer to question one, is  
9 that a Commissioner should be a good judge of  
10 character. And then in question four, you talk  
11 about an experience where you saw something in  
12 somebody's character that you otherwise would not  
13 have hired the person if not that other folks  
14 wanted to hire them.

15 So what was it that you saw in their  
16 character and how did you recognize this trait to  
17 be a problem?

18 MS. REED: I saw arrogance. When I  
19 noticed, in a couple of questions that this person  
20 was asked, they just said, "Oh, you know, oh,  
21 that's not a problem, I can handle that," instead  
22 of explaining to us.

23 We asked the question in such a way, like,  
24 "How would you go about, you know, doing this? Can  
25 you give us a couple of points?" And it was, you

1 know, it was the attitude. It was the attitude,  
2 just kind of shoving off the question, and it  
3 happened more than once. And we needed --

4 CHAIR BELNAP: Okay.

5 MS. REED: Oh, I'm sorry. Go ahead.

6 CHAIR BELNAP: Thank you. I understand.

7 So as a legislative analyst for the San  
8 Diego Gas and Electric, do you ever have to work  
9 with politicians and/or their staff?

10 MS. REED: Not politicians directly,  
11 usually just staff, because it's -- I'm  
12 communicating with them, like our position on  
13 certain bills, and also getting -- asking for  
14 information as far as if a bill is going to be  
15 amended and if there's language available, you  
16 know, those types of things. And if we have  
17 amendments, I will share those.

18 CHAIR BELNAP: Okay. So in question two,  
19 I understood the context of your statement but I  
20 think we should clarify.

21 When you said that a person should stay  
22 away from politicians and not be seen with them,  
23 you were saying that as a Commissioner, you would  
24 stay away from politicians and not be seen with  
25 them; is that correct?

1 MS. REED: Yes, sir.

2 CHAIR BELNAP: Okay. Thank you.

3 MS. REED: Um-hmm.

4 CHAIR BELNAP: Now that principle, that we  
5 -- that a Commissioner should stay away from  
6 politicians and not be seen with them, that  
7 wouldn't be in conflict with your current role at  
8 San Diego Gas and Electric?

9 MS. REED: No, it would not.

10 CHAIR BELNAP: Okay. All right. Thank  
11 you.

12 So moving on to the application, so over  
13 three decades you've worked at San Diego Gas and  
14 Electric as a legislative analyst.

15 How does a legislative analyst have to  
16 exercise impartiality?

17 MS. REED: Well, number one, you are going  
18 to partial because you're looking out, as a company  
19 goes, you're looking out for your customers, number  
20 one, so what's good for your customers is good  
21 public policy that's going to be good for the  
22 customer and for the company.

23 Impartiality comes in, actually, when  
24 you're just trying to identify legislation, because  
25 there's really not a lot of, you know, not a lot of



1 situations where you're going to come into a  
2 situation where, oh, you know, really got to  
3 practice impartiality.

4           Impartiality is just treating everyone  
5 fairly and equitably and not showing favor, in my  
6 position, not showing favor to anyone.

7           CHAIR BELNAP: Okay. Thank you.

8           In that same capacity, how often do you  
9 need to perform some sort of data analysis?

10           MS. REED: Well, that's regularly. When  
11 you're looking at a bill, especially if you're  
12 looking at a mandate that would say, for instance,  
13 you have to purchase so many megawatts of this type  
14 of power or whatever, you have to actually sit down  
15 and, you know, work with other staff in the company  
16 and find out the impact that that is going to make.  
17 So you have to do the analysis as far as, okay,  
18 this is what we're doing now, this is what we have  
19 to do, and then find out, okay, what are we going  
20 to have to invest or change to make this happen?  
21 Because, of course, that's going to determine our  
22 position on a piece of legislation, so I wind up  
23 having to do that frequently.

24           And then we'll get asked, for instance,  
25 how many customers do you have on this program or

1 that program? And most of the time, now, we'll  
2 have the data. But sometimes it will be where I'll  
3 get data but it might be raw data and then I'll  
4 have to either combine it and, you know, put it out  
5 on a spreadsheet to see what it looks like.

6 CHAIR BELNAP: And in your current role,  
7 how often do you have to prepare or work with maps?

8 MS. REED: Let's see, on a time -- on a  
9 timeframe, probably about ten percent. Because,  
10 for me, maps are showing critical infrastructure.

11 And then, actually, I do have to look at  
12 our redistricting maps when it comes -- you know,  
13 when elections, when it comes election time, to  
14 look at the statistics, you know, and how certain  
15 districts -- the demographics of certain districts  
16 --

17 CHAIR BELNAP: Thank you. Similar  
18 question.

19 MS. REED: -- trying to -- okay.

20 CHAIR BELNAP: Similar question.

21 MS. REED: Um-hmm.

22 CHAIR BELNAP: How often do you have to  
23 write or oversee the writing of reports that you  
24 compile that has various datasets in them?

25 MS. REED: Oh, I do that once a year. I

1 do monthly reports. But for each year, I have to  
2 do a legislative. I call it our report card or our  
3 yearbook, our legislative yearbook. And I have to  
4 provide a short analysis of every bill that we have  
5 actively advocated on. And, you know, depending on  
6 what the bill does, I have to provide analysis as  
7 far as what -- how it would impact the company,  
8 whether it be adverse or whether it be favorable,  
9 and so -- and I have to do that. It usually, on  
10 average, it's for about 60 or so bills each year  
11 after the session, legislative session, is over.

12 CHAIR BELNAP: Okay. Thank you.

13 MS. REED: Um-hmm.

14 CHAIR BELNAP: So I want to talk about  
15 appreciation for diversity. And I'd like you to  
16 provide an example of a work or a volunteer  
17 experience or project that demonstrates that you  
18 can work with people of different backgrounds to  
19 accomplish a positive outcome.

20 MS. REED: Okay. Well, on a regular  
21 basis, about once a month, I work with a group  
22 where we go out and we tend to the homeless. There  
23 are all different types of people out there.  
24 There's families -- I've met them -- families,  
25 single persons, veterans, you name it, attorneys,

1 you know, that have just fallen on hard times. And  
2 our group is very diverse. There's men, women, you  
3 know, there's different races of people, but we all  
4 work together. And we'll gather food, clothing,  
5 and coats, you know, depending on the season, and  
6 we work together to do that.

7 CHAIR BELNAP: Okay. Thank you.

8 MS. REED: Um-hmm.

9 CHAIR BELNAP: Is that a particular  
10 organization that you're working with?

11 MS. REED: Oh, it is. Yes, it is. It is  
12 our church, which is Word of the Kingdom, but we'll  
13 also partner with others periodically and work  
14 together so that we can cover, you know, wider  
15 areas where people are in need.

16 CHAIR BELNAP: All right. Thank you. I  
17 have no further questions.

18 I believe that Mr. Coe is up next.

19 PANEL MEMBER COE: Thank you, Mr. Chair.

20 Good morning, Mr. Debran Reed. Can you  
21 hear me okay?

22 MS. REED: Good morning. Yes, I can.

23 PANEL MEMBER COE: Great. Thank you.

24 I wanted to continue the conversation Mr.  
25 Belnap started about the impartiality essay that

1 you provided. And he already kind of touched on  
2 some of my questions but I wanted to ask if you  
3 could provide maybe a specific example of a time  
4 where you had to make a difficult impartial  
5 decision that involved maybe setting aside your  
6 preference or self-interest?

7 MS. REED: Yes, I can. It's one that  
8 sticks with me all the time.

9 My husband and I, we do premarital  
10 counseling, or coaching, actually, and -- but we'll  
11 also help couples that are having problems. And we  
12 had a situation where a very, very dear friend of  
13 mine was having marital problems with her husband.  
14 And they were, actually, newlyweds. And this was a  
15 really close friend of mine.

16 But when sat down and talked to them, I  
17 did -- I was able to pick up on the fact that a lot  
18 of their problems originated with her and things  
19 she would do and, you know, personality issues and  
20 things like that. But it was hard. I had to sit  
21 down and talk with her and share the things that  
22 she was doing to really sabotage the relationship.  
23 And she was not in agreement with that at all, to  
24 put it mildly, but I had to -- we had to bring them  
25 together and I had to really point out those

1 things. And, of course, you know, she thought I  
2 wasn't being a good friend.

3 But we, in that particular situation, it's  
4 not about the friendship, it's about them --  
5 helping them get to the bottom of their problems  
6 and, you know, being successful and finding  
7 solutions that are going to help them to be honest  
8 and upright with each other but, yet and still,  
9 tolerate, you know, their different personality  
10 quirks or just things that -- their feelings, you  
11 know? It doesn't have to be a feeling but when  
12 you're with someone, you don't like something that  
13 they do, that's a feeling to you.

14 But anyway, it was a very emotional  
15 situation. It took a lot of time. She began to  
16 see what she was doing to sabotage that  
17 relationship. And -- but it took a while for her  
18 to -- we had to meet frequently for her to  
19 understand, to see if clearly and know that, you  
20 know, she needed to do something to change the  
21 situation, change her behavior. And, eventually,  
22 it did happen. But it did change our relationship.  
23 But it was important. The most important thing was  
24 their marriage and helping them to find ways to get  
25 through it because you can get through it.

1 PANEL MEMBER COE: Thank you.

2 In your -- I'd like to switch to  
3 appreciation for diversity topic. And in your  
4 essay on that topic and in some of your responses  
5 to Mr. Belnap's questions earlier, you talked about  
6 having worked with or provided assistance to widely  
7 diverse groups of people

8 And I'm wondering what you most learned  
9 from those diverse groups of people that would make  
10 you an effective representative for them on this  
11 Commission?

12 MS. REED: Well, I took the time out  
13 because I don't -- I like to talk about things. I  
14 like to learn things that I don't know. And so I  
15 just, when I approach a person, I, you know, I take  
16 the time out to ask them, what's on with them, you  
17 know, what's happening in their life. I just like  
18 to get to know a person and I think people  
19 appreciate that. And I always learn something new  
20 and start something.

21 So what I've really benefitted from is  
22 actually learning new things and helping people  
23 feel comfortable in, you know, in talking and  
24 opening up. A lot of times, people, they just  
25 don't see themselves as either meaningful or, you

1 know, worth the time and effort. I see that a lot  
2 nowadays. But just, you know, sitting down and  
3 asking questions, and I've learned so much, so much  
4 from that. So it's, you know, it's been really  
5 beneficial. You learn a lot. You learn a lot  
6 about culture and you just learn an awful lot about  
7 people in general.

8 PANEL MEMBER COE: And how do you think  
9 that that will help you specifically on the work of  
10 this Commission?

11 MS. REED: I think just the experience  
12 itself in dealing with different types of people.

13 Also, just the fact that I think that we  
14 can get through whatever challenges that there are.  
15 I think it's all about, really, communication. I  
16 think it's about being fair. I think it's about  
17 listening to people and really, really listening to  
18 people, not talking at people but waiting to, you  
19 know, say what you want to say, but I think it's  
20 listening.

21 And I think people can sit down -- I could  
22 see a situation like this, like in a meeting where,  
23 because you're grouping people, where people may  
24 not want to be in a certain group or, I don't know,  
25 in a certain area or with a certain sector. But I



1 think if you sit down and you talk things out, that  
2 you can come to agreement that, whatever the goal,  
3 it's going to be achieved. Yeah, just talking,  
4 communicating, taking the time and, you know, being  
5 committed to solving disagreement.

6 PANEL MEMBER COE: Okay. Thank you. I  
7 have a similar question but in the vein of  
8 geographic diversity.

9 So I'd like you to just tell us a little  
10 bit about your experiences in various regions of  
11 the state and what you maybe have learned from the  
12 people that live in different parts of the state  
13 that would make you an effective representative for  
14 them on this Commission?

15 MS. REED: Well, I have been to many parts  
16 of the state and I've seen a lot of disadvantaged  
17 people in disadvantaged areas, whether it's  
18 environmental or whether it's just, you know,  
19 economic. I've seen a lot, just because of what I  
20 do and the people that I'm involved with, being  
21 involved with the ministry and all.

22 And so I see people in a lot of different  
23 situations. And you come to understand people.  
24 You come to understand people that feel like  
25 they're caught up, you know, in a certain area,

1 certain neighborhood, certain just circumstances,  
2 situations. And you do, you come to understand it,  
3 but you can also help people to see their way out  
4 of something. If you can show something, how they  
5 can make something, how they can speak up, or how  
6 they can just study something, that they can make a  
7 change. They can come together. They can, you  
8 know, group together and they can make change.

9 I have been in situations like that. I've  
10 talked to people about that. I have talked to  
11 people about how to make a bill become law, how to,  
12 you know, come together as a group, how to get  
13 their facts there together, how to meet with their  
14 representatives and to articulate their problem,  
15 their issues. Because a lot of times, people don't  
16 understand how simple it is, it's just, it's a  
17 grassroots thing. And when they find out, they're  
18 encouraged, they become more and more encouraged,  
19 you know, groups that are successful, and they get  
20 it. They get it.

21 And that is very, very rewarding to be  
22 able to help people do that, just by explaining to  
23 them how a bill becomes law.

24 I've also been involved in speaking to  
25 people about how to prepare a living trust and, you

1 know, how simple it is to get it done. And I used  
2 to actually do that. I'll do it sometimes now for  
3 family members. But when people realize, it's just  
4 a matter of steps, taking steps to get something  
5 done, and they're so encouraged and that motivates  
6 them.

7           And so that's where I think I can be  
8 helpful because talking to people, asking them  
9 questions, finding out what their needs are,  
10 finding out, you know, what their desires are, what  
11 they want to see happen, and then helping them get  
12 there, that's how I think I can be helpful. I've  
13 done that a lot.

14           PANEL MEMBER COE: Thank you. One other  
15 question on your essay on appreciation for  
16 diversity.

17           In that essay, you referred to a Public  
18 Policy Institute of California report on which  
19 voters state that, "Voters and non-voters reflect a  
20 growing economic divide."

21           MS. REED: Um-hmm.

22           PANEL MEMBER COE: "Voters most likely to  
23 identify themselves as the haves in society and  
24 non-voters are likely to identify as the have-  
25 nots."

1           Why do you think that is?

2           MS. REED: I think that is because of the  
3 way our society is set up. But a lot of the people  
4 that don't consider themselves a part of the  
5 process, I think that a lot of it is just cultural.  
6 And a lot of it is just plain discouragement and  
7 then they become -- they just dis-attach  
8 themselves. They see things happen that they are  
9 strongly against. And they see things happen that  
10 makes them feel like they're victimized or their  
11 group of people, their demographic, their district,  
12 their neighborhoods, you know, their cities, they  
13 feel like they can't really impact what's going to  
14 happen. They feel like everything is already set  
15 up.

16           But I think it's important that we talk to  
17 them, that we get them interested, that we get them  
18 involved. And the only way to do that is to talk,  
19 you know, to talk to people, to bring them together  
20 through whatever ways, social media, through email,  
21 through groups, like public groups, like church,  
22 other public groups, you know, that meet together.  
23 However you can get people together, I really  
24 think, and educate them. Because it's just a  
25 matter of public education, really, and showing

1 people that this can work. Give them examples of  
2 things that have worked and getting them motivated  
3 to see, it's just a matter of acting and not, you  
4 know, just not participating, but to be active,  
5 that it takes time but that it can be done.

6 PANEL MEMBER COE: Do you think that the  
7 Citizens Redistricting Commission can help with  
8 this trend? And, if you do, why do you think that?

9 MS. REED: I do. I think the Commission  
10 can help with public education. You know, that  
11 would be something that the Commission would sit  
12 down, talk about, and develop a plan. But I think  
13 there does need to be public education. I think  
14 the Commission can help with that after sitting  
15 down and developing ideas, coming up with ideas to,  
16 you know, communicate with the public and  
17 increasing voter participation. I think it would  
18 have to be very, very careful to point it out in a  
19 very -- make sure that it's totally nonpartisan.  
20 It's not about parties, you know, it's not about  
21 political parties but it's about you becoming  
22 involved in your gov.

23 PANEL MEMBER COE: Okay. Thank you.  
24 Can I get a time check please?

25 MS. PELLMAN: Yes. Have 5 minutes, 38

1 seconds.

2 PANEL MEMBER COE: Thank you.

3 Ms. Jones Reed, one of the biggest jobs  
4 the Commission is going to have is to identify  
5 communities of interest throughout the state. Some  
6 of those communities are easier to identify than  
7 others.

8 How would you have the Commission go about  
9 identifying communities of the state, paying  
10 particular attention to avoiding overlooking  
11 potentially harder to find communities throughout  
12 the state?

13 MS. REED: That would take a lot of time.

14 First, I would start, though, with maps,  
15 sitting down with maps and determining, first of  
16 all, assessing, evaluating how things have worked  
17 and what it looks like from the last ten years and  
18 how things are changing, how -- look at how  
19 communities, how different areas are changing, how  
20 the populations are changing, looking at where  
21 people are moving to and moving from. And, of  
22 course, meeting with the people in those areas.

23 But looking at a map first. I think,  
24 first, you have to evaluate after looking at all of  
25 those -- all of that data. But looking at maps

1 and, you know, looking at what seems logical and  
2 what does not. And planning it, really, you know,  
3 sort of holistically but looking at things in a  
4 logical way, in a logical order. I know that's a  
5 tall -- I know that's a tall order but things have  
6 changed over the last ten years compared to how the  
7 maps were drawn ten years ago.

8           And so I think it's something that it  
9 really does have to be recreated using what we have  
10 now. And we do have to cover lots of areas of the  
11 state because of how the population has changed and  
12 move around, especially resulting from wildfires,  
13 you know, disasters, also, things like that.  
14 That's moved a lot of the people around to  
15 different areas than they were ten years ago.

16           PANEL MEMBER COE: So some communities are  
17 less engaged and less comfortable coming forward  
18 and sharing their opinions or their perspectives  
19 organizations, like the Commission or a  
20 governmental organization.

21           How would you reach out to these  
22 communities and make them feel comfortable to share  
23 their perspectives and their thoughts and their  
24 concerns and their needs with the Commission's help  
25 and inform the Commission's work?

1 MS. REED: Well, first of all, especially  
2 where diverse communities are concerned, you've got  
3 to do your homework. You need find something out,  
4 something about the community. You need to find  
5 out, you know, who's influential in a community.  
6 And I would hope that the Commission itself, this  
7 new Commission, is going to be equitably diverse  
8 which would, you know, aid in reaching different  
9 communities. Because a lot of times, it shouldn't  
10 be but it is, that certain ethnic groups identify  
11 easier or feel more comfortable around those with  
12 the same ethnicity. So I would hope that the  
13 Commission would be diverse.

14 But in any event, whatever the content is  
15 of the Commission, before you approach a community,  
16 you do need to find out what's important to them.  
17 And you do, you need to find out who is influential  
18 in a community? And you need of find out what  
19 makes that community tick, what makes it work, you  
20 know, what's the -- what sector, business sectors  
21 are there? What type of sense of community do the  
22 people have? And, you know, after learning that,  
23 it would put you in a better position, in a  
24 position to where you could go in and you could be  
25 relevant to them.



1 MS. PELLMAN: We have one minute left.

2 PANEL MEMBER COE: Thank you. In the  
3 interest of time, I don't want to go over, I will  
4 yield my time to the next question asker, Mr.  
5 Chair.

6 CHAIR BELNAP: Okay. Thank you, Mr. Coe.  
7 We'll now turn the time over to Ms.  
8 Dickison.

9 PANEL MEMBER DICKISON: Good morning.

10 MS. REED: Good morning.

11 PANEL MEMBER DICKISON: So my colleagues  
12 have asked many of my questions.

13 I wanted to ask, though, in the work  
14 you've done looking at legislation, have you ever  
15 had to do any work or analysis looking at how a  
16 piece of legislation would actually impact  
17 different areas of the state?

18 MS. REED: Actually, yes, and that  
19 involved what is called the CARE Program. And it's  
20 -- it impact rates because if you live in an inland  
21 area, during the summer, your rates are going to be  
22 higher. If you live near the coast, your rates are  
23 going to be lower. So it's important to try and  
24 work at getting equity, you know, for the different  
25 areas because it impacts them differently. Then

1 you have some areas that are pretty balanced as far  
2 as weather, you know, not too hot, not too cold.

3           But we do -- I've had to put together  
4 spreadsheets about -- to see, you know, the number  
5 of customers that are impacted in certain areas.  
6 And it has been the case that there's been a lot  
7 more customers in the inland areas that get a lot  
8 warmer that are impacted and that wind up paying,  
9 you know, or having much higher energy bills than  
10 those who live on the coast.

11           And that, yeah, that's -- I've had to do a  
12 lot of that over the years because there's been  
13 quite a bit of legislation over the years about,  
14 you know, bringing relief and brining equity.  
15 Because there are certain programs, energy  
16 programs, where people are penalized for using lots  
17 of energy in certain seasons or more than a certain  
18 amount of energy than, you know, others, and they  
19 get dinged for using me. We have all these  
20 projects we're -- because, as you know, we're  
21 trying to conserve energy and we're trying to  
22 reduce emissions. And so there are certain rates  
23 that I would call penalizing.

24           And so I get involved in just determining,  
25 you know, the number of customers in our area who

1 would be impacted and, you know, trying to figure  
2 out things that we can do to alleviate the  
3 situation.

4           PANEL MEMBER DICKISON: Okay. How do  
5 you -- do you think that the work that's done in  
6 that area would help you identify some of the  
7 differences between communities geographically and  
8 maybe some of how their needs may differ?

9           MS. REED: I do because each area is  
10 different. You'll have some areas where there may  
11 be, for instance, a huge factory or something and  
12 most of the people are employed in that area. And  
13 then you may have another area that's just really  
14 disadvantaged and they don't have a lot of industry  
15 or they are -- culturally, there are people that  
16 are low skilled and they need, you know, they need  
17 help in building skills.

18           And so, yes, I do because each situation  
19 is different, some are similar, but each situation  
20 is different. And the people that are impacted, a  
21 lot of their thought process is different. So,  
22 yes.

23           PANEL MEMBER DICKISON: So based on those  
24 differences, do you think there's certain things  
25 that may influence somebody's preference for the

1 type of representation they're looking for?

2 MS. REED: I do. I think there are some  
3 people that would like a representative, let's say,  
4 that's focused on a certain industry or, you know,  
5 one that is prevalent in a particular district or  
6 focused on, let's say, renewable energy. It  
7 depends on the demographic but, yes, I think people  
8 want representatives that are going to look out for  
9 what they are interested in. And I know that there  
10 can be challenges. I know that there can be  
11 different interest groups all in one area. But I  
12 do believe -- I know people want someone that's  
13 going to look out for their interests.

14 PANEL MEMBER DICKISON: So you talked a  
15 little bit earlier about -- that you would look at  
16 the maps and see what, you know, what they looked  
17 ten years ago and trying to dig into it and taking  
18 into account the changes and things going forward.

19 One of the concerns that has arisen is  
20 that California may lose a congressional district.  
21 How would you take that into account as you were  
22 looking at the maps and redrawing those maps?

23 MS. REED: Well, one thing that would be  
24 important is having census data to evaluate and  
25 look at that. Though, in California, even the way

1 the state is shaped and the different areas of the  
2 state, it's hard to account for everyone,  
3 especially since we're on the border of Mexico.  
4 It's hard for us to account for everyone. There  
5 are going to be people that really don't want to be  
6 accounted for. But it's important that we, you  
7 know, count everyone, get as many counted as  
8 humanly possible because it is important. I think  
9 that California is growing. I understand that  
10 there are a lot of people leaving because it's so -  
11 - it's becoming more and more expensive to live  
12 here.

13 But it's important that we get the  
14 numbers, that we get the numbers as closely as we  
15 can because I don't see, realistically, where it  
16 is, or if it's just in the census numbers, where it  
17 is we would lose a representative. I would really  
18 have to see numbers. But it's really, really  
19 important that we count everyone because that's who  
20 we're going to get, you know, to the bottom of  
21 whether we lose a representative or not.

22 PANEL MEMBER DICKISON: Thank you.

23 You also talked about looking at what  
24 seems logical and what does not.

25 So in thinking about that, would a

1 district that has a very strange shape alarm you in  
2 any way?

3 MS. REED: I would have to see what  
4 district it is. But on a general -- in a general  
5 sense, that would, the -- it would be concerning.  
6 I would have to see how it's shaped. And I would  
7 also have to see what it consists of, what's in it,  
8 the population, and the business or industry in the  
9 area. So it, you know, it would depend on the  
10 specific district.

11 But, generally, contorted, misshaped like  
12 that, that would, that would be bring concern.

13 PANEL MEMBER DICKISON: Thank you.

14 So the way the Commission is selected, the  
15 first eight are selected randomly, and the next six  
16 are selected by those first eight.

17 If you were one of the first eight  
18 Commissioners, what would you be looking for in the  
19 other six?

20 MS. REED: As I stated earlier, I would be  
21 looking for someone that can be impartial because I  
22 think that's one of the top requisites for this, is  
23 to be able to be impartial and to draw areas that  
24 are truly reflective and are logical and not  
25 politically motivated.

1 I think, yeah, a Commissioner must be a  
2 good judge of character. I think the Commissioner  
3 must be a good judge of character.

4 I think a Commissioner must be a good  
5 communicator with people and have experience  
6 dealing with people of all cultures and ethnicities  
7 and areas. I think a Commissioner need to be  
8 patient because you're going to deal with lots of  
9 personalities.

10 I think a Commissioner does need to be  
11 able to see the position of another, to put  
12 yourself in someone else's shoes or allow yourself  
13 to see from the perspective of another person.

14 I also think a Commissioner needs to be  
15 committed. They must understand commitment and  
16 they must be fully committed to the goal.

17 PANEL MEMBER DICKISON: Thank you.

18 So if you were selected as  
19 Commissioner -- as a Commissioner, what parts of  
20 that role do you think you would enjoy the most and  
21 what parts do you think you would struggle with a  
22 bit?

23 MS. REED: The parts I think I'd enjoy the  
24 most is really meeting with different people,  
25 talking things out, you know, learning from each

1 other, but learning about a district from the  
2 people that live there.

3           And I think just being a Commissioner,  
4 along with the other Commissioners, building our  
5 team. Because you come in, you're all new people,  
6 we don't know each other, basically, I mean, you  
7 may know some people at a distance or whatever, but  
8 building a team, finding out each one's qualities  
9 and strengths and drawing -- organizing the team,  
10 you know, from that beginning.

11           I think the thing that would probably be  
12 maybe a little uncomfortable is when you come into  
13 a situation where there's toxicity, where people  
14 are in -- they're in a group, they're in a  
15 district, but there's a lot of infighting or just  
16 disagreement or, you know, failure to want to  
17 cooperate together. I see it as a challenge but I  
18 think that, you know, that's probably the least  
19 favorable or least desirable situation as far as,  
20 you know, dealing with people or coming together,  
21 working together.

22           But, like I say, it's a challenge. And  
23 there's always a way to make things happen.

24           PANEL MEMBER DICKISON: Thank you.

25           MS. PELLMAN: We have 6 minutes and 39



1 seconds.

2 PANEL MEMBER DICKISON: Thank you.

3 I don't have anything more at this moment,  
4 Mr. Chair.

5 CHAIR BELNAP: Okay. Thank you, Ms.  
6 Dickison.

7 I will turn the time over to Mr. Dawson.

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

9 MS. PELLMAN: Mr. Dawson, sorry. Mr.  
10 Dawson, we have 31 minutes and 58 seconds  
11 remaining.

12 MR. DAWSON: Thank you, Madam Secretary.

13 Ms. Reed, before we start, could I ask you  
14 to maybe check our window? Sometimes we're only  
15 getting a partial look at your face.

16 MS. REED: Oh, I'm sorry.

17 MR. DAWSON: There you go. Now we can see  
18 you.

19 MS. REED: Oh, is that better?

20 MR. DAWSON: Yes. Now we can see --

21 MS. REED: Is that --

22 MR. DAWSON: -- your whole face.

23 MS. REED: Okay. Okay.

24 MR. DAWSON: Thank you.

25 MS. REED: Uh-huh.

1           MR. DAWSON: Let's see, I wanted to follow  
2 up on something you had said about that in your  
3 work, you analyze district maps or maps of the  
4 various legislative districts. Why is that? Is  
5 that so you can go to the individual members and  
6 discuss those issues with them individually?

7           MS. REED: No. That is usually for our  
8 political contributions budget. And that's just my  
9 part of it, looking at the districts, who's in what  
10 district, how the district is swaying, whether it's  
11 more red or whether it's more blue, and looking at  
12 -- or just kind of trying to figure out like who  
13 might win this district. Actually, that's what I  
14 was involved in this year. Which way does it look  
15 like the district is going?

16          MR. DAWSON: I see.

17          MS. REED: Yes.

18          MR. DAWSON: So, as you may know, that the  
19 district lines are not allowed to be drawn in such  
20 a way as to favor or disfavor any particular  
21 incumbent.

22          MS. REED: Right.

23          MR. DAWSON: But it sounds like this  
24 perspective might give you some particular insight  
25 as how to look at a district map and see who is

1 living there and who has a particular political  
2 interest. Would that be fair to say?

3 MS. REED: That would be fair. That would  
4 be fair, yes. Um-hmm.

5 MR. DAWSON: I wanted to sort of follow up  
6 on that, that another aspect of your legislative  
7 work.

8 The 2010 Commission did a number of public  
9 meetings up and down the state to determine local  
10 communities of interest. And there was some  
11 indication that there were some folks who were  
12 coming to give public comment, claiming to be  
13 members of grassroots organizations but they may  
14 not have been who said that they were, that they  
15 might have been coming with a particular political  
16 bent.

17 How would you guard against that? And do  
18 you think that your legislative work would give you  
19 any particular insight?

20 MS. REED: I do. I think guarding against  
21 that is really checking into the organization. You  
22 do have to do your homework where organizations are  
23 concerned because there are a lots of people that  
24 would do, try to do, exactly what you're talking  
25 about, just to get influence in an area they want

1 to influence of, like you say, just have their own  
2 political agenda.

3           And so you really do have to look into the  
4 organizations and just do background work on them.  
5 Who are they? Who's a part of these organizations?  
6 How long have they been with the organization?  
7 What are their tenets? What do they believe in?  
8 What do they say they stand for? Who are they --  
9 who do they say they're trying to help? How long  
10 have they been organized? What -- who have they  
11 been affiliated with? What groups have they been  
12 affiliated with? What people or politicians or  
13 representatives, whatever, that they've been  
14 affiliated with? And then you make your  
15 determination.

16           But you do, you want to see some history,  
17 and you want to see some time of work that been  
18 done and the results of that work.

19           MR. DAWSON: Thank you.

20           Going back to the question of maps, and I  
21 think this was part of a response that you had for  
22 Ms. Dickison, in your work do you ever work with  
23 census data in your analysis?

24           MS. REED: I wouldn't call it census data  
25 but population data, you know, determining, what is

1 the predominant demographic group in this area or  
2 that area? And so, yeah, I wouldn't call it that.  
3 But, yes, finding out how many customers are in  
4 certain programs or how many customers are impacted  
5 by disasters or live in, you know, live in high-  
6 risk areas, I do get involved in that as far as,  
7 yeah, population --

8 MR. DAWSON: Okay. And does that --

9 MS. REED: -- and determine --

10 MR. DAWSON: -- include economic or  
11 demographic data?

12 MS. REED: It includes demographic data  
13 frequently. I think a lot of times you can just  
14 figure out the economic data just by looking at,  
15 you know, is it a heavily -- is it a heavy labor  
16 district or is it a heavy, you know, higher  
17 education or, you know, is it a college town or  
18 something like that, so, yes.

19 MR. DAWSON: Thank you.

20 I wanted to follow up on a question that I  
21 think that Mr. Coe had. And I think we'll have  
22 time, if he has a follow-up, but I was interested  
23 in your experiences up and down the state. I  
24 noticed you live in Sacramento County but you work  
25 for San Diego Gas and Electric.

1           So have you always lived in Elk Grove?

2           MS. REED: Not in Elk Grove. I lived  
3 in -- I've lived in Sacramento. I've lived in San  
4 Francisco. And -- but I've, yeah, for the better  
5 part of my time here in California, because I am a  
6 native, I have traveled frequently the Los Angeles  
7 area, the County, because our other company,  
8 SoCalGas, is -- you know, serves the Los Angeles  
9 area, the county area. And SDG&E serves the east  
10 San Diego County vicinity.

11           And so I have gone out and I've seen --  
12 gone to sites and seen, you know, power plants and  
13 substations. And looking forward to going out  
14 pretty soon in San Diego County to visit high fire  
15 risk areas and see the work, this vegetation  
16 management work and all that, that we do out there.  
17 So I do get a lot of exposure to, you know, the  
18 southern part of the state.

19           I have acquaintances. I have friends in  
20 the northern part of the state, up in Redding. And  
21 so -- and they're so different but, yet, sort of  
22 alike as far as how the country is, you know, how  
23 the country is situated. There's forest in the  
24 south. There's forest in the north. But then  
25 there's a lot more metropolitan feel, like down in

1 the south, whereas the north is just more rural.  
2 But it's beautiful in every part.

3 MR. DAWSON: Can you expand on that? I'm  
4 interested in how you see the commonalities between  
5 groups of folks who might be separated by 500 miles  
6 and then, of course, the differences? How do you  
7 see them alike and how do you see them different?

8 MS. REED: Well, I see them alike in,  
9 mainly, in an agricultural sense because there's a  
10 lot of agriculture in the south of the state, not  
11 as much, it's getting smaller, it's more in the  
12 Central Valley now, but they're -- and there's  
13 agriculture up north. I mean, there's different  
14 types of agriculture. And there's  
15 also -- well, I guess that would be the dairies.  
16 There's dairies up north. There's dairies down  
17 south. So I think that's a lot of the  
18 commonalities.

19 However, there are huge differences in the  
20 weather. Whereas the south is a lot warmer and  
21 there's a lot of cold in the north. So there are  
22 differences but -- and I think the main differences  
23 that they do share would be agriculture and cattle  
24 and, yeah, things like that.

25 MR. DAWSON: Thank you.

1 MS. REED: Um-hmm.

2 MR. DAWSON: Just give me one second. I  
3 want to make sure that I covered everything I  
4 wanted to cover.

5 MS. REED: Oh, sure.

6 MR. DAWSON: In your response to standard  
7 question three, which was about the greatest  
8 problem that could affect the Commission, you sort  
9 of referenced back to standard question two which  
10 was the partisan nature of or even the hyper-  
11 partisan nature of political discourse at this  
12 time.

13 The Commission is set up so that it will  
14 comprise 14 members. And it actually is partisan  
15 in the sense that there will be five Democrats,  
16 five Republicans, and four non-affiliated folks.  
17 And I believe you are registered as a no party  
18 preference.

19 MS. REED: Non-affiliated. Right.

20 MR. DAWSON: Do you see the -- a  
21 particular role or significance for the members of  
22 the Commission who are not affiliated?

23 MS. REED: I do. I think that the people  
24 who are not affiliated can look at both sides, look  
25 at the parties, the political -- the Democrat



1 party, the Republican party. It's kind of like  
2 looking at it, viewing it from the outside because  
3 a lot of it is actually same, but then a lot of it  
4 is totally different. Being the same, where they  
5 both want what they both want, they both have their  
6 own agendas. And being different is how they go  
7 about, you know, achieving what they want, I think.

8           And I've made it a point, really, to look  
9 at it that way, to look at the different agendas of  
10 each side, to look at the toxicity, whereas there  
11 has been a time where people worked together  
12 better. They saw that there were just policy  
13 differences. Now we have personality differences  
14 getting and that -- getting into it and who, you  
15 know, expressing things in a personal way, and  
16 that's what I think is what has turned it toxic,  
17 whereas we need to talk about what the state needs  
18 and how to get there, and how to get there in a way  
19 that it would benefit everybody in the state, or as  
20 many as possible in the state, but we've gotten so  
21 far away from that.

22           But I -- and I -- so I do think that being  
23 like (indiscernible) nonpartisan, by being  
24 unaffiliated with any party, can help you see  
25 things clearly and, sometimes, clearer, and help

1 you to reach certain policy ideas.

2 MR. DAWSON: Thank you. I have no more  
3 follow-ups.

4 Do any of the Panel members have  
5 additional follow-ups?

6 CHAIR BELNAP: Mr. Coe, do you have any  
7 follow-up?

8  
9 PANEL MEMBER COE: I do not have any  
10 follow-up questions.

11 CHAIR BELNAP: Ms. Dickison?

12 PANEL MEMBER DICKISON: I do not have any  
13 follow-up question.

14 CHAIR BELNAP: Okay. I do have one. So  
15 this goes off on something that Mr. Dawson was  
16 asking about. And I want to go a little bit deeper  
17 dive.

18 So are there particular legislators who  
19 have been more favorable to the interests of the  
20 customers of San Diego Gas and Electric?

21 MS. REED: You know, I don't really think  
22 so, because they do, I mean, if you watch them,  
23 they try to make it a point to be what we would say  
24 fair or im-partisan -- unpartisan. They wanted to  
25 be seen that way, so they take everybody

1 opportunity to be seen that way. And you have most  
2 of them that don't even accept political  
3 contributions from utilities, they won't, you know,  
4 they don't take it. So, you know, I don't see it.

5           Now as far as voting on certain bills, I  
6 think that you'll have -- you do have party  
7 differences there. For instance, you'll have  
8 Democrats voting on, maybe, greenhouse gas bills  
9 and voting them on -- voting, like let's say aye on  
10 -- for them all the time, whereas you may have on  
11 the Republican side not voting for those bills that  
12 they see may hurt local business or -- yeah, may  
13 hurt local business because that's huge as far as  
14 employers are concerned.

15           You want to have as many people employed  
16 and I think that's a policy issue amongst them. I  
17 think one sees, you know, this is critical, this  
18 issue of greenhouse gas emissions, reducing  
19 greenhouse gas emissions, and must be reached at --  
20 for, you know, no matter what. And then I think  
21 the other policy side, because they make the  
22 arguments in committee, is we have businesses that  
23 would be hurt by this policy. There has to be some  
24 kind of middle ground, you know, where everybody  
25 can -- we all benefit but that it doesn't hurt an

1 important sector of the community, and so I do see  
2 that.

3 CHAIR BELNAP: Okay. Thank you.

4 How does San Diego Gas and Electric choose  
5 which legislators to provide financial  
6 contributions to?

7 MS. REED: Well, they choose. They make  
8 contributions, I believe, to most of our  
9 representatives, our state representatives, to  
10 everyone, to all the members, the members who will  
11 receive contributions.

12 CHAIR BELNAP: Okay. So the analysis that  
13 you were referring to earlier about districts, that  
14 was mostly about who might win and, therefore, who  
15 would San Diego Gas and Electric most likely want  
16 to give contributions to; is that correct?

17 MS. REED: That is true but SDG&E will  
18 give contributions to both, I mean, as far as  
19 parties go, especially in an election. You're  
20 going to look at candidates, the candidates they  
21 want to meet your senior management or political,  
22 governmental affairs staff. And, of course, you  
23 want to be able to gage what kind of interest do  
24 they have? Do they have the interests of your  
25 ratepayers, you know, at hand? And so you're going

1 to, of course, try to support those who are going  
2 to, you know, see things from your own perspective.

3 But as far as contributions, you give  
4 contributions to, you know, most of those who are  
5 running in your own area.

6 CHAIR BELNAP: So in your analysis of  
7 districts and voting patterns, do you have  
8 information or have you had information about where  
9 incumbents, or people that are running for office,  
10 live?

11 MS. REED: As far as --

12 CHAIR BELNAP: Where, what their --

13 MS. REED: -- what do you mean?

14 CHAIR BELNAP: -- what their home address  
15 is?

16 MS. REED: Oh, not their home address but,  
17 you know, the area that they live in because they  
18 will -- you can even use a directory and you find  
19 out what area they're in because they left you  
20 know. They'll let you know the city they're in.

21 CHAIR BELNAP: Right.

22 MS. REED: And so, yeah.

23 CHAIR BELNAP: But it's not granular, the  
24 information that you've looked at, to know exactly  
25 where they live?

1 MS. REED: Oh, no.

2 CHAIR BELNAP: Yeah.

3 MS. REED: No.

4 CHAIR BELNAP: All right. Thank you.

5 MS. REED: Um-hmm.

6 CHAIR BELNAP: I have no further  
7 questions.

8 MR. DAWSON: Could I have a time check,  
9 Madam Secretary? Madam Secretary, are you on the  
10 line?

11 MS. PELLMAN: I apologize. I thought I  
12 had un-muted.

13 We have 14 minutes and 5 seconds.

14 MR. DAWSON: Thank you.

15 Ms. Reed, at this time, I'd like to offer  
16 you the opportunity to make a closing statement to  
17 the Panel, if you wish.

18 MS. REED: I hadn't prepared a closing  
19 statement but I would like to say, I thank you for  
20 your time. I really have a desire to serve this  
21 state. I think that I could really contribute to  
22 helping to draw the districts for the next ten  
23 years. I just, I love the state. I appreciate the  
24 opportunity to apply. And I look forward to, you  
25 know, what happens next.

1           But like I say, I think we can do a whole  
2 lot better. We can do much better. I think we can  
3 get more people involved in the political process  
4 of voting, getting involved in their community. I  
5 think we can do that and I really would like to be  
6 a part of doing that on the Commission.

7           Thank you for your time. Thank you for  
8 your questions.

9           One thing I did regret was having to meet  
10 this way and not in person. I don't know how  
11 it -- I'm sure, I mean, I know it doesn't come off  
12 as well as it could come off as if we were all  
13 together, facing one another, but appreciate  
14 technology or we wouldn't be able to do this.

15           So I just want to thank you for the  
16 opportunity. And I just realize the gravity of what  
17 the Commission does. It's really important. It  
18 really does shape the state. It really does  
19 determine what we look like and what different  
20 areas look like in the state.

21           So thank you again.

22           CHAIR BELNAP: Okay. And thank you.

23           We are going to go into recess now and be  
24 back at 10:44 a.m.

25 (Thereupon the Panel recessed at 10:44 a.m.)

1 CHAIR BELNAP: I want to welcome Mr.  
2 Raymond Tong to the interview.

3 Mr. Tong, can you hear us?

4 MR. TONG: Yes, I can.

5 CHAIR BELNAP: And, Mr. Coe, are you here?

6 PANEL MEMBER COE: I can hear you just  
7 fine, Mr. Belnap.

8 CHAIR BELNAP: Okay. And Ms. Dickison?

9 PANEL MEMBER DICKISON: Yes, I can hear  
10 you fine.

11 CHAIR BELNAP: All right. Thank you.

12 We're going to start with the standard  
13 five questions and Mr. Dawson will read those.

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

15 Mr. Tong, I'm going to ask you five  
16 standard questions that the Applicant Review Panel  
17 has requested that each of the applicants respond  
18 to. Are you ready, sir?

19 MR. TONG: Yes, I am.

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



1 will you contribute to the success of the  
2 Commission?

3 MR. TONG: Thank you, Mr. Dawson. I  
4 wanted to start off by really thanking the entire  
5 Panel and staff for the opportunity and for being  
6 here, particularly during this particular time,  
7 these difficult times. I really quite honored and  
8 excited, nervous and scared, but quite eager to  
9 move forward.

10 So with that as a start, let me just jump  
11 into the answers to the questions. I tried to  
12 organize it in really rough order of importance,  
13 though an argument to be made to adjust that.

14 I think the first thing is fairness. I  
15 think every Commissioner should intuitively know  
16 what it's like or what it is to be fair, not that  
17 you wouldn't have your own particular views but you  
18 need to have those views, be able to set those  
19 aside, you know, hear the viewpoints of others and  
20 make a decision without the interference of your  
21 own personal views.

22 The second, which I just alluded to, is  
23 the ability to listen. And, really, it's the  
24 ability to hear what others have to say, to enter  
25 into a dialogue to hear what they have to say and

1 to take that as a datapoint in the decision making  
2 process and not allow any particular statement to  
3 be a decision point. It should be taken as a  
4 whole.

5           There will be, I imagine, I have not done  
6 this sort of thing before, but I imagine there's an  
7 enormous amount of data that we'll be getting. And  
8 I don't believe any one particular piece of data  
9 will be our decision point, rather, each one is,  
10 again, a datapoint in that decision making process.  
11 So I think the Commissioners should all possess  
12 that capability.

13           The third item is that the Commissioners  
14 should possess some ability for critical thinking,  
15 to be able to gather all the information, evaluate  
16 the information, ask questions, formulate ideas,  
17 weigh opinions, consider alternatives, test  
18 conclusions, and then verify, you know, if the  
19 evidence support the conclusions, you know, the  
20 standard sort of things for critical thinking. I  
21 think those -- that's an important element that the  
22 Commissioners should have.

23           The fourth one is some sort of basic  
24 computer skill and the ability, if not the current  
25 knowledge, of GIS now, GIS-working abilities, you

1 know, knowing how to work with shapefiles, for  
2 example. I think that's going to be relevant  
3 because that is really containing a large amount of  
4 the data, the census data that we'll be having to  
5 work with.

6           And the fifth one is, you know, in looking  
7 at this, as I prefaced the whole thing, I could  
8 flip things around, might be even more important is  
9 the ability to work collectively. We're not in  
10 this alone. We're only 1/13th of the package. And  
11 1/13th of the package is really, exactly, that. We  
12 are only part of it. We have to work together. We  
13 have to respect each other. We have to trust each  
14 other and assume that, you know, everything that  
15 everyone else says is just as important as what  
16 we're thinking.

17           So those are the things, those five items,  
18 are the things that I think each Commissioner must  
19 possess. And there are probably two that I think  
20 that Commissioner as a whole need to possess that,  
21 perhaps, are not possessed by every one of them,  
22 and one of those is the legal background. You  
23 know, we need some sort of legal counsel within,  
24 maybe a couple, within the group that can guide us  
25 through some of the legal issues that, no doubt,

1 we'll face, guide us through the -- some of the --  
2 how to handle some of the legal challenges that  
3 will occur after year one or, maybe, even year --  
4 even during year one.

5           And then we should probably have somebody  
6 who has -- and I don't know how to describe this --  
7 somebody who has some political awareness, some  
8 political savvy that can advise us of, perhaps,  
9 some mis-falls, some misdirections that could  
10 occur, some things that we might do that could  
11 result in public misperceptions of what we're  
12 doing. I mean, obviously, we need to be all aware  
13 of that. But there might be some subtleties that  
14 somebody might be able to tap us on the shoulder  
15 and say, yeah, you might not want to do that. And  
16 you know, basically, it's what we don't know could  
17 really hurt us. And somebody with some background  
18 in that would probably be of great help.

19           The second -- or, yeah, the second part of  
20 the question was, you know, what do I possess?  
21 Well, I think it's -- I'd answer that from a  
22 perspective of granularity.

23           I think I possess many of those skills.  
24 Certainly, I possess the first five that I  
25 mentioned. And not to be boastful at all but, you

1 know, I would hope that we all do, but they're in  
2 various levels. And there are certain times when,  
3 perhaps, my computer skills are not going to be as  
4 good as the next persons, or there are times when  
5 mine will be better, and we need to be able to  
6 recognize those. We need to recognize where our  
7 strengths and weaknesses are.

8           Certainly, you know, I don't -- I'm not a  
9 lawyer, I don't have a legal background, so I would  
10 certainly look to somebody with that sort of  
11 background to guide us through legal issues.

12           In summary, I would say that I would apply  
13 the skills that I have which, I think, are fairly  
14 strong, to the best of my ability, foremost keeping  
15 the goal in mind as to what this Commission is  
16 about, in other words, resulting in fair elections  
17 for every person in the state of California. We  
18 want to leverage the individual, every individual,  
19 every Commissioner, but we want to depend on the  
20 strength of the group to be successful.

21           I hope that answers the question. I  
22 appreciate the early warning on these questions and  
23 I did try to give it some thought, and made a few  
24 notes, so thank you.

25           Thank you.

1 MR. DAWSON: Thank you.

2 Question two: Work on the Commission  
3 requires members of different political backgrounds  
4 to work together. Since the 2010 Commission was  
5 selected and formed, the American political  
6 conversation has become increasingly polarized,  
7 whether in the press, on social media, and even in  
8 our own families.

9 What characteristics do you possess and  
10 what characteristics should your fellow  
11 Commissioners possess that will protect against  
12 hyper-partisanship? What will you do to ensure  
13 that the work of the Commission is not seen as  
14 polarized or hyper-partisan and avoid perceptions  
15 of political bias and conflict?

16 MR. TONG: I'll try to answer that  
17 question based on the handling of what might be  
18 perceived as hyper-partisanship within the  
19 Commissioner members itself, and the second one  
20 being outside perceptions of hyper-partisanship  
21 moving the Commission.

22 So within the Commission, I think the  
23 overarching characteristic is to keep the goal in  
24 mind, you know, where it's, again, having fair  
25 elections where everyone in California has an equal

1 voice.

2           Following that, I would encourage myself,  
3 first of all, and those that would find it helpful  
4 to avoid using labels because it will spring up  
5 innate biases. You know, whether we call each  
6 other a Republican or a Democrat or an Independent,  
7 let's just not do that because it infers,  
8 automatically, other things and it just sways our  
9 view of anything that follows. So, again, the  
10 first thing is to avoid using labels on each other.

11           The second is not -- let's not  
12 oversimplify the topics. Let's get into the  
13 details, go into, really, what's important about  
14 we're discussing. Let's try to find some common  
15 ground. We're all part of humanity. It doesn't go  
16 -- we don't have to dig very deep to find that  
17 common ground. And I think that if we discuss  
18 items without simplification, that we can find that  
19 common ground quite easily.

20           But the third item is -- refers back to  
21 what I was saying earlier, listen to get a  
22 datapoint, not to take a side. We get that  
23 information. And, again, it's just part of this  
24 enormous amount of data that we're going to be  
25 getting to make a decision.

1           And then the final and fourth item is when  
2 we do have partisanship going on, and no doubt we  
3 will in some respects, but let's try to work on  
4 strengthening the middle argument so that there is  
5 a third side to this thing, a more moderate view  
6 that we can more easily gravitate to.

7           So that sort of is my summary of how I  
8 would address hyper-partisanship within the  
9 Commission.

10           And then -- and I'm not sure if this was  
11 the intent of your question but how do we ensure  
12 that, in the work of the Commission, methods used  
13 from the outside is not hyper-partisan. I would  
14 encourage some really standard things which, you  
15 know, though I didn't use these terms when I was in  
16 my career, one of those things is to encourage  
17 assemblies of different groups. And I think the  
18 current term of that is intergroup connect. In  
19 other words, if you have two sides that are highly  
20 polarized, get them to talk with each other in a  
21 nonthreatening sort of environment.

22           The second thing is to do the perspective  
23 taking. Again, it comes full circle to what I was  
24 talking about before, listen to gain a perspective,  
25 not to gain a side. Listen to get a datapoint, not



1 to take a side.

2           And then a third one is to superordinate  
3 your goals. In other words, let's not talk about  
4 being a Democrat, let's not talk about being a  
5 Republican, a liberal or a conservative, but let's  
6 talk about humanity. And, you know, you might even  
7 talk about economic things because are common goals  
8 on everybody. Again, find common ground in the --  
9 in what we are discussing. Again, that would be to  
10 avoid hyper-partisanship being -- that's to avoid  
11 the outside looking in to the Commission as being  
12 hyper-partisan, okay?

13           I hope that answered your question.

14           MR. DAWSON: Yes. Thank you.

15           Question three: What is the greatest  
16 problem the Commission could encounter and what  
17 actions would you take to avoid or respond to this  
18 problem?

19           MR. TONG: I thought this was a great  
20 question and I went back and forth on it. And I  
21 listed it, as I normally do, in order. And I keep  
22 reordering it, so I'll go ahead and recite it and  
23 I'll sort of comment as I go along.

24           I think one of the things that might be a  
25 problem for us is how do we handle the absolutely

1 huge amount of data that's going to be coming in  
2 that we're going to need to assess?

3 I'm particularly concerned about the  
4 testimony data that we'll be receiving. Whereas  
5 someone who may -- and I'm just, you know,  
6 hypothesizing here that we have an evening meeting,  
7 let's say going from 7:00 to 11:30, you know, and  
8 somebody gets to speak at 7 o'clock, gets a fresh  
9 ear, whereas the person that gets to speak at 11:15  
10 is going to get a tired ear, and I want to be able  
11 to collect that information so that we give the 7  
12 o'clock speaker and the 11:15 speaker every word  
13 equivalent import. I'm not really sure how we do  
14 that yet but that is a concern of mine.

15 The second concern is how do we determine  
16 those communities of interest? I sense that that's  
17 an important area that will be very influential in  
18 how we modify the lines that we're going to be  
19 drawing for the various districts.

20 The third thing is I guess the loss of a  
21 congressional district and the noise that we may be  
22 receiving from folks that feel like they're losing  
23 representation. I think that can be fairly easily  
24 justified but, you know, if you're losing a seat,  
25 less so.

1           And then, of course, bad press that we  
2 might be receiving. I think our relationship, our  
3 public relationship, our public persona is quite  
4 relevant because people have to believe that we're  
5 doing the right thing here in order for them to  
6 believe that they have an equal voice, that the  
7 results are fair and equitable.

8           And then the final thing, and this is  
9 where I was getting to what is the order, is what I  
10 don't know, what surprises. What lurks out there  
11 that we don't know will happen that we will not  
12 have a response to, an appropriate response to,  
13 that we will just kind of -- you know, if you know  
14 what the problem is, you can at least think it  
15 through and be able to formulate some sort of way  
16 to address it. But if something pops out of  
17 nowhere, you're really kind of having to struggle  
18 to figure out what to do.

19           So, anyway, those five are the things that  
20 I came up with as what I think are the greatest  
21 problems the Commission may encounter.

22           MS. PELLMAN: We have 12 minutes, 26  
23 seconds remaining.

24           MR. DAWSON: Thank you.

25           Question four: If you are selected you

1 will be one of 14 members of the Commission which  
2 is charged with working together to create maps of  
3 the new districts.

4           Please describe a situation where you had  
5 to work collaboratively with others on a project to  
6 achieve a common goal? Tell us the goal of the  
7 project, what your role in the group was, and how  
8 the group worked through any conflicts that arose?  
9 What lessons would you take from this group  
10 experience to the Commission, if selected?

11           MR. TONG: Yeah, in my international work,  
12 I was really always placed in those situations. I  
13 was in the sales and marketing side of things where  
14 price objections were always common but, more often  
15 than not, they were just masquerading as other  
16 issues.

17           We'd have multiple interviews with various  
18 stakeholders. You know, they varied from the seed  
19 level managers to project managers, development  
20 managers, programmers, business line managers, to  
21 the actual users, our sales teams and the technical  
22 teams, and there's probably many others that I'm  
23 not even mentioning here. In many cases -- well,  
24 let me, before I move into that, what we were  
25 trying to do or what my business was, was we were

1 providing a service where we were offloading  
2 mainframe development from mainframes onto a PC.  
3 And there was a huge cost justification for that,  
4 as well as efficiency justifications.

5           So the argument from the people that used  
6 to do it on the mainframe was that we've done it  
7 this way forever and ever and why change, you know?  
8 And the reason that we wanted the change is because  
9 we wanted to sell the product, of course. But,  
10 really, the reason for them was because there was a  
11 lot of money to be saved, millions and millions of  
12 dollars.

13           Then the detail of the issue was it was  
14 COBOL, CICS, which is -- I'm not making this up,  
15 this is all real stuff, but I'm not going to go  
16 into the details of what this means, but it was  
17 COBOL, CICS, and 370 Assembly. They developed it  
18 on a mainframe. And they were afraid that if they  
19 developed it on a PC and put it back up on the  
20 mainframe, it would not behave identically. And in  
21 some cases, they were right, and in some cases they  
22 were absolutely not correct, they were just not  
23 doing it right.

24           But as a result of actually getting the  
25 development teams and our technical team to work --

1 to talk and work together, we made changes, they  
2 made changes, and we eventually got them,  
3 basically, to move from the mainframe onto the PCs  
4 for development and, hence, save them millions and  
5 millions of dollars every year. Everybody came out  
6 a winner.

7 But that's a clear example of what is  
8 today called intergroup working. In other words,  
9 you get the two opposing parties to talk together,  
10 to work together, to come to a conclusion.

11 And the lessons that I'll -- that I've  
12 learned from that and I would take to the  
13 Commission is exactly what I talked about before,  
14 getting opposing views to work together, trying to  
15 find common ground and, you know, basically adjust  
16 where they can and go for a situation where both  
17 parties can win.

18 MR. DAWSON: Thank you.

19 MR. TONG: Thank you.

20 Question five: A considerable amount of  
21 the Commission's work will involve meeting with  
22 people from all over California who come from very  
23 different backgrounds and a wide variety of  
24 perspectives.

25 If you were selected as a Commissioner,

1 what skills and attributes will make you effective  
2 at interacting with people from different  
3 backgrounds and who have a variety of perspectives?  
4 What experiences have you had that will help you be  
5 effective at understanding and appreciating people  
6 and communities of different backgrounds and who  
7 have a variety of perspectives?

8 MR. TONG: I believe that one of my  
9 greatest skills is reaching out to people and  
10 engaging with them. I really listen well. I  
11 empathize with what they have to say. I play back  
12 repeatedly what they tell me to make sure that I  
13 understand not just the words but the feeling, the  
14 nuance of what they say. And I try to respond with  
15 real interest and support of what is important to  
16 them.

17 My recollection of all of this goes back  
18 to the early days as a medical technologist. I  
19 think I wrote that in one of my essays early on  
20 where I was doing a heel stick on an infant,  
21 probably less than, I don't know, two weeks old,  
22 and the mother did not speak English and I did not  
23 speak Spanish. And, you know, with body language  
24 or whatever, you know, we made it work.

25 But I do observe that my effectiveness at

1 understanding and appreciating people really spans  
2 my entire career.

3           You know, as I mentioned, as a computer --  
4 as a medical technologist but also as the owner of  
5 one of the first computer stores in the world, as a  
6 software salesperson, and as I migrated to  
7 international sales.

8           In fact, I've got a short story to tell  
9 you about that, is that I was a software  
10 salesperson with my company, Micro Focus. And I  
11 had talked to the Board about, you know, boy,  
12 wouldn't it be really good if we had an  
13 international presence. And I talked to them about  
14 it for probably six, seven, eight months, about a  
15 year. And they finally told me, well, go ahead and  
16 do it.

17           Well, you know, it's one of those things  
18 where you've got to be careful what you ask for  
19 because they gave it to me and I had no idea what I  
20 was doing. I flew into Seoul. I remember I didn't  
21 know anybody. I just had a couple of phone numbers  
22 of people I had called and that was the start of a,  
23 basically, a \$30 million business. I didn't know  
24 anybody but I think just the ability to listen to  
25 people and work together with them is what made



1 that all work.

2 Thank you.

3 MR. DAWSON: Thank you.

4 We will now go to Panel questions. Each  
5 of the Panel members will have 20 minutes to ask  
6 his or her questions. And we will start with the  
7 Chair.

8 Mr. Belnap?

9 CHAIR BELNAP: So, Mr. Tong, I want to  
10 follow up on question number four, your answer to  
11 it.

12 You indicated that the general principle  
13 behind your answer was to get two opposing parties  
14 to talk.

15 So as it relates to the Commission's work,  
16 who would the opposing parties be?

17 MR. TONG: You know, at this point I don't  
18 know if I could identify them because I think the -  
19 - as we, perhaps, had hearings and listened to  
20 testimony and began to, let's say, draw the initial  
21 lines for the maps, we'll get objections. We'll  
22 get those people who say, yeah, this is a great  
23 map. And then we'll get people who say this is,  
24 oh, this is a lousy map. And, you know, I don't  
25 know if we can get them exactly to talk together

1 but we've got to get some exchange going on.

2 I mean, I think you asked a good question  
3 but I'm afraid I don't have the knowledge at this  
4 point to point to particular groups or, you know,  
5 interest groups to say that these are the people  
6 that will be put together.

7 CHAIR BELNAP: Okay. So let me give you a  
8 scenario.

9 What if you have -- you put out -- the  
10 Commission puts out its initial lines, its initial  
11 districts, and you have one group that says you've  
12 ignored us, so they're one party, but there is no  
13 opposing party, other than the Commission itself.  
14 So, in this case, the two opposing parties are the  
15 Commission and then someone who disagrees with the  
16 Commission. What would it mean to bring these two  
17 together to talk?

18 MR. TONG: When you say "party," are you  
19 talking about a party in general or are you talking  
20 about a political party or are you talking about a  
21 party of a particular, let's say, economic or  
22 social interest?

23 CHAIR BELNAP: I'm using the word party in  
24 the general sense of group. So you have one group  
25 that's opposed to the Commission's draft lines and

1 the Commission is the other group that's in support  
2 of those draft lines, what I want to know is how  
3 would you have those two groups talk?

4 MR. TONG: I'm -- I think that we -- I  
5 need to understand what that other group -- I mean,  
6 we. When I said I, I didn't mean I, I meant the  
7 full group, I mean the Commissioners need to  
8 understand what that other group was trying to put  
9 across because, obviously, we missed their message.

10 And, conversely, we need to explain to  
11 that party, to use your words, why the Commission  
12 drew the line the way it did. That would be the  
13 first go around.

14 And, you know, again, I think perhaps, you  
15 know, to make it nonthreatening is to express that  
16 this is the first go around. Let's talk about it.  
17 What -- you know, perhaps a question might be, what  
18 modifications could we do to, you know, to address  
19 your concern? And perhaps that modification is a  
20 simple thing that the Commission could do. Or  
21 perhaps it would be that our explanation to that  
22 party as to why the Commission drew those lines  
23 would be completely, in effect, oh, yeah, I got it.  
24 Okay. I didn't understand that. But it just, I  
25 think it just requires dialogue.

1 I'm trying to dig a little deeper here  
2 because I don't think I'm answering your question.  
3 I'm being a little too superficial, but I don't  
4 know.

5 CHAIR BELNAP: All right.

6 MR. TONG: Mr. Tong, I don't think you're  
7 being too superficial. What I was trying to do was  
8 take that concept into the realm of the Commission,  
9 and I think we did that just fine.

10 MR. TONG: Thank you.

11 CHAIR BELNAP: so in your essay on  
12 impartiality, you describe how a medical  
13 technologist, a job you had in the past, must set  
14 aside initial impressions and focus on what the  
15 data shows. Can you provide an example of a time  
16 when you had to do this?

17 MR. TONG: Well, that was a long, long  
18 time ago. But as a young man, and I was very young  
19 then, you know, you have this feeling of  
20 invincibility and living forever, for example, and  
21 nothing could harm you. And I know I'm guilty of  
22 this and it's not something I'm particularly proud  
23 of. I see folks who had problems with their lungs  
24 because they smoked. And, you know, it  
25 automatically put a sort of a negative thought in

1 my mind. But, you know, it was probably -- I mean,  
2 not probably, it was improper in that, you know,  
3 the final sort of diagnosis and, you know, this is  
4 all -- I don't know if it was pre-HIPAA days but,  
5 you know, it was obviously, I was wrong, you know?

6 You know, you make assumptions looking at  
7 someone. And time and time again you're just  
8 proven wrong, I mean, just like you don't know what  
9 you're talking about.

10 You know, I go back to this thing that I  
11 was talking about earlier about making a decision  
12 on a single datapoint. That's the dumbest thing  
13 one can do, you know? It's just not a smart thing  
14 to do.

15 CHAIR BELNAP: All right. Thank you.

16 MR. TONG: And that's what I did, so I --  
17 yeah.

18 CHAIR BELNAP: Okay. So in your essay on  
19 appreciation for diversity, you discuss your  
20 travels throughout California.

21 MR. TONG: Um-hmm.

22 CHAIR BELNAP: Can you provide us with a  
23 volunteer or work experience or project that  
24 demonstrates your ability to work with people from  
25 a variety of different backgrounds?

1           MR. TONG: Oh, gosh, you know, I closed  
2 out the standard questions citing my experience in  
3 international where I went to Korea not speaking  
4 the language, just having a couple of phone numbers  
5 to call. That was an example. And it grew into,  
6 you know, a multi-million-dollar business.

7           Just earlier today, I spoke in my best  
8 Spanish I could, which was pretty poor, with a very  
9 kind gentleman who is helping me with one of my  
10 mom's places that had a water problem. I think I  
11 mentioned in my essays and my disclosures, the  
12 application, that I manage some properties. And  
13 within that, I work with a lot of different ethnic  
14 groups, a lot of different socioeconomic groups.

15           Does that answer your question?

16           CHAIR BELNAP: Yeah. Thank you for  
17 reminding me about the example related to the  
18 international business. I do think that's very  
19 applicable and I've noted that.

20           Your application outlines the years you  
21 worked in sales and management in the technology  
22 industry.

23           Can you provide an example or two of the  
24 types of analysis you performed that would be most  
25 applicable to the work of the Commission?

1           MR. TONG: That's a good question. I  
2 think, probably, it was to -- you know, when we  
3 moved into new markets, like when Vietnam was just  
4 emerging in '93, where do we go? You know, who do  
5 we reach out to? You know, it was -- I don't  
6 remember the specifics but it was making a lot of  
7 calls, talking to a lot of different people,  
8 getting a lot of just, you know, perhaps anecdotal  
9 information, as well as solid information as to,  
10 you know, what things were going on.

11           In fact, now that I'm talking about it, I  
12 remember one thing. We were particularly  
13 interested in the -- their telephone company  
14 because we knew that they were using a particular  
15 version of the CBIS, the Cincinnati Bell  
16 Information Systems software for their billing  
17 system, and we knew we could be of assistance  
18 there. And so that was the sort of analysis we did  
19 in terms of, you know, who could use what within  
20 the domain of what we were providing.

21           We also, you know, now that I'm -- you've  
22 got me on a roll now -- we also and did VietSoPro  
23 (phonetic), because they were an old company out of  
24 Saigon, operating out of Untao (phonetic). And,  
25 you know, that was an interesting one because --

1 and again, that was because we were just  
2 investigating, you know, where the businesses were.  
3 We had a pretty good relationship with IBM at the  
4 time and, you know, they gave us pointers as to who  
5 we might talk to and so forth.

6 Does that answer your question?

7 CHAIR BELNAP: Yes. And now you have me  
8 curious. Were you guys successful at offering and  
9 securing your services with the telephone company?

10 MR. TONG: Yes.

11 CHAIR BELNAP: Yeah? Okay. All right.  
12 Thank you.

13 MR. TONG: It was a good time. It was a  
14 fun time.

15 CHAIR BELNAP: Okay. I have no further  
16 questions.

17 I will turn the time over to Mr. Coe.

18 PANEL MEMBER COE: Thank you, Mr. Chair.

19 Good morning, Mr. Tong. Thank you for  
20 taking the time to speak with us today.

21 MR. TONG: Thank you, Mr. Coe. I think  
22 it's Mr. Coe. I can't -- let's see, it's not  
23 working. I'm sorry. Let me see if I can --

24 PANEL MEMBER COE: Can you hear me okay?

25 MR. TONG: Oh, I can, yeah, I can hear



1 you. Yeah. It was -- yeah, I can hear you, and  
2 now I can see you.

3 PANEL MEMBER COE: Okay. Great.

4 In your application, you indicate that in  
5 your role as president of your homeowner's  
6 association in Olympic Valley, you were the primary  
7 voice in discussion with a proposed project  
8 neighboring your property called the PlumpJack  
9 Redevelopment Project at Squaw Valley which is --

10 MR. TONG: Correct.

11 PANEL MEMBER COE: -- represented by  
12 Hilary Newsom, the sister of California Government  
13 Gavin Newsom.

14 Can you expand on this? In what way is  
15 that project represented by Hilary Newsom?

16 MR. TONG: She was the main driver and she  
17 offered to speak to our HOA as to -- HOA in regards  
18 to the project early on. Since then,  
19 I -- you know, we've maintained a relationship in  
20 terms of discussing what was going on.  
21 Effectively, you know, our objection or the issue  
22 for us is that our HOA is, basically, a two-story,  
23 13-unit condo adjacent to PlumpJack which was  
24 building a five-story, multi-million-dollar  
25 structure adjacent to us, to which we objected, so

1 we had cordial but opposing views on that, and it  
2 continues.

3 On a related note, just to -- as full  
4 disclosure, I am no longer going to be running for  
5 the Board on the HOA.

6 PANEL MEMBER COE: Okay. And what was  
7 your role in the interactions with that other  
8 project?

9 MR. TONG: I was the spokesperson. I was,  
10 you know, I was the elected president and, I would  
11 say, probably the biggest thorn in their side.

12 PANEL MEMBER COE: Okay. Thank you.

13 On the subject of impartiality, Mr. Belnap  
14 kind of addressed my question a little bit but I  
15 wanted to see if you provide us with a specific  
16 example of a time where you had to make a difficult  
17 impartial decision that involved maybe setting  
18 aside your preferences or self-interests?

19 MR. TONG: In relationship to the HOA?

20 PANEL MEMBER COE: In relationship to  
21 anything, any example you could provide.

22 MR. TONG: Ah. Oh, okay. All right. The  
23 thing that comes to mind is the HOA. I mean, we  
24 recently had to -- and I'll relate this out of  
25 convenience because it just comes up -- we recently

1 had to do a residing of the entire building, you  
2 know, it just needs refreshing. Our unit is, you  
3 know, south facing, frankly, one of the units that  
4 seem to take the wear and tear fairly well. And  
5 the -- I'm at a loss for what the world is.

6 Basically, it's kind of like what you lean on, on  
7 your balcony. What is that?

8 The --

9 PANEL MEMBER COE: The railing?

10 MR. TONG: -- there's just a bunch of wood  
11 there that you lean on and all that. And, you  
12 know, I frankly thought that we did not need to  
13 replace any of it because that looked as good as it  
14 was the day it was built, as was the interior  
15 siding, which is T-111. Being a board member and,  
16 again, the president, you know, the argument was  
17 made that we needed to replace everything, all the  
18 siding on the building, and for these particular  
19 reasons. I actually voted for replacing it all,  
20 despite the fact that I thought that my unit didn't  
21 need it. I was going to pay for the replacement of  
22 something that, basically, was not necessary for  
23 me.

24 But that was a decision that I made that  
25 was, basically, counter to my personal interest but

1 for the good of the HOA.

2 PANEL MEMBER COE: Okay. Thank you.

3 Switching topics to appreciation for  
4 diversity for a moment --

5 MR. TONG: Yes.

6 PANEL MEMBER COE: -- in your essays and  
7 some of your discussions already in regards to the  
8 standard questions and responses to Mr. Belnap's  
9 questions, you touched on some of these points  
10 already. And you mentioned having worked with or  
11 interacted with groups of diverse backgrounds in  
12 some way in your experience. And I'm wondering  
13 what you have learned from those interactions about  
14 those people, about their concerns and their  
15 preferences and the things that are important to  
16 them that would make you an effective  
17 representative for them on this Commission?

18 MR. TONG: We're all the same. We're all  
19 the same. We all have children we love. We all  
20 have mothers and fathers we love. We all want to  
21 go home to a comfortable place. We all want to  
22 have aspirations that we meet or that our children  
23 meet.

24 You know, what I've learned is that what I  
25 see as I look at you, for example Mr. Coe, is not

1 someone with glasses but probably someone who has a  
2 mother and a father who he dearly loves, someone  
3 with, perhaps, a family that he dearly loves,  
4 someone who has concerns about his finances that  
5 are important to him, as they are to me, someone  
6 who has beliefs in things that are just as  
7 important to him as they are to me, someone who,  
8 you know, has desires for recreation, just like I  
9 do, that there's a whole lot more similarities to  
10 you and I than there are differences. We both wear  
11 glasses. Heck.

12           But there's a whole lot more similarities,  
13 a whole lot more. Don't let the skin fool us.  
14 Don't let the skin fool us. Don't let those terms  
15 fool us, you know? We are so much more similar  
16 than we'd like to admit. That's what I've learned.

17           PANEL MEMBER COE: Thank you. I think the  
18 glasses thing is a similarity that we share with  
19 everybody on the Applicant Review Panel, if I may -  
20 -

21           MR. TONG: Oh, yeah.

22           PANEL MEMBER COE: -- mention.

23           I've got a similar question but slightly  
24 different. And this is about geographic diversity  
25 and the concerns that can be different. In

1 different parts of the state, people have different  
2 concerns or different things that are important to  
3 them based on where they live.

4           If you could tell us a little bit about  
5 your interactions with people from different places  
6 throughout California and what you've learned about  
7 those people that would make you an effective  
8 representative for them on this Commission?

9           MR. TONG: I'll have to be frank here and  
10 say I probably have -- well, I would desire to have  
11 more interaction, more knowledge of those  
12 differences. I think that I have little  
13 appreciation, little knowledge, you know, intimate  
14 knowledge of folks that live, for example, in the  
15 northern part of our state, and I would like to. I  
16 think I have probably a little more, but not nearly  
17 as much as I would like to, knowledge of the folks  
18 that live in the Central Valley.

19           During my road trips, for example, I'll  
20 camp out somewhere, you know, where every so often  
21 run into somebody kind of camping next to you, for  
22 example, that is from one of those areas. And it's  
23 just interesting to talk to them, again, to  
24 understand or to realize what you don't know, but  
25 then to realize that very deep -- you know, once

1 you scrape away issues you don't know, we're really  
2 pretty much the same.

3 But back to you. I'm sorry, I was  
4 digressing here. Back to your question there.

5 You know, the -- I think some of the  
6 things that are kind of different in, for example,  
7 rural areas is things like issues, things like  
8 internet, like why my internet is so lousy, and  
9 transportation, water. You know, water is a big  
10 issue. If you don't -- for example, well, in the  
11 Central Valley, certainly, it's a big issue.

12 I think representation is probably a big  
13 issue in the northern part of the state. They feel  
14 like, you know, they don't got to listen to you.  
15 You know, you get the coastal people. You get,  
16 perhaps, a little noise from the Central Valley.  
17 But, you know, the north coast, they're nobody. So  
18 I think that's an issue for them.

19 Sorry, I don't think I really answered  
20 your question. I kind of danced around it and I'd  
21 like to talk about it but I don't know if I have an  
22 answer to your question, frankly.

23 PANEL MEMBER COE: I understand. Thank  
24 you.

25 In your interest in serving essay, you

1 discuss a time when you spoke with someone who felt  
2 that she didn't need to get involved in an upcoming  
3 presidential election because she felt that her  
4 vote or her voice would not matter.

5 MR. TONG: Correct.

6 PANEL MEMBER COE: However, after a bit of  
7 discussion with you, there was a noticeable change  
8 in her outlook from her, more positivity, as you  
9 describe it.

10 MR. TONG: Um-hmm.

11 PANEL MEMBER COE: Do you think that you  
12 have a unique skill for eliciting participation  
13 from people who traditionally would avoid getting  
14 more civically involved?

15 MR. TONG: I think when given the right  
16 tools, I do. Yes, I do. I've been accused of  
17 being overly animated and getting overly excited  
18 about things I actually believe in. And I do  
19 believe in, you know, what I'm doing here.

20 You know, in her case, it was an issue of,  
21 you know, California is so heavily Democrat that it  
22 didn't really make any difference. It was going to  
23 go Democrat whether or not she voted. And, you  
24 know, there were different ways for her to have her  
25 voice heard, even if that were truly the case



1 which, you know, that is the case. But it  
2 shouldn't be that, you know, we just keep quiet  
3 because it is a foregone conclusion.

4 But to answer your question, yes, I do  
5 believe that I can get very excited, very enthused,  
6 very animated. And I do know how to best use those  
7 faults to best benefit.

8 PANEL MEMBER COE: Thank you.

9 Could I get a time check, Madam Secretary?

10 MS. PELLMAN: Yes. We have 6 minutes, 56  
11 seconds.

12 PANEL MEMBER COE: Great. Thank you.

13 Mr. Tong, one of the biggest jobs in front  
14 of the Commission is going to be identifying  
15 communities of interest throughout the state. I  
16 think you referenced those in  
17 your -- in question number three, in the standard  
18 question, a struggle or a problem the Commission  
19 could face in terms of identifying those  
20 communities of interest --

21 MR. TONG: Um-hmm.

22 PANEL MEMBER COE: -- and that that might  
23 be difficult. Some of those communities are easier  
24 to find than others, as you alluded to.

25 How would you go about having the

1 Commission find those, find communities of interest  
2 throughout the state, particularly those ones that  
3 may be more difficult to identify and locate?

4 MR. TONG: I actually gave that some  
5 thought and I made some notes on that. I was  
6 looking for my notes but I couldn't find them. But  
7 I'll try to speak more from memory and all that.

8 I think we, of course, we start with the  
9 census data which is, you know, what we're starting  
10 off with anyway. I think there are probably some  
11 other demographic studies that we could use to  
12 overlay the census data to sort of cross with that.

13 I think listening to the local activists  
14 and community leaders would be another point where  
15 we could get more input as to where those  
16 communities of interest are, the significant ones.

17 Look for trends of behavior as to, you  
18 know, whether that be on the internet or wherever,  
19 as to, you know, what might be happening in a  
20 particular area. And then consider other actors,  
21 like social factors, economic factors,  
22 transportation, geographical factors, then, of  
23 course, the ethnic and racial factors which, I  
24 suspect, much of that will be in the census data.

25 So that would be, I think -- yeah, that's

1 the way I would kind of dig into trying to identify  
2 the communities of interest. There may be others  
3 that will surface, little nuances that may surface  
4 as we dig into some of this, particularly when we  
5 listen to the community leaders and the activists.

6 PANEL MEMBER COE: All right. Thank you.

7 MR. TONG: Um-hmm.

8 PANEL MEMBER COE: If you were to be  
9 appointed to the Commission, which aspects of that  
10 role do you think that you would enjoy the most and  
11 which aspects of that role do you think you might,  
12 perhaps, struggle with a little bit?

13 MR. TONG: I think engaging with people,  
14 speaking with them, listening to them, trying to  
15 understand what you're telling us, that, wow,  
16 that's exciting. That is going to be really --  
17 that is going to be amazing, learning about  
18 something that I don't know. That is going to be  
19 really exciting.

20 My least favorite will probably be the  
21 legal defense, not that I wouldn't do it but that's  
22 my least favorite.

23 PANEL MEMBER COE: Okay. Thank you, Mr.  
24 Tong.

25 No further questions, Mr. Chair.

1 Thank you, Mr. Tong.

2 CHAIR BELNAP: Thank you, Mr. Coe.

3 We'll now turn the time over to Ms.

4 Dickison.

5 PANEL MEMBER DICKISON: Thank you.

6 Good morning, Mr. Tong.

7 MR. TONG: Good morning, Mrs. Dickison.

8 PANEL MEMBER DICKISON: So while we're  
9 along the lines of communities of interest still,  
10 have you spent any time interacting with  
11 communities of interest at all?

12 MR. TONG: I mean, I suppose I have  
13 because I think I'm engaged. I'm part of certain  
14 communities of interest. You know, I grew up in  
15 San Francisco Chinatown and still maintain contact  
16 with the -- what is it? -- the grammar school group  
17 that I went to school with, you know, St. Mary's.  
18 You might have heard of them, popular. We had the  
19 drum and bugle corps that performed regularly. So  
20 the Chinatown area is something that I, you know,  
21 communicate with fairly regularly.

22 PANEL MEMBER DICKISON: Okay. So in your  
23 diversity essay, you talked about the fact that  
24 you've been -- that the first part of your life,  
25 you lived primarily in urban areas, and then you

1 moved to a rural area.

2 MR. TONG: Correct.

3 PANEL MEMBER DICKISON: What did you learn  
4 about the differences, the concerns of the  
5 communities, as a result of where you were located?

6 MR. TONG: I think the rural areas, the  
7 folks there here tend to be much more self-reliant,  
8 less dependent upon government services, at least,  
9 you know, superficially. They tend to view  
10 themselves as more, you know, independent, I  
11 suppose.

12 From a social aspect, you know, they tend  
13 to be more alone, not antisocial, just more alone.  
14 They treasure their time alone because, and I do  
15 note, that when there is a need in the community,  
16 they come together very strongly.

17 Does that answer your question?

18 PANEL MEMBER DICKISON: Yeah.

19 MR. TONG: Um-hmm.

20 PANEL MEMBER DICKISON: So you talked  
21 about living in San Francisco and then now you live  
22 in the southern San Mateo County?

23 MR. TONG: Correct.

24 PANEL MEMBER DICKISON: What are the  
25 differences in the communities in those two areas?

1 MR. TONG: Oh, gosh, you know, there's no  
2 public transportation here. There is no structured  
3 internet here. The only thing -- the only service  
4 we have to speak of us PG&E and, even then, that is  
5 very spotty insofar as many of us are off grid.

6 From kind of a social perspective, though,  
7 I believe that the community is tighter in their  
8 rural area than it is in the urban area. The urban  
9 area surely has, you know, it's silverware and  
10 charm and others. There's a lot more going on  
11 there, a lot more culture and so forth.

12 You want to direct the question a little  
13 bit more? And maybe I'm missing something that you  
14 want to hear about?

15 PANEL MEMBER DICKISON: No. I think  
16 you're going in the right direction.

17 So considering those differences, how do  
18 you think those can influence one's presence when  
19 they're looking for government representation?

20 MR. TONG: I think the rural areas would  
21 tend to look for more basic services, more  
22 fundamental services. I don't sense, and again,  
23 I'm not -- I don't mean to say this as an edict or  
24 anything like that, but I don't sense that there  
25 would be great support

1 for -- there would be less support for a handout in  
2 a rural area than there is in a urban area. That's  
3 probably not a very popular thing to say right now.  
4 But the -- that self-reliance seems to be very  
5 strong in a rural area. You give me the basics and  
6 I'll do with it as I see fit and I will survive. I  
7 will do what I can to raise my family. To address  
8 my concerns, you know, give me water, food,  
9 shelter, things like that, but don't give me a  
10 handout.

11 PANEL MEMBER DICKISON: Okay. Thank you.

12 So in your analytical skills essay, you  
13 discussed how every medical decision is based on a  
14 large pool of data that comes from many different  
15 sources.

16 What sources of information will the  
17 Commission heed to gather and consider in its  
18 decision making?

19 MR. TONG: Well, I suppose we're looking  
20 at that census data. We're looking at -- and when  
21 I say census data, I suppose I'm -- you know, I'm  
22 not -- I don't have experience in this area as to  
23 what the Commission actually does. So when I say  
24 census data, I guess I'm also saying that GIS data,  
25 the shapefiles and so forth. I imagine we'll get a

1 large amount of information there. I imagine we'll  
2 get a large amount of information from the  
3 hearings, the public hearings. I think those are  
4 the two main sources.

5           We may, as a Commission, elect to search  
6 out other sources of data, let's say demographic  
7 studies that may be out there that other people  
8 have done. We may look for, you know, other trends  
9 that are going on and we may look for other, let's  
10 say, transportation data that may not be included  
11 in the census data. Again, I'm probably speaking  
12 out of school because I don't know what's going to  
13 be in the census data because I haven't done this  
14 before.

15           PANEL MEMBER DICKISON: Okay. Thank you.  
16 I'm just looking at my notes --

17           MR. TONG: Um-hmm.

18           PANEL MEMBER DICKISON: -- because many of  
19 my questions have been answered.

20           So the way the Commission is selected the  
21 first eight Commissioners are selected randomly and  
22 they will select the remaining six.

23           If you were one of the first eight  
24 Commissioners, what would you be looking for in  
25 those other six individuals?



1           MR. TONG: I think, first, I'd consider  
2 what were the people who were selected? You know,  
3 were we or what was the makeup of that? And  
4 assess, you know, what our goals were in terms of  
5 the skill set that we needed, which I addressed  
6 earlier, I think, in the first basic questions, as  
7 well as diversity, and diversity in terms of  
8 geographic distribution, as well as racial and  
9 ethnic diversity. So I would look to balance all  
10 that out as much as we could.

11           PANEL MEMBER DICKISON: Okay. On the flip  
12 side of that, if you were not one of the eight, why  
13 should the other eight select you as one of the  
14 six?

15           MR. TONG: I'm reminded of when my kids  
16 used to always say they wanted something and they  
17 couldn't have it. And I asked them, "Why do you  
18 want it?" And they would say, "Because I wanna."  
19 No, that isn't -- no, because I really care.  
20 Because I want to make a difference. I really do  
21 care about how the California voter feels, that  
22 their vote counts, that their one vote is their one  
23 vote, my one vote is equal to your one vote, is  
24 equal to everybody else's one vote. No one's one  
25 vote is more one than my one. I really care about

1 that.

2           You know, I reflect back on, you know,  
3 just going and talking with people casually. And,  
4 anecdotally, I hear so often people say, "I'm not  
5 going to vote because it doesn't make any  
6 difference." It just drives me nuts. It's just  
7 that, I mean, the, you know, the reason it doesn't  
8 matter is because you say it doesn't matter. It's  
9 a self-fulfilling prophecy.

10           You know, it does matter, really. I mean,  
11 I'm sorry, I'm going off on a tangent here. It's  
12 just because I care. I really do care. That's why  
13 they should pick me.

14           PANEL MEMBER DICKISON: Thank you so much.

15           MR. TONG: Okay.

16           PANEL MEMBER DICKISON: Mr. Belnap, I  
17 don't have any further questions at this moment.

18           CHAIR BELNAP: Okay. Thank you, Ms.  
19 Dickison.

20           Mr. Dawson, the time is now yours.

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

22           Good morning --

23           MS. PELLMAN: Mr. Dawson, excuse me.

24           MR. DAWSON: I'm sorry.

25           MS. PELLMAN: We have 24 minutes and 18

1 seconds remaining.

2 MR. DAWSON: Thank you, Madam Secretary.

3 Mr. Tong, I was looking over your  
4 application and --

5 MR. TONG: Yes.

6 MR. DAWSON: -- you started -- your  
7 college degree was in the biological sciences. You  
8 started your career as a medical technologist, but  
9 then you spent quite a bit of time in the computer  
10 world. How did you get there? How did you get  
11 involved?

12 MR. TONG: A good friend of mine, Mel  
13 Wong, told me about some guy named Steve who made  
14 this little thing called a computer. And I said,  
15 well, you know, okay. And he was really into it.  
16 And he said, "You know, you want to do an  
17 Apple -- you want to open up an Apple store -- a  
18 computer store?" He didn't use the word Apple.

19 And, anyway, one thing led to another. We  
20 opened up what I think was the first Apple Computer  
21 store in the world at 301 Balboa in San Francisco.  
22 Any time, yeah, that's how I made the change.

23 MR. DAWSON: In your response to standard  
24 question one, you were saying that one of the  
25 necessary skills for the Commission will be able to

1 -- the ability to use GIS data. Do you have any  
2 direct experience using GIS data in your work?

3 MR. TONG: No, I don't have any direct  
4 experience, but I sort of looked at it and it looks  
5 like it's fairly standard, you know, shapefiles,  
6 DBF files. I mean, it's not -- nothing -- it  
7 doesn't sound like it's anything too magical. You  
8 know, there's a read and display of those  
9 shapefiles and, yeah.

10 MR. DAWSON: Thank you.

11 In standard question three, you noted that  
12 one of the potential problems that the Commission  
13 could face is the things that we don't know and the  
14 challenge about how to deal with this.

15 What should the Panel be looking for in  
16 candidates who will be able to deal with what they  
17 don't know?

18 MR. TONG: I suppose be comfortable with,  
19 you know, really the fact that you're diving into  
20 something that, you know, something that you don't  
21 know about is entirely possible, and that it will  
22 happen and you need to just deal with it in due  
23 course and move forward to the best of your  
24 ability.

25 You know, yeah, we can't think of

1 everything. But I'm saying that, you know, what we  
2 don't know will be a challenge. It doesn't mean  
3 that we can't deal with it. And we can deal with  
4 it by accepting it the way it is and doing the best  
5 job we can, you know, getting various inputs and  
6 pulling in the resources that we need to deal with  
7 that surprise unknown that has come before us.

8 MR. DAWSON: Thank you.

9 Another one of your concerns -- I'm sorry,  
10 I don't want to say your concerns, but you've  
11 identified as a possible problem that the  
12 Commission could face was dealing with the large  
13 amounts of data.

14 Thinking about that one of the largest  
15 data inputs will be census data, there is -- do you  
16 have any concerns about the quality of the data,  
17 given the COVID-19 pandemic and other issues that  
18 it could face?

19 MR. TONG: Not yet. I mean, I -- you  
20 know, as the COVID-19 situation proceeds we'll see  
21 what affect it has on the collection of that data  
22 and the input of that data. And we'll have to see.  
23 I mean, it will have to be -- we will have to just  
24 ensure that it is good data because it's, you know,  
25 it's an old garbage in, garbage out sort of

1 scenario. So, yeah, the first -- so I suppose the  
2 first order of business will to  
3 be -- will be to ensure that that is good data,  
4 which includes any, you know, negative aspects of  
5 COVID-19 or anything else that might happen.

6 MR. DAWSON: So even under the best of  
7 circumstances there are always folks who get missed  
8 by the census. There are various statistical  
9 analyses that can help true that up.

10 But in your mind, are there any particular  
11 groups that are -- that you think are most likely  
12 to be missed, especially in these circumstances?

13 MR. TONG: Well, probably some of the  
14 illegals will be missed. And, you know, it's like  
15 you said, there's probably some formulas that could  
16 accommodate for that to some degree. But we'll  
17 have to probably be comfortable and live with, you  
18 know, that level of ambiguity.

19 MR. DAWSON: Thank you. You said that you  
20 grew up in Hong Kong, and then later in San  
21 Francisco --

22 MR. TONG: Yeah.

23 MR. DAWSON: -- and that you maintain  
24 connections to your Chinatown origin, I suppose, is  
25 a good way to put it.

1           Do you think that as an immigrant, even  
2 though you came as a young kid, does that give a  
3 perspective that would be useful in your role on  
4 the Commission?

5           MR. TONG: Yeah, I do believe so, because,  
6 you know, rather than -- it's sort of a half glass  
7 -- a glass half empty, half full. I think it's I  
8 have two full glasses. I can do it as I belong to  
9 both cultures and I feel equally at home in both  
10 cultures.

11           So, you know, an immigrant is blessed with  
12 that. And it's one's choice and, you know, the  
13 opportunities and what are given to whether or not  
14 they can, you know, push themselves into, let's  
15 say, this new environment and thrive. And, you  
16 know, I've been fortunate that I've been given the  
17 opportunities and, you know, I feel pretty happy  
18 about it.

19           MR. DAWSON: Thank you. I have no further  
20 questions.

21           Madam Secretary, could I have time check  
22 please?

23           MS. PELLMAN: Yes. We have 16 minutes and  
24 40 seconds remaining.

25           MR. DAWSON: Great. Thank you.

1           Are there any additional follow-ups from  
2 the Panel members?

3           CHAIR BELNAP: Mr. Coe?

4           PANEL MEMBER COE: I have no follow-up  
5 questions.

6           CHAIR BELNAP: Ms. Dickison?

7           PANEL MEMBER DICKISON: I have no follow-  
8 up questions either.

9           CHAIR BELNAP: I do not have any follow-up  
10 questions either.

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

12          Mr. Tong, at this time, we'd like to offer  
13 you the opportunity to make a closing statement to  
14 the Panel, if you wish?

15          MR. TONG: Thank you, Mr. Dawson. Thank  
16 you to the entire Panel and all the staff. I'd  
17 like to really thank you for the privilege of this  
18 interview and the opportunity that this presents  
19 to me. You know, I'm not -- I don't have a legal  
20 degree. I've never done this before, so this is  
21 all new to me and, I must say, it's really  
22 exciting.

23          I have to share a story with you and I'll  
24 make it really, really short. All this kind of  
25 makes me remember back when I was a little boy in



1 Hong Kong thinking, when I first heard that we were  
2 going to America, and the Chinese word for America  
3 is beautiful country. And it's really quite  
4 amazing that as a little boy, you know, in Hong  
5 Kong, that I find myself, after a lifetime of  
6 sharing this beautiful country, to be sitting in  
7 front of this Panel being able to, potentially, do  
8 what I might be able to do.

9           And whatever the outcome is, I want to  
10 continue to strive to allow the dream that I've had  
11 to be made possible by others. So thank you for  
12 all of you to make this possible.

13           Thank you.

14           CHAIR BELNAP: Thank you.

15           We're going to go into recess now and we  
16 will be back at 1:14 p.m.

17 (Thereupon the Panel recessed at 12:00 p.m.)

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CHAIR BELNAP: All right. We're going to come back

1 out of recess.

2 I want to make sure that -- Mr. Coe, are you on  
3 line?

4 PANEL MEMBER COE: Yes, I'm here.

5 CHAIR BELNAP: Ms. Dickison? Ms. Dickison, you're  
6 on the line?

7 PANEL MEMBER DICKISON: I am here. Thank you.

8 CHAIR BELNAP: Okay. Great.

9 I want to welcome Antonio Le Mons. Antonio, can  
10 you hear us?

11 MR. LE MONS: Yes.

12 CHAIR BELNAP: Okay. Excellent. We're going to  
13 have Mr. Dawson read the standard five questions.

14 MR. LE MONS: Okay.

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

16 Mr. Le Mons, I'm going to read you five standard  
17 questions that the panel has requested each Applicant  
18 address. Are you ready, sir?

19 MR. LE MONS: Yes.

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

1 Commission?

2 MR. LE MONS: I think that all Commissioners should  
3 possess analytical skills, communication skills, empathy,  
4 objectivity, the ability to engage openly, and the ability  
5 to see beyond oneself.

6 I feel like I personally possess the aforementioned  
7 skills, and the way I would contribute to the success of  
8 the mission would be to bring those skills to bear at all  
9 times, and to remind my fellow Commissioners of our  
10 commitment to them if we venture off course.

11 MR. DAWSON: Thank you. Question two: Work on the  
12 Commission requires members of different political  
13 backgrounds to work together. Since the 2010 Commission  
14 was selected and formed, the American political  
15 conversation has become increasingly polarized, whether in  
16 the press, on social media, and even in our own families.

17 What characteristics do you possess, and what  
18 characteristics should your fellow Commissioners possess,  
19 that will protect against hyper-partisanship? What will  
20 you do to ensure that the work of the Commission is not  
21 seen as polarized or hyper-partisan, and avoid perceptions  
22 of political bias and conflict?

23 MR. LE MONS: As I mentioned earlier, I think the  
24 ability to engage openly and the ability to see beyond  
25 one's self will be very important in avoiding hyper-

1 partisanship.

2           Of course, each Commissioner will bring with them  
3 their personal political beliefs, and probably a commitment  
4 to those beliefs and values on some level. However, it  
5 will be important to remember the task at hand requires an  
6 interest beyond our personal political leanings, and I  
7 think modeling that in my participation, as well as  
8 reminding and inviting fellow Commissioners to do the same,  
9 would be my approach.

10           In order to ensure that the work of the Commission  
11 is not seen as polarized or hyper-partisan, I would, one,  
12 commit to open communication and support improved  
13 communication among Commissioners when needed. I would  
14 lean on my neutral facilitation skills in terms of both my  
15 participation in maintaining respectful interaction, and  
16 encourage that to fellow Commissioners, and take every  
17 opportunity to help facilitate and build trust among the  
18 Commissioners, and, finally, always look for the common  
19 ground by focusing on the strengths of the middle, the  
20 nonpolarized middle, as opposed to the outer frames.  
21 That's where people tend to go when hyper-partisanship is  
22 at play.

23           MR. DAWSON: Thank you. Question three: What is  
24 the greatest problem the Commission could encounter, and  
25 what actions would you take to avoid or respond to this

1 problem?

2 MR. LE MONS: I think, internally, a failure to  
3 perform my duties in a way that meets the desired objective  
4 would be the biggest internal problem. Externally, I  
5 think, would be unhappiness with the outcome as either  
6 perceived by community members or special interest groups,  
7 that we, as a Commission, somehow failed to do our job  
8 fairly and accurately.

9 How I would avoid that is to consistently remind  
10 myself of the importance and the profound impact of what  
11 we're there to do, and the greater public good versus my  
12 personal interests would be my primary focus of concern,  
13 and I think, as the group, how we respond is by having  
14 transparency and solid documentation of our process, so  
15 that that can live up and address -- that lives up to the  
16 expectations, of course, of the Commission, and that can be  
17 used as evidence to support at least a process that -- no  
18 one is every going to be absolutely happy.

19 So, if you can at least show your transparency,  
20 through your documentation process, that you have followed  
21 the guidelines and rules of the process, you have delivered  
22 the objective as designed by the criteria, and be able to  
23 provide that to those that I would consider to be people  
24 who may be upset, then that would be the best that we  
25 really could do.

1           MR. DAWSON: Thank you. Question four: If you are  
2 selected, you will be one of 14 members of the Commission,  
3 which is charged with working together to create maps of  
4 the new districts. Please describe a situation where you  
5 had to work collaboratively with others on a project to  
6 achieve a common goal.

7           Tell us the goal of the project, what your role in  
8 the group was, and how the group worked through any  
9 conflicts that arose. What lessons would you take from  
10 this group experience to the Commission, if selected?

11           MR. LE MONS: What comes to mind is being a part of  
12 a jury, and I've actually had two opportunities to  
13 participate in that process, and the goal in both of those  
14 processes were to determine the guilt or innocence of a  
15 defendant in felony cases.

16           My role in one of the cases was the jury foreman,  
17 and my role in the second example was -- what's interesting  
18 about that role is, I was a juror who brought leadership  
19 and support to a reluctant jury foreman, and what I mean by  
20 that is, the person who -- when we went in to start  
21 deliberations, the first thing you do is decide who the  
22 jury foreman would be, and someone recommended right off  
23 the start that the jury foreman should be a woman. That  
24 was the opening statement, the jury foreman should be a  
25 woman.

1           So there was, I think, four women as a part of the  
2 jury, and there was a librarian who a subset of the group  
3 had, I guess, predetermined that she would be a good jury  
4 foreman. So she was nominated.

5           Before she was nominated, another individual was  
6 identified, and that person declined, and then, when the  
7 librarian was nominated, she reluctantly accepted, and she  
8 stopped and she looked at me and said, "I was thinking you  
9 should be the jury foreman."

10           I asked her what her concerns were about being the  
11 jury foreman, which she shared, and I said, "Well, we'll be  
12 here to support you." And so she took the role, and what I  
13 realized in the process is that, having had some previous  
14 experience of being the foreman, I was there to -- was able  
15 to be able to support her, and at the conclusion of us  
16 coming up with the verdict and completing our task as a  
17 jury, she commented about how much she appreciated that  
18 support.

19           So I think that's an example of where that could  
20 have been a conflict. We could have argued about whether  
21 it should really be a woman or not, or, you know, any  
22 number of things could have happened around that simple  
23 declaration to derail the process, but what I recognized is  
24 that we were there for something bigger, and so I stayed  
25 focused on that, and tried to use every opportunity in the

1 process to keep us going in that direction.

2           So, of course, in the jury process, people bring  
3 their own personal experiences, as much as the prosecution  
4 and the defense attorneys try to manage for that in terms  
5 of the jury selection process, which the last one I was on,  
6 it took five days just for selection, which was like, "Oh,  
7 my God." But, as much as they try to manage for that, the  
8 reality is, we all bring our own biases, etcetera, to an  
9 experience.

10           So that was the biggest, I guess, challenge in that  
11 group in terms of conflict, people who had really strong  
12 opinions about guilt and what constituted guilt, but we  
13 also had a set of guidelines that identified what guilt  
14 looked like, so that might be different than how we felt,  
15 versus the law.

16           So how we worked through that conflict was through  
17 facilitated engagement, with respect, and a real high-end  
18 commitment to empathy, and I think that was really the  
19 hallmark, is being very respectful and allowing people to  
20 express themselves. I think the lesson was that common  
21 ground could be found, and in doing so, no one had to be  
22 diminished or vilified.

23           MR. DAWSON: Thank you. Question five: A  
24 considerable amount of the Commission's work will involve  
25 meeting with people from all over California who come from



1 very different backgrounds and a wide variety of  
2 perspectives.

3           If you are selected as a Commissioner, what skills  
4 and attributes will make you effective at interacting with  
5 people from different backgrounds and who will have a  
6 variety of perspectives?

7           What experiences have you had that will help you be  
8 effective at understanding and appreciating people and  
9 communities of different backgrounds and who have a variety  
10 of perspectives?

11           MR. LE MONS: So, in my experience as a former  
12 therapist, I have experience of engaging and supporting  
13 people from all kind of different backgrounds and diverse  
14 perspectives. I think my training in that area allows me  
15 to be present to another person and be focused on that  
16 individual, their belief system, their perspective, and not  
17 look at it through the filter of my own.

18           The key attributes that I have that make me  
19 effective is, I believe, my genuine curiosity and interest  
20 in those who are different from me, and a belief that our  
21 value is intrinsic rather than based on external factors  
22 like race, class, gender, geography, to name a few.

23           A particular experience that comes to mind beyond  
24 my private psychotherapy practice was my role as the  
25 coordinator and facilitator of a state advisory board on

1 HIV and AIDS that was made up of representatives from all  
2 of the public health jurisdictions across the state of  
3 California, which represented, of course, a large and  
4 diverse population across a vast geographic area.

5           My approach, and the tactics that were  
6 used -- well, before I get into that, the issue of HIV and  
7 AIDS was very controversial at the time. The needs of the  
8 diverse communities across the state was vast, and we had  
9 to come up with strategies that had to respect the needs of  
10 the various counties throughout the state when they have  
11 varying needs.

12           So, oftentimes, the board was faced with coming up  
13 with creative and innovative ways of meeting the local  
14 communities' needs, as well as meeting the public health  
15 crisis that was being faced at the time, and I think the  
16 way we got there was a commitment and demand for respect  
17 and openness, and support for communities that were not  
18 necessarily like our own.

19           I think that was a really, really important point  
20 because, oftentimes, when you sit on an advisory board,  
21 you're coming to represent a constituency. You are there  
22 to advocate -- or your belief is that you're there to  
23 advocate for them in some kind of way, and if that's your  
24 sole focus, and you're not also as committed to the outcome  
25 supporting those beyond your constituency, it creates a

1 kind of environment for conflict, wheels to grind to a  
2 halt, and you not get where you need to get.

3           So some of those earlier commitments of the group  
4 was really around getting to that place where yes, we're  
5 here to advocate for respect, have respect for the  
6 constituencies that we represent in our own communities,  
7 but we also want to be looking at it through the larger  
8 context, and make sure that, while that may not be how we  
9 would do it in this particular county, that county really  
10 needs that, and I can support their needs for that, and I  
11 think that was very productive for the process.

12           I actually was on that -- facilitated and  
13 participated in that board for, I think it was, like three  
14 and a half years, also as a member of an institutional  
15 review board for the protection of human subjects, which I  
16 did for five and a half years, a different board, similarly  
17 bringing together very talented people of varying  
18 expertise, and getting people to look beyond their  
19 expertise, be open, and listen to what the other members  
20 around the table are there to bring, and to really value  
21 that input, and have it be a true part of your  
22 consideration set, rather than just "Okay. Each person  
23 gets their turn to say what they need to say."

24           So those are some of the experiences that I've had  
25 in my career that I think position me to be able to

1 participate in processes that require an outcome that has  
2 to serve diverse, vastly diverse, populations, and both of  
3 those experiences were here in California. So I've been  
4 able to appreciate and experience that diversity.

5 MR. DAWSON: Thank you.

6 At this point, we will go to Panel questions. Each  
7 Panel Member will have 20 minutes to ask his or her  
8 questions, and we will start with the Chair, Mr. Belnap.

9 CHAIR BELNAP: Thank you.

10 Mr. Le Mons, you touched on your time with a state  
11 advisory board. I understand it was the California AIDS  
12 Clearinghouse.

13 MR. LE MONS: Yes.

14 CHAIR BELNAP: In your application, you indicate  
15 you were a deputy director. Can you tell me about your  
16 role in that organization?

17 MR. LE MONS: Yes. So the California AIDS  
18 Clearinghouse was the state depository for HIV  
19 prevention/education materials, and so what the  
20 organization's responsibility was, was development, the  
21 housing of materials that were made available to all of the  
22 public health departments across the state of California,  
23 as well as local community-based organizations.

24 My role as the deputy director is I oversaw those  
25 processes. So, I managed a staff that handled our

1 warehousing, our acquiring of materials from commercial  
2 producers like Achaemenid (phonetic) or something like  
3 that, our development teams in-house, our writers, our  
4 graphics people, production, and training, in particular.

5           So one of the things I'd like to, if I can, share  
6 about that process -- because, also, bringing direction to  
7 vision and innovation as well -- so one of the challenges I  
8 mentioned earlier about the state being so diverse, and  
9 what would happen is, by the time you start out with a  
10 particular product, and by the time it got usable, it was  
11 diluted, many communities felt were very diluted, and not a  
12 good, solid product for them.

13           So what I remember is, in the earlier days, before  
14 the California AIDS Clearinghouse existed, before these  
15 particular processes existed, these things were being  
16 developed at the community level, and so I thought, "Well,  
17 we have our standard fare. We have what we can purchase,  
18 which is very similar to the standard fare, because it goes  
19 to the same kind of development process. Why not create an  
20 opportunity where we train local entities to be able to  
21 design things that will be outside of the box, but will be  
22 more intentional to their community?"

23           We were able to do that, and the first training, we  
24 did a small pilot in Los Angeles, and, based on that  
25 training, we were provided 1.2 million dollars to do that

1 training statewide, and so we did. Now we're on Zoom. You  
2 know, back at that time, this type of engagement wasn't as  
3 commonplace, but we engaged a communications company to  
4 actually do a multi-site training simultaneously, quite  
5 like we're experiencing right here, where we moved between  
6 Los Angeles, Alameda County, and San Diego, and was able to  
7 train the local communities, and then offer mini-grants to  
8 them, to allow them to be able to have the funding to be  
9 able to actually produce the product that they ultimately  
10 create.

11 I was very proud of that. That was something that  
12 was my vision, and, fortunately, because of my role with  
13 the California AIDS Clearinghouse, and my position, I was  
14 in a position to put both the resources and the expertise  
15 to bear to bring that program forward.

16 CHAIR BELNAP: Okay. Thank you. Out of curiosity,  
17 how was it that the materials came to be diluted over time  
18 as they went through the process? I'm not understanding  
19 that part.

20 MR. LE MONS: Okay. So let's say you have -- well,  
21 just say you have five people who have different needs, and  
22 you divide focus on the needs of person one. It doesn't  
23 meet the needs of persons two, three, and four. So, if I  
24 choose any of those particular people to focus on their  
25 needs directly, by the time you get to something that meets

1 all five of those people's needs, they don't feel like it  
2 meets their needs at all, because it had to take too many  
3 other considerations in. So that's what I mean by it  
4 became diluted to the point of not usable, in some  
5 communities' minds.

6 CHAIR BELNAP: All right. Thank you. You  
7 mentioned three locations that you traveled to. How broad  
8 or how far were your travels in that role?

9 MR. LE MONS: So the three I mentioned, that was  
10 just that training.

11 CHAIR BELNAP: Yes.

12 MR. LE MONS: Because of the -- with the advisory  
13 board, we hosted it in various counties throughout the  
14 state. So it might be Yolo -- and we met four times a  
15 year. So we'd go to Yolo. We'd go to the small counties  
16 as well as the large counties, so that we would be on the  
17 ground and have a full experience, and when I would go to  
18 the counties, it wasn't just flying in or driving in for  
19 the meeting. It was to really be able to also have an  
20 opportunity to meet with some of the local CBOs, to have a  
21 real feel for the environment.

22 CHAIR BELNAP: Okay. Thank you. In those travels,  
23 I'd like you to describe some of the experiences you had in  
24 your role as deputy director of the AIDS Clearinghouse that  
25 increased your appreciation and understanding of

1 California's diversity.

2 MR. LE MONS: I think going to Santa Barbara was  
3 one that was very interesting. So I live in L.A. County.  
4 My perception -- I've been to Santa Barbara many times.  
5 I've gone to Santa Barbara socially, though. So what was  
6 very striking is the difference in an experience socially.

7 So let's say -- well, I had a perception of what  
8 Santa Barbara was like, based on my social interactions in  
9 Santa Barbara, but when I was there in a professional  
10 context, completely different, and completely different in  
11 that I got to appreciate it's a much more conservative  
12 environment that I was able to see as a, quote/unquote,  
13 tourist in Santa Barbara. There were certain things that I  
14 learned that we needed to be mindful of and appreciative  
15 of. So that's one small example.

16 Another example would be some of the more rural  
17 counties. Again, because I'm naturally a curious person, I  
18 think, when I'm engaged in interacting, there's a compare  
19 and contrast that's sort of automatically happening, and  
20 then seeing where "Wow. I mean, that's powerful. That's  
21 interesting," so going to some of the rural environments,  
22 and just how the pace -- you expect, "It's rural. It might  
23 be a different pace." But really seeing the impact of pace  
24 was something that I remember standing out for me, and you  
25 might think that you can just get something done, done,



1 done, like that, in certain environments. In other  
2 environments, that's not the case.

3           So, even when you're putting time lines together,  
4 particularly when you're talking about reaching out to  
5 communities for testimony and feedback, you've got to  
6 really be willing to go in and understand how the community  
7 works, so that you can get there that much faster, in terms  
8 of what -- what I mean by "faster," in what it is you're  
9 trying to accomplish. You don't make the kind of mistakes  
10 of making a ton of assumptions.

11           CHAIR BELNAP: Okay. Thank you. How many years  
12 were you on UCLA's institutional review board?

13           MR. LE MONS: Five and a half.

14           CHAIR BELNAP: Five and a half. And what was your  
15 role?

16           MR. LE MONS: A member.

17           CHAIR BELNAP: Okay. And what does a member do for  
18 the review board?

19           MR. LE MONS: So I was on the medical IRB. So  
20 there are multiple IRBs at UCLA, and so meaning I would  
21 review medical research, devices, and drugs, et cetera. I  
22 represented the community. I'm not an MD. I wasn't  
23 there -- at the time, I wasn't a therapist. So I was there  
24 as a community member. I shared the board membership with  
25 MDs and psychologists, but that was the makeup of that

1 particular board.

2           What we would get is proposed research that was to  
3 be done in a community, whether that be a drug or a device,  
4 and we had to review the protocol. We had to make sure  
5 that the protection of human subjects was happening, that  
6 there was not undue influence in state compensation that  
7 might induce people to participate in something that wasn't  
8 in their best interest because the compensation was placed  
9 too high. We had to look at whether or not the research  
10 protocol as laid out by the researcher made sound sense,  
11 and that was the board responsibility.

12           So, as a member of that board, I was required to  
13 read the entire protocol, and the protocol could be 100  
14 pages, be 150 pages, and I would have to go through and  
15 understand what they wanted to do, understand who the  
16 target was, understand that the waivers that are there for  
17 people to sign acknowledging their participation were  
18 accurate and included all of the things that were in the  
19 protocol, because oftentimes what will happen is something  
20 might get left out that might scare people from  
21 participating that would conveniently not be in the  
22 disclosure, so making sure that those things were there,  
23 and then voting on whether or not we should proceed with a  
24 particular -- whether we would approve a particular  
25 protocol or send it back for additional information, and

1 then have that rotate back into our caseload, and the  
2 caseload may be -- I might have anywhere from, you know, 50  
3 protocols to read and be prepared for, for the meeting.

4 CHAIR BELNAP: So I noted that you didn't use this  
5 particular example in your essay on impartiality, but I  
6 wanted to give you the opportunity to talk about how you  
7 need to exercise impartiality on this particular review  
8 board.

9 MR. LE MONS: Well, I think the first thing in  
10 terms of being impartial is to examine where you see  
11 conflicts of interest. So I think that's important,  
12 because I think sometimes you may not understand -- you may  
13 have a blind spot in that area.

14 So I think that's the first step of personally  
15 committing to impartiality, is looking and seeing "Is there  
16 a conflict?," whether that's a belief conflict, whether  
17 that's an affiliation conflict, whatever, and, with that  
18 said, when you go in, objectivity on something like this is  
19 crucial.

20 So the way you ensure impartiality is to -- in the  
21 case of the board, it really isn't about my personal point  
22 of view. I mean, that just doesn't come to bear there. So  
23 I can acknowledge if I have a personal point of view, to  
24 myself or even to my colleagues, but what I also respect is  
25 that it's not about my personal point of view.

1           So what I need to be evaluating this on is based on  
2 a very clear set of criteria that I fully understand, and  
3 if I don't understand that criteria, my commitment is to  
4 inquire and get clarity with fellow board members and those  
5 that also govern our board as well, to ensure that that's  
6 how I'm approaching it. So I think impartiality is a  
7 commitment. It's ability to recognize where you may be  
8 impartial, and then to know how to manage for that.

9           CHAIR BELNAP: All right. Thank you. You  
10 indicated in your application that you have had some data  
11 mapping experience. Can you describe what that experience  
12 was?

13           MR. LE MONS: Yeah. So, when I worked for the L.A.  
14 Gay and Lesbian Center as a director of HIV prevention, I  
15 worked in consort with the health department, the local  
16 health departments, and a lot of data mapping was being  
17 done, of course, to track transmission, where there are  
18 clusters and things of that nature. So, while I didn't, as  
19 a research, do the actual data mapping, I was a part of  
20 teams and processes that supported that work being done, as  
21 well as being able to receive and review and understand  
22 those reports as they were done and distributed.

23           CHAIR BELNAP: Okay. Thank you.

24           MR. LE MONS: You're welcome.

25           CHAIR BELNAP: I don't have any further questions

1 at this time. Mr. Coe, if you want to take over, that  
2 would be great.

3 PANEL MEMBER COE: Thank you, Mr. Chair.

4 Good afternoon, Mr. Le Mons. Thank you for taking  
5 the time to speak with us today.

6 MR. LE MONS: Of course. Thanks for having me.

7 PANEL MEMBER COE: In your final essay, you state  
8 that you have a passion for maximizing human potential, and  
9 you've spent your career dedicated to improving the quality  
10 of life and well being for all, especially those that are  
11 vulnerable or in underserved communities. Where do you  
12 think that this passion comes from?

13 MR. LE MONS: That's a good question. So, as you  
14 were asking me that question, I smiled a little bit, and it  
15 kind of took me back to -- I'll tell a quick little story.

16 So, when I was a freshman in undergraduate, I went  
17 to school -- my major was business/pre-law when I enrolled,  
18 and I remember coming home for the first break, and my  
19 grandfather, who was a physician, was asking me, querying  
20 me about, you know, my career trajectory, et cetera, and so  
21 I had to tell him that I wasn't as certain as I thought I  
22 was, because initially it was "He's a doctor, so I don't  
23 want to do that. I'll be a lawyer." That was sort of the  
24 motivation.

25 So he was already not happy with me because of that

1 choice, and then now I wasn't so sure that that was my  
2 choice. So what I realized is, I had made that choice  
3 really in reaction to him, and not really because that's  
4 what I wanted to do.

5 My childhood best friend, who I hadn't seen since  
6 the sixth grade, I had ran into someone freshman year at  
7 school who had his picture in a yearbook kind of thing, and  
8 I'd gotten his phone number. So, on this break, I gave him  
9 a call, and, like I said, we hadn't seen each other or  
10 talked to each other since we were 12, and we were on the  
11 phone with each other from 11:00 p.m. to 7:00 a.m.,  
12 catching up, like eight hours of phone conversation.

13 In that phone conversation, he said -- just let me  
14 preface this with one thing. My mother was asking, "Well,  
15 what do you want to do?" And I said, "I don't know." That  
16 was where we kind of left that. So back to the  
17 conversation. In the course of the conversation, he said  
18 to me, "Antonio, I want to thank you." And I said, "For  
19 what?" He said, "You were the only person who believed in  
20 me."

21 I had no idea what this person was talking about,  
22 and he said, "Do you remember when we were in Ms. Hawkins'  
23 class? That was third grade." I said, "Yes. Of course I  
24 remember Ms. Hawkins." He said, "You remember I was a D  
25 and F student?" "Yes, I remember you were a D and F

1 student." He said, "No one believed in me, including my  
2 family," he said, "but you used to always say to me, 'Don't  
3 listen to them. You can be anything you want to be,' and I  
4 carried your voice with me, and today I'm a freshman  
5 at" -- whatever university he was at. He was a pre-med  
6 student.

7 I remember just starting to cry, literally tears  
8 just -- and I'm not quick to emotion like that, generally.  
9 And I harkened back to the question my mother had asked me,  
10 what did I want to do, and in that moment, it just was  
11 clear to me that I want to help people see the best in  
12 themselves, and in doing that, when people see the best in  
13 themselves, and they're bringing their best to whatever the  
14 situation is, that is the epitome of maximizing human  
15 potential.

16 So that's why I think I do what -- it triggered  
17 something in me, and maybe, as a kid -- I'm the oldest, and  
18 I didn't really have anybody to follow. I had to figure it  
19 out on my own, so to speak, and I remember telling my dad  
20 that if I had half a road map, oh my God, what could have  
21 been possible, or what could be possible, and, I mean, I'm  
22 a pretty successful guy.

23 So it's that kind of people seeing you, people  
24 holding you up and encouraging you, is something that  
25 really touches my heart, and that's what I do in anything I

1 do, is really look for that opportunity to be that person  
2 for someone else.

3 PANEL MEMBER COE: How do you -- with that  
4 experience, that perspective, that passion, how do you  
5 think that can help you be an ideal Commissioner for the  
6 work of this Commission?

7 MR. LE MONS: I think the greatest thing we all  
8 want to do is be witnessed, and I think I do that. I know  
9 I do it. I mean, it's just who I am. And I think, when  
10 people feel seen, it helps them not feel as defensive. I  
11 think, as a Commissioner, that will be great. If you don't  
12 have 14 defensive people trying to get a job done, you have  
13 a better environment for cooperation.

14 I think my ability to express empathy is very  
15 strong. I think that's also very important, but I'm also  
16 very logical and very analytical, so it's this sort of  
17 balance of being able to be both of those things. I think  
18 those would be the kinds of things that would help have us  
19 be a successful Commission if I were a member.

20 PANEL MEMBER COE: Thank you. In the same essay  
21 that we were just talking about, you also -- your career to  
22 the ability to listen, synthesize the information received  
23 from multiple contributors, clearly and succinctly help to  
24 find objectives and develop comprehensive plans. Can you  
25 provide us with a specific example of a time where you have



1 done this?

2 MR. LE MONS: Can you repeat that, please? The  
3 first part of what you said I didn't hear, unfortunately.  
4 It kind of was --

5 PANEL MEMBER COE: Sure. Okay. Yes. In the same  
6 essay that we were just talking about, you attribute the  
7 success of your career to your ability to listen,  
8 synthesize the information received from multiple  
9 contributors, clearly and succinctly help define objectives  
10 and develop comprehensive plans, and I'm wondering if you  
11 can give us an example of that.

12 MR. LE MONS: Sure. So, well, I talked about the  
13 advisory board, so I'll talk about a different -- because  
14 that was a great example of that, actually, but, also, as  
15 the executive vice-president at FAME Assistance  
16 Corporation, we had diverse departments and divisions, so  
17 everything from property management to nutrition to tobacco  
18 control, transportation, like, all these units with  
19 different agendas, with different needs, different  
20 expectations.

21 So, as the EVP, I'm responsible for resource  
22 distribution. I'm responsible for operations and support  
23 of all of these different divisions, and what I believe is,  
24 when I bring my teams together, my first order of business  
25 is to hear them, is to truly hear them. Like, I hold the

1 vision and the mission and all that. Yes, I got that. But  
2 my goal isn't to go in trying to bend someone to that.  
3 It's "Okay. The way we achieve that is through this  
4 collective process."

5           So I have to understand what each of these  
6 individuals need, and I have to understand very clearly  
7 what the obstacles are, because, in my role, what I'm  
8 responsible for is mitigating those obstacles, and so  
9 whether that is in, you know, a team of professionals who  
10 have a common objective but different paths to get there,  
11 whether that is sitting with a person in the therapy room  
12 and having a very clear understanding of what they've  
13 expressed their objective is, and being able to see, by  
14 listening, where the obstacles are for them, where the  
15 development needs to happen for them in order to meet those  
16 objectives.

17           So, once I hear that information, I litmus it to  
18 "Where is it that we're trying to go? What is it that  
19 we're trying to achieve?" And through that, bringing those  
20 two pieces together, I'm able to see pathways to those  
21 objectives, and then offer those pathways up for  
22 consideration with the people that I'm talking to. So it  
23 isn't just me saying, "This is how you do it." It's "How  
24 about this?" And then that begins to open up where we find  
25 agreement and consensus, and then how we go about moving

1 forward. So that would be an example.

2 PANEL MEMBER COE: Thank you. One of the biggest  
3 tasks in front of this Commission is going to be  
4 identifying communities of interest across the state. Some  
5 of those communities are easier defined and located than  
6 others, and some of them are less engaged and harder to  
7 identify. How would you go about, if you were a  
8 Commissioner, having the Commission find communities of  
9 interest, particularly those that might be harder to  
10 locate?

11 MR. LE MONS: Well, I would begin with being on  
12 the -- not necessarily physically saying "on the ground,"  
13 but reaching out initially to people who are on the ground,  
14 who understand the community, particularly if it's a  
15 community that I'm not familiar with, and understanding  
16 from those individuals who engage with the community, who  
17 understand how the community behaves in terms of movement,  
18 communication, communication channels that work best for  
19 them, et cetera, first getting that understanding.

20 So it would be partnering with local community, and  
21 "local" could be anything from the neighborhood council  
22 organizations that are high-profile in those particular  
23 areas, and then, once you have an understanding of kind of  
24 who's in the field, the first question I always ask a group  
25 of people when I bring them together is "Who is missing?"

1 Who is not here?" So that's really important. I'm really  
2 big on -- you don't start setting the table and then invite  
3 people.

4           Before you start setting it, understand who is not  
5 in the room, and so is there a way to get them in the room?  
6 Is there a way to get in contact with those representatives  
7 as well? So making sure that inclusion happens, and then,  
8 you know, once that has happened, then they'll teach you  
9 how to reach the community. That's really what it's going  
10 to come down to. They'll tell you how to reach the  
11 community.

12           I've been involved in community participatory  
13 research for many, many years, and, you know, as a  
14 community first model, it is all about going to the  
15 community respectfully, in the very beginning, and asking  
16 the community, partnering with the community toward your  
17 goal, not using the community, because most of our models  
18 do just that. We use the community for our own benefit,  
19 say, "We want to do such-and-such. We want to target that  
20 group. Let's go" -- they have no -- they weren't a part of  
21 the design. None of their needs were taken into  
22 consideration.

23           So community participatory research is a  
24 fundamentally different philosophy about how you approach  
25 and engage community from the beginning, and I would lean

1 on that experience and those skill sets in order to reach  
2 communities.

3 PANEL MEMBER COE: Thank you. Kind of to dovetail  
4 off that, some residents or some communities are less  
5 engaged with government and governmental activity than  
6 other communities, and that's for various reasons, and  
7 because of that, their influences and their perspectives  
8 may be harder to come by and harder to find.

9 Do you think that your background as a therapist  
10 could help encourage some of these communities that are  
11 less engaged, or would be concerned about engaging for one  
12 reason or another -- do you think your background can help  
13 encourage them to get involved in the redistricting  
14 process?

15 MR. LE MONS: Sure. I don't think it rises and  
16 falls on my therapeutic background, actually, but, as you  
17 were saying it, I was thinking about, well, the first thing  
18 would just be to understand what the barrier is of  
19 engagement for those communities, so, A, if we can access  
20 them, and then query, genuinely speaking, you know, with  
21 real curiosity, as to why don't they participate, and then  
22 look at the reasons why they -- and can we affect why they  
23 don't participate, because that's really what it comes down  
24 to.

25 If we can't affect why they don't participate, then

1 where we may be left is just documenting that "We have  
2 individuals that, for these reasons, aren't ready to be  
3 engaged or aren't prepared to be engaged. However, here's  
4 recommendations on how you prepare these communities for  
5 future engagement." You know, don't stop at "Well, you  
6 know, they're not" -- it could be any number of things. It  
7 could be language. It could be fear of government. It  
8 could be immigration status.

9 I mean, it could be all kinds of things that  
10 individuals are like, "I don't want any part of that," and  
11 you may not be able to move the needle on that in this  
12 particular process, based on its time line. However, I  
13 think we would do ourselves a disservice if we aren't  
14 documenting that, and then coming up with recommendations  
15 so, next time around, we have more people engaged. That  
16 would be how I would conceptualize it.

17 PANEL MEMBER COE: Thank you.

18 MS. PELLMAN: We have six minutes and four seconds  
19 remaining.

20 PANEL MEMBER COE: Thank you for that.

21 Mr. Le Mons, if you were to be appointed to the  
22 Commission, which aspects of that role do you think that  
23 you would enjoy the most, and, conversely, which aspects of  
24 that role do you think you might perhaps struggle with a  
25 little bit?

1           MR. LE MONS: I think I would enjoy engaging with  
2 the community and getting their, you know, contributions.  
3 I would enjoy the engagement with the fellow Commissioners  
4 as well. I'd enjoy the analysis of the data collection  
5 that we would be acquiring. I think the thing that I  
6 would -- I'm trying to think of what I would like least. I  
7 would like least having to constantly have Commissioners  
8 off task and off mission. I would enjoy that the least,  
9 especially as grueling as this process has been. I would  
10 hope that there would be a group of people that were up for  
11 the task. So I think that would be, probably, what would  
12 be most disappointing, but, as far as the tasks at hand, I  
13 think I would enjoy all of them, for different reasons,  
14 because I loved puzzles as a kid, so those would all be  
15 pieces of the puzzle. So that part would be exciting to  
16 me, and it's like bringing all those pieces together. I  
17 guess that's what I would like most, is bringing all of  
18 those pieces together and, at the end, saying that we had a  
19 phenomenal outcome. So that would probably be my answer to  
20 that.

21           PANEL MEMBER COE: Thank you, Mr. Le Mons.

22           No further questions, Mr. Chair.

23           CHAIR BELNAP: Okay. Thank you, Mr. Coe.

24           We'll turn the time over to you, Ms. Dickison.

25           PANEL MEMBER DICKISON: Good afternoon, Mr. Le

1 Mons. Give me just a minute. Some of my questions have  
2 been answered, so let me just look really quickly, here.

3 MR. LE MONS: Good afternoon to you as well.

4 PANEL MEMBER DICKISON: So something you talked  
5 about is your training as a psychotherapist, and I know  
6 that, in your impartiality essay, that you talked about  
7 some of this training has taught you how to recognize  
8 biases, including your own. What are your biases, and how  
9 will you ensure they don't influence your decisions?

10 MR. LE MONS: Okay. So my positive bias is toward  
11 people who are confident and driven. So I know I have that  
12 bias, like, I privilege that. And so, going into a  
13 situation, understanding that, what I have to be mindful  
14 of, like in a therapeutic situation, would be the very fact  
15 that they're there working on something may have them  
16 present as not confident, and you have to be mindful of  
17 that. Like, you can't just cheer the finish line. You've  
18 got to cheer the whole journey, and, of course, I do. I  
19 mean, I'm about the whole journey. But I know that my bias  
20 is toward those that really want to work.

21 So where that could be frustrating is if I have a  
22 client who's canceling and missing their sessions, they're  
23 late. So that, for me, it's like the person is not there  
24 to work and get the job done. So I know that about myself,  
25 and so, while it's not just knowing it, it's about -- so



1 say, for example, I have a client -- and I've had this  
2 situation, where I have a client that fits that profile,  
3 where they're constantly canceling or coming up with  
4 excuses to be late for session.

5           It is to feel like the sensory part of that, like,  
6 "Oh, okay," be aware of how that triggers me, and so be  
7 extra mindful in my communication with them, that I would  
8 go back and re-read a communication in that case, to make  
9 sure that I haven't shown up in that communication  
10 influenced by my reaction to what they're doing, as opposed  
11 to understanding it clinically as very appropriate, what  
12 they're doing, based on where they are. So that would be a  
13 practical example of how I would recognize my bias, be  
14 present to it, but then also know how to manage for it in  
15 real time.

16           PANEL MEMBER DICKISON: Thank you. So, thinking  
17 about that training, and your understanding on that, do you  
18 have tips and tricks that you could share with other  
19 Commissioners that could help the Commission in its goals?

20           MR. LE MONS: I'm sure I do, absolutely. I mean, I  
21 don't have, like, something right at this moment that I  
22 would go, "Yes, we'd do that." I think, just in how I  
23 would be on the Commission, and the commitment with my  
24 fellow Commissioners. Those things would come  
25 automatically. I'm not a -- so I'm a little bit of a

1 storyteller, but I do want to tell this little quick story  
2 that I hope gets to that point.

3 I was a part of a Rand study on the force of  
4 homelessness for L.A. County a couple decades ago, and I  
5 was someone -- it was a longitudinal study, where we  
6 tracked cohorts of homeless people for two and a half  
7 years. So I had a cohort of about 80-something respondents  
8 that I had to keep up with and interview every month for  
9 two and a half years, and one might think that keeping up  
10 with homeless people was easy. It's not.

11 So one of the things that would come up time and  
12 time again our debriefs was -- I had the highest retention  
13 rate of any of my colleagues, fellow researchers, and the  
14 question would always be "Antonio, what are you doing?  
15 What are you doing?" And I was like, "I don't know." I  
16 really didn't. I mean, it's like, I have no idea what I'm  
17 doing, or why I'm able to find my people, why they show up,  
18 because one of the things that was different for me is I  
19 didn't have to find a lot of my people. My people showed  
20 up.

21 At the end of the two and a half years, when we  
22 were doing the exit interviews, it was at that time I  
23 discovered why I was able to be successful with having  
24 maintained throughout the project the highest retention  
25 rates, and it came accidentally. I was doing these exit

1 interviews. What I constantly kept hearing from them was  
2 "You treated me like a human being. I felt like a human  
3 being with you." So there was something that I -- just who  
4 I am as a person and being open to the population I was  
5 working with.

6           At the time, you know, I dressed pretty much the  
7 way I dress always. So I was dressed just like I'm dressed  
8 today. I drove a convertible BMW on skid row, and no one  
9 ever broke into my car, any of those things, right? And  
10 one day I was -- one of my respondents was walking down the  
11 street. I saw him.

12           I had not seen him in a couple months. He had been  
13 in jail, I later found out, but I told him, "Come on. You  
14 know, jump in the car, and let's go do your interview now."  
15 And I remember he stopped. He looked at himself. He  
16 looked at the car, as if to say, "You're going to let me  
17 get in your car?" And I saw him do that. I said, "The  
18 seats are leather. I can wipe them off. Let's go," you  
19 know, and he jumped in the car, and we went to the office,  
20 and we did his interview.

21           That, for me, first, it was very genuine, and I  
22 think he realized that. This property, this stuff, this  
23 perception, all of this stuff, is not more important than  
24 you. I don't value this stuff over you, the human being,  
25 and I think that's the kind of connection that helps

1 facilitate engagement with people, not just in that  
2 scenario, I think very similarly around the table.

3 I may have a different view than a fellow  
4 Commissioner, but my openness and respect for them as a  
5 fellow human being, I think, really creates the opportunity  
6 for us to be able to engage and move forward together, and  
7 I think just doing that throughout the process, and then  
8 maybe saying, "Well, here's a tip on how you can come to  
9 that place if that's difficult for you." I would say that  
10 tips emerge more organically than me having some, you know,  
11 bag of tricks that I do, because that's not how I operate.

12 PANEL MEMBER DICKISON: Okay. Thank you for that.  
13 So you talked about, as part of the advisory board, you  
14 went to a lot of the different counties in the state as  
15 part of that work. As you were traveling to those  
16 different counties and areas, what did you notice about the  
17 differences between those areas that, you know, might  
18 influence their preference for representation?

19 MR. LE MONS: Well, I think that, you know,  
20 whatever goes into someone's consideration set as it  
21 relates to representation, it's probably going to be driven  
22 by the belief that "Whoever I'm supporting in terms of  
23 representation for me has my best interests at heart." And  
24 so where the diversity comes is, in our society, there are  
25 key groups of people whose best interest is served more

1 often than not, and there are other groups of people whose  
2 interest is never served.

3           So I think that, as I've traveled throughout the  
4 state, our state, like any other state, as progressive and  
5 amazing, and fifth largest economy, and all the great stuff  
6 that makes California what it makes it, we have some of  
7 those same challenges when it comes to representation, and  
8 so I think being able to recognize where people are, what  
9 they need, and to be able to make sure that, again, we're  
10 supporting it, we're trying to move the needle toward the  
11 sort of more utopian idea of representation and needs being  
12 met, but, at the same time, all needs aren't going to get  
13 met. They aren't.

14           I think, as a Commission or as any group of people  
15 who have a responsibility, legislators, et cetera, who have  
16 a responsibility for a group of people's needs, is really  
17 making sure that the intention is there, there's honest  
18 effort toward that, and if, I think, communities see that  
19 that's really what's happening, like, "This person really  
20 has to balance my needs against a broad base of needs, but  
21 I'm a part of the consideration set," then that's what they  
22 really want, and I think we should be, as Commissioners, as  
23 we're out in the community, throughout the counties,  
24 looking at "Do we understand the needs?" That's the key,  
25 not our perception of the need. Have we did what we needed

1 to do to understand the need? Therefore, we can  
2 communicate.

3 PANEL MEMBER DICKISON: Well, I see that you  
4 currently have your own coaching and consulting firm. Is  
5 that correct?

6 MR. LE MONS: Yes.

7 PANEL MEMBER DICKISON: And then you're also  
8 working with FAME?

9 MR. LE MONS: Yes.

10 PANEL MEMBER DICKISON: Okay. Do you have other  
11 commitments, volunteer commitments, or other types of  
12 commitments as well?

13 MR. LE MONS: I'm a parent. I have a commitment to  
14 my children. I have two teenage boys, too.

15 PANEL MEMBER DICKISON: Oh, my. So how would you  
16 balance your professional, parental, and the commitments  
17 for the Commission? How would you balance those?

18 MR. LE MONS: So I guess I'd look at, you know, I  
19 worked full-time, I went to graduate school, and I  
20 volunteered. I like to be engaged, not only engaged, but  
21 engaged in different things, and I don't know -- as I'm  
22 saying this, I'm wondering, is that because it, you know,  
23 pulls on different parts of my brain?

24 I'm not sure, but I'm always a simultaneous,  
25 multi-project person. I always have been. That's where I

1 thrive best. I'm not the "singularly focused on one thing"  
2 guy. So I have just the experience of that, A, and, B,  
3 it's what drives me. So I don't see it as much of a  
4 challenge in juggling all that. It's actually preferable  
5 to me. Yes.

6 PANEL MEMBER DICKISON: Okay.

7 MR. LE MONS: I'm pretty organized, too.

8 PANEL MEMBER DICKISON: And so the way the  
9 Commission is selected, the first eight Commissioners are  
10 selected randomly, and then they will select the next six.  
11 If you were one of the first eight, what would you look for  
12 in the other six?

13 MR. LE MONS: All the things I said earlier. Let  
14 me ask this. How would those eight -- what would be  
15 provided to those eight in order to make that selection?

16 MR. DAWSON: I can answer that question.

17 PANEL MEMBER DICKISON: Yes.

18 MR. DAWSON: Well, they would have the benefit of  
19 all these interviews and the application materials that the  
20 Applicant Review Panel is reviewing.

21 MR. LE MONS: Okay. So, then, I would, of course,  
22 examine those things, and do it through, presumably, the  
23 things that I outlined earlier that I thought was  
24 important, alongside the things that the Commission has  
25 identified, you guys have identified, as important to the

1 Commissioners.

2 PANEL MEMBER DICKISON: Thank you. What would you  
3 ultimately like to see the Commission accomplish?

4 MR. LE MONS: Being able to meet the objectives of  
5 why the Commission was commissioned in the first place, and  
6 to successfully do that. That's what I'd like to see the  
7 Commission do.

8 PANEL MEMBER DICKISON: Okay. Mr. Belnap, I have  
9 no further questions at this time.

10 CHAIR BELNAP: Okay. Thank you.

11 We're going to turn the time over to Mr. Dawson.

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

13 Madame Secretary, could I have a time check,  
14 please.

15 MS. PELLMAN: Excuse me. Yes. We have 32 minutes  
16 and nine seconds.

17 MR. DAWSON: Thank you.

18 Mr. Le Mons, I see that you got your bachelor's at  
19 Michigan State.

20 MR. LE MONS: Yes. Go, Spartans.

21 MR. DAWSON: Go, Spartans. Did you grow up in  
22 Michigan?

23 MR. LE MONS: Yes, I did.

24 MR. DAWSON: So I'm always curious about folks who  
25 came to California as adults, because they chose



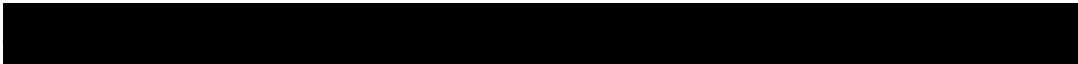
1 California. Why did you come out to California?

2 MR. LE MONS: Okay. I love this story. So I was  
3 15 years old, and I'm the oldest in my generation, so I  
4 grew up with a lot of adults, and my grandmother's brother  
5 was coming out here to bring his daughter a new car he had  
6 just brought her, and he called my mom, and well, he asked  
7 me -- I went to an all-boys private school, and we got out  
8 early, earlier than most of the other schools, and so he  
9 asked if I'd like to come out here on the road trip with  
10 him and help him drive the car.

11 Now, he didn't know I didn't have a driver's  
12 license, because I had been driving since I was 14, and he  
13 just assumed I had a driver's license. So, of course, me  
14 being the 15-year-old, wanting to go, I said, "Sure. Yes.  
15 I'll go help you drive out there," and that's what I did.  
16 I helped my great-uncle drive out to California from  
17 Michigan, and he stayed two weeks, and I stayed the rest of  
18 the summer, and I fell in love with it. I just felt -- I  
19 felt like this is where I belonged.

20 The cousin who we were bringing the car to, she was  
21 probably in her -- well, she was in her early 20s, and she  
22 was dating some guy, and always gone. So, when he left,  
23 imagine a 15-year-old in L.A. with a car, because she gave  
24 me the keys to her car. So I was able to -- I can't tell  
25 you how much fun I had.

1 I went up to Hollywood High School and talked to a  
2 counselor about enrolling myself, because I told my parents  
3 I wasn't coming back, and I was going to stay here, and I  
4 ended up staying the entire summer, and my mother basically  
5 threatened me, and told me, "Do not make me have to get on  
6 a plane to come get you."

7 So I vowed, as I marched to the airport to fly back  
8 to Michigan one day before school started for all that  
9 year, that I'd be back, and the moment I graduated  
10 undergrad -- I actually got into some schools out here, but  
11   
12 when I was a senior in high school.

13 So I decided, rather than -- I delayed my coming  
14 here because I didn't know -- it was very touch-and-go for  
15 her. So I decided to go to a college within the state so  
16 I'd be closer to home, but, the moment I graduated from  
17 Michigan State -- I graduated in June. I moved here in  
18 July.

19 MR. DAWSON: Thank you. So the reason I asked the  
20 question is, California, often more than other states, has  
21 a lot of folks who were not born here, but made it their  
22 home, and I'm wondering if you think that this is a  
23 perspective that would assist you in your work on the  
24 Commission that maybe a native-born Californian wouldn't  
25 have.

1           MR. LE MONS: Well, it would be a perspective among  
2 perspectives. So I'd say, okay. If you have only the  
3 perspective of native-born Californians, with no other  
4 perspective, then there are certain considerations you may  
5 not have to address, but, because of the diversity of not  
6 only -- you know, I came here from the Midwest. People  
7 come here from all over the United States and make this  
8 their home, with diverse perspectives, diverse upbringings,  
9 et cetera.

10           So I think, just having an additional perspective  
11 to bring into the equation, there would be value in that,  
12 as would any other perspective, though. I don't see it as  
13 uniquely being something that would have me stand out, per  
14 se. I just think it happens to be a perspective that could  
15 add value.

16           MR. DAWSON: Thank you. Sort of staying on the  
17 same vein of thought, so my understanding is that, while  
18 living in California, you've primarily been in L.A. County.  
19 Is that correct?

20           MR. LE MONS: That's correct.

21           MR. DAWSON: And primarily in an urban environment?

22           MR. LE MONS: Yes. I also lived in Palm  
23 Springs -- well, actually back and forth. So I was in Palm  
24 Springs half the week and L.A. half the week for a period  
25 in the late '80s, early '90s.

1           MR. DAWSON: I see. During your travels in  
2 California, with your work or otherwise, do you think that  
3 you could still bring an appreciation of the inland and  
4 rural communities up and down the state?

5           MR. LE MONS: Sure. Absolutely.

6           MR. DAWSON: You talked about, you know, going to  
7 these smaller communities as part of your work -- I think  
8 it was on the CAC -- and having preconceived notions about  
9 certain parts of the state. What were some of those where  
10 you were genuinely surprised about what you found in a  
11 place where you thought you might find something otherwise?

12           MR. LE MONS: I'm trying to pick a particular one.  
13 Well, you know, what's interesting is, I think, Alameda  
14 County, quite frankly. So you think, "Big city." So this  
15 is a perception, right? You think, "Big city." If you're  
16 from that area, that may not be how you necessarily see  
17 yourself, right?

18           What I found was a very hometown feel in Alameda  
19 County. That surprised me. I didn't expect that. I  
20 expected something more New York in terms of engagement, or  
21 L.A. L.A. is distinctively different from Alameda County,  
22 but both are, of course, urban areas. So I think that was  
23 surprising. So something that seemed -- or you could  
24 expect to be similar was dissimilar in ways that I found  
25 surprising.

1           MR. DAWSON: Interesting. In your analytical  
2 essay, you referred to something called a "community  
3 participatory research approach."

4           MR. LE MONS: Yes.

5           MR. DAWSON: That's a term I'm not familiar with.  
6 Can you explain that, and how that would be significant?

7           MR. LE MONS: Yes. So I think the best way to kind  
8 of succinctly explain it is, most research in our country  
9 is done at the academic level, and what happens is, people  
10 in academia come up with research ideas to solve for  
11 certain problems or issues, which usually requires the  
12 community of subjects, and so, once the research protocol  
13 is established, they reach out to those perspective  
14 communities in order to get participation, and the  
15 community members either decide to participate or not.  
16 With a community participatory research -- okay.

17           So, before I go there, they do the research. They  
18 tell them why they're doing it. They get them to  
19 participate, and then they go off and they crunch the data,  
20 and they come up with whatever they come up with, and  
21 wherever that leads, it leads. It gets published in  
22 journals, and people make careers, and, you know, whatever  
23 else happens, and the community never hears about it again.  
24 They just know that some researcher came in a few years ago  
25 and did research on high blood pressure on them, never see

1 them again. That's usually the model, and I don't say that  
2 to be critical. I just say that because that's the model,  
3 right?

4           In community participatory research, it is a  
5 different frame of mind. So what happens is, the  
6 universities, UCLA -- I'll use that as a great example,  
7 because I've worked with them. So UCLA partners with the  
8 community. What happens is, in the very beginning, if it's  
9 ideal, they'll go to community first, and ask community,  
10 "How can we be of value to you in us working together?  
11 This is the expertise we bring."

12           Then the community may say, "You know what? In our  
13 community, we have a lot of pre-term delivery issues, and,  
14 as much as it is talked about nationally, blah, blah, blah,  
15 the statistics have not changed over the last decade.  
16 We're really committed to bringing down those statistics in  
17 our community." And the researcher says, "Okay. You know,  
18 there's people on our team who have a passion for that.  
19 Let's design a protocol." So a protocol gets designed.

20           The key piece here is, the community is at the  
21 table from the beginning. The other key piece is that it's  
22 not the community trying to fit their needs into the  
23 objective of a researcher. It's the researcher genuinely  
24 being interested in being of service to the community.

25           So the protocol gets designed. It gets approved.

1 It gets executed. There is a commitment for the data that  
2 comes out of the protocol to be given to the community.  
3 The community goes in understanding that they have  
4 ownership in the data. So the data is given to them. They  
5 may share that amongst community-based organizations.  
6 Community meetings are done to be able to share the data  
7 more broadly.

8           So it's making sure that a full loop happens from  
9 beginning to end, so that the community is involved, the  
10 researcher gets what they need, community gets what they  
11 need, and they may need different things. Like, how the  
12 researcher may use that data, ultimately, may be very  
13 different than how the community uses the data, but they  
14 have access to the valuable tool that came out of the  
15 process, which was what? Data. That's probably a  
16 way -- that's the best way for me to describe it. There's  
17 a lot more nuances to it, but that's the general idea.

18           MR. DAWSON: Thank you.

19           I have no more further questions. Mr. Chair?

20           CHAIR BELNAP: Did no one do follow-up questions?

21           MR. DAWSON: I'm sorry. Follow-up questions from  
22 the Panel, if there are any.

23           CHAIR BELNAP: So, Mr. Coe, do you have any  
24 follow-up questions?

25           PANEL MEMBER COE: I have no follow-up questions.

1 CHAIR BELNAP: Ms. Dickison?

2 PANEL MEMBER DICKISON: I do not have any follow-up  
3 questions.

4 CHAIR BELNAP: Okay, I have one. So, Mr. Le Mons,  
5 as a former therapist and a professional coach, you have  
6 had many experiences interacting with people one on one in  
7 small groups. What I'm wondering is, have you had much  
8 experience holding public meetings, in particular the type  
9 of large public meetings that the Commission might have?

10 MR. LE MONS: Yes. So, in the community  
11 participatory research example I just gave, I worked on  
12 several projects where I was a part of that community  
13 engagement and bringing communities together in large  
14 groups, sometimes hundreds. Usually they were probably 300  
15 or less, I'd say, for the most part, dependent upon exactly  
16 what the purpose of the meeting was.

17 So, if the purpose of the meeting was to actually  
18 get data, those groups would have been smaller. It might  
19 have been 50 people, 75 people, depending upon the  
20 environment. If it was to report data, it's been, you  
21 know, 500-plus-type meetings. So it just depends on the  
22 nature of the meeting.

23 CHAIR BELNAP: Okay. Thank you.

24 MR. LE MONS: You're welcome.

25 CHAIR BELNAP: That was my last question.



1           Madame Secretary, could I have a time check,  
2 please.

3           MS. PELLMAN: Yes. We have 20 minutes and 22  
4 seconds remaining.

5           CHAIR BELNAP: Thank you.

6           Mr. Le Mons, I believe that all the questions are  
7 done. I'd like to offer you the opportunity now to make a  
8 closing statement to the Panel, if you wish.

9           MR. LE MONS: Sure. So I'd just like to, first of  
10 all, make the Panel for making this opportunity available  
11 to do it via video. I have to say I did have a little  
12 anxiety about having to trudge through the airport and the  
13 whole process with COVID-19, you know, going on.

14           So this I really, really appreciate, and to me,  
15 this is a great example of having an objective that you  
16 have to meet, because I know there's a deadline that you  
17 guys have to meet in order to complete the work that you  
18 have to do, and there are unforeseen circumstances, and  
19 that's life, but being able to pivot and come up with a way  
20 to make it happen so that you can still stay on the path to  
21 your objective. I have a ton of respect for that.

22           Ms. Dickison, you remember that was one of my  
23 biases, so I like people that are ready to get it done.

24           So I wanted to thank you guys for that, and say I  
25 really appreciated the communication in the process as

1 well, from the very beginning up until now. Communication  
2 is oftentimes a thing that people don't do well, and I feel  
3 like you guys, in terms of keeping us, the Applicants,  
4 involved and understanding the process and what's going on,  
5 and the little ticklers, and just all of it, was  
6 refreshing, and not often the case when you're dealing with  
7 government entities sometimes. So I appreciate that as  
8 well.

9 I look forward to, if selected, being able to bring  
10 my experience, my commitment, and what I do think is unique  
11 about me as a person is just that, who I am as a person, to  
12 the experience. So I think I could have the same resume of  
13 all the things that have happened, but without the  
14 ingredient that is uniquely Antonio Le Mons, that would be  
15 a very different guy talking to you. So that's that hidden  
16 part that only I can really kind of articulate, and,  
17 hopefully, you felt some of that during this interview, and  
18 I look forward to serving, if asked to do so.

19 CHAIR BELNAP: Okay. Thank you.

20 We're going to go into recess now, and be back at  
21 2:50 p.m.

22 (A recess was held from 2:27 p.m. to 2:59 p.m.)

23 CHAIR BELNAP: It being 2:59, I want to call this  
24 meeting back out of recess.

25 I want to check, Mr. Coe. Can you hear me?

1 PANEL MEMBER COE: I can hear you just fine, Mr.  
2 Belnap.

3 CHAIR BELNAP: Excellent.

4 Ms. Dickison?

5 PANEL MEMBER DICKISON: Yes. I'm here, and I can  
6 hear you.

7 CHAIR BELNAP: I want to welcome Genevieve Murphy.  
8 Ms. Murphy, can you hear us?

9 MS. MURPHY: Yes, I can.

10 CHAIR BELNAP: Okay.

11 MS. MURPHY: Can you hear me?

12 CHAIR BELNAP: Yes.

13 MS. MURPHY: Great. Thank you.

14 CHAIR BELNAP: All right. We'll turn the time over  
15 to Mr. Dawson for the standard questions.

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

17 Ms. Murphy, I'm going to ask you five standard  
18 questions that the panel has requested that each Applicant  
19 respond to. Are you ready, ma'am?

20 MS. MURPHY: I am, thank you.

21 MR. DAWSON: Question one: What skills and  
22 attributes should all Commissioners possess? What skills  
23 or competencies should the Commission possess collectively?

24 Of the skills, attributes and competencies that  
25 each Commissioner should possess, which do you possess? In

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

3 MS. MURPHY: Thank you. Well, I'd like to start,  
4 and make sure I'm not just sort of repeating back to you  
5 what you outlined so clearly for us in the application  
6 process, and really underscore what's important for you to  
7 hear, but I'll do so in the context of why I think certain  
8 things are so important.

9 So, first off, in my opinion, this whole idea of  
10 the ability to be able to be impartial is absolutely  
11 crucial, because it's at the heart of everything that this  
12 mission -- or that this Commission is tasked to do.

13 I think you have to put aside all of your own  
14 potentially political preferences, et cetera, and make sure  
15 that you're really focused on what's most important, which  
16 is drawing lines, district lines, that will allow each  
17 person the ability to elect the candidate of their  
18 choosing. That's really at the spirit and the heart of  
19 everything we're doing. So I think that's absolutely  
20 critical as a group, and individually as to Commissioners.

21 I think the other thing that goes hand in hand with  
22 that is just an appreciation and respect, I think is the  
23 key word, for diversity, and I think, in order to truly  
24 serve in the best manner the constituents of California,  
25 you really need to understand their wants, their needs,

1 their desires, and be able to respect that, and any  
2 differences included in that.

3           Thirdly, analytical skills, not just quantitative  
4 but qualitative, I think, are absolutely critical. I think  
5 I understand that you're not expecting every Commissioner  
6 to be a statistician. However, let's be clear. This is  
7 going to be a very data-intensive process, and I think, you  
8 know, it really starts from the beginning, which is  
9 understanding all the laws and mandates that are applicable  
10 to the work of the administration -- or to this Commission,  
11 and so thoroughly understanding them pretty quickly, so  
12 that you can identify what data is required, and you have  
13 to start that rather early.

14           So, again, that's both quantitative and  
15 qualitative, and, clearly, I don't think there will be a  
16 lot of -- you know, thankfully, the Commission will be able  
17 to hire some help, some experts, to help with the major  
18 data crunching, but, still, you have to understand enough  
19 where that data is coming from, what makes it useful  
20 information, be able to make sure that you have what you  
21 need early in the process, to be able to base your  
22 decisions off that, ultimately.

23           I also understand that, between the federal and  
24 state law, there will be some, you know, prioritizations  
25 that have to be made. You have to look at, holistically,

1 each and every mandate, but then all together, too, to  
2 understand that there are going to be trade-offs required,  
3 and that may not be the right word, but, you know, lawfully  
4 meeting the mandate of one law will also constrain some of  
5 your decisions in prioritizing some of the others. So,  
6 overall, I think you have to be able to look at that  
7 analytically, process a ton of data, and be able to do so  
8 very thoughtfully.

9 I also think it's important for the Commission as a  
10 whole to have project management skills and experience.  
11 You know, the time line, you can say it's a full year, but,  
12 you know, it's rather tight, given everything that has to  
13 be accomplished. So I think it's very important, from the  
14 onset, to be able to set milestones first, actually, a line  
15 on what the key objectives are, set milestones and make  
16 sure you're adhering to that, and, you know, executing  
17 currently (sic).

18 I think the ability to work together as a team is  
19 key, so you need to have Commissioners who are good team  
20 players, can communicate well, who can create an  
21 environment where they trust one another, and feel  
22 comfortable asking difficult questions and having some  
23 serious conversations.

24 I also think -- and this is something I learned to  
25 appreciate early in my career, but more and more as it goes

1 on -- especially in project-based work, you need to have  
2 some stamina, quite frankly, and a sense of urgency. Early  
3 on, I was a management consultant, one of my first jobs out  
4 of school, and I said, "My gosh. What's, you know, a new  
5 graduate going to be able to do and keep up with these  
6 intellectuals, et cetera, et cetera?"

7           What I found was the work -- it wasn't so much  
8 that -- well, it was intellectually challenging, but I  
9 think the hardest part was the endurance and the stamina,  
10 just making sure that you were extremely focused on the  
11 task at hand, and you will do anything you can to meet it.  
12 A deadline is a deadline. You have to pull together and do  
13 that collectively.

14           So I think that those are all sort of important  
15 skills and competencies, et cetera, that's required of the  
16 Commission, and I do think that I could capably fulfill all  
17 those, and otherwise, honestly, I wouldn't have applied,  
18 and I think it's what appealed to me so much, is a  
19 combination of those things in my own background and  
20 experience, I think, would go hand and hand with all of  
21 that.

22           I'm trying to think of the other part of your  
23 question, make sure I answer it all fully. So, in summary,  
24 I would just say, too, all of my career-based work up to  
25 date, the majority of it has been project-based, both

1 for-profit and non-profit, so I'm very comfortable working  
2 in teams on project-based work.

3 I don't think it's any coincidence, actually, that  
4 I've spent my career doing this, because it's what appeals  
5 to me. I love people. I feel like there's so much more to  
6 be accomplished when you work together as a team,  
7 especially if you have some wonderful people coming  
8 together with the best of intentions.

9 So I think that's a lot of what inspired me to  
10 apply for this role, and, honestly, I think, again, why I  
11 answered with being able to be impartial is so  
12 important -- my number one response is that I do. I think  
13 it's at the heart of what we're doing. It's what appealed  
14 to me most. There are many things that made me jump at  
15 this opportunity, but that's the thing that appealed to me  
16 the most.

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

23 What characteristics do you possess, and what  
24 characteristics should your fellow Commissioners possess,  
25 that will protect against hyper-partisanship? What will



1 you do to ensure that the work of the Commission is not  
2 seen as polarized or hyper-partisan, and avoid perceptions  
3 of political bias and conflict?

4 MS. MURPHY: You know, personally, I believe I do  
5 have a high degree of patience and self-control, and I  
6 think that's really important, to be able to distance  
7 yourself and your personal views and bring them into a  
8 situation where they really shouldn't -- where they don't  
9 belong, quite frankly.

10 I also personally just value other people's  
11 opinions. I find you can arrive at a much better  
12 conclusion, actually, sometimes, when there is some  
13 difference of opinion. You have to be able to respect  
14 that, but it kind of sometimes will ultimately get you to a  
15 better outcome or conclusion. It would be quite boring if  
16 we all thought the same way.

17 However, I do trust that this panel, too, will  
18 make, you know, prudent selections, to make sure, again,  
19 that people aren't just responding that being impartial is  
20 very important, but I think you'll get to the heart of  
21 pulling people who truly they mean it, because that has to  
22 be one of the superseding kind of factors.

23 With that said, I think it's fair, early on in the  
24 process, for this Commission to say, from the onset -- kind  
25 of make a declaration of sorts, to say this is the highest

1 priority for each and every one of it. Let's self-police a  
2 little bit, and be willing to call each other out if, you  
3 know, anyone is sort of branching out in a direction that's  
4 a bit dangerous or definitely off course.

5 MR. DAWSON: Thank you. Question three: What is  
6 the greatest problem the Commission could encounter, and  
7 what actions would you take to avoid or respond to this  
8 problem?

9 MS. MURPHY: I think it's a great question. I  
10 think, in trying to come up with the best response for  
11 this, I look at what variables the Commission will be most  
12 dependent on, and to me, data kind of is the first thing  
13 that comes to mind, and I have worked in very  
14 data-intensive kind of project management scenarios before,  
15 and things go wrong with the data sometimes.

16 To me, I think that would be one of the most  
17 dangerous things that could confront the Commission, and  
18 especially if it happens, you know, late in the process,  
19 where data that they were relying on to -- that they based  
20 on their decisions on were somehow wrong, inaccurate, et  
21 cetera, because, in this case, from my understanding of the  
22 work, you would have to go back and revisit absolutely  
23 every decision you made, and have to, you know, redraw,  
24 potentially, if that data was bad.

25 So I was thinking, you know, again, if it was late

1 in the time line and that happened, what would you do to  
2 rectify that situation? Clearly, you'd have to get the  
3 right data. You would have to know how to do that, and  
4 then you would have to go back and re-question or revisit  
5 every decision you made, and do so quickly, and, again, I  
6 think I said it earlier, but a deadline is a deadline. So  
7 you would all have to pull your weight, and just make it  
8 happen. Maybe it's sheer will and determination, but it  
9 would have to happen.

10 MR. DAWSON: Thank you. Question four: If you are  
11 selected, you will be one of 14 members of the Commission,  
12 which is charged with working together to create maps of  
13 the new districts. Please describe a situation where you  
14 had to work collaboratively with others on a project to  
15 achieve a common goal.

16 Tell us the goal of the project, what your role in  
17 the group was, and how the group worked through any  
18 conflicts that arose. What lessons would you take from  
19 this group experience to the Commission, if selected?

20 MS. MURPHY: Okay. I'm going to share an  
21 experience that I had most recently, and I'll give you a  
22 little context as I delve in, so you can understand my role  
23 a little better, but, several years, probably six or seven  
24 years ago -- I'll tell you first I have a business called  
25 Visiting Angels that I run, and we provide homecare for

1 seniors, and I'm very active in my community, and wanted to  
2 get involved with our local hospital.

3           So I met with someone from, you know, our  
4 foundation there, and the liaison was telling me about a  
5 corporate program that they have, where each business  
6 donates a certain amount of money, and each year, they are  
7 able to pool that together and then purchase a big piece of  
8 equipment for the hospital from their wish list that they  
9 otherwise wouldn't be able to afford.

10           So it sounded great, and, you know, I jumped in,  
11 but I did ask the same liaison if there was anything else  
12 available that might pull on my heartstrings a little more,  
13 where I could connect a little more with patients, and she  
14 said, "You know, it's interesting you ask at this time,  
15 because we just had a young patient dying of colon cancer,  
16 actually, who" -- he had requested -- he had a doctor, an  
17 oncologist, a very young, out-of-the-box thinker, wonderful  
18 man, and he had had a conversation with this young patient  
19 and said, you know, "Now, while you're still -- you know,  
20 towards the end of his treatment, he said, "You know, you  
21 still have a lot of vitality. You're feeling good. Make a  
22 list of everything that you want to do, and we're going to  
23 help support you, and figure out how to check off, you  
24 know, this list."

25           He didn't have money. He didn't have any money at

1 all, and he actually reached out to friends -- he had  
2 Facebook -- and asked for their support, and his list was  
3 simply he wanted to go onto the Ellen DeGeneres show, he  
4 wanted to have a photo shoot done, things of that nature.  
5 And so it was actually his fellow patients, social workers,  
6 and nurse, doctor, who rallied around him and made this,  
7 like, list come to life.

8           They checked everything off. They made everything  
9 happen. And he got very reflective at the end, and he  
10 said, "You know, I want everyone to be able to have this  
11 opportunity," and so they had this idea to create this  
12 bucket list project. It was really his. It was his final  
13 real wish, it was beautiful.

14           I kind of came in at that time when this group was  
15 getting together to make this happen, and so we did, and  
16 ultimately, well, under the chair of the -- sorry. As part  
17 of the foundation, I actually chaired the committee, and we  
18 grew and grew, and it was a wonderful experience, and I'm  
19 going to take you from here, kind of, but we actually got  
20 so much momentum that the foundation said, you know, "If  
21 you would like at this point, feel free. You can branch  
22 out and go out on your own, become your own 501(c)(3).

23           So, we had, you know, a small board at the time.  
24 It was more of a committee. And some people wanted to stay  
25 with the -- you know, current foundation, but most people

1 said, "No, let's do it." And so we did. We took a leap of  
2 faith, and from that point forward, I've led the business  
3 side of things, and really have been the president ever  
4 since. To establish ourselves, we got our tax-exempt  
5 status in January 2017, and have grown the organization  
6 since then.

7 As you can imagine, there are many steps along the  
8 way, and this was done as a volunteer. I run my own  
9 company, so this is on the side. But, you know, it was  
10 full of lessons, and people and personalities, and we made  
11 it happen, though.

12 We're at the point now where, actually, I'm going  
13 to step down as the president, because we've raised enough  
14 money where we can hire an executive director, and it's  
15 really been one of the more satisfying career experiences  
16 I've had. So it's been wonderful. It's taught me lots of  
17 lessons.

18 So I think that's the other part of your question,  
19 and I would say I actually -- you know, I was going to  
20 share a work example, because I've led a lot of, you know,  
21 for-profit work projects, but this one is near and dear to  
22 my heart, and I think, too, when you're working with  
23 volunteers, everyone has to be treated with that much more  
24 respect and kindness and patience.

25 You're all in it together, but, you know,

1 volunteers are donating their time, their talent, their  
2 treasure, and everyone kind of wants something different  
3 from, you know, the experience, and what I've learned,  
4 though, I think, can be applied to any project team.

5 I think, early on, it's important to set norms and  
6 expectations for how you work together. I think it just  
7 avoids conflicts, like, down the line, to kind of set that  
8 up, up front, so expectations are clear, similarly, setting  
9 objectives, and aligning yourselves to those, being clear  
10 on roles and responsibilities, who is going to do what.

11 I think, once you do those things, they may seem  
12 overly formal, but then I think that you can also always  
13 give people the benefit of the doubt. It's easier to hold  
14 people responsible and accountable for their roles in what  
15 you're doing, and making sure everyone is contributing.

16 Again, I'm not saying everyone needs to be treated  
17 equally, either. That's something else. Some people want  
18 to do a lion's share of the work. I tend to be one of  
19 those, and I'm willing to do the time, but I think, again,  
20 especially in volunteer-type situations, you know, people  
21 get burned out, too.

22 So you have to be careful of that and mindful of that,  
23 but, again, I think it's just amazing what a really  
24 group -- amazing what people can accomplish if they're well  
25 intended, and they collaborate, and they get together in

1 the spirit of doing wonderful things.

2 MR. DAWSON: Thank you.

3 MS. PELLMAN: We have 14 minutes, 35 seconds  
4 remaining.

5 MR. DAWSON: Thank you.

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

17 MS. MURPHY: I think my answer starts from when I  
18 was young. I've always sort of sought out opportunities  
19 that would, in a way, open up my own world and expose me to  
20 different things, different cultures, different people, et  
21 cetera, and, you know, I traveled extensively as soon as I  
22 could.

23 I volunteered in Africa one summer, and even  
24 locally, too. I've always been a committed volunteer, and  
25 I think all of those experiences have been wonderful in



1 terms of giving me an appreciation for people of different  
2 backgrounds, different than my own, but just in general,  
3 different from one another.

4 I'm a people's person. I really genuinely have an  
5 interest in connecting with people and understanding their  
6 stories, where they're from, and always want to serve, and  
7 you know, I say diversity, too. I think, still, quickly,  
8 people always look at race and ethnicity, but, I mean,  
9 diversity across the board, in terms of gender, sexual  
10 preference, et cetera, economically speaking, and I think,  
11 too, people always assume that, when you talk about  
12 diversity and appreciating it, you're talking about people,  
13 perhaps, who have circumstances perhaps sometimes seen as  
14 less than their own, and I think it goes across the board.  
15 It could be anything, too.

16 So I have a genuine appreciation for that. I've  
17 always sought out opportunities where I could work with a  
18 lot of different people. Right now I'm in a service  
19 industry where I work with families of all types. I have a  
20 very diverse workforce, and relationship-driven businesses,  
21 I think, require that, that appreciation, that respect, and  
22 I think it really does boil down to that word, "respect."  
23 I think, if you really have it, and you practice it, it's  
24 everything, really.

25 I'm fortunate to have lived in Long Beach for the

1 past, you know, 14 years, where we're an extremely diverse  
2 city. I was part of the Leadership Long Beach board for a  
3 long time, and we weren't just concentrating on one  
4 neighborhood in our city. I think over 40 languages are  
5 spoken.

6 As a matter of fact, the Cambodian community was  
7 going through something recently where they were explaining  
8 that they're split up amongst four districts right now, and  
9 were making a big case for being pulled together, so that  
10 their community of interest would not lose their voice, and  
11 I found that very interesting, especially given the type of  
12 work we're doing right now.

13 So, in any event, you know, again, I've always been  
14 drawn towards volunteer experiences, and more service work.  
15 I think some people tend to get uncomfortable with  
16 diversity. I'm the opposite. I seek it out. I'm more  
17 uncomfortable when there isn't diversity.

18 I can even tell you my daughter, when she first  
19 started kindergarten, our first experience with school, we  
20 had selected an elementary school of choice which was very  
21 diverse. We have a naval base, and I mean that  
22 economically as well as racially, ethnically, et cetera,  
23 and it's part of what makes the school so wonderful.

24 At the last minute, we were bumped to a nearby  
25 school, which was fine, another amazing school, but it

1 actually struck me at the first day. We looked across the  
2 sea of students, and there was no diversity at all. It  
3 actually made me uncomfortable, and I talked to another  
4 parent. She actually shared the same concern, but other  
5 people were like, "What are you talking about?" It's just  
6 something I'm aware of, and, again, I just think it's part  
7 of what makes our state, in particular, so wonderful.

8 I was listening to the governor the other day, and  
9 it was only 24 or 48 hours after he had given the orders to  
10 stay home, and some people were saying, you know, "Look at  
11 all these people. They're not listening. They're not  
12 paying attention." And he said, you know, "In all  
13 fairness, some people just literally have not gotten the  
14 message, partially because, you know, we haven't even had a  
15 chance to go do a campaign, soon you'll be seeing  
16 billboards, et cetera. We're doing out best, but 30  
17 percent of our state is, you know, born elsewhere,  
18 non-native."

19 He said, "And, again, the only reason why I'm  
20 bringing attention to that is that, quite honestly, we  
21 haven't even translated everything into every language we  
22 need to and gotten the word out." So I think it's  
23 something that I think needs to be understood, appreciated,  
24 and kind of important.

25 MR. DAWSON: Thank you.

1           We'll now go to Panel questions. Each Panel Member  
2 will have 20 minutes to ask his or her questions, and we  
3 will start with the Chair, Mr. Belnap.

4           CHAIR BELNAP: Okay. Thank you, Ms. Murphy, for  
5 being with us. I have a follow-up question from question  
6 four.

7           MS. MURPHY: Okay.

8           CHAIR BELNAP: You indicated that when the  
9 Commission gets together, they should have a session, a  
10 brainstorming session, where they talk about norms and  
11 expectations. What would your contributions be to that  
12 discussion? What would you say should be some of the norms  
13 and expectations for that group?

14           MS. MURPHY: Well, I think Commission is so key,  
15 and it can make or break the Commission's work. So that  
16 would be my first area of focus, to say, you know, how can  
17 we expect to communicate with one another? I mean, a  
18 simple example is, like, some people expect a reply to your  
19 voicemail or an e-mail within 24 hours. So I'm being very  
20 specific here.

21           I think that is sort of the level that you have to  
22 get into, so that people don't get -- you always think of  
23 what's going to rub someone the wrong way, too, especially  
24 when you're working together as a group, and those are the  
25 type of details I would actually dive into, because I

1 think, once you decide -- you know, some people will say,  
2 "Well, I could never get back to you within 24 hours. I  
3 work. I take care of kids. I do this," and that's great.

4 Those are the types of discussions you need to  
5 have, to say, "Okay. Collectively, as a group, what will  
6 we agree to, and how will this guide the work that we're  
7 going to do over the next year?" And you can always  
8 revisit them and change them, too, but I think that would  
9 help kind of facilitate that process.

10 Then, also, I mean, that's just how we will work  
11 together, but what is the work we'll be doing together? I  
12 think coming up with a plan for all of that is obviously  
13 extremely important. So then you're kind of getting into  
14 the nuances of the law, et cetera, but kind of, very early  
15 on -- you can never plan or prepare too early. So I think  
16 all of the discussions early on would be focused on that,  
17 setting us up for success, really.

18 CHAIR BELNAP: All right. Thank you. In your  
19 essay on impartiality, you indicate that you have been  
20 trained as a facilitator. When and from whom did you  
21 receive this training?

22 MS. MURPHY: You know, it was an outside company.  
23 Early on, when I used to live in Philadelphia, I was part  
24 of the Junior League there, and that's where I was in  
25 charge of all of our training, and so that was one that we

1 offered, was how -- I was basically using a "train the  
2 trainer" approach. So I took training, and, quite  
3 honestly, I don't remember the name of the company, but it  
4 was an outside company that trained me, and then I, in  
5 turn, trained the organization.

6 CHAIR BELNAP: And this was at your time at  
7 Accenture?

8 MS. MURPHY: No, actually, at the Junior League.  
9 So it was a non-profit that I was involved in, the Junior  
10 League.

11 CHAIR BELNAP: The Junior League. Okay.

12 MS. MURPHY: Yes. Sorry.

13 CHAIR BELNAP: So what are some of the key  
14 principles of facilitation that you learned at that time  
15 and that you've implemented since?

16 MS. MURPHY: Well, the facilitator, sometimes it's  
17 difficult for people to play that role, because you would  
18 think it's different than the leader of the organization or  
19 group. So you're maybe setting strategy, setting the  
20 vision, and kind of pull everyone on board, but you're  
21 really imparting your message.

22 Facilitation is when you're actually taking, you  
23 know, your personal stuff out of it, and guiding the group  
24 to go ahead and arrive at conclusions, or brainstorm, or  
25 kind of try to accomplish whatever task is at hand, but you

1 have to keep the discussion moving. You have to keep it  
2 healthy.

3           You have to learn where to table certain things,  
4 certain items for follow-up that's going to drag you down,  
5 and you're not focused on, you know, the task at hand,  
6 that's one of the key things, I find, and sort of set  
7 everything up for next steps, if it's a sort of like a  
8 workshop or something that would require multiple meetings.

9           CHAIR BELNAP: And how would you use that  
10 particular principle and others like it in your work as a  
11 Commissioner?

12           MS. MURPHY: Well, I think the reason why I  
13 included that in my response is because it really did teach  
14 me early on how to kind of remove your own thoughts and  
15 opinions from a process. Even if you may have some that  
16 are even potentially strong, and that could even help move  
17 the group along, you have to learn self-constraint,  
18 self-discipline, and really just do what's best for the  
19 group than one of the other parts.

20           CHAIR BELNAP: Okay. Thank you. So either you  
21 were in the past or are currently on the board of directors  
22 of Leadership Long Beach -- I don't remember which it  
23 is -- but what is Leadership Long Beach, and what was your  
24 role in that organization?

25           MS. MURPHY: Sure. It's a fascinating

1 organization. I think it really is one of the reasons, or  
2 maybe just -- I don't know if it's the reason, or just sort  
3 of a by-product, what makes our city so wonderful, but a  
4 group of very forward-thinking leaders got together years  
5 ago, 30 years ago, and said, "How can we not only continue  
6 to keep our city great, but make it ever better?"

7           So they put together this program to empower and  
8 connect leaders, to make a difference across the city, and,  
9 you know, Long Beach really is a special place, and we have  
10 so many involved and well-intended people. It's just  
11 amazing, and so it's interesting. It's not so much -- it's  
12 not a leadership program that develops leaders. It's a  
13 program that takes current leaders and connects them, all  
14 in the spirit of trying to improve the city, and trying to,  
15 you know, do what's best for the city.

16           So you get continued fresh thinking, and, again, I  
17 mean, I remember going through the program myself, and what  
18 was so fascinating about it was you get to spend a day, you  
19 know, with your local police, like, you actually get to do  
20 a ride-along. You do the same thing with the local  
21 firehouse. You're exposed to the arts.

22           Like, everything that makes -- all the different  
23 components of your city you're exposed to, and the leaders  
24 of those groups, and, again, the whole fun is how you  
25 activate and come up with some sort of service project to



1 improve, you know, what we already have, or keep it great.

2           So that's what we do. We have these programs in  
3 place each year, both for adults, for senior leaders, as  
4 well as for youth, and they're put together and run  
5 beautifully. We actually have an executive program in  
6 place right now. So I served on the board of directors for  
7 a long time.

8           CHAIR BELNAP: And so the organization is -- it's  
9 all about making a difference. So what are some of the  
10 initiatives and efforts that the organization undertook and  
11 achieved?

12           MS. MURPHY: Well, like I said, each year, we have  
13 a group of students -- I'll go through our main  
14 program -- that are divided, ultimately -- they come  
15 through and learn all about different aspects of the city,  
16 like I said, but, ultimately, they're supposed to break up  
17 into subgroups and then come up with these service  
18 projects, which they present to the community, and some are  
19 adopted and move on.

20           Some are sort of one-time projects, but, also, they  
21 can ultimately, potentially, connect with another non-  
22 profit that already is in existence, or it doesn't have to  
23 be a non-profit. It could also be a government-posted  
24 FEDRA.

25           They're exposed to so many different areas of the

1 city, and, again, Leadership Long Beach is not just about,  
2 like, the service projects themselves and what happens to  
3 them ultimately, but it's just, again, connecting people,  
4 and making sure that people with these amazing intentions  
5 kind of ultimately go out to the right place to serve,  
6 indefinitely, hopefully, a bigger, better role than they  
7 would have otherwise filled.

8 CHAIR BELNAP: Okay. So right now you're the owner  
9 of Heavenly Homecare or Visiting Angels. Which one is it?

10 MS. MURPHY: The DBA is Visiting Angels, but it's a  
11 franchise, so the S-Corporation name is Heavenly Homecare.

12 CHAIR BELNAP: Okay. So why did you start this  
13 company or start this franchise of the company?

14 MS. MURPHY: I wish I could claim credit for  
15 starting the franchise, but, you know, actually, I was  
16 getting my MBA, and I've always been blessed, because I've  
17 always loved whatever I'm doing at that particular time,  
18 but I knew I was ready to go back to business school and  
19 get my MBA, and so, as I was going through, my final  
20 assignment was "Pick any industry. Dissect its  
21 soup-to-nuts numbers. Send it back to the group," so  
22 kind of "Wrap up the whole program and show what you  
23 learned."

24 It was then that I found non-medical homecare, and  
25 I thought, "My goodness. This is exactly what I want to

1 do," because it had both components. It had a very  
2 philanthropic side -- you know, you're caring people,  
3 you're helping society -- but it also is a true business  
4 opportunity, too, and I'm not saying non-profits are not.  
5 I'm just saying there's sort of a nice marriage between the  
6 two, and my personal desire is to serve, but also, you  
7 know, to build a business.

8           So, anyway, I found out about Visiting Angels, in  
9 particular, and had called our corporate headquarters, and  
10 at the time, I'll never forget the conversation, the woman  
11 I spoke with. I was just initially asking for her  
12 information, and she said, "Well, you know, we're actually  
13 pretty well blanketed out in Pennsylvania," where they're  
14 headquartered, and I said, "Oh," and I said, "Well, would  
15 you happen to have an opportunities in Long Beach,  
16 California?"

17           She actually let out a little bit of a, you know,  
18 expiration, and she said, "Well, you know, if you're  
19 serious, let me know, because the owner just passed away  
20 two weeks ago, and I'm pretty sure the family is going to  
21 put the business up for sale." And so it's almost as if  
22 the stars aligned, but I met this gentleman Bob's widow,  
23 very soon after, and we immediately connected, and fell in  
24 love with her family, and I was very fortunate that they  
25 chose me to buy the business, but I did, and I started a

1 whole new career around it. So it's a really big lesson  
2 for me.

3 CHAIR BELNAP: All right. Thank you. So I  
4 understand from your application that you worked for nearly  
5 12 years for Accenture. Can you list - Accenture, does it  
6 have other names as well?

7 MS. MURPHY: Well, it was two different companies,  
8 yes. So it was Accenture, and then I left for ICG  
9 Commerce, just so I can (indiscernible), and then Accenture  
10 ultimately bought ICG Commerce back, but just the --

11 CHAIR BELNAP: Okay. So I'm just going to call  
12 them "Accenture," just for now.

13 MS. MURPHY: Okay. That's fine.

14 CHAIR BELNAP: Can you list some of the things that  
15 you enjoyed working on at Accenture, some of your  
16 accomplishments, and then, also, maybe some of the things  
17 that you found to be a struggle when you were working  
18 there, maybe even identifying some mistakes that you made  
19 during that time?

20 MS. MURPHY: Okay. Sure. One of my favorite  
21 projects when I was with the ICG Commerce side was -- and  
22 ICG Commerce was a procurement outsourcing company, which  
23 may not sound too glamorous, but I loved the work. It was  
24 wonderful.

25 Basically, companies would outsource part of their

1 procurement groups to us, mainly for non-directs or  
2 nonstrategic buys, initially, but it was a great deal of  
3 spend, and what our company was able to do was build a  
4 business case where you could go ahead and source their  
5 deals for them, and then put these new deals in place, and  
6 then, more often than not, also roll out some sort of  
7 technology platform to allow their buyers to purchase from,  
8 and so they could actually realize the savings. It wasn't  
9 just sort of a business case. It was, you could actually  
10 see the savings.

11 My role in all that is, I was an account lead. One  
12 of my biggest clients was Kraft Foods, and, actually,  
13 before I took over all of Kraft, one of my favorite roles  
14 ever was the implementation, of leading the implementation  
15 team for what I just described, and it was definitely  
16 challenging.

17 Kraft's plants and facilities are all across -- we  
18 were looking at North America, mainly the U.S., and I will  
19 say this was a deal that was -- a lot of the plants and  
20 their personnel kind of perceived it as "This great idea by  
21 corporate, but we don't really want it. We don't want to  
22 have any part in it."

23 I was sort of responsible for making it work, and  
24 people have been satisfied with it, but I had a wonderful  
25 team in place, and we worked a great deal on communications

1 and training, and we built all that ourselves, and rolled  
2 it out ourselves, and I felt what made it successful is  
3 really reaching out to those individual plants, in person,  
4 multiple times.

5           Again, we were blessed to have the budget to be  
6 able to do that, but we were on the ground, understanding  
7 what they needed, what their objections were, and including  
8 them, ultimately, in the design of what we did roll out,  
9 and so we kind of gave them a voice, which we weren't  
10 necessarily asked to do, but we insisted on, because we  
11 knew, ultimately, that's the way the solution would work,  
12 and it was an incredible, incredible experience.

13           It was very challenging, and I think, when you ask  
14 about mistakes, I think what was challenging for me is, I  
15 ultimately wrote the training, and I didn't know the  
16 system, and I relied on -- Kraft had a group. There was  
17 one person who said he would train me, and we didn't really  
18 think much about it. We just thought that would be fine,  
19 but I think it was someone who, unfortunately -- I'm not  
20 trying to say his intentions were wrong, but he didn't  
21 really want to help me. He didn't want it to succeed, the  
22 project. So I really had to go out and learn it myself,  
23 but there's some risk in that, too, making sure I was doing  
24 things properly, and ultimately creating sound training.

25           I wish we had kind of figured that out a little

1 sooner, because I would have gotten more outside-expertise  
2 help, but, ultimately, it worked out just fine, and I  
3 think, to some degree, the fact that I did dive into the  
4 weeds and do it myself, and then rolled it out to my team,  
5 and used the "train the trainer" approach, really worked  
6 well, because we knew that software probably better than  
7 they did, at the end of the day.

8 CHAIR BELNAP: And that software was something that  
9 Accenture built in-house?

10 MS. MURPHY: Or ICG Commerce, that we were using.  
11 Yes. Sorry.

12 CHAIR BELNAP: Yes. All right. I don't have any  
13 further questions. I'm going to turn the time over to Mr.  
14 Coe.

15 PANEL MEMBER COE: Thank you, Mr. Belnap.

16 Good afternoon, Ms. Murphy. Thank you for taking  
17 the time to speak with us this afternoon.

18 MS. MURPHY: Thank you.

19 PANEL MEMBER COE: I wanted to ask about a  
20 framework that you mentioned in your analytical skills  
21 essay called the "situation complication resolution  
22 framework."

23 MS. MURPHY: Yes, yes.

24 PANEL MEMBER COE: Yes. You say in your essay you  
25 apply this to professional and personal relationships, and

1 I'm curious if you can tell us briefly about what that  
2 strategy is, and how you think you might be able to use  
3 that in your work for the Commission.

4 MS. MURPHY: Sure. Situation complication  
5 resolution. So I use it all the time. It's just a way to  
6 frame up a problem. I think, when people are not even  
7 necessarily struggling, but you know you have a problem,  
8 and you can't even totally describe what it is, and you're  
9 sort of at that grappling stage, it just helps provide a  
10 focused area where, if you are tasked with nailing down  
11 those three things, it helps you focus.

12 So, if you say, "Okay" -- and, actually, if you  
13 don't mind, I'll use a personal example, because you  
14 mentioned that, but, you know, so many of us are in the  
15 sandwich generation right now, and not this past Christmas  
16 season, but the one prior holiday season, my husband and I  
17 took our kids back east to visit family, and we realized my  
18 mother-in-law -- her dementia has actually gotten a lot  
19 worse than people, I think, realized, and she was living  
20 alone, and we had just spent one night with her, and sort  
21 of were, you know, grappling with "What do we do?" And we  
22 were the visiting siblings, if you will.

23 The reason why I'm telling you all this is, my  
24 husband laughed at me, but, you know, we had 10 minutes  
25 when the kids were going to bed one night, but I actually



1 used this. I was like, "All right. What really is the  
2 situation here? What are we dealing with? What's the  
3 complication? And, ultimately, what's the resolution?"  
4 And perhaps people who journal have the same experience,  
5 but I think, when you just start writing and provide that  
6 framework, the answers come, and maybe, even if it's not a  
7 definitive answer, it's answer choices that make sense and  
8 have logical reasoning, if you're forced to kind of put it  
9 down in that format. So that's a -- I will say, the  
10 outcome was we decided to bring her back with us. It was a  
11 temporary move, and she's been with us ever since.

12           You know, with work, I find the same thing, if we  
13 do it, and I would say I -- maybe not so much at the onset  
14 of a huge project, where "Okay. Here's our vision. Here's  
15 where we're going. Here's the next step." I find I use it  
16 at a very granule level, too, for, like, little decisions.  
17 I think it's just a way to clarify and gear your mind  
18 around, you know, how to solve a problem, and so,  
19 absolutely, I would use it, probably just to formulate my  
20 own thoughts and get clarity, so that I could contribute in  
21 a meaningful way some ideas that have been logically  
22 reasoned out first, before just brainstorming.

23           PANEL MEMBER COE: Thank you. In your impartiality  
24 essay, you describe a time where you realized that your  
25 motivations may be a bias in your decision-making process.

1 How does one go about identifying their personal biases  
2 that could get in the way of a decision that needs to be  
3 made?

4 MS. MURPHY: Well, I think you do have to be  
5 self-aware. I think, sometimes, when you look at what  
6 might get you agitated or upset, that's a good tell sign,  
7 or kind of like -- I don't want to say "warning," but it's  
8 a good message or "Ah-hah" to say, "Okay. What is it that  
9 sparked that in me?," to see what your position is, or  
10 somebody else's, to sort of answer that first part of your  
11 question.

12 I think, if you're aware of that, and know how you  
13 react in certain situations, it's better, or what kind of  
14 gets you sparked up in those situations. It helps you  
15 better learn, too, how to say, "Okay. Like, I feel pretty  
16 strongly about this or that," and, to be honest, I think  
17 that's why, again, this opportunity is so good for me. I'm  
18 a pretty even person. I almost feel more comfortable in  
19 situations where I'm not sharing my opinion. I'm kind of  
20 not that opinionated.

21 I like logic and reasoning, and looking at  
22 everyone's perspectives and opinions, and can absolutely  
23 separate myself from that. I'm more comfortable doing  
24 that, to be perfectly honest, but, again, I'm self-aware.  
25 I think the only thing that would ever spark that in me is

1 when I find that things are unfair. Sometimes I tend to  
2 get, you know, defensive or this or that, but, again, I'm  
3 aware of that, and can remove myself from it and kind of  
4 take it from there.

5 PANEL MEMBER COE: Do you have a specific example  
6 of a time when you maybe realized that your bias was  
7 getting in the way of making a decision, and how you got  
8 around that and didn't allow it to affect your decision  
9 making?

10 MS. MURPHY: Well, actually -- and I'm sorry. It's  
11 been a while since I wrote the essays. I will say, just  
12 kind of recognizing -- with the bucket list project that I  
13 just shared with you, sort of what we did there, this past  
14 year, I would say one of the chief medical doctors that had  
15 been part of our team from the beginning, he had said -- we  
16 were talking about our growth plan.

17 So I have a strategic plan for the next five years,  
18 and we're in year three. We're chugging along, and it's at  
19 the point where people are really interested in  
20 creating -- kind of mimicking the structure that Make A  
21 Wish has, and I met with their CEO in Southern California.  
22 They're referring their cases to us, and going ahead, and  
23 if the need is that great, and demand, then we would like  
24 to be able to offer this wonderful service to as many  
25 people as possible.

1           So we've been talking about putting together local  
2 chapters and setting up that organizational structure now,  
3 ahead of the actual need when we would have to execute, to  
4 get ahead of things, et cetera, and we're mindful of "Okay.  
5 Are we all agreeing this is what we want to do, year one,  
6 two, three, four, five?"

7           I sort of put together that initial vision, and  
8 most people were on board, but we definitely had a couple  
9 people who loved the fact that it's local to Long Beach,  
10 specifically to Long Beach Memorial Hospital, and there's  
11 people that are -- there's a little bit of a conflict of  
12 interest, because they're staff members, right? It's a  
13 social worker and a doctor, and I understand that. I  
14 really do. My bias is definitely towards growing, but I  
15 recognize that.

16           So I did move into more of a facilitator role in  
17 that conversation, and the way I did is, I told the group,  
18 quite frankly. I said, "Listen. I'm not going to be shy  
19 about this. You all know my passion for this, and I want  
20 to grow it for this reason," and I said, "But that doesn't  
21 necessarily mean that's the answer, and so I want to know  
22 what the groups wants and thinks."

23           The truth is, the majority probably does want to  
24 grow it, but I actually gave a lot of -- just out of  
25 respect, too -- I kind of drew out this particular doctor,

1 why it was he wanted to keep things local, and I said, "You  
2 know, I think that this is really important, and maybe we  
3 should pause. We also don't want to get ahead of  
4 ourselves. We want to make sure we're doing a really good  
5 job here first -- you know, we're only a three-year-old  
6 organization -- and be mindful of that."

7           Again, I'm very open. I'm a transparent person. I  
8 find that's the best way to communicate with people, is, if  
9 you do have a bias, share it. Make sure people are aware  
10 of it, and then control it.

11           PANEL MEMBER COE: Thank you. In your essays and  
12 some of your answers today, you've talked about working  
13 with or meeting people of various backgrounds, diverse  
14 groups of people. What have you learned from those diverse  
15 groups of people, about their needs and their concerns and  
16 their perspectives, that would make you an effective  
17 representative for them on this Commission?

18           MS. MURPHY: Well, I think you have to appreciate  
19 where people have come from. Everyone has a different set  
20 of experiences, and a life story, and I think you need to  
21 respect that, something I really do, and, to be honest, I  
22 struggle with, sometimes, my own office staff, who doesn't  
23 have that appreciation for some of our caregivers, for  
24 instance. I can give you an example.

25           Just recently, I had a woman, a wonderful,

1 wonderful, technically speaking, caregiver, and she's  
2 really struggled to complete her training, and, you know,  
3 we're a licensed business by the state. We have certain  
4 requirements as far as training is concerned, and we were  
5 kind of coming up to the time line, and I was following up  
6 with this caregiver.

7 I said, "You need to get your training done," and  
8 she said, "You know, I'm working three jobs." You know,  
9 she works for us, she works for the Staples Center, she's  
10 you know, "Boom, boom, boom," and I was speaking with one  
11 of my office managers, and I said, "You know, I really  
12 respect her work ethic and her -- she's doing everything  
13 she can to better herself, to, like, provide for her  
14 family," and I said, "So let's be patient. Let's work with  
15 her. Let's give her every opportunity."

16 To be honest, my care manager was like, "Well, I  
17 don't agree. I think you should be able to focus on one  
18 thing, do it well, and boom." And I was like, "You know,  
19 let's talk about that a little more," because this is  
20 someone who's managing my employees, and, again, it could  
21 be difference of opinions, and the way we're looking at  
22 things, but I really think you have to kind of put yourself  
23 in people's shoes sometimes.

24 I think it's easy to make kind of -- probably  
25 people err on the side of kind of making judgments or this

1 or that, but I really feel like my experience working with  
2 so many different people has given me such appreciation for  
3 that. I really don't -- it's made me very nonjudgmental,  
4 actually, or I've chosen to be nonjudgmental, but, again,  
5 very self-aware, but I do -- I don't think -- I actually  
6 teach my kids -- maybe if I can boil it down a little  
7 simply, but I've always taught my kids -- I'm like, "You  
8 know what? No one is better than you," and I said, "But  
9 guess what? You aren't any better than anybody else,  
10 either."

11 It may sound simple, but it's something I really  
12 believe and I live, and I really respect people at the end  
13 of the day, so even those with opinions different than  
14 mine, et cetera, but I do think that that would be useful  
15 in serving well as part of the Commission.

16 PANEL MEMBER COE: I have a similar question to  
17 that, but instead more geared towards geographic diversity,  
18 different regions of the --

19 MS. MURPHY: Sure.

20 PANEL MEMBER COE: -- where people may have  
21 different concerns and perspectives based on where they  
22 live.

23 MS. MURPHY: Okay.

24 PANEL MEMBER COE: Can you tell us a little bit  
25 about your experience in other regions of the state, and

1 maybe what you learned from the people there that would  
2 make you an effective representative for them?

3 MS. MURPHY: Sure. Well, I've only lived in two  
4 places in California, I mean, areas. I've lived in the San  
5 Francisco Bay Area. I've lived outside of San Francisco,  
6 in the city, now in Long Beach, and, actually, I'm just now  
7 moving to Huntington Beach, but, you know, I think, you  
8 know, I've traveled pretty extensively, even outside of  
9 California, but I think, you know, people, as different as  
10 they are, are more alike than different in many respects,  
11 too. I think we all want the same things, ultimately.

12 So, again, I think I was in different stages of my  
13 life when I lived in different places. I was a very young  
14 professional in San Francisco. I have a family here where  
15 I am in Southern California. But, you know, I think  
16 there's a spirit amongst Californians where I feel like  
17 everyone feels more united. I don't feel major -- I don't  
18 feel separated. I feel like the spirit of unity, actually.  
19 I will say I've experienced more diversity here than I did  
20 in San Francisco and the Bay Area, which I've loved. I  
21 really have. So I don't know if that answers your  
22 question.

23 PANEL MEMBER COE: I'd like to move on to another  
24 question, a little related. One of the biggest tasks in  
25 front of the Commission is going to be identifying



1 communities of interest throughout the state. Some of  
2 these communities are easier to identify than others. Some  
3 are less engaged, or may not feel comfortable in engaging  
4 in government processes, for one reason or another.

5 How would you, as a Commissioner, go about  
6 identifying communities of interest in the state,  
7 especially those that might be harder to identify and  
8 locate?

9 MS. MURPHY: Well, I think I would start with data  
10 as the initial starting point, and kind of overlay whatever  
11 new maps we get that show, you know, on a demographic  
12 level, where certain communities of interest are, and sort  
13 of be able to see where the changes are, too, and I think  
14 it's important as a Commission to be able to start to  
15 prioritize where you spent your time, et cetera, too, to  
16 see if that has shifted considerably, but you can start off  
17 at least with a prior set of maps, to sort of see where you  
18 need to focus your time and energy initially.

19 So I think I'd use that as a starting point, and  
20 then, I'm sorry. You said, "How would you identify where  
21 to go?," and then what was the second part of your  
22 question?

23 PANEL MEMBER COE: It was, how do you identify the  
24 kind of harder-to-identify and harder-to-locate communities  
25 of interest that may be less engaged with processes like

1 the Commission?

2 MS. MURPHY: Okay. And I think, again, that's  
3 where you can use the data, to kind of show you or give you  
4 some insight or clarity into that, and then I think, you  
5 know, that's where communication comes into play so  
6 importantly, is, during the process of holding town  
7 meetings, et cetera, you really have to step up your, you  
8 know, awareness campaign, for lack of a better term, to  
9 make sure people understand the opportunity, and encourage  
10 them to participate.

11 You know, right now I'm the president of the PTA  
12 for our school district, and we actually had speakers from  
13 the Census Bureau come out to speak with us, because they  
14 said, "You know, actually, as parents and engaged parents,  
15 you're sort of a trusted source. So we're asking you to  
16 help us spread the word and encourage people to participate  
17 in the census process," and then help spread the message,  
18 too, that everything is, like, ironclad in terms of  
19 responses and people feeling safe with that information,  
20 because that's obviously, as I think you all know, a big  
21 reason why people don't participate, is that feeling of  
22 distrust on some level of government or whatever, and  
23 people need to be seen, counted, and heard.

24 So, also, I think I would look at areas where -- I  
25 believe there's a source of data that people or groups have

1 used. So, since we're still far from the last census, if  
2 we didn't have the new set of census data to work with, you  
3 could kind of -- is it AFC? Forgive me.

4           Anyway, the American Community Survey, ACS, I  
5 think, that can be used, too, to kind of look at voter  
6 turnout rates and other things, and other demographics and  
7 breakdowns of income levels, housing values, things that  
8 might help you get to that, and be able to help you locate  
9 where you need to focus and really draw people out, and  
10 encourage them to participate in the process.

11           So I know -- we actually just went through  
12 something in our school district recently -- and cut me off  
13 if I'm taking too long. I apologize. But we actually had  
14 an at-large voting system, and so we realized it wasn't  
15 compliant with the Fair Voting Act, the California Fair  
16 Voting Action, and so we proactively took steps to go ahead  
17 and change that process, and so, starting this past fall,  
18 we actually just went through it, which was so interesting,  
19 and such a great experience for me personally, having  
20 applied for this position.

21           So it was just a wonderful experience, but we did  
22 have to look back at some of that data and try to match it  
23 up again, to make sure that we were really looking at the  
24 whole pictures and identifying, you know, communities of  
25 interest.

1 PANEL MEMBER COE: Thank you.

2 Madame Secretary, a time check, please.

3 MS. PELLMAN: Yes. We have four minutes, 40  
4 seconds remaining.

5 PANEL MEMBER COE: Thank you.

6 The local redistricting effort that you were just  
7 talking about, how did you come to be involved in it?

8 MS. MURPHY: So we have our school board, and the  
9 superintendent basically led that process, and I'm  
10 president of the PTA for the entire school district, and so  
11 I'm kind of the leader of, you know, the PTA presidents and  
12 everyone who rolls up under that, and so it's a great sort  
13 of platform for any sort of school districtwide  
14 communications, and you typically have parents -- I don't  
15 mean to generalize -- but who are engaged, and so we can  
16 reach out to our schools, disseminate information.

17 So the role I played was inviting people to town  
18 hall meetings, and making sure that schools were  
19 represented, you know, the people within those district  
20 bounds were represented, and that became extremely  
21 important, because I can tell you, from the initial set of  
22 maps, not one was chosen.

23 We had over 36, I believe, town hall meetings, and,  
24 again, I forget how many maps were initially proposed, but  
25 not one made it to the end, and it was an extremely

1 lengthy, integrative process. However, it was wonderful,  
2 because people really were engaged, and, actually, too,  
3 even at our maps, I think -- was it close to 50 percent? --  
4 is actually federal land, because we have a Navy base. We  
5 have another Army base.

6           You know, again, it was a really interesting  
7 process to go through, and I think, too -- I think  
8 initially there was just a lot of communication at first  
9 that had to go around, what the Voting Act, you know, bill  
10 or statute even said, because people weren't even buying  
11 into the fact that we had to make this change. They were  
12 saying, you know, "Maybe we should just wait. We don't  
13 think we should have to go through this."

14           In the meantime, other school districts in the  
15 state of California are being sued for not doing it, and I  
16 think, in Santa Monica, they tried to fight the fact that  
17 they had to do it, and I was told -- don't look me up, but  
18 I was told they spent upwards to \$100,000 to try to fight  
19 having to make the change in the first place, and our  
20 school district, that's why they took the stance of, you  
21 know, "We want to be proactive here. If we're going to  
22 have to pay \$100,000, we want that to go to students, not  
23 to law firms," and it's the right thing to do.

24           So it sort of first initially gained people on the  
25 board that this was something that had to be done, and

1 then, B, going about the business of getting it done. So  
2 we hired a demographer, and, again, forgive me if I'm  
3 jumping around, here, but we talked about the importance of  
4 quantitative and qualitative analysis. It's interesting,  
5 people's reaction to numbers.

6 I was so surprised at how few people even  
7 questioned the stats themselves, and I had some side  
8 conversations with some parents, and they said, "Gosh. My  
9 eyes just blaze over. I just trust the experts to know  
10 what they're doing, and, well, I don't know. I can't even  
11 go there."

12 So that's why, again, I know this Commission won't  
13 have to necessarily do all the chugging, data-crunching  
14 themselves, but you have to understand, you know, the  
15 differences, or what's being presented to make information  
16 really useful and understand what you're basing all your  
17 decisions off of.

18 PANEL MEMBER COE: Thank you.

19 One more time check, please.

20 MS. PELLMAN: We have one minute, 35 seconds  
21 remaining.

22 PANEL MEMBER COE: Okay. Really quick, Ms. Murphy,  
23 if you were selected as a Commissioner, which aspects of  
24 that role do you think that you would enjoy the most, and,  
25 conversely, which aspects of that role do you think you

1 might struggle with a little bit?

2 MS. MURPHY: My gosh. There are so many things  
3 about it that appeal to me. I think the fact that -- just  
4 getting to know California so much better, and being able  
5 to go out -- and I know we're not going to go out to each  
6 every (indiscernible). Maybe we do, but I would love that.  
7 I would love the opportunity to go out and really  
8 understand the communities and the districts that we're  
9 drawing. I think it's just such a fabulous opportunity on  
10 so many different levels.

11 I love the idea of working together with a really  
12 capable team to achieve something that I quite personally  
13 think is so important. You're just preserving everything  
14 that makes our democracy so great. It's such critical and  
15 important work. It would absolutely be an honor to serve  
16 in that role in any way. I just think it's an amazing  
17 opportunity to be a part of history, too, and that's not  
18 why, though. It's the actual work I just find absolutely  
19 fascinating, and, again, so critical.

20 PANEL MEMBER COE: And what would you think you  
21 would have trouble with?

22 MS. MURPHY: I don't know. I mean, you could  
23 always say with the different -- you would hope that you  
24 would work on a team that just got together, got along  
25 swimmingly, right, and there's a lot of camaraderie-ship,

1 et cetera. I don't know what --

2 MS. PELLMAN: Sorry to interrupt, but that is 20  
3 minutes.

4 PANEL MEMBER COE: Okay. Thank you.

5 MS. MURPHY: I don't know. I honestly think I  
6 would love the work so much, I wouldn't expect much  
7 trouble.

8 PANEL MEMBER DICKISON: Thank you, Ms. Murphy. So,  
9 talking about the local redistricting effort, were you were  
10 involved in collecting the public comments in any way?

11 MS. MURPHY: No, just observing that, and being  
12 part of the town hall meetings themselves.

13 PANEL MEMBER DICKISON: What did you learn from  
14 that experience that you think would be beneficial if you  
15 were chosen as Commissioner?

16 MS. MURPHY: Good question. You know, I think I  
17 just realized how important it was, the outreach effort to  
18 get people to the table in the first place, because what  
19 was interesting is that so many people spoke up at the end  
20 of the process, when we were down to, say, like two or  
21 three maps, and expressed, you know, regret on their part  
22 for not getting involved earlier on, because, you know,  
23 some people were so opinionated on how it should be.

24 I should mention, too, we have a very large part of  
25 our population that lives in a retirement community. It's



1 called Leisure World. And so there was a lot of debate  
2 about how that particular group should be broken up, if at  
3 all. They have a very high voter turnout rate, and yet a  
4 lot of them don't have school-age children, and I think  
5 that was like a big part of the debate, was, you know, "How  
6 do we break up, if at all, that group?"

7           And the people who came to the meetings had very  
8 strong opinions on those, but, again, we tried to make  
9 sure -- you know, some of those seniors, unfortunately,  
10 couldn't make the meetings, for mobility issue reasons, et  
11 cetera, but we did work hard, I think, as the district. I  
12 mean, I shouldn't take too much credit on that, but, again,  
13 the nice thing about our school district, too, is it is  
14 very open and transparent, and really does engage with its  
15 citizens.

16           So there were many different opportunities to get  
17 involved, and, again, I just did my part to try to get as  
18 many of our schools, and those two I kind of worked with,  
19 to participate and give new input into the process.

20           PANEL MEMBER DICKISON: So, on the last Commission,  
21 one of the things they noted was the difficulty in looking  
22 at the amount of data that they received as a result of  
23 those public meetings. So, thinking about that, and your  
24 experience with the local redistricting, what would you  
25 bring in from the background that would help this

1 Commission deal with the amount of data they're going to  
2 get from public input?

3 MS. MURPHY: Well, to be honest, I think some of my  
4 experience with analyses themselves -- I'm kind of reaching  
5 back to my early business analyst days, but I think that  
6 there are other analyses that you can pull from to kind of  
7 reach some conclusions, and I know it gets very  
8 complicated, but, when you're looking at communities of  
9 interest and the breakdown of race and ethnicity, there are  
10 other regression analyses, I believe or understand, are  
11 available that you can also look to.

12 So I don't know how heavily weighted the Commission  
13 was in terms of relying on that data, but I think that  
14 there are other approaches or other ways of obtaining the  
15 same results, and they're probably not even, but I think  
16 they have to also be considered or explored.

17 I think that's the type of thing I would look at  
18 and say -- and, honestly, too, I think it comes back to  
19 project management, where I think, if that's  
20 delayed -- well, I don't want to say "delayed," but, if  
21 that's planned for too late in the process, I imagine just  
22 the sheer amount of data that amasses and has to be  
23 analyzed -- you know, there just may simply not be enough  
24 time to go through it all and to control it. So I think  
25 perhaps, looking back at the time line, and building that

1 in earlier, to the degree it's possible, would be something  
2 else I could help the team look at and consider.

3 PANEL MEMBER DICKISON: And just speaking about  
4 communities of interest, you mentioned race and ethnicity.  
5 What other drivers do you think could put together a  
6 community of interest?

7 MS. MURPHY: I think educational levels. I think  
8 income levels, for those, you know -- I don't know if the  
9 data only shows the voting age, and kind of their jobs and  
10 what they're doing, but I think gender, to some degree. I  
11 think other variables come into play, and I think there are  
12 other data sets that you can look at to try to help you  
13 define, but then reaching out to the communities  
14 themselves, too, and asking for their input, to kind of  
15 help you round out that kind of set of variables.

16 PANEL MEMBER DICKISON: Okay. Thank you. So, in  
17 response to the third question, you talked about data being  
18 one of the problems, it being inaccurate or coming in late.  
19 Given the current situation with COVID-19, and then also  
20 with, maybe, some groups that are less likely to be  
21 counted, how concerned are you with the reliance on the  
22 census data?

23 MS. MURPHY: Well, I will say, when I thought about  
24 even our interviews being kind of postponed, we don't know  
25 what's going to happen over the next, you know, subsequent

1 months, but my first thought was "Oh my goodness. Thank  
2 God this isn't happening later," when you would be in the  
3 middle of holding town hall meetings and everything else.

4           Granted, there are always dilutions, but I also  
5 jump to, well, people can't necessarily just jump on a  
6 meeting like we're doing right with Zoom, because not  
7 everyone has technology or the ability to do this, although  
8 that could be, you know, further kind of fleshed out to see  
9 what the options are.

10           I'm sorry. Your question, again? I'm sorry.

11           PANEL MEMBER DICKISON: What kind of concerns do  
12 you have with reliance on the census data and meeting the  
13 deadline?

14           MS. MURPHY: Well, I think, because of the census,  
15 when it did go out -- so it was earlier in March, and I  
16 think a lot of people have already completed it, but I was  
17 even thinking just recently -- even with my own school  
18 district, I was kind of playing an active role, like I  
19 said, in helping people, you know, complete that, and kind  
20 of putting an emphasis on it, almost just like a public  
21 service announcement.

22           I do think that that's being lost right now, and  
23 it's obviously not everyone's highest priority. So, no, I  
24 definitely am concerned, and I think, like with anything  
25 else, this is a such a fluid situation that, if needed,

1 ultimately, we have a deadline, but I imagine that, too, is  
2 part of what has to be explored, is, if we don't have that  
3 data, what happens next?

4           A plan has to be put in place ASAP, contingency  
5 planning, basically. What do you do? Do you request to  
6 have the deadline moved, or the entire time line moved?  
7 That's quite possibly what would happen, and, again, just  
8 based -- I mean, the whole idea of redistricting is to  
9 acknowledgment that people have passed on. A lot have been  
10 born. The population shifts and moves.

11           So, if you don't have that, the whole point of  
12 redrawing lines becomes almost obsolete, but I think you  
13 have to be prudent, and just reasonable at the end of the  
14 day, and I imagine our state government would be as well,  
15 but someone has to make their request, and at least put the  
16 contingency plan in place, and that has to happen sooner  
17 than later, too.

18           So, depending on when this Commission would come  
19 together, end of August now, if that even happens,  
20 according to that time line, yeah, I think the Commission  
21 would have to work closely, I imagine, with your Panel to  
22 kind of put those steps into place.

23           PANEL MEMBER DICKISON: Another issue that's come  
24 about is, California could lose a congressional district  
25 after this next census. With that, then, a lot of the

1 lines would need to be redrawn, and might not have as much  
2 reliance on what the last Commission did.

3 How would you ensure that communities of interest  
4 are -- how would you reassure them that they are being  
5 considered, their concerns are being considered, if for  
6 some reason they start to lose representation?

7 MS. MURPHY: Well, I think the process is the same.  
8 I think the benefit that this Commission has or will have  
9 that the previous one did not is, they really had to lay  
10 the groundwork for everything, including deciding what data  
11 did need to be required, what they would use, et cetera.  
12 So, even if the data has shifted considerably, the process  
13 remains the same.

14 So this Commission would just be tasked with the  
15 same thing, and make sure that they're publicly conveying  
16 the process clearly, and give assurance to anyone who would  
17 be concerned in any way that this is what's being done, and  
18 just because things have changed doesn't mean our process  
19 does. Everything is the same, and we'll achieve the same  
20 goals we have, and it will be done equitably and according  
21 to the same set of standards.

22 PANEL MEMBER DICKISON: Thank you. Should you be  
23 selected as a Commissioner, what do you see as your role on  
24 the Commission?

25 MS. MURPHY: Well, I think everyone -- again, you

1 never want to presume anything. I think that me  
2 personally, I will come in willing to work as hard as  
3 possible, completely dedicated to the mission of work at  
4 hand, and really give it my all, and you would hope that,  
5 you know, everyone would come in with that eagerness,  
6 willingness to serve, and kind of work ethic, but, even if  
7 they don't, I think that's okay.

8           There's always group dynamics. I think people pick  
9 up where others leave off, and I think we could really  
10 jell, and work together, learn what each other's strengths  
11 are, play to those, and I have no doubt it would be an  
12 absolutely amazing experience.

13           PANEL MEMBER DICKISON: Okay. So the first eight  
14 Commissioners are selected randomly, and then they're  
15 tasked with selecting the next six. If you were one of the  
16 first eight, what would you look for in the other six  
17 Commissioners?

18           MS. MURPHY: Impartiality, again like I said,  
19 that's at the heart of everything, but, you know, the same  
20 things that I outlined earlier, I think, that ability to  
21 demonstrate, you know, analytical ability, being able to  
22 work well within a team setting, and really being able to  
23 contribute. I think that they're all sort of key factors,  
24 and, again, it's hard, right? You have applications, you  
25 have interviews. Will that group be interviewing as well

1 or no? It's just kind of based on, I guess --

2 PANEL MEMBER DICKISON: Mr. Dawson?

3 MR. DAWSON: Well, the first eight will have access  
4 to all these interviews and the application materials, if  
5 that's the question.

6 MS. MURPHY: Oh okay. So they could view the  
7 videos, et cetera. Okay. So they would kind of be tasked  
8 with a similar role that you're in to try and make those  
9 determinations. So I think it would be just using that  
10 same information, but to kind of pull it all together, and  
11 at least they have a much smaller pool than what you're  
12 dealing with right now, to be able to make those  
13 selections.

14 PANEL MEMBER DICKISON: Thank you. What would you  
15 ultimately like to see the Commission accomplish?

16 MS. MURPHY: You know, what I said earlier, which  
17 is really just to make sure that the lines are drawn so  
18 that everyone has an equal opportunity to elect the  
19 candidate of their choosing. I really do. I think that's  
20 at the spirit of everything making this an equitable and  
21 fair process, and I think, if you've done that, then you  
22 can feel good at the end of the day.

23 PANEL MEMBER DICKISON: Okay. Thank you.

24 Mr. Belnap, I don't have any additional questions  
25 at this time.



1 CHAIR BELNAP: All right. Thank you, Ms. Dickison.  
2 We'll turn the time over to Mr. Dawson.

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

4 Ms. Murphy, I wanted to follow up on a couple of  
5 questions that you had made either in your application or  
6 in your responses to the standard questions.

7 MS. MURPHY: Okay.

8 MR. DAWSON: Let's see. In your essay two on  
9 impartiality, if I can find it --

10 MS. PELLMAN: Mr. Dawson, if I could interrupt, we  
11 have 23 minutes exactly remaining.

12 MR. DAWSON: Thank you.

13 "I've always been fair-minded and  
14 nonjudgmental, but was also fortunate  
15 early in my career to be trained as a  
16 facilitator, which requires neutrality  
17 to be successful, and that background  
18 has served me well, and I believe it  
19 will serve the Commission well."

20 So my question is, was there any specific part of  
21 that training that gave you specific techniques to achieve  
22 that neutrality?

23 MS. MURPHY: I think it was just clarifying what  
24 the role of the facilitator is, and it made it very clear  
25 that you are not to impart your opinions or views in any

1 way, simply to guide along the work of the group, that that  
2 is your role.

3           Again, I think someone who, you know, can think  
4 quickly can ultimately contribute, or likes contributing in  
5 group settings like that -- it is kind of hard, or you have  
6 to learn to restrain yourself, but I thought it was great,  
7 especially early on, to be able to get that coaching and  
8 practice, quite frankly.

9           Again, I think almost all my work, you know, with  
10 the exception -- I wouldn't say that Visiting Angels is not  
11 that, but it's not just project management, right? But all  
12 my work experiences have required, you know, project  
13 management, project goals, sort of achieving something  
14 together collaboratively as a group, and I've found, you  
15 know, it's so important to, you know, contribute, play your  
16 role, but also be respectful of everyone else's  
17 contributions, and not only to just achieve what you come  
18 together to do, but to do so in a pleasant manner, too.

19           I mean, you can have wonderful experiences working  
20 with groups, and it makes all the difference in the world,  
21 and I think you ultimately arrive at a better product when  
22 people can work together well, and, again, it's somewhat  
23 learning to control yourself. It's not just what you have  
24 to say or what you think. It's honoring everyone and their  
25 views, and giving people, you know, room to vocalize their

1 opinions. Everyone has to have a turn at the mic, so to  
2 speak, and you have to make room for that, for one another.

3 MR. DAWSON: Thank you. Returning to one of your  
4 responses to the standard questions -- I think it was  
5 number three, about -- and I think you just had a little  
6 bit of this conversation with Ms. Dickison, but you were  
7 talking about the census data, and the reliability of it.

8 My question is, in every census, there's been an  
9 undercount, to some extent or another, and that undercount  
10 is not evenly distributed. So are you aware of are  
11 you -- what groups of Californians do you think are likely  
12 to be undercounted, and how could the Commission account  
13 for those folks?

14 MS. MURPHY: Well, I will say -- I can even tell  
15 you -- my nanny is of Mexican descent, and she's shared  
16 quite openly that she has many friends and, you know,  
17 family members, to some degree, that are still very wary of  
18 the whole process, and she said it's nice to see a change  
19 with the next generation, like her son, you know, and his  
20 friends, et cetera, and cousins, et cetera, but she said  
21 definitely, in her generation, there still is that fear,  
22 and we know what happens. We know what happens.

23 I'm just trying to think back to, again, what the  
24 school district did to the address that, and since the  
25 census data was so aged at this point, there was another

1 source of information that was used to sort of show, even  
2 estimate, voter turnout, and to accommodate for that. And  
3 so there are sources of information that could aid the  
4 Commission in trying to factor that in, and do so in a  
5 quantitative, sound way.

6 MR. DAWSON: All right. Thank you. So, in the  
7 2010 Commission, they undertook a series of town hall  
8 meetings up and down the state to, you know, meet folks,  
9 and to seek out those communities of interest, but there  
10 was some indication that there were some folks who turned  
11 up at the meetings representing themselves as local  
12 community members that really weren't who they said they  
13 were. How could the Commission, the 2020 Commission,  
14 address that possibility and deal with that?

15 MS. MURPHY: Well, I think first is taking the  
16 lessons learned from that first Commission, to say, "Hey.  
17 Let's not be naïve. This happens," to be aware, to be on  
18 the kind of lookout for that, and I think, to the extent  
19 possible, to be -- as you're hearing testimony, et cetera,  
20 people speak, there is a level of vetting you're doing to  
21 understand where the speaker is coming from, et cetera, and  
22 just to be aware of those potential opportunities for kind  
23 of false -- whatever you want to call it -- to be wary of  
24 that.

25 MR. DAWSON: Sure. Thank you. I think we

1 discussed a little bit about the makeup of the Commission.  
2 There will be 14 members, five Republicans, five Democrats,  
3 and four non-affiliated, and in addition to the criteria of  
4 analytical ability, and ability to be impartial, and  
5 appreciation for diversity, the Commission is intended to  
6 be representative of California's diverse demographics and  
7 geography. So, as you can imagine, it's quite a puzzle to  
8 put together.

9 My question to you, as a resident of L.A.  
10 County -- L.A. County is very well represented in the pool  
11 of Applicants. Could a successful Commission -- does it  
12 require an L.A. County Applicant?

13 MS. MURPHY: Well, I think L.A.'s kind of just  
14 prominence and overall landscape of California -- I think,  
15 just by sheer numbers alone, and kind of representation of  
16 various minority groups, et cetera, makes it a clear  
17 contender for representation. I really do. I think to  
18 reflect, you know, California as a whole, I think it would  
19 be wise to select someone, but I don't know how the rules  
20 are set up for the Commission to make those selections.

21 MR. DAWSON: So the flipside of that question is,  
22 could the Commission be successful if there was no  
23 representation from L.A. County?

24 MS. MURPHY: Well, I think, if the Commission is  
25 doing its job, and holding the right town hall meetings,

1 and hearing from, you know, communities of interest, yes.

2 MR. DAWSON: All right. Thank you.

3 MS. PELLMAN: We have 16 minutes, eight seconds  
4 remaining.

5 MR. DAWSON: Thank you.

6 I have no further follow-up questions. Do any of  
7 the members have any additional follow-ups?

8 CHAIR BELNAP: Mr. Coe?

9 PANEL MEMBER COE: I have no follow-up questions.

10 CHAIR BELNAP: Ms. Dickison?

11 PANEL MEMBER DICKISON: I have no follow-up  
12 questions.

13 CHAIR BELNAP: I have one. So, Ms. Murphy, what  
14 kind of life experiences can you draw on to both have but  
15 also demonstrate empathy for people who have been through  
16 struggles, and who have felt that the odds have been  
17 stacked against them?

18 MS. MURPHY: To be honest, just recently, with the  
19 bucket list project work I've been doing, I've found that  
20 the majority of people who have applied to have their  
21 wishes granted are -- many, many of them kind of fall into  
22 that group, and, you know, especially given where people  
23 are in their life at that point, it's been sort of an  
24 extraordinary and privileged experience to be a part of  
25 that.

1           It's hard not to feel empathy for someone going  
2 through not just, you know, their struggles or health  
3 struggles at the time, but to know that they've come from  
4 such difficult circumstances, in many respects. So I think  
5 that's why I've always been so focused on that work, in  
6 doing what I've done to play that role, is to help people  
7 kind of experience some joy in their lives that they  
8 otherwise might not otherwise have been able to.

9           So it's sort of like, what do you do? You know,  
10 what do you do in these situations? And you do what you  
11 can, and for me, that's been really fulfilling, to be able  
12 to connect with people in that way, kind of just to do what  
13 I can to contribute, but it's absolutely made me more  
14 empathetic in general to what people have gone through and  
15 kind of what life is all about.

16           CHAIR BELNAP: All right. Thank you.

17           MR. DAWSON: Madame Secretary, can I have a time  
18 check, please?

19           MS. PELLMAN: Yes. We have 14 minutes, 11 seconds  
20 remaining.

21           PANEL MEMBER COE: Thank you. There being no more  
22 follow-up questions, Ms. Murphy, I'd like to offer you the  
23 opportunity to make a closing statement to the Panel, if  
24 you wish.

25           MS. MURPHY: Okay. Thank you. Well, I want to

1 just thank everyone not only for this opportunity to  
2 interview, but also under such special circumstances. I  
3 really respect your time, and appreciate the opportunity,  
4 and I will say I think -- I'll never forget where I was  
5 when I first heard about the opportunity to apply for the  
6 Commission, and when I read it, I just absolutely got the  
7 chills, because I thought, "Oh my goodness," like I really  
8 do -- not only would it be an amazing opportunity for me,  
9 for so many different reasons, but I really thought it  
10 would be a perfect match for where I am in my life right  
11 now, in terms of all my work experience, volunteerism  
12 experience, board experience. They kind of all come  
13 together, I truly think.

14 I've always had the desire to serve, even at the  
15 state level, but in such an impartial way -- I don't want  
16 to say "apolitical," but nonpartisan way. I just think it  
17 would be a wonderful fit. I absolutely know I could  
18 contribute. I'd be capable to meet the expectations of the  
19 Panel and the state, and I would serve eagerly, with  
20 enthusiasm, and, again, just be a huge contributor, and do  
21 everything I can to make sure that the Commission is  
22 successful.

23 PANEL MEMBER COE: All right. Thank you, Ms.  
24 Murphy.

25 We're going to go into recess, and come back Monday



1 morning at 8:59.

2 MS. MURPHY: Thank you.

3 (Thereupon, the Applicant Review Panel meeting was  
4 adjourned at 4:16 p.m.)

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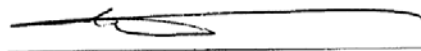
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IN WITNESS WHEREOF, I have hereunto set my hand this 21st day of April, 2020.



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PETER PETTY  
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Notary Public

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I certify that the foregoing is a correct transcript, to the best of my ability, from the electronic sound recording of the proceedings in the above-entitled matter.



April 21, 2020

MARTHA L. NELSON, CERT\*\*367