

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

WEDNESDAY, APRIL 15, 2020

8:59 A.M.

Reported by:
Peter Petty

APPEARANCESAPPLICANT REVIEW PANEL MEMBERS:

Ben Belnap, Chair

Ryan Coe, Vice Chair,
(Present via Zoom)

Angela Dickison, Panel Member
(Present via Zoom)

APPLICANT REVIEW PANEL STAFF

Christopher Dawson, Panel Counsel

Shauna Pellman, Auditor Specialist II
(Present via Zoom)

APPLICANTS (Present via Zoom)

Christy Jewell

Susan Rohan

Stefan Murphy

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P R O C E E D I N G S

8:59 a.m.

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3 CHAIR BELNAP: All right, we're going to call
4 this meeting out of recess.

5 I want to welcome Ms. Christy Jewell to her
6 interview, and we'll proceed with the standard five
7 questions.

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

9 MS. JEWELL: Good morning.

10 MR. DAWSON: Ms. Jewell, I'm going to ask you
11 five standard questions that the Panel has requested each
12 applicant respond to. Are you ready?

13 MS. JEWELL: Yes, sir.

14 MR. DAWSON: Question one. What skills and
15 attributes should all Commissioners possess?

16 What skills or competencies should the Commission
17 possess collectively?

18 Of the skills, attributes and competencies that
19 each Commissioner should possess, which do you possess?

20 In summary, how will you contribute to the
21 success of the Commission?

22 MS. JEWELL: Thank you. And I know you guys have
23 heard these, some of these things many times, so I do hope
24 that some of the things that get said stand out a bit.

25 Certainly, attributes that the entire Commission,

1 or should exist on the Commission is a knowledge of
2 California regions and issues that exist inside those
3 regions. Each member should be impartial and objective.
4 They should have a demonstrated contributory governance
5 background or local community leadership. I think that's
6 important. They should be able to analyze information and
7 make recommendations and that's about reading, and
8 understanding those complex technical and written
9 information that they come across. Problem solving, being
10 able to hear and understand and, more importantly, reflect
11 on the input that they get from public hearings.

12 I think all Commissioners need to be diversity
13 minded. And that's not just a racial and cultural
14 diversity, but also seeking to understand the geographic
15 regions and issues that exist inside of those regions, and
16 how those issues are reflected in their preference for
17 representation.

18 I think the Commission needs to have a wide
19 diversity of skill sets. I think it's important to have
20 people with legal background, technical background,
21 knowledge of public sector and private sector work and
22 knowledge of education and understanding, or someone
23 representing the trades. Understanding of different
24 resources that are available around the state. How to
25 reach people of different ages, those with disabilities.

1 So, that's why I kind of think diversity minded should
2 reflect all of those things.

3 We would all need to have good oral and written
4 communication and have an appreciation and value for
5 opposing ideas. And I think that's what the Commission
6 should have.

7 Individually, skills and competencies that the
8 Commission should possess would be mutual respect and
9 fairness in access to the discussions that everybody is
10 having. Outreach to geographic regions. Understanding how
11 to use the transferrable skills that the broad group will
12 bring. And then, just again I think oral and written
13 communication is going to be key to their success.

14 Of those things that I've listed, what do I
15 possess? I'd like to think I have to some degree all of
16 them. But the areas where I feel like I'm strongest and
17 where I've received positive feedback is related to be I'm
18 a direct, yet sensitive communicator.

19 I am diversity minded. I know that you're going
20 to have a rough job from the applicant pool identifying
21 what diversity actually means, and looks like, and respect
22 that that's going to be a difficult process, but I think
23 it's understanding the needs of a variety of demographics.

24 If I'm not in possession of the knowledge, what I
25 want to make sure is that the Commission identifies

1 resources to meet the needs and interests of that
2 particular demographic.

3 I think we need to be analytical as a group and
4 analytical can take a lot of forms. Where I feel I'm
5 strongest is in the area of understanding people, call it
6 emotional IQ, call it what you want. I think that's a
7 balance that's going to be really necessary for the success
8 of the group.

9 I have local and ongoing community leadership and
10 involvement. And I do think it's important to gather all
11 of the information and process it before coming up with a
12 conclusion.

13 I've worked in a lot of areas of the state.
14 Really only lived in Southern California and Northern
15 California for any length of time, about half my life spent
16 in both places. But I've worked with a lot of different
17 folks, and groups, and populations. My strength is in
18 connecting people with people, problems with solutions,
19 identifying issues and finding a solution through an
20 existing framework or service provider.

21 I think the combination of my connections around
22 the state, many that have come through work relationships,
23 and understanding resources available to different
24 populations, and my natural ability to draw connections, I
25 think that's going to serve the Commission in reaching its

1 goals.

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

8 What characteristics do you possess, and what
9 characteristics should your fellow Commissioners possess,
10 that will protect against hyperpartisanship?

11 What will you do to ensure that the work of the
12 Commission is not seen as polarized or hyperpartisan and
13 avoid perceptions of political bias and conflict?

14 MS. JEWELL: This is, I think, going to be one of
15 the most important questions to answer. And the
16 Commission, and anyone participating in and around it,
17 needs to refrain from having an us/them mentality. And we
18 need to value the input and experiences of each
19 Commissioner to help arrive at solutions that benefit the
20 goals of the Commission.

21 I think it's going to be important to build
22 relationship with the staff and work with people's
23 different leadership styles that complement opposing
24 styles, and not opposing in a conflict way. But I think
25 there's going to be a necessary tension between people that

1 have different skill sets. And I do hope that the panel is
2 made of a really well-rounded group of people.

3 I see a lot of positive examples that I would
4 emulate if I were appointed to the Commission, kind of
5 sometimes regarding local issues, or even regional,
6 national issues, and it kind of flares up on social media,
7 or in community conversations. And I've seen a lot of good
8 examples of when elected officials or even those who are
9 appointed to different commissions and boards, when they
10 engage that conversation with fact on social media, I see
11 it diffuse a situation and answer people's questions.
12 Because I think so much that things are spinning out of
13 control.

14 I'm a harmony person, which isn't about being
15 uncomfortable with conflict. In fact, sometimes I create
16 it. But rather, I'm an excellent mediator. I'm good at
17 diffusing disagreements before they escalate into something
18 unhealthy. Sometimes they get unhealthy to the point of
19 stalemate and that's when I think that work can't get done.

20 I'm always careful to ensure that everybody is
21 heard and understood. If I'm in a group of people, in a
22 meeting, and oftentimes, you're familiar, there's always
23 going to be a more vocal personality that can often take
24 the conversation in a certain direction or control the
25 conversation. I'm known for kind of calling out the

1 elephant in the room a little bit, and having the empathy
2 to see that if you have a group of people, and then two or
3 three of them are more introverted and they're not
4 participating in the process because they see somebody else
5 with what they perceive as a stronger leadership style,
6 they'll stay quiet. But I'm not comfortable with them not
7 having their voices heard and understood. So, I will draw
8 that out in a really direct, yet sensitive way, and I
9 always prioritize maintaining the person's dignity, and I
10 don't demean any ideas. But I do think it's important that
11 everybody participate before decisions are made.

12 And for me, while I know that I have experiences
13 and opinions that inform my biases and beliefs, I'm also
14 acutely aware of the fact that I've never learned anything
15 from anyone that I agree with. So, I like to hear opposing
16 ideas and I like to reflect on those because it makes for a
17 richer conversation.

18 Oftentimes, honestly, I include a bit of humor,
19 whether it's self-deprecating humor to kind of diffuse
20 situations that are escalating, and I think it lets
21 everybody see we're all humans here in the room. And with
22 that humanity comes our responsibility to give grace and
23 understanding to all of these opposing ideas.

24 I would work cooperatively with the other
25 Commissioners to ensure that we do the hard work that comes

1 with collecting population and demographics in the state,
2 and apply it to very fair boundaries, with input from the
3 communities that we're working within, and with staff
4 guidance.

5 Your point about the American political
6 conversation, while I don't think it's necessarily more
7 polarized since 2010, I think how we get our news has
8 allowed us to only hear our own truth. And then, that's
9 repeated back to us, of course, in those echo chambers that
10 affirm, right, our understanding of the ideas or topics.
11 And I do believe that anyone -- kind of that said, knowing
12 how people receive their information and develop what's
13 truth, I think anyone appointed to the Commission, and I
14 stress appointed versus elected, because this is not the
15 will of the people that's making up this Commission. So,
16 the Commission needs to understand that having a polarized
17 approach in the work that we're charged with completing
18 will not lead to effective governance. It will not appear
19 to be fair or diplomatic, and it won't help us reach our
20 desired outcome, in my opinion.

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

25 MS. JEWELL: I believe they will have to overcome

1 a perceived bias. People who don't understand how the
2 process came to be, or even the process of the
3 Commissioners being appointed, they might perceive a bias
4 for or against a particular demographic, or feel like
5 there's a lack of representation from such. That's one
6 concern I would have.

7 I think media reporting of the process will be
8 interesting to watch in the coming weeks. And then, as the
9 Commission does its work that could potentially create a
10 problem. There will be, I think, concern by citizens that
11 we're not impartial or objective.

12 I believe some people just don't trust the
13 political process and they may automatically consider the
14 process flawed in some way.

15 I would be sure that my actions, and as much as
16 possible to influence the other Commissioners I would
17 ensure that my actions are, and my biases are fully
18 disclosed, and on record, and discussed in any of the
19 conversations which -- and I believe all conversations that
20 the Commission has should and will be public.

21 My understanding of the Brown Act and Robert's
22 Rules of Order informs my actions. And those on the
23 Commission, we need to understand the rules and process
24 that are followed for making good decisions. And I think
25 having staff members continue to remind us and answer

1 questions as to, you know, any process that we're working
2 on to ensure that we're not violating any of that process.

3 And everyone needs to have a fair opportunity to
4 impact the outcome. And by everyone, I mean the citizens
5 throughout the state. And I do believe that those basic
6 principles, kind of on the Robert's Rules, it protects the
7 protocols and I think it protects the integrity of the
8 discussion and the outcomes of the process.

9 I hope that answers that question.

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

16 Tell us the goal of the project, what your role
17 in the group was, and how the group worked through any
18 conflicts that arose.

19 What lessons would you take from this group
20 experience to the Commission if selected?

21 MS. JEWELL: Yeah, I'm coming up with a couple of
22 these and I'm not sure if they're good examples, but I'll
23 go with them. One is I've served on a statewide board for
24 the California Internship and Work Experience Association
25 since 2014. And on that board, and actually I termed off

1 of it in December. But on that board, I represented four-
2 year colleges and universities from around the state.

3 My job was to co-chair putting on an annual
4 conference that we would switch holding the conference in
5 Southern California and Northern California each year. And
6 so, I did that for six years and I had a co-chair from the
7 two-year community college system.

8 So, each year the co-chair and I would, working
9 with a relatively small committee of volunteers, we would
10 select a venue, creating a contract with the hotel and
11 conference center, and all the related logistics that go
12 with setting up that conference. Identifying keynote
13 speakers. And identifying a theme and then keynote
14 speakers that would kind of fulfill knowledge in that
15 subject area and be engaging. Creating a call for
16 proposals for a breakout or workshop sessions, which we
17 usually had about a dozen workshop sessions we had to fill
18 with each conference. We'd have to create marketing
19 materials, web, email, production, distribution, and design
20 and create all the conference collateral.

21 So, I've been hands on with each of those steps
22 and we do that through calls, emails, face-to-face
23 connections, making sure we have presenters that balanced
24 the needs of two-year colleges and four-year colleges
25 because they have very kind of different outcomes, and even

1 governing guidelines for what students are able to do.

2 Some of the challenges that come with that
3 experience have been inevitably, when you're working with a
4 group of volunteers, people who say yes in August, by
5 December they're like, yeah, maybe I can't do this anymore.
6 So, maybe your committee of seven people is down to four.
7 And so, it's about picking up the pieces and moving forward
8 with a really big project, like putting on a conference.
9 To me, that's not the best plan because it creates more
10 work for the co-chairs. But either way it's about inviting
11 other board members or volunteers to step back in.

12 And oftentimes when you have speakers, whether
13 it's a keynote or a breakout session speaker, you want to
14 be careful that it's not somebody who's going to have sort
15 of an inflammatory bias one way or the other. And we've
16 had to diffuse some of that in the past.

17 For this year, for example we had to negotiate
18 cancellation of the whole conference. It was scheduled to
19 be two weeks ago. And so, it's been about negotiation of
20 that cancellation, getting all the related expenses. Now,
21 we're prepaid in advance for next year. But it's about
22 being careful to continue to push and advocate for your own
23 organization, while really not wanting to an economy to its
24 knees because of what we have going on now.

25 Stop me if I'm going on too long. The second

1 example, I serve on a local City of Rocklin commission,
2 called the Community Recognition Commission. So, this is
3 meant to identify and award people who demonstrate
4 significant community service each year. So, there's an
5 annual award that we come up with to give feedback and
6 praise to people who have contributed richly in our
7 community, you know, over time. And then, also, we have a
8 more -- kind of through a wall of recognition, we have kind
9 of a more MVP, or a hall of fame that we look at people who
10 have long served the City of Rocklin and the positive
11 contributions they made.

12 The city council and the City of Rocklin needed
13 to come up with this because -- so, for example, if a
14 family suffered a tragedy, a child was hit and killed in
15 this particular area and they wanted to have a memorial of
16 some kind, they wanted a street named after a person. They
17 want a park named after the person. And they didn't have a
18 process for telling people no, that we can't do that.

19 So, we have sort of a combination of being able
20 to have a process for recognizing people and also helping
21 folks understand, in their grief, that doesn't necessarily
22 mean we name a park after somebody.

23 So, they created this commission and we take
24 nominations twice a year for one particular award -- excuse
25 me, once a year for one award, once a year for the other.

1 And we have to debate in public, publicly, because their
2 city meetings debate the validity and the value of one
3 nominee over another. And sometimes that can get really
4 uncomfortable. But I think it's about talking about the
5 positive spin on things. And that's just one example, two
6 examples, I guess of project-based and incurring
7 challenges. So, bad landing on that one, but that's the
8 answer.

9 I think you had a second part which was lessons
10 that you take away from that experience. When you're
11 working on a collaborative project, I think everybody
12 involved needs regular check-ins and support, and that
13 needs to inform and motivate people to be able to move
14 forward to complete the project goals.

15 For the Commission I think the same is going to
16 be needed. We're going to be working with staff members.
17 We want to ensure we're doing what's necessary to interact
18 with communities and contacts from around the state to set
19 up public meetings to help the Commission reach its goals.

20 And I think working collaboratively requires
21 really specific project management so that you can
22 anticipate questions, answer questions, and ensure that no
23 one's really overstepping in areas that maybe there's
24 already -- the work's already being done. So, sometimes we
25 overstep and we over serve in some areas, and then

1 underserve in others. So, I think project managing the
2 whole process is going to be important and doing that
3 collaboratively with the communities we'll interact with.

4 MR. DAWSON: Thank you. Question five. A
5 considerable amount of the Commission's work will involve
6 meeting people from all over California who come from very
7 different backgrounds and a wide variety of perspectives.

8 If you are selected as a Commissioner, what
9 skills and attributes will make you effective at
10 interacting with people from different backgrounds and who
11 have a variety of perspectives?

12 What experiences have you had that will help you
13 be effective at understanding and appreciating people and
14 communities of different backgrounds and who have a variety
15 of perspectives?

16 MS. JEWELL: I am -- as I mentioned earlier, I'm
17 empathetic and I'm an active listener. And I think it's
18 very important to gather all facts and input before
19 deciding on an action.

20 And if anyone in the room has taken a Gallup
21 Strengths or a Clifton Strengths finder, it's called
22 intellection. It's not about being smart. It's about the
23 process of understanding and reasoning. And so I do, I
24 like to gather all the facts on a subject or an area of
25 what needs to be done, and I need to think on it and

1 reflect on it for a while. And I think that's going to be
2 really important to actively listen, consider the
3 important, and then reflect.

4 Another quality is consistency. To me, rules,
5 fairness and justice are very important and I will treat --
6 I often get in trouble with this at my work because I treat
7 the president of my university the same as I would treat
8 somebody who serves my food at the café, because I think we
9 all just have a different role to play in the work that we
10 do. And I believe that all people would be treated with
11 and demonstrate fairness to others regardless of any
12 individual's background or present circumstances.

13 So, I see people through that lens. I don't look
14 at their -- in a caste. I don't operate in that sort of
15 caste system where I see people at levels and give them
16 more or less respect based on that. I see people in kind
17 of this existing, everybody is level to me.

18 And experiences that I've had. I was raised in
19 rural Ventura County. And in the 70s and 80s I grew up
20 alongside people from a variety of different racial,
21 cultural, economic backgrounds. The towns where I grew up
22 and went to school had a large migrant population. The
23 kids rode the bus with me, we went to school together, we
24 played after school together.

25 And I've over the years worked in various groups.

1 And I really hate separating people into groups because I
2 think that is another thing that polarizes people when we
3 label various groups of people in ways. But for the sake
4 of today I've worked with folks who live in poverty. I've
5 supported people in their job search and vocational
6 training activities. And those people can be those with
7 disabilities, they could be Veterans, they're incarcerated
8 youth, there have been adults on probation. They've been
9 traditional and nontraditional college age students.
10 They've been small, medium and large employers. I'm
11 comfortable working in those spaces because I just
12 understand the conditions and the resources that are
13 available to them.

14 I say that and that I don't say I like to
15 identify people in groups and I'm consistent in how I see
16 people. I also am not so naïve that I don't think people
17 gravitate naturally towards those who share similar
18 backgrounds and circumstances.

19 But I think there's also other important
20 affiliations that draw people, you know, from those
21 disparate groups into another. It could be around sports.
22 It could be around arts. It could be around a lot of other
23 interests. I enjoy finding out more about people, and
24 communities, and heritages. And as a person who likes to
25 connect people to people, I do that through learning and

1 understanding other communities. And I think the world is
2 richer for all the humans that are a part of it.

3 And for the Commission, I think we have to see
4 ourselves kind of that when you're small you're bigger.
5 And we're not going to be special because we're on a
6 Commission. Rather, we have to see how our individual
7 gifts and skills fit in the big picture of what's trying to
8 get done. I think it's going to be really important for
9 the Commission to be a service, and listening, and
10 receiving organization, and sees their job as hard work to
11 get done in a certain period of time.

12 MR. DAWSON: All right, thank you.

13 We will now go to Panel questions. Each Panel
14 Member will have 20 minutes to ask his or her questions.
15 We'll start with the Chair, Mr. Belnap.

16 CHAIR BELNAP: Good morning, Ms. Jewell.

17 MS. JEWELL: Good morning.

18 CHAIR BELNAP: So, for eight years you have
19 served as the Director of Career and Life Planning at
20 William Jessup University.

21 MS. JEWELL: Yes.

22 CHAIR BELNAP: What does this position do?

23 MS. JEWELL: Well, it's a variety of things. So,
24 I've been with the university since 2004. And we had a new
25 president come along at about 2011. And at the time most

1 all of our students did four-credit academic internships in
2 order to graduate from the university. What they didn't
3 have was a process to really work with the employers in our
4 region to get that done well, so it was a little bit
5 scrappy. So, with my background in workforce development,
6 understanding the value of education and economic
7 development, I, long story short, asked the president can I
8 take this over and he said yes.

9 So, I built a career services department, sort of
10 in the traditional sense that you would think. We help
11 students, from perspective students, to current students,
12 and all of our alumni. We provide, you know, all of the
13 career readiness tools, activities, resources. So, it can
14 be from understanding your personality, interests, specific
15 strengths and gifts, how those apply to choosing a major.
16 Once you've chosen a major, how do you find work or
17 volunteer experience that supports that kind of industry or
18 career direction and then, how do you prepare for
19 internship and then entry level professional work.

20 So, my job is to administer a kind of sort of an
21 executive management of that department. And we provide a
22 lot of events on and off campus. I'm the main employer
23 relations person, kind of community employer relations for
24 us in the South Placer and Sacramento region.

25 And so, I don't know if that answers your

1 question. It's kind of all of the services that you would
2 get in a traditional college career services, but then also
3 adding the layer of now nine out of ten of our students who
4 graduate do academic internships. And so, it's about
5 finding a suitable experiential learning location or
6 opportunity for them to apply to and be ready for.

7 CHAIR BELNAP: Just out of curiosity, what are
8 some of the typical industries that you are reaching out
9 to, to try to establish internships for your students?

10 MS. JEWELL: Yeah, great question. Our biggest -
11 - the areas where we have more students kind of seeking are
12 kind of the area of business, whether that's by marketing,
13 entrepreneurship, finance and accounting, so anything kind
14 of in that business spectrum. We work with large
15 employers. We're right next to Oracle in Rocklin.
16 Depending on the type of student, we would have great
17 partnerships with Adventist Health, Sutter Health, the
18 State of California through their University Enterprises,
19 through Sac State as sort of an auxiliary for student
20 assistant positions within the State of California. So,
21 business is one kind of broad area where we have a lot of
22 students.

23 And secondarily, we have those in the helping
24 professions. So, psychology majors, but they're interested
25 more in health -- or, excuse me, social services, human

1 services. So, we work with Placer County, a wide variety
2 of nonprofits, parachurch organizations. We're a faith-
3 based university, so a lot of our students who are studying
4 in the area of vocational ministry, they'll be doing their
5 internships with small, medium and large churches, and
6 other types of nonprofits.

7 CHAIR BELNAP: Thank you.

8 MS. JEWELL: And then, we also have a lot of
9 folks in like state assembly, county, county supervisor's
10 office, those in our public policy department.

11 CHAIR BELNAP: Okay, thank you.

12 MS. JEWELL: Yep.

13 CHAIR BELNAP: So, how has your experience as
14 Director of Career and Life Planning increased your
15 understanding of and appreciation for California's
16 diversity?

17 MS. JEWELL: This has been a different -- this
18 has actually been a different group for me to work with.
19 To work from college students who come from fairly, you
20 know, middle class to affluent families. It's a great
21 population to work with and as a generation it's been
22 interesting and challenging, and just a huge opportunity to
23 work with folks in that particular age group.

24 But it's relatively new to me. And I think it's
25 my work before that that helps me do this job better. So,

1 I worked with -- back in the day, it was back when it was
2 Job Training and Partnership Act, JTPA, and then it was
3 Workforce Investment Act, and now it's the Workforce
4 Investment and Opportunities Act. I probably messed that
5 up.

6 But anyway, working with different demographics
7 of people in their effort to be self-sufficient, and get
8 off of government aid and into an area of -- so they can
9 determine their own future. So, I worked with folks of all
10 ages in that degree.

11 With this particular position, as part of the
12 California Internship and Work Experience Association we
13 work as a group, collectively, to serve all students in the
14 two-year and four-year college system. And many of them
15 are first generation students. And I think we often
16 identify first generation by a cultural or a racial splice,
17 but Caucasians are the largest percentage of first
18 generation students in colleges. But they come from
19 different socioeconomic backgrounds.

20 And my work with the California Internship and
21 Work Experience Association is working with employers in
22 the state, connecting them with their two-year and four-
23 year college and university partners to ensure that all
24 students are supported in that experiential learning
25 process. Because most all of us in that association are

1 near militant about experiential learning and making sure
2 people have the opportunity to apply what they're learning
3 in the classroom so they can connect it to the real world
4 of eventual work. And that's, to me, that's the mismatch
5 in education is people aren't getting the opportunity to
6 try out what they're doing and see the connection to the
7 real world of work and citizenship that comes from that.

8 CHAIR BELNAP: All right, thank you.

9 MS. JEWELL: Uh-hum.

10 CHAIR BELNAP: I'd like you to describe a time in
11 either your work or volunteer efforts when you had to set
12 aside your own beliefs and interests to achieve a broader
13 objective.

14 MS. JEWELL: Okay. So, right now, and I have
15 served on the -- different chambers of commerce. Each
16 city, most cities have a chamber of commerce. And back in
17 2004 I went through my first as a student leadership class.
18 So, each chamber, if they're big enough, they'll put on a
19 nine-month program, kind of a leadership development
20 program that will help members of the community who maybe
21 are trying to grow their business, or professional
22 interests, or their personal understanding of a region,
23 they'll put them through a nine-month program. And so,
24 people learn about education, health and human services,
25 regional issues, transportation, and just different things,

1 you know, different nonprofits in an area.

2 And so, I went through the first class with a
3 local chamber back in 2004, when we relocated to Northern
4 California because I didn't know the area, and I didn't
5 know where I could apply my interests in sort of community
6 involvement, so I put myself through one of those classes.
7 And from that, and I say that I blame it for every hot mess
8 I've been in since because it's from that class that I've
9 made all of my personal connections to be able to do my job
10 really well in this region.

11 So, I've been chairing another chamber's
12 leadership group for about six years now. And so, I
13 created a committee and the committee's kind of expanded
14 over the years. And it's been about releasing control.
15 Because when you're first starting up and you have
16 something that's yours and, you know, me and the CEO, we
17 created the leadership program for this chamber. And as
18 we've had five years of graduates go through, I'm going to
19 peel some of those graduates off and make them part of that
20 steering committee.

21 So me, who takes a lot of pride in how I interact
22 with my community partners, because I represent the
23 university and I'm representing the chamber, it's hard for
24 me to release, okay, you know, okay, John, you're going to
25 take over these two sessions on AG and natural resources,

1 and on regional issues and transportation. You're going to
2 take that over. And instead of me reaching out to do that
3 and interact with those partners, I'm trusting somebody who
4 just has a different style from and I just -- I have to
5 release it and I have to trust that they're going to know
6 the process is going to be -- is going to have a fruitful
7 outcome whether I control that message or not.

8 So, I think that's my kind of a strongest area of
9 a weakness for me is in ensuring that the relationships
10 that I've built aren't compromised through maybe a
11 different leadership or communication style. Because I
12 just don't want to lose that relationship. Because to me,
13 everything is built on a relationship for me
14 professionally, and for the group that I -- my employer,
15 and for me and my community.

16 CHAIR BELNAP: Okay, thank you. So, in your
17 professional and volunteer efforts, I'd like you to talk
18 about some of the types of analyses that you've performed
19 and walk us through an analysis that you preformed that
20 would be comparable or analogous to the work of the
21 Commission.

22 MS. JEWELL: The -- okay, the -- I'm part of a,
23 there's four co-chairs of a South Placer Women's Leadership
24 Coalition, and our goal is to be a nonpartisan, similar to
25 the leadership classes I alluded to from chambers. But

1 it's to pull together women from a particular, maybe five-
2 city region, and provide them with information that's going
3 to help them, again, grow their professional interests, and
4 how do they understand and respond to different issues.

5 So, there's four of us who organize, once a
6 month, speakers to come in and speak to the group. And we
7 work together and I think we're a really balanced group of
8 women both by age and maybe by our political tendencies or
9 affiliation. I think we're a good balance of people who
10 aren't all the same.

11 And so, when we have speakers come in, we want to
12 make sure that those speakers are not going to be kind of
13 picking at any partisan hot buttons that are going to
14 distract from the learning and understanding about the
15 issue.

16 So, we meet a couple times a year, and certainly
17 ongoing, but we meet a couple times a year to make plans
18 for what do we want the group to -- what's our overarching
19 theme for this year? Is it about personal leadership
20 style? And if so, how do we bring in speakers that are
21 going to reflect that and not pull too far right or too far
22 left.

23 So, we sort of just kind of discuss and break it
24 down, and openly talk about this could be a hot button.
25 And if that presenter could kind of curb discussion in that

1 area that might -- I think it's about you have to know what
2 people are going to latch onto and how it could quickly
3 spin out of control, and just derail. What was the reason
4 we had this speaker talk on leadership styles, for example,
5 or reflecting on your own style in opposition to other
6 people's?

7 If we say one thing that gets people talking and
8 it completely takes it off the rails, then we've missed the
9 educational part of what we were trying to achieve. So, we
10 just talk through stuff.

11 I don't have a lot of experience in technical
12 analysis. I would probably have to do a little bit more
13 mining in my brain to see where I've done that, because
14 I've not naturally gone towards that because I'm just more
15 of a relational person. I hear, understand, learn and I
16 reflect that, kind of interact with that with other people.

17 CHAIR BELNAP: All right, thank you. You did
18 mention in your application that you have maybe some
19 limited experience with mapping programs. Which ones are
20 we talking about?

21 MS. JEWELL: You know, and I was kind of thinking
22 about that. Well, certainly, I work with a couple of
23 economic development directors who helped me understand
24 just some of the basic of GIS, geographic information
25 system mapping, and kind of understanding when there's a

1 big development -- not so much, but more commercial, and
2 we're kind of focusing on how do we partner with companies
3 who are looking to locate to our area. So, sort of
4 understanding that GIS process very limited. But maybe
5 from -- I'm stronger in analysis like a labor market
6 information, understanding how to pull statistics for that,
7 answer questions for employers, or other folks who are
8 looking at, you know, like do we grow this in this area?
9 Does it make sense? Do we provide another vocational or
10 educational program? Does that make sense?

11 So, but other than GIS and some basic kind of
12 Google mapping type of stuff, not a whole lot of technical
13 expertise there.

14 CHAIR BELNAP: Okay, thank you.

15 Madam Secretary, time check?

16 MS. PELLMAN: Five minutes, eight seconds
17 remaining.

18 CHAIR BELNAP: Okay. Ms. Jewell, I'd like you to
19 talk about in your career, particularly your recent career
20 with William Jessup University, a success that you've had
21 that you're proud of, and then also a time where you feel
22 like you made a mistake or there's some sort of failure
23 that you learned from.

24 MS. JEWELL: Our successes come when -- and it's
25 been completely, sometimes anecdotal and word of mouth.

1 So, my successes come when we've been working with a
2 student for two, three, or four years and I see them grow
3 in understanding themselves, and understanding how they can
4 use their degree area to impact the world in a positive
5 way.

6 So, when I get a call or an email from a student,
7 or a recent graduate who said thank you. I had all of
8 these things in order. I knew how to interview, I knew how
9 to interact professionally in a networking situation, all
10 of the things that you guys provided helped me be
11 comfortable using that muscle and I landed the job. That
12 makes me -- that's my success. So, whether it's one person
13 or a hundred, and it's both of those things, I love that
14 feedback.

15 Just yesterday, I'm also an adjunct professor for
16 the university and I oversee our business internship class.
17 And so, we just had our class final presentations yesterday
18 and I have all these business students, right, who are in
19 the age of like, you know, 20 to 25 range. And one's at a
20 legal office. One's in youth sports. And another is in a
21 church. And just the way they were able to use their
22 skills to grow their interests. One's working with the
23 VITA program for the tax assistance folks.

24 Just if they can reflect on -- you're all
25 business majors. It's the most, you know, it's one of the

1 most vanilla majors out there, but look at the things
2 you're doing with that. And that affirms helping people
3 find their way. That's my successes.

4 Failures. Failures or weaknesses. Because I say
5 I'm sort of anecdotal and word of mouth, I'm really good --
6 excuse me, I'm really bad at collecting the data and doing
7 something with it. Or taking the data, or I guess it's
8 mostly creating a system or a platform to collect the
9 placement data, for lack of a better word, and reporting
10 that up to whether it's to our marketing department, or to
11 prospective parents, or to our executive team.

12 I think my failure comes in storytelling our
13 successes. I think that's been the biggest downfall of
14 what I do or don't do in this job.

15 CHAIR BELNAP: All right, thank you. I have no
16 further questions. I'll turn the time over to Mr. Coe.

17 VICE CHAIR COE: Thank you, Mr. Chair.

18 Good morning to you, Ms. Jewell --

19 MS. JEWELL: Good morning.

20 VICE CHAIR COE: -- thank you for taking the time
21 to speak with us today.

22 So, on your application you indicate that you
23 currently serve the South Placer community and the
24 Sacramento region in a variety of different leaderships
25 roles, including Chairing the Chamber of Commerce

1 Leadership Classes, the Co-Chair of the South Placer
2 Women's Leadership Coalition, and the City of Rocklin's
3 Community Recognition Commission, and Certified Champions
4 of Greater Sacramento.

5 I'm curious, what draws you to these roles? What
6 motivates you to participate in these venues?

7 MS. JEWELL: Like I said earlier, I'm a
8 relationship person so I refer to Gallup Strengths a lot.
9 My job requires me to learn, understand, know about a
10 variety of industries in the region. And for me, for
11 example if I walked into a large event, a networking event
12 or something like that and I don't know anybody, I'm going
13 to hightail it out of there in a second.

14 What involvement in those groups allows me to do
15 is meet people one on one, understand what they do,
16 understand their industry, their role in it. It helps me
17 make a connection with them, a personal connection, so from
18 that I can grow and expand my network. I'm kind of, I'm
19 scrappy in that I think people are still -- like that
20 personal touch that comes. And so, while I use various
21 technology platforms to maintain relationships, I think the
22 best way to start and engage a relationship is through kind
23 of one-on-one, kind in a long-term process relationship
24 wise.

25 So, it's completely self-serving that I serve

1 with the South Placer Women's Leadership, the City of --
2 the Lincoln Chamber, and then through the Champions Program
3 with Greater Sacramento because it just lets me meet
4 people. It helps me reach out and network in ways that I
5 wouldn't be comfortable walking into a big event.

6 The City of Rocklin's Commission, that came from
7 just, I think, the city council members knew about kind of
8 how I -- who I am and how I work in the community. And so,
9 when they were -- they sort of had a task force to identify
10 do we even create this commission, I was part of that task
11 force. And then, when it came time to create the
12 commission, one of the council members asked me to apply.

13 I don't see that one, actually, as a way that
14 really serves anything in me, other than I think I'm just
15 responding to supporting a community need at the time.

16 VICE CHAIR COE: And how do you think your
17 experiences in these roles could help make you an ideal
18 Commissioner?

19 MS. JEWELL: Just really connecting people with
20 people. Through my work in Southern California and
21 Northern California, and my connections with employers, and
22 colleges, and workforce and economic development systems
23 around the state I know people. And I know -- for example,
24 if the Commission is trying to reach a rural area in
25 Central California, I'm going to get scrappy and I'm going

1 to make my connections through my workforce and economic
2 development partners, or my two-year partners, and say who
3 is a representative in this region that we need to get at
4 the table to help us reach that demographic that otherwise
5 none of us would have any access to.

6 So, I really think it's through the work that I
7 do. And just my colleagues say, like Christy, if you could
8 get all this stuff down and write in an SOP, because it's
9 all up in your head. Like when it comes time for us to
10 reach a certain area, I'd like to think I know how to get
11 in touch with the right people to give us access to a
12 larger group. And whether that's just me on the
13 Commission, I certainly don't think so. You're going to
14 have the breadth of 14 members that have some skill set and
15 some ability to do that, and to reach out to the resources.

16 And so, that's me, I make connections people to
17 people. I use those kind of small, few relationships to
18 reach a greater group for the good of the work that needs
19 to get done.

20 VICE CHAIR COE: Thank you. I'll move on to your
21 impartiality essay for a moment. In that essay you say
22 that you believe that most of your friends and colleagues
23 who know you well would attest that while you have strong
24 beliefs that you're passionate about, you've demonstrated a
25 willingness to set aside your personal views in order to

1 ensure that decisions that affect the majority of people
2 are made in an objective and informed manner.

3 Why do you think your friends and colleagues
4 would attest that about you? What is it that you have
5 demonstrated to them that would make them believe that of
6 you?

7 MS. JEWELL: I think anybody who suggests that
8 they don't have a bias isn't being completely honest. And
9 I have a particular -- I've known, you know, since I was 12
10 what my values were. And I thought, you know, at the time
11 I was trying to put them in a career idea. I'm smiling
12 because I want to be careful about how I say it. Everybody
13 who's in my life, who knows me well enough from a
14 personal/professional stand point, knows that I say the
15 things that most people are not comfortable saying. I will
16 -- I will -- because I have empathy and sort of that
17 emotional IQ for the underserved or the misunderstood, I'm
18 going to -- I'm going to carefully tease that issue until
19 it's out whether -- I don't speak for somebody else, but I
20 want to make sure everybody is heard.

21 And sometimes it means saying things in a really
22 direct way, always with compassion, always maintaining the
23 person's dignity, but I say things that other people are
24 not comfortable saying. And at the end they say like only
25 you could get away with doing it that way. Whether it's

1 because I mix it with humor they get that I'm a human and a
2 flawed one, either way they just trust that nothing's going
3 to be left unaddressed. If it's an issue that needs to be
4 resolved, I won't quit until there's resolution to it.

5 I don't know how -- I don't know if I'm giving
6 you a specific enough answer to your question, sir, so tell
7 me if I'm not.

8 VICE CHAIR COE: No, I understand. You mentioned
9 something in there that I wanted to ask about. At the
10 beginning of your answer you mentioned everybody having
11 biases. And I think one of the difficulties with the
12 practice of impartialities is identification and
13 understanding of one's own internal biases.

14 So, my question is, have you identified yours and
15 if you have, how do you ensure that they don't interfere
16 with your decision making process?

17 MS. JEWELL: I just ask people to -- I think it's
18 an integrity issue and I ask people to hold me accountable.
19 People who know me, know my general position on things.
20 But they also know that I learn, hear, and understand other
21 people. I don't like it when it gets nasty or insensitive
22 towards somebody else. I don't like kind of how social
23 media and all of that spins things and people kind of have
24 an anonymity to having animus types of statements. I don't
25 respect that very much.

1 I think it's just people hold each other
2 accountable to making sure that the biases is addressed.
3 If I can give an example, my husband works in law
4 enforcement. And while we might be, you know, fairly
5 conservative people as a rule, and that's kind of where our
6 bias lies, when -- you know, when the association, when the
7 Law Enforcement Association is going through negotiations
8 with the city all of the sudden individual officers become
9 like what about my stuff, right, or my retirement, or my
10 healthcare, or my this. I'm like, well, isn't it true that
11 as a rule how do you look at the whole organization and
12 maintain the integrity of your beliefs for everybody else.
13 You have to maintain that same belief for yourself.

14 So, when it comes to contract negotiations you
15 have to still come at it from that conservative point of
16 view if that's who you really are. And just as I hold
17 other people accountable to maintaining and dealing with
18 things in that way, I would expect them to do that to and
19 for me as well.

20 And just I say my bias, I say my opinions, but
21 I'm also willing and very open to learning and growing from
22 that. I don't think any process or relationship is good if
23 it stays in this comfortable place where no one's learning
24 from each other, and growing and adapting to what it needs
25 to move forward.

1 VICE CHAIR COE: Thank you. You mentioned in
2 your essays and some of your testimony today that you've
3 had the opportunity to meet or to work with very diverse
4 groups of people. And I'm wondering, from your
5 interactions with the different people you've met what is
6 it that you've learned about their needs or desires, their
7 preferences that you think would make you an effective
8 representative for the diverse population of California?

9 MS. JEWELL: I think people want to be known and
10 heard, and I think they want you to -- if you come, if
11 you're representing -- if I'm representing a job training
12 or a vocational process that they have to go through
13 because they're in the system, because they're A, B or C
14 and this is what the law says you have to do to move
15 through it, even though they're a eligible person in that
16 system, and I'm an employee doing my job, we're both humans
17 in that situation. And I think everybody, I don't care if
18 it was an executive or CEO who was in a mass layoff and is
19 in a sort of a rapid response to reemployment, or if it's a
20 single mother who's never worked, and didn't finish high
21 school, I think you sit with either of those people and you
22 create the atmosphere that helps them be understood and
23 known.

24 And while somebody else might consider them a
25 data point, or a case, or whatever in the big process, my

1 job right now is to connect with you, find out about you,
2 and find out the best way to help you.

3 And I think as people that's all we want from
4 somebody else is the respect and knowing that our voices
5 are heard, and understood, and that you're going to help me
6 through that process. So, to me, it's as simple as that.

7 VICE CHAIR COE: Thank you. I have a similar
8 question, but in regards to the kind of geographic
9 diversity and the different regions of the state, and the
10 different people that live there. Obviously, the
11 preferences and concerns of people can differ based on
12 whether they live and what's happening locally.

13 And I know you've mentioned that you've lived
14 both in Southern California, I think you said you grew up
15 in rural Ventura County, Ventura County and now up in
16 Placer. So, I'm curious if you can talk a little bit about
17 your experiences in different regions of the state and what
18 you've learned from the people there about their
19 preferences and concerns that you think would make you an
20 effective representative for them on this Commission.

21 MS. JEWELL: Yeah. In Southern California I
22 worked in the L.A. area with the folks in the -- it changes
23 every four years, so I'm just going to say the general
24 welfare system. And so, I worked with low skill, no skill,
25 medium skill, high skill folks in sort of a vocational

1 assessment, case management, making recommendations for
2 training or jobs, that type of thing.

3 Through sort of some interim work I did when
4 moving from Southern to Northern California, I worked with
5 a gentleman who went into those workforce development areas
6 and had a -- as a contract would work with the organization
7 itself. Not with the people, not with the clients that
8 were served, but with the workforce boards, and the staff
9 that went along with it. And so, we had three contracts,
10 one in Imperial County, one in Placer County, and I think
11 the other was in Central California, kind of in the
12 Bakersfield/Taft area.

13 And everybody's workforce, and worker, and
14 employer issues are different in those areas. Certainly,
15 Placer County is different from those other two. Imperial
16 County you have, you know, a high population of folks,
17 whether it's in Calexico, you're right on the border and
18 you have folks that literally have a foot in two countries,
19 and how are you working to support individuals and families
20 as an organization to serve them, and who are your
21 employers who are going to support kind of raising these
22 folks up.

23 And even some similar issues happened in that
24 Central California area, Bakersfield/Taft through the
25 workforce development area.

1 My work up here and through the California
2 Internship and Work Experience Association, working with
3 folks in the far north part of the state, I'm baffled. I'm
4 like, this is an enormous piece of geography and the number
5 of miles and whether -- and to me, I'm leaning more towards
6 the agricultural communities that exist in Central
7 California. And so much of the northern part of the state
8 I've connected through -- whether it's through colleges,
9 vocational schools, or through elected officials that do or
10 have represented those folks.

11 Understanding the individual needs of a farmer
12 near the Oregon border is going to be super different than
13 somebody who's in the Bay Area, and that type of thing. By
14 the way, William Jessup also has a Bay Area campus in San
15 Jose. And while I don't work a lot with the employers of
16 the students in that area, our services and our kind of
17 interaction with our job developer there, specifically
18 working with a lot of our international students for the
19 Bay Area has kind of -- that's a whole other like crack of
20 the state that just the diversity of the landscape, the
21 economic output, the people in these different areas, it
22 could overwhelm. But I just think it contributes to an
23 amazing, rich, diverse state.

24 And it really is about knowing who to contact in
25 those areas so you can reach the groups that ordinarily

1 would not be a part of this political process, right. I
2 think getting everybody, from taking the Census and
3 participating in it to understanding the outcome, and how
4 we redrew the lines or didn't in your area, I think it's
5 really important. Because you don't want people to wake up
6 at the next election and discover that the person that they
7 thought was their representative no longer is or they have
8 this new man or woman who is, and they have no connection
9 to him or her.

10 And I think this communication process role for
11 all of this is going to be critical.

12 MS. PELLMAN: You have three minutes, ten seconds
13 remaining.

14 VICE CHAIR COE: Thank you.

15 One quick question, kind of in line with that,
16 and Ms. Jewell you've kind of touched on a question I was
17 going to ask regarding communities of interest, and you
18 spike a little bit about networking, and identifying
19 leaders in areas to get groups and communities that maybe
20 don't normally engage to become engaged in the process.

21 And my question is once you've identified these
22 groups some of those communities may still feel a little
23 apprehensive or less comfortable coming forward and
24 engaging the government or a government body like the
25 Commission, and but their input is very important to the

1 work of the Commission to make informed decisions as best
2 they can. How can the Commission make these particular
3 communities that may be less comfortable feel comfortable
4 to come forward and share their perspectives with the
5 Commission?

6 MS. JEWELL: I believe you need to find what
7 their affiliation interest is. So, if it's a group that --
8 I mean if I couldn't directly outreach to them, or one of
9 the 14 members of the Commission couldn't connect with them
10 and they had an inherent distrust or they think, gosh, I
11 don't know any of these people, they don't look like me,
12 they don't smell like me, they don't talk like me. I need
13 to find out who do they trust?

14 Sometimes that's through churches, sometimes
15 that's through other community-based organizations, or
16 leaders in their particular area. If it's a group of maybe
17 migrant workers, limited English speaking, there's going to
18 be somebody that they trust and there's going to be
19 somebody that represents their interests and that's the
20 people we need to find to help that communication and trust
21 door open a bit.

22 And if we continue to work through those, again
23 through their representatives, through their churches,
24 through their community, whatever their affiliation
25 interest is, I think that's when they begin to trust the

1 process and know that I don't have to -- they don't have to
2 interact with this group of folks, but they trust that
3 their community representative is interacting and is
4 helping their representation and interests be considered.

5 VICE CHAIR COE: Okay, thank you.

6 Mr. Chair, no further questions at this time.

7 CHAIR BELNAP: Okay, thank you.

8 Ms. Dickison, we'll turn the time over to you.

9 PANEL MEMBER DICKISON: Thank you. Good morning,
10 Ms. Jewell.

11 MS. JEWELL: Good morning.

12 PANEL MEMBER DICKISON: You've talked about
13 communities of interest a bit here and you talked earlier
14 about how some of their needs can be -- or, their
15 communities of interest and how they bind together can be
16 influenced by a number of different things.

17 What are some of the things that you think could
18 influence someone's preference when they're looking for
19 representation and how could that differ through the
20 various regions of the state?

21 MS. JEWELL: Can you ask the first part of your
22 question again, please?

23 PANEL MEMBER DICKISON: What are some of the
24 things that you believe will influence one's preference
25 when they're looking for representation?

1 MS. JEWELL: Thank you. I think sometimes --
2 well, okay, economics. Their personal economics. Their
3 jobs, will they have it? Is it something that's going to
4 be threatened by -- if this representative is no longer
5 going to be my representative at the state level or at the
6 federal level who is? Who is going to make sure that the
7 co-op that my employer is a part of in this large swath of
8 agricultural area of California, how am I going to be sure
9 that I'm going to be able to feed my family, put a roof
10 over their heads, all of that.

11 So, I believe that folks in industries that shift
12 a lot and are -- maybe tend toward the lower socioeconomic
13 tiers, even though I think as a -- I believe, I know as a
14 state they contribute to just this huge amount of product
15 that feeds not just the country, but the entire world. I
16 don't know if those individuals see themselves in that big
17 process and I think they're most concerned about their own
18 families, their own jobs, their own livelihood.

19 I know I'm not really answering this right. So,
20 I think folks in the agricultural industry, across that
21 spectrum need to be cared for especially. Those who are
22 limited English speaking from a variety of areas, whether
23 they're here on a permanent -- on a permanent basis or on a
24 temporary basis, they're contributing. And if they have
25 the ability to vote and influence, you want to make sure

1 that they can be heard and understood through industry
2 sectors.

3 I think I'm failing on answering this question
4 right for you because I forget the whole -- please, you can
5 restate it if you want me to be more specific.

6 PANEL MEMBER DICKISON: No, you were fine.
7 You've talked a bit about your strengths and weaknesses
8 throughout the interview. Given what those are, what do
9 you see -- what role do you believe that you could fulfill
10 on the Commission should you be selected?

11 MS. JEWELL: To me, I think it's more about
12 building trust relationships within the Commission itself.
13 So, there's a lot of team building exercises, leadership
14 style assessment. And leadership style, just like your
15 love language, it isn't about, you know, this is the way I
16 give and receive love. No, it's about understanding how
17 other people give and receive that. So, it's about
18 understanding other people's leadership style, other
19 people's personality styles and how that creates -- you
20 know, you're all spokes in a wheel. And if we all have
21 this really strong particular interest or gift, we're all
22 -- it's going to be an out of whack system to me, in my
23 opinion.

24 So, what I bring, while I may not bring the
25 technical, the mapping, the data and analytics from that

1 regard, what I do bring is the people knowledge, the people
2 connection, the helping people understand each other,
3 groups. Kind of from a sociological perspective where does
4 that originate and how do you make it work.

5 So, I think absolutely we need those who are very
6 technical, but I think we also absolutely need those who
7 are relational. And I think I bring the relational, that
8 emotion IQ and the ability to deal with difficult
9 situations and find resolution that people can live with.
10 Because we're all going to have to make -- we're going to
11 have to meet in the middle, or somewhere. Not everybody
12 gets everything one way. I think that's how you have
13 different areas in states that are so out of whack, you
14 don't have a balance of a true political system of
15 cooperation.

16 And I think that the Commission, if I'm chosen to
17 participate, needs that same balance.

18 PANEL MEMBER DICKISON: Thank you. You kind of
19 touched on my next question. You've talked about how
20 you're a relationship person. Can you describe what the
21 Commission can do early on to build relationships and
22 develop as a strong team?

23 MS. JEWELL: Do you mean with each other or with
24 the --

25 PANEL MEMBER DICKISON: Yes, with each other.

1 MS. JEWELL: I think there's a lot of things that
2 we can do. I would take a cue from, you know, any staff or
3 prior Commissioners who had any successes and failures from
4 their 2010 process. But there's a lot of tools that help
5 people through the process of understanding leadership
6 style, for example. And I love walking people through
7 that, talking about the different scenarios, personalizing
8 and giving a story to saying, okay, am I like a coach or am
9 I a commander? And what does that look like if we're going
10 on a road trip, right.

11 So, I have that ability. I have training in that
12 area. I'm not so much a facilitator professionally, but I
13 do know the tools that would help us have conversations and
14 build trust. Because I think the trust has to happen
15 inside the Commission team before it can every happen with
16 the communities that we hope to serve. So, I think that's
17 process number one. And I'm kind of a nerd in that way and
18 I just like to have people -- when people discover
19 themselves and there's words that they can put to their
20 style, their personality and, you know, they laugh about
21 it. You know, those things that are our biggest strengths
22 are equally our biggest weaknesses. It's kind of that
23 balcony and basement. Like I'm a harmony person. At its
24 best it looks like this, but at its worst I look like a
25 pushover, I act like a pushover.

1 So, helping people understand their strength and
2 what makes it look good, and what makes it not good. So, I
3 love working with people through that and I think that
4 would be a critical first process with the group.

5 PANEL MEMBER DICKISON: Thank you. If you were
6 selected as a Commissioner what part of that job do you
7 think you would enjoy the most and what parts do you think
8 you would struggle with a bit?

9 MS. JEWELL: I think of the things that the
10 Commission has to do, which is drawing the lines, holding
11 public meetings, researching and analyze, and kind of
12 working with staff. I think it would be in the area of
13 holding public meetings and making sure that, again, the
14 right people are in the room, at the right time to be able
15 to have fair representation of those communities.

16 I really like, and I don't know actually the
17 process, I should have done more research. I don't know
18 the process of how the prior Commission worked with staff.
19 But I think the staff in this process is really important
20 as well because they're going to have some of the more
21 technical knowledge. They're going to have to do some of
22 the outreach and work that the Commission comes up with.
23 But I really like working with staff and balancing staff,
24 and not over asking staff to do things that an appointed
25 Commission could also do.

1 So, I do think it's in the area of kind of the
2 community relations, the staff interaction, and drawing the
3 lines. Kind of that initial what's our first -- what's our
4 first draft look like, and then we reshuffle. What's our
5 second draft look like. I think it's kind of in that space
6 where you're working to negotiate the different steps.

7 PANEL MEMBER DICKISON: Thank you. The way the
8 Commission is selected, the first eight are selected
9 randomly and then they are tasked with selecting the next
10 six. If you were one of the first eight, what would you be
11 looking for in those other six individuals?

12 MS. JEWELL: That's a good question. I was
13 actually going to ask how that random, how that random
14 first eight is random, we have like a little lottery thing.

15 Okay, the first eight I think need to look at
16 themselves collectively as from a skill set perspective,
17 from a representative perspective. Literally, what do we
18 look like? Are there too many this, or not enough that, or
19 anything. You have to look honestly at how people are
20 going to perceive the first eight and then find out where
21 are our deficiencies in this group, where are our strengths
22 in this group.

23 So, from understanding our strengths and then
24 understanding what are some -- where might we be lacking
25 and what's a good complement to the eight of us, then I

1 think we go back, and I don't know what the process would
2 be to select the next six. Are we meeting with them? Are
3 we reviewing these interviews? Are we looking at all, are
4 we looking at their, you know, public comments, or their
5 letters of recommendations. But I think we take and
6 synthesize all of that information and debate that. I
7 think it's openly and publicly. And then we make our first
8 recommendations. And, hopefully, there's agreement.

9 And just like watching you guys in the process
10 has been a really helpful -- helpful for, I think us to
11 see. Because you have to peel away -- you're not peeling
12 away bad, you're just saying -- well, you're just going to
13 drill this down to the most necessary and what's going to
14 be the best balance. So, I think watching your process has
15 helped inform how the next process works.

16 But it's really about finding the gaps. Knowing
17 the strengths, finding the gaps, and seeing if that exists
18 in that pool.

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

21 MS. JEWELL: I think we want to work ourselves
22 out of a job. I think that's the best thing. We want to
23 make sure we get -- we do the hard work, we follow the
24 process and the procedures. We make sure we've gotten
25 information from all of the communities that are going to

1 be represented, especially where there's some changes, that
2 we've communicated that. And once we make the
3 recommendations and I'm guessing there will be push back at
4 different places, whether that's legal or otherwise.

5 But our job is to get the job done and then get
6 out of the way.

7 PANEL MEMBER DICKISON: Thank you.

8 Mr. Chair, I have no further questions at this
9 point.

10 CHAIR BELNAP: Okay, we'll turn the time over to
11 Mr. Dawson.

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

13 Good morning, again, Ms. Jewell.

14 MS. JEWELL: Hi.

15 MR. DAWSON: I wanted to follow up on a couple of
16 your responses to the standard questions. In your response
17 to standard question one I think I heard you say that at
18 least one Commissioner should have experience in local
19 government or civic groups. Did I understand that
20 correctly? And if so, why is that?

21 MS. JEWELL: I just believe that folks need to
22 have demonstrated the interest in serving the communities
23 where they have influence. And if they expect to have
24 people believe that what they're doing is not for their own
25 interests, but it's for the interests of the body that they

1 serve. Like right now, mine is the city of, or the region
2 of.

3 But if I'm selected to the Commission it's for
4 the state, and I think people need to see a track record of
5 your doing that. And not just, you know, I saw this post
6 on Facebook and I decided to throw in because I want to
7 consider myself important. I don't see that -- I don't see
8 that line. And I don't think other people would trust that
9 line.

10 I think other people trust some demonstrated
11 community involvement and leadership.

12 MR. DAWSON: Thank you. In your response to
13 standard question three you said that one of the potential
14 problems the Commission could face would be that it would
15 be perceived by the public as biased. Is that based on -- is
16 that particular to the Commission or do you think that is
17 part of a larger, more broad cynicism about government and
18 government institutions.

19 MS. JEWELL: I think it's the -- yes, I'd say the
20 second part about it. I think sometimes people have an
21 inherent distrust about any process.

22 So, if I had not applied for this position, and I
23 hadn't watched the process, but rather I heard about it on
24 the news, or this, or read about it, I would be like, hmmm,
25 I don't remember that. I don't know who these people are

1 and they're going to tell me who my representative is. So,
2 I think it's that same thing. I think people who just --
3 they just by whatever reason maybe have an inherent
4 distrust of the political process, the appointment process,
5 bureaucracy, I think they might have concerns.

6 But those of us who have now walked through the
7 process, I think it's important to explain it and talk
8 through. I'm sure each of you have your own individual
9 biases and opinions, but you do your jobs and it doesn't
10 look like that.

11 So, I think it's important for people to have
12 understood the hard work that went into establishing this
13 group of nonpartisan participants.

14 Did that answer your question, sir?

15 MR. DAWSON: It does. And then, it sort of
16 leads to the next question. The Commission is not
17 nonpartisan --

18 MS. JEWELL: Yeah.

19 MR. DAWSON: -- it's a balanced partisan group.
20 There will be five Democrats, five Republicans, and four
21 non-affiliateds.

22 Do you think that that makeup, and then the way
23 that the Commission goes about its work could help
24 alleviate some of that cynicism?

25 MS. JEWELL: I do, yeah. I think it -- thank you

1 for bringing that up. And, yes, I think the balance of
2 people saying I'm a this, or I'm a that, or I'm not either,
3 I think people seeing all of those people working it out is
4 important. So, thank you to your point. Yes, while it's
5 not meant to be nonpartisan, I think I naturally go to that
6 because of the things that I've done here. I work really
7 hard to not have a this or a that attached to my jacket, so
8 they -- so, I get treated differently. So, yeah.

9 MR. DAWSON: Okay, thank you. In your, let's
10 see, it was essay three, about an appreciation for diverse
11 demographics and in some of your responses you spoke about
12 the California's agricultural contribution, ensuring those
13 that participate in this critical economic driver from
14 laborers, to landowners are fairly -- are able to be fairly
15 represented in legislative bodies is imperative, and an
16 important reason why I have an interest in serving on the
17 Commission.

18 So, do I take it -- do I take that response to
19 mean that you think that perhaps the agricultural community
20 does not have sufficient representation in California
21 government?

22 MS. JEWELL: No, I don't want you to take that
23 from that at all. But because of the huge land area that
24 it encompasses the -- it's a huge land area, but not a huge
25 population of people. And in that population of people I

1 believe there are those who wouldn't typically engage in
2 the political process, or really knowing or understanding
3 how representative government and their part in it might
4 work. I just think it's critically important to make sure
5 that those who serve at all levels in that industry are
6 represented fairly, and that they just know. They know
7 that my little farm, or the folks that work on mine, or
8 whatever, that it's being -- that it's connecting up to
9 something that they trust was a fair process.

10 I don't -- I'm not saying that they're not fairly
11 represented. What I do believe, though, is that large
12 urban areas in the state do tip the direction that the
13 government takes and I think that's hard on the people that
14 are not in those urban areas.

15 MR. DAWSON: I see, thank you.

16 Madam Secretary, could I have a time check? How
17 much time is remaining in the 90 minutes?

18 MS. PELLMAN: Six minutes, 53 seconds.

19 MR. DAWSON: All right, thank you.

20 I think that's all I have, then. Are there any
21 follow ups from the Panel?

22 CHAIR BELNAP: I don't have any further follow
23 ups.

24 Mr. Coe?

25 VICE CHAIR COE: No follow-up questions.

1 CHAIR BELNAP: Ms. Dickison?

2 PANEL MEMBER DICKISON: No follow-up questions.

3 MR. DAWSON: All right, thank you. Thank you,
4 Mr. Chair.

5 Ms. Jewell, with the time remaining I'd like to
6 offer you the opportunity to make some closing remarks to
7 the Panel, if you wish?

8 MS. JEWELL: Thank you. Thank you guys for your
9 time. I know, I mean I was trying to go back and see how
10 many of these you've done and it's probably like Ground Hog
11 Day every time that you sit down.

12 But I was trying to explain to my son, who's 14,
13 this morning that A, I need you to stay in your room and,
14 B, I need you to keep the dogs out. And here's why, I'm
15 doing this interview and what it's about. And just
16 explaining the process that this has gone through, just for
17 me in the past few months, as well as kind of what happened
18 with the 2010 process, and what brought the 2010 process
19 along. So, just even explaining that to him so he
20 understood the value of people get to choose who their
21 representatives are. Representatives don't get to pick and
22 choose, you know, how to stay in power. It's the people's
23 job to do that.

24 And with the We Draw the Lines Initiative back in
25 -- that created the 2010, I think that's a really important

1 role to play. And again, having watched the process with
2 each of you, hearing public comment, working with the
3 individual applicants, all of the process, it's been fair,
4 it's been informed, it's impartial. You've been ladies and
5 gentlemen, and it's been a great process to watch.

6 And so, whether I'm selected or not for this
7 moving forward, I've been blessed to see the process and
8 I'm thankful that I've gotten this far along. That you've
9 seen something that's of value that might serve the state.
10 Because having been born and raised in this state, there's
11 a lot of folks maybe that affiliate with me that are like
12 I'm done here. But I'm not one of those people. I'm going
13 to stay and fight for this place because it means so much.
14 It has so much rich power and authority that if it's fair,
15 and balanced, there's nothing that can't get accomplished.

16 And to be a part of that from making sure people
17 are fairly represented and that their voices are heard is
18 really important for me.

19 So, thank you for your time. Thank you for
20 letting me take your time.

21 CHAIR BELNAP: All right, thank you Ms. Jewell.

22 We're going to go into recess now and we'll be
23 back at 10:44 a.m.

24 MS. JEWELL: Thank you all very much.

25 (Off the record at 10:26 a.m.)_

1 (On the record at 10:44 a.m.)

2 CHAIR BELNAP: All right, it being 10:44 a.m. I'm
3 going to call this meeting back into session.

4 I want to welcome Susan Rohan. Did I say your
5 last name correctly?

6 MS. ROHAN: It's Rohan.

7 CHAIR BELNAP: Rohan, okay. Welcome to your
8 interview. And we'll turn the time over to Mr. Dawson for
9 the standard five questions.

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

11 Ms. Rohan, I am going to ask you five standard
12 questions that the Panel's requested that each applicant
13 respond to. Are you ready?

14 MS. ROHAN: Yes.

15 MR. DAWSON: First question. What skills and
16 attributes should all Commissioners possess?

17 What skills or competencies should the Commission
18 possess collectively?

19 Of the skills, attributes and competencies that
20 each Commissioner should possess, which do you possess?

21 In summary, how will you contribute to the
22 success of the Commission?

23 MS. ROHAN: I think that the skills that each of
24 the Commissioners have to -- or, commitments that each of
25 them have to make to the process are -- I'll give some

1 examples. I think that people have to be committed to make
2 the timelines, to do the work, and be prepared to come and
3 share their ideas with one another.

4 I think they have to recognize that the Panel is
5 going to have work to do, the Commission will have work to
6 do, and that we can't always wait for perfection. That we
7 have to do our best as a group to complete the work.

8 I think that it's also extremely important that
9 people make a commitment to work toward consensus and
10 respect the work that has been done by the group. And to
11 follow the rules and procedures that the Commission will
12 develop as they make the decisions with the staff on how
13 they're going to conduct their business.

14 I think also a commitment to transparency and
15 respect for one another is very important.

16 These are the kinds of competencies,
17 understandings, skill sets that I've had to develop in
18 order to perform the public service that I have in the
19 past. So, I feel I'm very well prepared to perform in
20 those functions as I've described. And also, on how to
21 encourage others to do that as well because being a team
22 means you act like a team.

23 MR. DAWSON: Question two. Work on the
24 Commission requires members of different political
25 backgrounds to work together. Since the 2010 Commission

1 was selected and formed, the American political
2 conversation has become increasingly polarized, whether in
3 the press, on social media, and even in our own families.

4 What characteristics do you possess, and what
5 characteristics should your fellow Commissioners possess,
6 that will protect against hyperpartisanship?

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

10 MS. ROHAN: My background in public service is in
11 nonpartisan positions, either as an appointed commissioner,
12 or as a council member, or a member of a regional body, a
13 joint powers authority as an example.

14 And so, partisanship has never played into the
15 actual mission of the organizations that I worked for in
16 public service. But many times, the participants would
17 come at issues and have perspectives that were framed by
18 partisanship.

19 My position was always to listen carefully to
20 what other people were saying, make sure that those who
21 were speaking felt that they had the right to express the
22 opinions that they wished to express, and to use the
23 mission of the organization or its goals and objectives
24 with any particular task as a way to bring people back to
25 recognize that we don't swing one way or the other on a

1 partisan scale. We're here to do something for the people
2 who live in California and it is not our job to move from a
3 perspective of partisanship.

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

7 MS. ROHAN: I'm going to use examples of
8 situations that I've been dealing with as Chair of the City
9 of Roseville's Charter Review Commission. It's been a
10 lengthy process. It's been a process that's now been
11 affected by the virus. And health situations and
12 unfamiliarity with the work on the part of some of the
13 commissioners has created some challenges.

14 So, in response to this question I would say
15 losing a commitment to get the work done on time can be a
16 challenge for a committee like this, particularly when
17 you're working with other committee members who don't have
18 a deep experience in performing functions like this.

19 I think also losing a commitment to consensus on
20 work that has been done can be challenging. I think that
21 good recordkeeping and absolutely transparency between the
22 team members and the staff is a critical way to resolve
23 that issue.

24 Turnover can be a problem, too. But it seems to
25 me that your timeline makes it perhaps less of a risk for

1 you, although this virus situation could create some
2 issues. So, I think that it's going to be extremely
3 important for this committee to be flexible, as you guys
4 have been, in figuring out a way to meet the challenge of
5 timeline that you have to do. This committee is going to
6 have to be creative, and roll their sleeves up, and figure
7 out how to get this work done properly, on time.

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

14 Tell us the goal of the project, what your role
15 in the group was, and how the group worked through any
16 conflicts that arose.

17 What lessons would you take from this group
18 experience to the Commission if selected?

19 MS. ROHAN: Because I served on a city council
20 for eight years and served on many other joint powers
21 authorities, my work in public service entirely involved
22 working on projects with teams. So, I'm going to have to
23 just pick one circumstance, perhaps one that is more
24 illustrative of a broader challenge than one singularly for
25 the city that I worked for as an elected official.

1 I'm going to go to Sacramento Area Council of
2 Governments, where all of the counties and the cities in
3 the Sacramento region would come together to develop a
4 transportation plan to establish the priorities, the
5 timings for transportation projects. And that can be very
6 challenging because someone who is a Folsom City
7 Councilmember, or a Sacramento County Supervisor may have
8 to agree that a project in Marysville, in another county,
9 is actually more important for the region than one that is
10 in the community that would benefit the people who live in
11 that community or that county.

12 And we used data and respect for the work that
13 had been done in previous years where priorities spoke to
14 future expectations of timing as ways to bring people back
15 into agreement when it became controversial as to how
16 people were going to vote on the timing of projects that
17 were throughout the region.

18 In order to be able to do that you have to
19 conduct yourself with the people that you work with on a
20 committee in an aboveboard and transparent manner all the
21 time. Because you can't just turn into a reasonable person
22 when there's conflict. You have to be able to develop
23 trust and expectations that are met by the people that you
24 work with. So, that's the approach that I would take.

25 MR. DAWSON: Question five. A considerable

1 amount of the Commission's work will involve meeting people
2 from all over California who come from very different
3 backgrounds and a wide variety of perspectives.

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

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

12 MS. ROHAN: As I mentioned, I've served on the
13 city council. I also served on, I would say, somewhere in
14 the neighborhood of 12 to 15 other boards in the Sacramento
15 region. And in all of those cases I conducted public
16 hearings, either participated as a commissioner or a
17 councilmember, or a member of that joint powers authority,
18 or I was chair very frequently.

19 So, I am familiar with having people come to a
20 public hearing or a setting like this feel uncomfortable
21 sometimes, oftentimes the only thing that has made them
22 leave their houses to come and make a public comment is
23 their fear, or frustration, or anger over a particular
24 issue, and it's close to being one of the most
25 uncomfortable days of their lives.

1 And I think it's extremely important for a body
2 to give the signal to people, to take time to listen, even
3 allow them to start over, and do everything that you can
4 within reason to make them feel comfortable to express the
5 things they want to say. And thank them for their effort.
6 And make sure that they're given resources if they have
7 additional questions that cannot be answered in that
8 setting. People need to be assured that this is a process
9 where they have the opportunity to be heard and what
10 they've said is respected.

11 MR. DAWSON: Thank you. We will now go to Panel
12 questions. Each Panel Member will have 20 minutes to ask
13 his or her questions. We'll start with the Chair, Mr.
14 Belnap.

15 CHAIR BELNAP: All right, good morning, Ms.
16 Rohan.

17 MS. ROHAN: Hello.

18 CHAIR BELNAP: You graduated with a bachelor's in
19 English literature from the University of Nebraska. At
20 what point in your life did you move to California?

21 MS. ROHAN: I moved to California in 1979, on
22 April Fool's Day.

23 CHAIR BELNAP: And what was the purpose of that
24 move? Were you coming for a job, or just a life change, or
25 --

1 MS. ROHAN: I was moving from snow. No more
2 snow. And my husband and I had made an agreement that we
3 would send resumes around and whoever got offered a job
4 that did not have snow associated with where we were
5 moving, we would move.

6 CHAIR BELNAP: What part of California did you
7 first move to?

8 MS. ROHAN: We moved to Bakersfield.

9 CHAIR BELNAP: And can you tell us about the
10 various parts of California that you've experienced, that
11 you've lived in or you've spent a lot of time in?

12 MS. ROHAN: Well, Kern County for sure. I worked
13 for the County of Kern and had to do -- I managed property
14 management for the county, so there were prisons, parks,
15 airports, all over Kern County that I needed to travel to.

16 I also had to go to Los Angeles frequently for
17 classes in order to be able to perform the various
18 obligations required of a property management agent for
19 Kern County.

20 And then, I worked for a developer in Bakersfield
21 that required me to have higher education. And I was at UC
22 Irvine and UCLA. I have family who lived in Southern
23 California and I visited them very frequently when I lived
24 in the Bakersfield area.

25 I've always been someone who enjoys the outdoors

1 and so I've been in the Santa Barbara area.

2 In all of my experience in California I have been
3 involved in organizations that provided me with the
4 opportunity to meet with representatives, peers who were
5 working in other areas of California. As an example, I had
6 a client with the California Association of Realtors who
7 had a government affairs person from Santa Barbara, and a
8 government affairs person from Riverside, and a government
9 affairs person from San Diego, all around California where
10 we would have conversations about land use issues, about
11 regulatory matters.

12 So, my familiarity with the state is quite broad,
13 not only from a contact perspective, but also from what I
14 had to read in order to be able to do the work that I've
15 done through the years.

16 CHAIR BELNAP: And how long have you been a
17 resident of Northern California?

18 MS. ROHAN: I moved to the Sacramento area in
19 about 1986 or '87.

20 CHAIR BELNAP: Okay, thank you. In the early
21 1990s you got your start in land planning and government
22 affairs. How did this career come about and what did you
23 learn from these experiences?

24 MS. ROHAN: The career was a very big surprise to
25 me. In Nebraska I worked for a lumber company. And the

1 lumber company, the home building side of the lumber
2 company's business, and paid very little attention to the
3 land development side. I thought it was very boring.

4 So, when I came to California I went to work for
5 the County of Kern. I managed -- one of the things I
6 managed was an airport and I represented the county in the
7 construction of a building at an airport. It was a joint
8 -- it was a public/private partnership. The private
9 partner was a developer who was really disgusted about how
10 much time it took for his land supplier to provide the
11 lots. And he kept telling me I had the skill sets to move
12 into the land development side and I was certain it was
13 going to be the most boring thing I could ever get involved
14 in, in my life. But this very nice gentleman, who happened
15 to be a Superior Court Judge also, I didn't want to
16 disappoint him one more time by saying, no, I haven't
17 followed that lead up.

18 So, I called the developer and got an interview
19 and I got a job that very much changed the course of my
20 life. It provided me with a wonderful opportunity to see
21 government at work.

22 CHAIR BELNAP: And how have these experiences in
23 land development, land planning, and also government
24 affairs, how have they prepared you to be a Commissioner?

25 MS. ROHAN: They've taught me the benefit of

1 consensus. Short-term wins don't work for anybody. Making
2 sure that you listen to a community provides a sounder
3 basis for a stronger foundation for the future.

4 CHAIR BELNAP: Okay, thank you. So, after
5 working for Del Webb, you started your own consulting firm.
6 So, if you could tell us what Del Webb is and then, also,
7 why you decided to launch out on your own?

8 MS. ROHAN: Sure. The Del Webb Corporation is a
9 homebuilder for senior projects, 55 years and older.
10 They're a very large, Arizona-based organization. And as
11 America greyed, they started to move out into other states,
12 California being one of them.

13 The rest of your question?

14 CHAIR BELNAP: Well, you moved on to your own
15 consulting firm. Why did you decide to leave Del Webb and
16 launch out on your own?

17 MS. ROHAN: There was a lot of growth potential
18 in the Placer County area. There had been a lot of
19 activity in the housing market. And the company, Del Webb,
20 was selling to an out-of-state developer. It was more
21 focused on homebuilding than on land development. And I
22 saw an opportunity for me in the land development arena,
23 with all of the activity in the housing market to move into
24 that opportunity.

25 CHAIR BELNAP: Okay. So, in your consulting work

1 what was the frequent focus of your consulting engagements?

2 MS. ROHAN: It was meeting timelines, avoiding
3 lawsuits, making sure that the product that was being
4 delivered through the entitlement process was what the
5 marketplace was looking for. So, it's very good
6 communication skills to make sure that everyone was still
7 on track.

8 And the types of teams that I worked on were
9 multidisciplinary. We had public affairs, we had land use
10 attorneys, we had CEQA attorneys, architects, engineers,
11 and it was very important -- every one of them had a
12 different kind of contribution and a timing for the
13 contribution in their projects and I often would end up
14 being the project manager because I'm kind of accustomed to
15 and comfortable with managing a lot of different moving
16 parts.

17 CHAIR BELNAP: Thank you. So, can you give us a
18 brief summary of any current or recent engagements that
19 you've had, consulting engagements that you've had that
20 have involved any government entities?

21 MS. ROHAN: Well, first of all, I am retired now.
22 I have a client or had a client, the California Association
23 of Realtors Local Association, Placer County Association of
24 Realtors, would have worked with local government
25 associated with open house signs, and other types of

1 regulatory matters. In some cases it was being asked to
2 sit in on and participate in affordable housing plan, or a
3 sustainability plan. So, there was a fair amount of
4 interface at the local level.

5 CHAIR BELNAP: But your client was the California
6 Association of Realtors?

7 MS. ROHAN: No, my client was not. It was a
8 member, the Placer County Association of Realtors.

9 CHAIR BELNAP: Oh, okay. Thank you.

10 MS. ROHAN: Yeah, the California Association of
11 Realtors is an umbrella over smaller organizations.

12 CHAIR BELNAP: Okay, thank you.

13 Madam Secretary, time check?

14 MS. PELLMAN: Yes, nine minutes, 50 seconds.

15 CHAIR BELNAP: All right, thank you.

16 So, you served on the Roseville City Council
17 between 2010 and 2018 and you've also served in various
18 regional councils, you described them as JPAs this morning.

19 Can you describe what you've learned from these
20 experiences and how they've prepared you to be a
21 Commissioner?

22 MS. ROHAN: I absolutely believe that local
23 government was created by people for people, and that's my
24 commitment. It is -- I've learned it, I've participated in
25 developing general plans for communities, visioning

1 processes, and the public drives all of it. It's just the
2 place where I begin and end in terms of public service.

3 CHAIR BELNAP: All right, thank you. Can you
4 think of a time in your recent public service where you've
5 had to set aside your personal beliefs to achieve a broader
6 objective?

7 MS. ROHAN: Yes, absolutely. I can give examples
8 in charter review. I've worked with -- our Charter Review
9 Commission is still active. There have been proposals for
10 amendments to the charter, to bring to the ballot in
11 November, where I was in the minority in terms of opinion.
12 I explained my rationale and recognized that this was a
13 time to make a compromise for the greater good. And so, I
14 voted with the group when we ultimately made a decision.

15 CHAIR BELNAP: All right, thank you. So, now, a
16 similar question, but I want to talk about appreciation for
17 diversity. So, can you think of an experience that you've
18 had in either your work, or your volunteer, or your
19 government-related efforts where you experienced something
20 that increased your understanding of and appreciation for
21 California's diversity?

22 MS. ROHAN: We're in an area where there is an
23 awful lot of new growth occurring, particularly many people
24 from the Bay Area are moving to Roseville. They are --
25 because they're new, I think, they're very embracive of

1 ideas about changing the way the city governs itself. I
2 consider myself a long-term resident. And in listening to
3 public comment, understanding new perspectives from new
4 residents who are coming here, on things like how much
5 council members should be paid, and whether or not they
6 should have -- the city should have term limits or not. I
7 recognize that this community is -- and all communities are
8 dynamic, and they belong to the people who live there. And
9 that my viewpoints on things like council pay and term
10 limits are simply a viewpoint along with everyone else in
11 the community. And the bulk of this community is
12 expressing a desire to go in a different direction. And I
13 think it's very important to open up and let the community
14 be what it wants to be. They'll have an opportunity to
15 vote on it in November, but it certainly appears to me they
16 want to make some significant changes that I personally
17 would prefer not to.

18 But I believe those decisions belong to the
19 people who live here.

20 CHAIR BELNAP: All right, thank you. So, just to
21 be clear, those that are moving into the area are for term
22 limits and which direction are they on council pay?

23 MS. ROHAN: They would like to see council paid
24 more, pretty significantly more. And their perspective on
25 terms is they would like to give more people the

1 opportunity to serve. My perspective is experience is very
2 important when you're making decisions and having really
3 short term limits means that you're always in a very strong
4 learning curve as a decision making body. But I see them
5 moving in those directions.

6 CHAIR BELNAP: All right, thank you.

7 I have no further questions at this time. I'm
8 going to turn the time over to Mr. Coe.

9 MS. ROHAN: Thank you.

10 VICE CHAIR COE: Thank you, Mr. Chair. Good
11 morning, Ms. Rohan. Thank you for taking the time to speak
12 with us today.

13 So, in your application you discuss several
14 volunteer activities that you're a part of, including your
15 local historical society, a golf tournament to raise
16 recreational program funds to cover the costs for
17 underprivileged costs, fundraising for the foundation
18 formed to help Sierra College students, serving a nonprofit
19 dedicated to the welfare of persons with intellectually or
20 developmental disabilities, and raising money to help
21 families whose children are dealing with cancer.

22 And my question is why do you choose to be a part
23 of these types of activities and what motivates you to
24 spend your time as a part of them?

25 MS. ROHAN: Well, I was pretty much raised in

1 that kind of an environment. I went to a Parochial school,
2 and we went to school but we were always involved in other
3 kinds of activities. So, it's just something I've always
4 done. And I enjoy it. I like to meet people. I like to
5 -- it's a way to learn and it certainly is a way to learn
6 about your community. You won't get the same perspective
7 if you don't have the opportunity to be out and understand
8 what others are going through.

9 VICE CHAIR COE: I see, thank you. In your
10 impartiality essay you said that being impartial requires
11 one to be willing and able to set aside personal
12 assumptions regarding preferred outcomes, and to instead be
13 an energetic listener who seeks first to understand, then
14 facilitate a broader understand among participants.

15 And my question is, as a decision maker how have
16 you handled explaining decisions that you have made? That
17 after gathering all of the available relevant information
18 and hearing all the input, after all that did not making
19 everyone happy, how did you go about explaining those
20 decisions to those folks who may not have been happy by the
21 outcome?

22 MS. ROHAN: I've explained what the ultimate goal
23 of the organization was and that we have an obligation to
24 arrive at a conclusion, and that we've done it through
25 consensus. And that there are opportunities, when the

1 circumstance has truly provided them an opportunity to
2 understand what they can do to appeal a decision. I
3 believe people should have the right to fully understand
4 the process and be afforded every opportunity to take
5 advantage of what they -- of pursuing what they believe.

6 And as an example in the budget, when you develop
7 a city budget you have a timeline you have to meet, and you
8 have obligations in your charter for where you have to be
9 in a financial commission. And there are some members of
10 the community who, as an example, may be unhappy that we're
11 going to buy fewer books for the library system.

12 We have had -- in a situation like that, we'd use
13 data to help to explain why we chose to provide funding to
14 resurface the swimming pool bottom because of the number of
15 children who would use the pool versus the acquisition of
16 the books.

17 And in a budget situation there isn't an appeals
18 process. But if you make a decision on a project, a land
19 use project that a neighborhood's concerned about, you can
20 let people know what is their next decision making
21 opportunity on their part, what can they do if they don't
22 like the decision that we've made.

23 VICE CHAIR COE: Thank you. Have you ever had a
24 time where you thought you had the right decision pegged
25 down and then you maybe changed your mind after receiving

1 additional input?

2 MS. ROHAN: Oh, yes, I have indeed. And I
3 suppose I could give you an example of one that's ongoing.
4 I mentioned that I'm a member of the city's Charter Review
5 Commission. Amongst my commissioners there was a feeling
6 that the council pay should be based on the population of
7 what the community is over that ten-year period of time.
8 So, if there's a population increase three years from now,
9 the council pay should increase.

10 And I looked at all of the data that had been
11 collected by our city clerk and saw there was a correlation
12 for the most part with communities that are the size of our
13 city. And while it wasn't exactly what my preference would
14 be I thought that's going to look okay.

15 And then, once the material was -- once the
16 concept was written down and we had an opportunity to
17 review it in a draft form before we actually voted on it, I
18 could see carrying a different perspective and experience
19 that the public might have in the future great reservations
20 about a future council's decision making process. If there
21 was a major annexation happening, they would be voting to
22 increase their pay. And I tried to explain why I felt that
23 that was not a very good direction to go. The rest of the
24 commission went a different way.

25 And as I mentioned to Mr. Belnap, when your

1 opinion is different than what the group's is sometimes you
2 have to take into consideration, oftentimes you have to
3 take into consideration, you know, this is what the will of
4 the group is and go in that direction.

5 Excuse me, my computer is acting up a little.
6 There.

7 VICE CHAIR COE: Okay, thank you. So, in your
8 essays and your application, and a little bit in your
9 discussion today you've talked about your opportunities to
10 interact with or work with very diverse groups of people
11 with a variety of backgrounds.

12 And from your interactions with these diverse
13 groups of people what is it that you've learned about their
14 desires, their needs, their preferences, and their
15 perspectives that you think would make you an effective
16 representative for the diverse population of California on
17 this Commission?

18 MS. ROHAN: Well, I just inherently believe that
19 it's important for people to feel comfortable to express
20 their concerns and interests, and for the body that is
21 doing the work for California to learn from and take into
22 consideration what the public is saying.

23 VICE CHAIR COE: And a similar question about
24 different regions of the state, different geographic
25 diversity. You mentioned that you've lived in Kern County,

1 as well as Placer County, but that you've had opportunities
2 to see family and professional opportunities in other parts
3 of the state. I wonder if you could talk a little bit
4 about your interactions with the people in those parts of
5 the state and how their concerns, their perspectives may
6 differ by region, and what you've learned from them that
7 you think would make you an effective representative for
8 them on this Commission?

9 MS. ROHAN: I have learned that perspectives, as
10 an example in Santa Barbara about open space is very
11 different than the perspectives of people who live in
12 Nevada County, and Placer County. The open space
13 viewpoints of many regions are framed by the need to share
14 that open space with a large number of people.

15 And conversely, with the more rural areas their
16 desire for privacy and their -- they just have a different
17 frame of mind about open space. And it doesn't make --
18 there isn't one idea that's right. It is developing
19 solutions that work for them, for their diversity.

20 VICE CHAIR COE: Okay, thank you. I'd like to
21 jump to the essay you wrote on analytical skills for a
22 moment. And in that essay you talked about that in the
23 public and private sectors you've studied maps that depict
24 nearly every conceivable type of geographic and demographic
25 information available.

1 And I'm wondering if you can give us an example
2 of a time where you used -- you used such a map and what it
3 was used for?

4 MS. ROHAN: Well, gosh, there's so many for
5 transportation. You're looking at data on where people
6 live, and where they work, and the timings of their trips,
7 the number of trips that are generated by a particular land
8 use. You're looking at the different types of alternative
9 transportations that they have. And it's a matter of
10 looking at lots of layers of complex information about
11 existing land and use, or planned land use, and its
12 integration into the existing environmental that it's
13 basically -- it's the foundation of what you do.

14 VICE CHAIR COE: And how did those maps inform a
15 decision that was being made?

16 MS. ROHAN: Well, when -- you have to have a
17 focus in mind. What is your goal and your objective? And
18 you look at data that will help you achieve those
19 objectives. So, you can't --

20 VICE CHAIR COE: And did -- I'm sorry, go ahead.

21 MS. ROHAN: You can't do it, the data doesn't
22 mean anything if you don't have an objective in mind.

23 VICE CHAIR COE: And were these prefab maps in
24 some way or did you have to create a custom map and, if so,
25 what was your role in creating these maps?

1 MS. ROHAN: I'm not physically involved in
2 creating the maps. It was -- I mentioned that I often
3 played a role as like a project manager or worked in
4 multidisciplinary teams. Different disciplines would bring
5 different layers of information to the table and you had to
6 be able to sort through different pieces of information and
7 then that would help shape goals and objectives that would
8 then shape maps.

9 But I'm not a geographer. Other than working on
10 land planning, sketches and concepts, I did not physically
11 do the maps. I studied the work that was done by other
12 people.

13 VICE CHAIR COE: I see, thank you. So, one of
14 the biggest tasks in front of the Commission is going to be
15 identifying communities of interest all across the state.
16 And some of these communities are going to be more obvious
17 or easier to identify, and there's going to be some that
18 are less so that are harder to identify, or are a little
19 bit more hidden for a variety of reasons. They could be
20 less engaged or they're just not as obvious.

21 So, how can the Commission go about identifying
22 communities of interest across the state, paying particular
23 attention to inadvertently overlooking some of these harder
24 to identify communities of interest?

25 MS. ROHAN: I think it has to begin with an

1 extremely robust outreach program. I think you have to
2 hear from the communities throughout California. I would
3 be very concerned about the success of a Commission that
4 had a predetermined expectation of the communities of
5 interest.

6 I think that the Commission would have to use
7 other resources or make sure that employed in the effort
8 that is going to be under operation are people who
9 specialize in identifying communities of interest. I doubt
10 that any one of the 14 people will have the skill sets, but
11 they will know what kinds of skill sets they need to have
12 and employ them in the project.

13 And then, I really want to emphasize, though, I
14 think beyond a shadow of a doubt the best information is
15 going to come from the communities. And the experts can
16 help you understand that reaching out to and finding those
17 groups takes different methodologies, and they should be
18 employed in this.

19 VICE CHAIR COE: Thank you. Just to kind of
20 piggy-back off that, you mentioned that you think that the
21 most important input that the Commission's going to receive
22 is going to come from communities. And you mentioned
23 earlier in your discussions of holding of public meetings,
24 and the recognition that some people are very nervous about
25 doing this, about this may be one of the nerve racking days

1 in their life when they come and they talk to one of these
2 commissions or councils that you've served on. But in
3 those cases you have succeeded in getting them there.

4 What about how do you get them there? For those
5 people that are uncomfortable with speaking and there's
6 some communities are a little apprehensive, maybe, about
7 engaging government for a variety of reasons. How do you
8 get them there so that they can provide their perspective,
9 and provide more of that input to the Commission to help
10 them in their job?

11 MS. ROHAN: I think this is a very good question.
12 I think it's -- I have dealt with the issue when I was a
13 chair of the Sacramento Area Council of Governments. We
14 wanted to reach out to people to talk about interesting
15 topics, like food deserts as an example. And recognized
16 that for the most part all of the elected officials who
17 served in an appointed role on that body were used to the
18 very traditional special interest groups that had no
19 problems. They knew exactly what day meetings were going
20 to happen. They knew the -- they were comfortable and
21 familiar with the procedure of expressing their opinions.

22 But in situations like trying to understand food
23 deserts, you need to go in completely different directions
24 either through legitimate, well-known, well-respected
25 ethnic groups, or community organizations, or through

1 churches. It depended on the various neighborhoods
2 throughout the Sacramento region on who was, and how was it
3 best brought to the neighborhood that there was an
4 opportunity coming to participate.

5 And now, do I have every skill set for that?
6 Absolutely not. But I am aware that that kind of work
7 needs to be done and believe inherently that there should
8 be that skill set to help this organization or this
9 committee meet its goals and objectives. Leaving those
10 people out because they are not part of this traditional
11 public process would be an extremely unfortunate mistake on
12 many different levels for California.

13 In terms of getting our federal funding. In
14 terms of making sure that neighborhoods feel like the
15 government works for them.

16 MS. PELLMAN: You have two minutes, 15 seconds
17 remaining.

18 VICE CHAIR COE: Thank you, Madam Secretary.

19 Ms. Rohan, if you were to be appointed to the
20 Commission which aspects of the role of Commissioner do you
21 think that you would enjoy the most and, conversely, which
22 aspects of that role do you think might cause you to
23 perhaps struggle a little bit?

24 MS. ROHAN: I think what I would enjoy the most
25 is working -- it's building the collaborative feeling of

1 the Commission to stay on task, and meet timelines. And at
2 the same time that's the most difficult thing to do,
3 without a doubt.

4 VICE CHAIR COE: Okay. I don't have any further
5 questions at this time, Mr. Chair. Thank you, Ms. Rohan.
6 I yield my time.

7 MS. ROHAN: Thank you.

8 CHAIR BELNAP: All right, we'll turn the time
9 over to Ms. Dickison.

10 PANEL MEMBER DICKISON: Thank you. Good morning,
11 Ms. Rohan.

12 MS. ROHAN: Hello.

13 PANEL MEMBER DICKISON: I want to -- so, one of
14 the things you were just discussing with Mr. Coe was that
15 you've mostly worked as a project manager, working in
16 multidisciplinary teams. Given that that's your background
17 and the different roles, the different tasks the Commission
18 needs to accomplish, what do you believe -- what role do
19 you believe you would fill on the Commission?

20 MS. ROHAN: I didn't understand. What role you
21 -- I didn't hear a word?

22 PANEL MEMBER DICKISON: What role do you believe
23 you would be able to fill on the Commission?

24 MS. ROHAN: If I'm asked to serve, I'm happy to
25 fill any role. I can tell you that being -- my experience

1 as chair is -- it's a lot of responsibility. It requires
2 an extreme amount of listening. Oftentimes it's a lot more
3 fun to not be chair. I think that there is less pressure.
4 So, I absolutely would probably prefer that if I was
5 appointed.

6 PANEL MEMBER DICKISON: Okay. When thinking
7 about team building what steps do you think the Commission
8 can take early on to ensure that they build a good strong
9 team?

10 MS. ROHAN: I take this from my personal
11 experience. When I served as mayor, after having served
12 with this council for a number of years, I knew where
13 everybody's hot buttons were and I knew that I would work
14 best with them if I worked with staff to ensure that we'd
15 taken into consideration their various concerns. Not just
16 mine.

17 As an example, in the development of an agenda,
18 sometimes there is a consent agenda where all items are
19 perceived to be noncontroversial and they will be voted
20 upon by one action. I would work with the city manager to
21 develop that agenda and what was going to be on the consent
22 calendar. And if the staff put something on that I knew
23 two members of the council were going to have a fit over,
24 even though it wasn't where I was going to have a fit, then
25 it was important for me as their mayor to ensure that that

1 item was not on the consent calendar. That, instead, it
2 was on an action item where it was fully intended to be
3 fully vetted, with public input before a decision was made
4 with one long vote -- one vote for a lot of different
5 items.

6 And I think it's those kinds of small things that
7 commissioners and chairs can enjoy that will build
8 teamwork, and a trust that they're not going to be put in a
9 corner, or that they're not going to be -- you know, I want
10 to say factions develop. You want to make sure that
11 Commissioners are happy to come to a meeting. That it
12 isn't a sense, a time when you're going to just endure a
13 tremendous amount of conflict with the people that you work
14 with.

15 PANEL MEMBER DICKISON: Thank you. In one of
16 your essays you talked about being chair of a regional
17 government, and that you've interacted with many of the
18 region's diverse and had discussions with mayors around the
19 region on issues.

20 In doing that what did you learn about the
21 neighborhoods in your regions and the different issues that
22 will assist you in connecting with the neighborhoods
23 throughout the state?

24 MS. ROHAN: Well, I think that centrally people
25 want the same things. The avenues that they take to get

1 there can be very different. And it doesn't mean that
2 they're wrong. It's just their approaches are different.

3 And so, if you stay focused on understanding and
4 communicating common goals, I think it provides people an
5 opportunity to, or the ability, or the comfort level to
6 open up and be less concerned about the frustrations of the
7 avenue that another group is taking to achieve a common
8 goal.

9 PANEL MEMBER DICKISON: Okay. So, there's
10 priorities set in the regulation when you're drawing the
11 districts. One of the priorities lines up cities,
12 counties, neighborhoods, and communities of interest on the
13 same level.

14 How can the Commission or what steps could the
15 Commission take to ensure that it's looking at these things
16 fairly when they come in conflict with one another?

17 MS. ROHAN: I think that's where you rely very
18 heavily on your data, your recordkeeping and your database.
19 People have to have faith in the data and they have to be
20 sure that decisions that you have made as you move through
21 the process have been transparently and accurately recorded
22 so that you can maintain trust on the work that has been
23 done. But data is basically where you have to focus.

24 PANEL MEMBER DICKISON: Thank you. So, on the
25 subject of data, given the current situation with COVID-19

1 and that the Census is ongoing, what are your concerns
2 regarding the Census, first, and the accuracy of the Census
3 that the state may receive, and also on the timing of when
4 it may arrive, and how that can affect the Commission?

5 MS. ROHAN: Well, I read in the paper this
6 morning that there was -- there's been a request for the
7 Census to get a four-month extension. I do think that is
8 challenging for the group to be able to meet its timeline.

9 But I mentioned to you that I think given the
10 situation that we have with the virus, it's going to be so
11 important to approach this task from a creative
12 perspective, recognizing you have real timelines. There's
13 real reasons for this group to complete its work on time.
14 You're going to have to be creative about how you prepare
15 if that Census material is delivered later.

16 As an example, perhaps there should be some
17 discussion about whether or not the Department of Finance
18 has some preliminary numbers. Are there some qualified
19 databases out there that could help begin to shape the work
20 that will be done, so that there isn't a downtime should,
21 unfortunately, it happen that the time for the Commission
22 to get its work done actually occurs.

23 So, yes, there's issues, but it isn't going to
24 postpone the fact that this work needs to be done.

25 PANEL MEMBER DICKISON: Thank you. So, in

1 absence of numbers per se, what other things could the
2 Commission focus on to start the work prior to receiving
3 the Census information?

4 MS. ROHAN: I would think that there would be a
5 great deal to be gained by looking at -- an examination of
6 the process in 2010. Understand, if there is an
7 opportunity, what worked and what they wished they could
8 have done differently. I think that's certainly a way to
9 bring people up.

10 I believe that there are things that the
11 organization, once it's put together and the Commission
12 understands the skill sets of its group that work can
13 begin.

14 PANEL MEMBER DICKISON: Thank you.

15 Can I get a time check?

16 MS. PELLMAN: Yes. Nine minutes, 34 seconds
17 remaining.

18 PANEL MEMBER DICKISON: Thank you. Just looking
19 at my notes for a moment.

20 So, in your application you talk about forming a
21 nonprofit mentoring program called FLAME. Could you tell
22 us about that program and what motivated you to form it?

23 MS. ROHAN: I didn't actually form it. FLAME was
24 created --

25 PANEL MEMBER DICKISON: Oh, I'm sorry.

1 MS. ROHAN: That's all right. And it's fairly
2 new. It was created, I'd say late last fall by a county
3 supervisor. And the program has been impacted by COVID
4 because the group isn't able to come together in the way
5 that we would like to have. We're now doing Zoom
6 conferences and telephone calls. And it's intended to help
7 young women through a mentoring program of women in our
8 community to help them in their work environment, help them
9 focus in their university studies, and help them achieve
10 career goals.

11 PANEL MEMBER DICKISON: Have you done any
12 mentoring in anything through that program?

13 MS. ROHAN: Yes. I have a student at William
14 Jessup University.

15 PANEL MEMBER DICKISON: Thank you. Have you
16 learned anything from your interactions with that student
17 that would help you in connecting with people of other
18 demographics or certain diverse backgrounds?

19 MS. ROHAN: Yes. My student is a young woman who
20 is a probationary student at William Jessup. She comes
21 from Stockton, raised by her grandmother. She speaks
22 English and Spanish. And she has not had the same sort of
23 background or experience that I had as a young woman, nor
24 as my daughter who is just a little bit older than her.
25 And it's been very helpful for both she and I to have

1 conversations about her lack of confidence, unfamiliarity
2 with certain types of business environments that make her
3 shyer, or less willing to dream.

4 PANEL MEMBER DICKISON: Okay, thank you. The
5 first eight Commissioners are selected randomly and then
6 they are tasked with selecting the next six. If you are
7 selected as one of the first eight, what would you look for
8 in those other six individuals?

9 MS. ROHAN: A commitment to the timeline. A
10 commitment to work with one another toward consensus versus
11 people who are only going to look for perfection are not
12 going to be able to get the job done. People who have good
13 listening skills. And people who are willing to do the
14 work and then willing to come and openly share their
15 opinions and viewpoints versus sit back and let 13 other
16 members of the Commission make contributions, and then
17 decide which one they agree with. I think it's just
18 extremely important that people are willing to come and lay
19 out what they believe, what they think they've heard, and
20 participate versus vote for an idea, or an niche, or a
21 concept that has been raised by other people.

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

24 MS. ROHAN: I would like to see good headlines
25 that the job is done on time and on budget.

1 PANEL MEMBER DICKISON: Thank you.

2 Mr. Chair, I have no further questions at this
3 point.

4 CHAIR BELNAP: Okay, we'll turn the time over to
5 Mr. Dawson.

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

7 Ms. Rohan, thank you once again for being here.
8 I wanted to follow up on some of your discussion about your
9 experience sitting on many boards, including city council.

10 Fourteen is a pretty big number for Commission
11 membership. Does that pose any particular challenge to the
12 members that you wouldn't see on a smaller board?

13 MS. ROHAN: Well, the Sacramento Area Council of
14 Governments was 31 members. The Placer County
15 Transportation Planning Agency was nine. So, does it
16 create challenges? Sometimes it can be challenging. You
17 have to make sure that you have a quorum. You have to make
18 sure that you have good technical equipment so that people
19 can hear.

20 You have to make sure, now, in a now-COVID
21 environment it's very important that you have a room
22 configured in a way that communicates the equity of the
23 commissioners, and the openness, and the inviting ability
24 for the public. That they are important, not that they are
25 a second thought. So, yes, there are some logistic issues

1 that are important.

2 MR. DAWSON: Given your long experience working
3 on boards and local government what advice would you have
4 to a fellow Commissioner who was a rookie at government and
5 board work?

6 MS. ROHAN: I would -- I think that it's
7 important to let people come to some of their own new
8 conclusions by giving them opportunities for parallel
9 experiences. I would suggest that a new Commissioner pick
10 a local government in their region and watch a few
11 meetings, or contact a council member, or a member of the
12 board of supervisors about a controversial item that is
13 coming up so that they can watch a public hearing. And
14 they can watch the course of conversation.

15 There's what probably appears to be a subtle
16 dance, but it's a very important one where procedure is --
17 you hear from a staff, you get clarifying questions that
18 are good for everybody in the room to understand, you
19 listen to what the public has to say, you provide
20 opportunity for salient questions that have been brought up
21 by the public for the staff to be able to answer them.
22 commissioners have ability to now ask clarifying questions
23 in your comment, and commissioners now know they speak.

24 If you have a Commissioner coming out of the
25 chute immediately saying -- making an opinion before you've

1 heard from the public, you've damaged the process. And I
2 am a slave to the process. It's extremely important to me.

3 So, I was asked earlier about characteristics and
4 I left out I would like to make sure that people quickly
5 understand the process that we would use as a body in order
6 to do our work, and that we rely on it.

7 MR. DAWSON: Thank you. Speaking of public
8 comment, the 2010 Commission in one of their reports noted
9 that it seemed that there were people coming to give public
10 comment who held themselves out as being members of the
11 local community but, in fact, may have had some partisan
12 backing.

13 Do you think that your experience gives you a
14 particular insight in sort of sussing that out if such a
15 thing would occur again?

16 MS. ROHAN: Oh, well, it is often -- for seasoned
17 people it sticks out like a sore thumb when that has
18 happened. I think that -- my impression is that the
19 messages that are going out on the 2020 Census are bold,
20 and new, and noticeable. And I have thought that it's a
21 great first act for the public hearings that this
22 Commission will have to create for the public outreach.
23 And I hope that there's some consideration given to picking
24 up some of the key messages and the way they have been
25 delivered in the Census.

1 I've seen, I've gone to public meetings, I've
2 gone to social meetings, and I've been pleased and
3 surprised that someone from the Census has identified
4 someone who stands up and gives a message to a group of
5 people who are peers, uniquely peers, to tell them about
6 the importance of the Census and what it means to
7 California and to their community.

8 So, I have some optimism that more people will be
9 engaged in this than just than just the partisan voices.

10 MR. DAWSON: Thank you. I wanted to follow up on
11 one of your responses to the essays, and I think it was
12 essay one where you talked about your work in land use.
13 Land use requires understanding geography, adjacent
14 neighborhoods, community expectations, local economies,
15 these are all things that will be very relevant to the work
16 on the Commission.

17 How did you come to understand these things? Was
18 that just part of living where you did or was there
19 something more systematic that you undertook?

20 MS. ROHAN: Well, I wouldn't call it exactly
21 systematic. But I am not sure that it is a strategy that
22 can work on such a broad scale as a state. Nonetheless,
23 I'll share it. I have been an avid reader of newspapers,
24 and not just the front page. You learn more about a
25 community in the back pages of a newspaper. Newsletters,

1 whether it's Boy Scouts, Girl Scouts, a church newsletter,
2 it is getting a wide variety of information from different
3 sources of about a community.

4 And then, also recognizing that a soccer league
5 where most of the participants live in another part of the
6 community, but if they play their soccer games in that
7 particular park, they're a part of that community and then
8 need to be involved and engaged.

9 So, really, really willing to be creative and
10 recognize the unique -- we choose our communities. They're
11 not all geography based.

12 MR. DAWSON: Thank you.

13 I have no further questions, Mr. Chair.

14 CHAIR BELNAP: I have no further questions,
15 either.

16 Mr. Coe, do you have any questions?

17 VICE CHAIR COE: I have no further questions, Mr.
18 Chair.

19 CHAIR BELNAP: Ms. Dickison, any follow-up
20 questions?

21 PANEL MEMBER DICKISON: I have no further
22 questions, Mr. Chair.

23 CHAIR BELNAP: Thank you.

24 Madam Secretary, how much time is remaining in
25 the 90 minutes?

1 MS. PELLMAN: 18 minutes, 15 seconds.

2 CHAIR BELNAP: Thank you.

3 Ms. Rohan, with the time remaining I'd like to
4 offer you the opportunity to make some closing statements
5 to the Panel, if you wish.

6 MS. ROHAN: Sure. I applied for this position
7 because I spent a lot time developing a set of skills that
8 I think might be helpful to my state. I'm willing and
9 anxious to give back to the state, if I'm chosen. And I
10 will, if I am chosen, do the work with the Commission, with
11 an end in mind that we will do work that California really
12 needs to have done well.

13 CHAIR BELNAP: All right, thank you. Thank you
14 for being with us this morning.

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

17 (Off the record at 11:57 a.m.)

18 (On the record at 1:14 p.m.)

19 CHAIR BELNAP: All right, we're going to come
20 back out of recess. This is our last scheduled interview
21 for the day. Our 3:00 p.m. has been scheduled for another
22 -- another day and time.

23 I want to welcome Stefan Murphy. How do you say
24 your first name?

25 MR. MURPHY: You did it just right, Stefan.

1 CHAIR BELNAP: Stefan, okay.

2 MR. MURPHY: Uh-hum.

3 CHAIR BELNAP: We're going to turn the time over
4 to Mr. Dawson for the standard five questions.

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

6 Good afternoon, Mr. Murphy. I am going to read
7 you five standard questions that the Panel has requested
8 each applicant respond to. Are you ready, sir?

9 MR. MURPHY: Yes.

10 MR. DAWSON: First question. What skills and
11 attributes should all Commissioners possess?

12 What skills or competencies should the Commission
13 possess collectively?

14 Of the skills, attributes and competencies that
15 each Commissioner should possess, which do you possess?

16 In summary, how will you contribute to the
17 success of the Commission?

18 MR. MURPHY: In looking at what the Commission
19 has to accomplish, which is significantly a data-focused --
20 well, on the surface it's data focused. It's where do we
21 get numbers, and where do people live, and how do we create
22 something that is equitable.

23 So, I think necessary skills are the ability to
24 review data, to understand, or comprehend, or to ask what
25 data means. Numbers can mean lots of things. And the same

1 group of numbers can come up with different results
2 depending on how you ask the question when you're
3 interpreting data.

4 But it's not just a data position. It's an
5 understanding communities position. So, I think if I were
6 to look at two distinct ways of describing skill sets, I
7 would say one of them is numbers driven, the ability to
8 analyze data and information. Looking at even information
9 such as maps, and cities, counties, rural communities. But
10 then that's the linking word is communities. Communities
11 aren't just datasets of numbers, of population, they're
12 understanding what creates a community.

13 And so, I think necessary skills among the
14 Commission collectively and, actually, I would say that
15 each Commissioner needs to be able to understand that
16 communities are groups of people that worship together, or
17 live together, or any number of things that define one's
18 community.

19 So, I think necessary skills for the Commission
20 as a whole is the ability to analyze data, but then apply
21 or allow the data to be influenced by what is a sense of
22 community. And those are more soft skills. That's
23 understanding how people related to one another, how do
24 they build a community. And it is not just the definition
25 of are you a city dweller because you live within the

1 defined city limits. It's not just that you're a rural
2 person because that's where you live now. Maybe you self-
3 identify as someone who lives in the countryside because
4 that's where you were brought up.

5 So, I look at what the Commission has to do and
6 necessary skills sets for the entire committee as being
7 able to look at data, but see how groups within geographic
8 areas align themselves. A river is not necessarily a
9 border. And so, I think when I look at the Commission and
10 what the end result needs to be, you have to be able to
11 keep communities together. And in some instances, you're
12 going to have to tell communities why they're being split
13 in a certain way.

14 So, I think data analysis and people skills are
15 critical for the Commission to be able to evidence to
16 everyone, every citizen in the state that's going to be
17 looking at us.

18 I think the committee members individually should
19 be enthusiastic about their role. They should have a
20 desire to serve. A sense of being a member of the
21 community of the State of California, regardless of how
22 many other smaller communities you may be a part of. A
23 Commission member is doing this because they have a sense
24 of responsibility and a desire to serve the greater good of
25 the state. So, I think an enthusiasm about what we're

1 doing, each of us must possess that.

2 Being open to other ideas. The nature of this
3 Commission is political in that it's -- you know, we're in
4 a chiefly two-party system, and so we have representatives
5 significantly from the two major parties in California.
6 And then, we have people like me, who don't affiliate with
7 any particular party. So, I think another trait that is
8 necessary among all Commissioners is to be open to hearing
9 other ideas.

10 In reviewing the questions I have watched other
11 interviews that have preceded mine. Not in their entirety
12 because I didn't want other people's answers necessarily to
13 influence my own. But I watched these questions proceed in
14 a few cases and I think something that is critical is going
15 to be the ability for each Commissioner to understand that
16 it is necessary for all of us individually to work together
17 as a Commission collectively to collaborate. And I think
18 that there are people who are better at collaborating than
19 they are at compromising.

20 Compromise, the word compromise can have negative
21 connotations because both parties or all parties are giving
22 something up. And collaborating, even focusing on the word
23 collaborating as opposed to compromising, you're building
24 consensus. You're getting people of different ideas,
25 whether it's different ideas on the Commission or it's

1 different ideas from community groups. People who want to
2 make sure that their voice is heard, or that their
3 community is represented, or that their community is
4 maintained as a whole when it comes to drawing lines. So,
5 I think that is also a necessary skill for each
6 Commissioner to possess, the willingness and the openness
7 to want to collaborate to build a better thing. I think
8 that's important.

9 As far as the skills that I think I have, that I
10 possess, I have a background, a professional background in
11 looking at data, and performance figures for investments.
12 It's not something that I like to do on the weekends or in
13 my free time, but I have the ability to do it. To work
14 with other people when there are things that I know that I
15 understand. I have the ability to explain them to others.
16 I have the ability to ask questions when I don't understand
17 something.

18 And I think I'm -- I think a skill that I possess
19 that would contribute is my ability to help parties to
20 collaborate, to build something. I may have -- I may favor
21 A over B, but B is significant in order to complete the
22 process, so I need to get the people that favor B to see
23 where there's a middle ground, where can you move forward.

24 MR. DAWSON: Thank you. Question two. Work on
25 the Commission requires members of different political

1 backgrounds to work together. Since the 2010 Commission
2 was selected and formed, the American political
3 conversation has become increasingly polarized, whether in
4 the press, on social media, and even in our own families.

5 What characteristics do you possess, and what
6 characteristics should your fellow Commissioners possess,
7 that will protect against hyperpartisanship?

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

11 MR. MURPHY: That's a -- similar questions are
12 asked around my family dining table, you know, why are --
13 why has the American political process evolved or devolved
14 to this place of hyperpartisanship?

15 You know, I think the nature of online
16 communities have allowed the creation of these echo
17 chambers. People operate in silos. They have become
18 accustomed to hearing only a reflection of their own views.

19 So, when I think about characteristics that I
20 hold, I can only hope that I have led a life that I can
21 demonstratively point to being open to other ideas, to
22 listening to people, to being able to check myself.
23 Because we are all -- by nature we have preferences.
24 Whether it comes to what vegetables you want to eat or what
25 candidate you want to support.

1 We are all, as Commissioners, going to have our
2 preconceived ideas, our prejudices, our biases. If, going
3 back to the skills necessary in your last question, if we
4 are all mindful of the fact that we are here for a greater
5 purpose than to advance our own personal ideologies, if we
6 are mindful that the person on either side of us at a
7 meeting is going to hold a different opinion, if we're
8 mindful of that and respectful of that, and open to hearing
9 people completely, it's not necessarily that you're going
10 to change my mind or that I'll change somebody else's mind.
11 It's just remain calm, listen to people, understand that
12 it's not a personal attack against you. Unless, of course,
13 somebody has decided to make a personal attack against you,
14 which seems to be what happens online. You know, people
15 from around the world will see something that you may post
16 somewhere and decide to call you out on it, and not have
17 the context of what it was that you meant. And then,
18 you've said something in a public meeting that you didn't
19 fully express so that people have background.

20 And I think being respectful in a small group
21 like this is critical. Again, it goes towards making sure
22 that you want to collaborate to build something better as
23 opposed to compromising, or just digging your heels in and
24 not doing anything. I think those are -- I think that's
25 what I hope. If I'm on the Commission, I want to

1 demonstrate that to everyone else that is part of the
2 committee and I hope that they treat one another with that
3 same respect.

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

8 MR. MURPHY: I've struggled with this question
9 because there seem to be so many answers that could be --
10 you know, what could be the greatest problem that this
11 Commission could encounter.

12 I have not heard any negative commentary about
13 the current Commission. But a lot has changed in ten
14 years. Going back to the last question, and the nature of
15 political discourse, and hyperpartisanship, and online
16 commentary, and the echo chambers that we have created in
17 our communication lines, I think there is greater potential
18 now for the Commission to suffer from a bad image. For
19 there to be very quickly misinformation, or partial
20 information that is communicated out of public meetings or
21 statements that the Commission might make. I think there's
22 greater risk now, than there was when the last Commission
23 first started. And I would foresee that for the next ten
24 years that will likely continue.

25 So, I think that image is going to be a problem.

1 How do we help avoid that? Continuing the practices of
2 being open with what the Commission is doing. I think any
3 agency, any group that is impactful on our state's lives,
4 the more in communication they can be with our
5 constituents, which is everybody in the state, I think the
6 more and better quality communication out to everyone will
7 help avoid that.

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

14 Tell us the goal of the project, what your role
15 in the group was, and how the group worked through any
16 conflicts that arose.

17 What lessons would you take from this group
18 experience to the Commission if selected?

19 MR. MURPHY: Questions like this always -- well,
20 not necessarily for everyone, but for me they -- this is a
21 difficult question. Trying to think of something that
22 speaks well of myself and a positive experience where I,
23 you know, come out smelling like a rose.

24 I want to express that, hey, I can work in these
25 groups and these are really good. So, I've struggled for a

1 couple of weeks to come up with a good one. And then, as
2 the COVID-19 crisis has lay its blanket across the world, I
3 just think of the economic impact to people.

4 And so, then I think back to my 20 years in the
5 financial advice business. And at the collapse of the
6 economy the last time, just over ten years ago, I was the
7 head of the Alternative Investments Group at a rural
8 community bank in the Sierras. So, my job was not only
9 meeting with clients to do individual financial planning,
10 but it was also managing other financial advisors and
11 support staff.

12 So, in a situation like that we had to get
13 information out to not only our clients, our investment
14 clients, and the wider community of bank customers. But
15 because I worked for a community-based organization, we
16 felt it was incumbent upon us to get good quality
17 information out to our entire communities.

18 And so, for that particular institution, you
19 know, we covered everything up from Alturas and Susanville,
20 up to the North Sacramento Valley, up to Redding, offices
21 around Lake Tahoe, which is where I was based in Truckee,
22 Tahoe City, and Kings Beach, and an office out to Reno,
23 Quincy, Plumas, Plumas County.

24 Those communities, the people in those
25 communities rely on a financial institution, a community

1 bank for good, sound economic information. So, what we
2 felt was our challenge was to pull together reliable
3 information that could calm people, because that was --
4 that was a crazy time. We had to calm constituents, we had
5 to inform them, and we had to update them.

6 So, as an institution I worked with my area,
7 which was chiefly the stock market and the investment
8 community. We had our head of credit and lending, so we
9 had personal credit services, and then the lending sides,
10 and then also the auditors and the controller of the bank.
11 We worked together, we worked with the Federal Reserve, the
12 FDIC, FNRA which, as I recall, was still known as the NASD,
13 the National Association of Security Dealers, the self-
14 regulatory body for investment -- for the investment world.

15 We worked all of our contacts in those
16 organizations, together with every branch manager, to try
17 to make sure that we were hosting meetings in our
18 communities on a regular basis. And we invited everyone.
19 They didn't have to be a customer to come to these things.
20 We'd close up the branch. We'd unpacked every chair we
21 could rent and we would invite people from the community to
22 come and listen to us, as each of us gave an update on what
23 had happened in the previous week, or couple of weeks, and
24 what we think that meant.

25 And then it was just a -- it was a Q&A period.

1 We invited -- depending on what community we were in, we
2 invited the local newspaper to come. I had contacts, this
3 was a very long time ago, at Yahoo and they -- they
4 actually reached out to me to see what I was doing with
5 community engagement, and calming the fears of investment
6 clients.

7 So, we were able to build this coalition of
8 people within the community, within local press to calm and
9 inform. I'm very proud of the work that we did as a
10 company. A lot of people were really, really frightened.
11 Their account values had plummeted in the stock market.
12 They were worried, some of them, you know, in a rural
13 community with a lot of retirees, I had clients that had
14 lived through the Great Depression. They were asking me to
15 liquidate their accounts and convert them to gold so that
16 they could keep the gold at their house. It was troubling.

17 I feel very good about the group of people at the
18 bank, the executive team, the branch managers, every
19 employee, how we all worked our contacts within the
20 community to make sure that community leaders knew, whether
21 they were church news or the press, to get people to come
22 and listen. We did a good job.

23 As far as what I learned from that experience?
24 Just give people a voice. Even then, me working on the
25 investment side, the controller working on, you know, what

1 do the bank deposits look like and loan ratios? Everybody
2 knew that they had to get their message out. And so,
3 respectfully, we all knew that each of us had something to
4 say. They were good community meetings. They were good
5 branch meetings. I'm proud of that.

6 MR. DAWSON: Thank you. Question five. A
7 considerable amount of the Commission's work will involve
8 meeting people from all over California who come from very
9 different backgrounds and a wide variety of perspectives.

10 If you are selected as a Commissioner, what
11 skills and attributes will make you effective at
12 interacting with people from different backgrounds and who
13 have a variety of perspectives?

14 What experiences have you had that will help you
15 be effective at understanding and appreciating people and
16 communities of different backgrounds and who have a variety
17 of perspectives?

18 MR. MURPHY: I have only ever lived in
19 California. I have lived in cities. I was born and raised
20 in the country. In fact, not far from where I'm sitting
21 right now in Sacramento, in the Sierra Foothills. So, I've
22 lived a country life as a child and as an adult.

23 I've lived the city life. I've lived in Northern
24 California, Southern California, the Central Valley, the
25 mountains, the coast. It is a big state, with a lot of

1 varying viewpoints.

2 I'd say when I have been thinking about this
3 question, for quite some time, in order to keep an answer
4 concise, I would have to say that my experience -- well,
5 skills and attributes. Listening skills, being open to and
6 inviting to have people share their stories I think it's
7 important. People want to -- if you give them a safe
8 space, people want to share who they are and in the context
9 of what this Commission does what their community means to
10 them. And how is that community a cohesive unit.

11 So, being interested in what people have to say
12 is important and you -- most people can't fake that. You
13 have to have a genuine interest in what people have to say.

14 Experiences that I think have helped me,
15 definitely as an openly, now openly gay man living in a
16 city, being a member of the Rainbow Chamber of Commerce
17 here in Sacramento, for many years, being a member of the
18 Political Action Committee when it was first created, being
19 a member of the foundation that's chiefly responsible in
20 awarding scholarship money to area youth.

21 The thing that stuck out was an event last year
22 that caused quite a bit of discord in the LGBTQ community
23 in Sacramento, and that was the presence in the annual
24 Pride festival of the Sacramento Police Department in
25 uniform. It created an uproar in the community.

1 And at first I didn't -- I understood why it was
2 causing a problem, but the position that I held coming into
3 the discussion was that there are members of the police
4 force who are members of the community, they're friends of
5 mine. They're open with who they are and they wear the
6 badge with pride. And, of course, they should march in the
7 parade to show their unity and their support of their own
8 community, and be proud of what they do professionally.

9 What it took me a good couple of weeks to wrap my
10 head around was that the -- significantly, the younger
11 members of the LGBTQ community, people of color, the
12 transgendered community were fearful of police in uniform.
13 I may be an openly gay man, but I'm still a white guy and
14 there are things that I do not by nature of what I look
15 like, I am not fearful of. I haven't had experiences that
16 other members of my community of experienced.

17 That was challenging to me to have substantive
18 conversations, whether they were online and chats, or
19 whether they were in person. You know, I live not too far
20 from an area of Sacramento we call Lavender Heights. I
21 live in midtown. So, I run into people that I know through
22 community organizations, going to the grocery store. That
23 experience was -- it shook me out of complacency that I
24 felt as a member of my own community and it made me realize
25 I have got to listen to these people because I have a

1 disconnect here. I'm not quite understanding what the
2 issue is.

3 And when I gave them a safe space to talk to me
4 about it and when I asked questions in such a way that I
5 wasn't threatening to them, so that they didn't feel as
6 though they had to defend who they were, they could explain
7 to me why they felt this way. It was an eye-opening
8 experience. And, frankly, I was --

9 MS. PELLMAN: Two minutes remaining.

10 MR. MURPHY: Frankly, I was embarrassed about the
11 fact that I wasn't more quick to listen to their answers.

12 MR. DAWSON: Thank you.

13 We will now go to Panel questions. Each Panel
14 Member will have 20 minutes to ask his or her questions.
15 And we'll start with the Chair, Mr. Belnap.

16 CHAIR BELNAP: All right. Good afternoon, Mr.
17 Murphy, thank you for being with us.

18 In your impartiality essay you described your
19 experience on a scholarship selection committee, and I
20 understood that experience. I'm not asking you to
21 elaborate on that. I'm wondering if you could share
22 another example from your work or volunteer experiences
23 where you had to set aside your personal views to achieve a
24 broader objective?

25 MR. MURPHY: Set aside my personal views to

1 achieve a broader objective - In my work related to that
2 same organization we created a -- we created a political
3 action committee. And as the Rainbow Chamber of Commerce
4 had decided that in order to have a stronger voice in our
5 community, whether it was with the city, or county
6 politics, or even area governments, because the Rainbow
7 Chamber of Commerce operates in -- as a representative
8 organization for many surrounding counties.

9 And so, we had to -- you know, we had to look at
10 what did we as an organization want to achieve. What was
11 difficult in creating that PAC was that there were two
12 sides. Pretty much everyone was in agreement that we
13 needed to put it together. But you have an organization
14 that is significantly identified with a social construct,
15 the LGBTQ community as a construct.

16 But in addition, it's comprised primarily of
17 business owners and leaders. And so, you have this
18 economic development component.

19 So, what became a challenge was then when the PAC
20 was solicited for contributions or endorsement to any
21 candidates or policy, trying to balance out how I might
22 feel about this personally, and how is this going to impact
23 me personally, but I've got to remember that this is a
24 business leadership organization as well. And when we look
25 at policies that a city council may enact, and someone on

1 -- or someone on both sides of a proposal are looking to us
2 for support, they can be in conflict.

3 And I don't want to name any particular candidate
4 that was discussed. But that opportunity, I had to
5 remember to say in check. It's not just whether I may like
6 this person and what they may of value when I go to the
7 polls, but what is this organization all about. And I'm
8 being asked to look at it through lenses that I might not
9 otherwise. It's not that I couldn't do it, but again I had
10 to remind myself that there are other things that I need to
11 consider here. I think that was important.

12 CHAIR BELNAP: Thank you. To help me understand
13 that example, I think I need to know a little bit more of
14 the mechanism behind how the Rainbow Chamber of Commerce
15 decides who they're going to endorse, who they're going to
16 give contributions to. So, what's the decision making
17 process there?

18 MR. MURPHY: Presentations from whatever
19 candidate or supporter of a particular law or rule change
20 proposal. They'll present to the board and to members, who
21 are members of the -- who were members. The PAC doesn't
22 exist anymore. It hasn't for years. But they would make
23 presentations and then the board would battle it out. They
24 were not always -- they were not always fun discussions.
25 So, you would have people that had personal agendas that

1 might support a particular candidate, or a particular
2 proposal. But I felt that just because you liked that
3 person personally, they were a member of the LGBTQ
4 community did not necessarily mean that they were the
5 individual that the PAC should get behind. Does this
6 person also support the business values that the Chamber of
7 Commerce supports, small business?

8 There were occasions, with very heated
9 discussion, when a non-LGBTQ person was appealing to the
10 PAC for the endorsement relative to someone who was. And
11 just being gay or lesbian yourself did not automatically
12 mean that the PAC should endorse you. And there were
13 members who absolutely felt that that should be a guiding
14 principle. Others did not.

15 Does that provide more clarity.

16 CHAIR BELNAP: Yeah, it does. Thank you for that
17 example. Was it a majority vote?

18 MR. MURPHY: Yes.

19 CHAIR BELNAP: Okay. And you said the PAC does
20 not exist anymore. What happened?

21 MR. MURPHY: I don't know I hadn't -- I hadn't
22 been a member of the chamber or been on the board for some
23 time, so I can't speak to why it doesn't exist anymore.

24 CHAIR BELNAP: All right, thank you. So, moving
25 on to appreciation for diversity. In your essay, you

1 discuss your travels throughout California, both personal
2 and also professional life. Can you tell us about a
3 particular experience you had in your travels that affected
4 you as a person, that helped you understand and have
5 appreciation for California's diversity?

6 MR. MURPHY: I'm thinking of two and I'm trying
7 to think which one is actually -- I'm trying to plot it out
8 for which one is actually a better example. Years ago I
9 was part of an organizational development department at a
10 multi-state bank. And we went through an acquisition. And
11 for my career with that institution, I had been pretty much
12 focused in the San Francisco Bay Area. So, my clients, who
13 were internal clients, were just around the Bay. We were
14 part of an acquisition of an institution that was -- it was
15 during the savings and loan crisis many years ago, and this
16 institution was being broken up by the federal -- by the
17 feds.

18 So, we acquired significant assets in Southern
19 California. And for several months I was based down in San
20 Diego and we opened what's called a training facility in
21 Chula Vista and National City. And part of my job at that
22 time was to indoctrinate these employees, of these
23 locations, that we were acquiring to indoctrinate them
24 into, you know, our company spirit. You know, how we
25 operated. It wasn't just technical training, here's how

1 you process transactions on this new computer system. It
2 wasn't just product training, here are the types of
3 financial services products that you now sell. It was
4 culture training. And it was very different. The
5 materials that we had designed, the way we were coaching
6 service people to be salespeople did not work in Chula
7 Vista and National City.

8 We, as an organizational development department,
9 we had to very quickly think, all right, well, how was our
10 message not being received? What is keeping the message
11 from being received? And what changes can we enact very
12 quickly that will help engage these people so that they
13 feel welcomed, that they feel a part of this new community,
14 that they feel confident in their skills and abilities that
15 they've been practicing, and that have been successful, and
16 that will now transfer to this new company?

17 You know, a lot of people, whether we want to
18 admit it or not, very much of who we are sometimes is what
19 we do because it's so much of our waking hours. And so,
20 when you're an employee that is -- your employer is going
21 out of business because of bad business decisions, and now
22 someone else is coming in to take you over you're grateful
23 that you have a job, but you have no idea of you're going
24 to like it. You have no idea if you're going to stay.

25 That was a big challenge to try to figure out how

1 this very different -- I mean it's very close to the
2 U.S./Mexican border. Their clientele operated different
3 than they did around, you know, the San Francisco Bay Area,
4 in the tech world. It was just different. That was
5 challenging and I was in a very junior position there and I
6 very much appreciated that I had mentors at that time that
7 were able to get us all together, and analyze the
8 situation, quickly make changes and pull it off
9 successfully.

10 CHAIR BELNAP: All right, thank you. Going
11 through your application I'm curious, you studied art
12 history, you said at University of California. But which
13 one, which UC were you at?

14 MR. MURPHY: Santa Cruz.

15 CHAIR BELNAP: Santa Cruz, okay.

16 MR. MURPHY: Uh-hum.

17 CHAIR BELNAP: Why didn't you continue on with
18 the art history major?

19 MR. MURPHY: Money. I started college as an
20 economics major and realized as easy as it was, I didn't
21 want to be -- I didn't have any interest in learning more
22 about it. It comes easily to me. So, I studied art
23 history, which I found fascinating. And a peculiarity
24 about UC Santa Cruz is the narrative evaluation. So, from
25 the early days at the university, instead of giving out

1 letter grades, every instructor had to write a narrative
2 evaluation of all of your work.

3 It serves to make people who are in certain
4 disciplines, it makes you a better writer. And I think it
5 provides an opportunity to allow people to become better at
6 expressing their views through critical thinking because
7 everything you write is being analyzed in some way.

8 I didn't finish. My dad passed away while I was
9 in college and there just was -- there was just no money,
10 so I went to work full time.

11 CHAIR BELNAP: All right, thank you. So, what
12 made you want to become a financial advisor and why did you
13 enjoy that work?

14 MR. MURPHY: I had already been in the financial
15 services industry in my 20s. The bank that I just told you
16 about that had been an acquirer, probably bit off more than
17 they can chew and they ran into their own financial trouble
18 as a multi-state bank, and my whole team was laid off.

19 And I received a phone call from someone who I'd
20 been coaching on interpersonal skills with this own office,
21 and he knew I'd been up for a promotion at our corporate
22 headquarters, which I didn't get. And he says, oh, well,
23 that's interesting because I think you need to come work
24 here. So, I went and interviewed. The principals at that
25 firm said, well, we need you to be licensed. So, in 30

1 days I got materials, and tested, and started passing the
2 securities exams.

3 I think what made me successful at it was my
4 ability to explain some complex concepts to people that
5 either don't have an interest in it, but know they should
6 know something about investing, or to people that have no
7 experience in it and desperately wanted to know how to do
8 things. I think that's fun to do. So, that's why I stayed
9 with it.

10 And then from there, I just grew into management.
11 So, I was a sales manager for financial advisors on several
12 western states, and a compliance officer.

13 CHAIR BELNAP: All right, thank you.

14 Madam Secretary, time check?

15 MS. PELLMAN: Five minutes, 42 seconds remaining.

16 CHAIR BELNAP: I didn't quite catch the five?

17 MS. PELLMAN: Five.

18 CHAIR BELNAP: Okay, thank you.

19 MS. PELLMAN: Five minutes and now 30 seconds
20 remaining.

21 CHAIR BELNAP: All right, thank you.

22 So, Mr. Murphy, can you describe some of the
23 complex analyses that you -- I wrote here "perform" as a
24 financial advisor. Are you still a financial advisor?

25 MR. MURPHY: I am not, no.

1 CHAIR BELNAP: You're not, okay. Well, then
2 let's do past tense. Complex analyses that you performed
3 as a financial advisory.

4 MR. MURPHY: Yeah, probably the most common one
5 was -- well, there are a couple of parts to it. First,
6 you're looking at mutual fund analysis, performance
7 analysis. So, first, you have to look through the
8 literally thousands of mutual funds, or at a community-
9 based bank you may just have a menu of several hundred that
10 have been approved. But part of our process, the banking
11 regulators and the self-regulatory organization, FNRA,
12 require that a financial institution, a bank, that is
13 offering alternative investments to their clientele have to
14 have an extremely focused product list.

15 So, on an annual basis we would perform a
16 filtering process. So, if there are -- just as a
17 representative number, if there are 10,000 open-end mutual
18 funds that are available for investment to the general
19 public what criteria do you need to implement to weed out
20 ones that would not be appropriate for the typical bank
21 customer who's looking for investments?

22 So, on an annual basis that meant looking at
23 expense ratios, performance -- although Morningstar ratings
24 could never be used as a determiner on their own, they
25 could be looked at when looking holistically at a mutual

1 fund family. You know, if they've just got one five-star
2 fund and really nothing else, or three- or four-star funds,
3 everything is poorly performing and why, then maybe that's
4 a fund company that we need to set aside. We need to focus
5 on ones that have a little more balance in terms of
6 performance overall.

7 So, certainly expense ratios, turnover, how often
8 is a fund manager buying and selling shares within the fund
9 because that can affect tax planning for some investors.

10 Is that a sufficient -- is that what you're
11 looking for?

12 CHAIR BELNAP: Thank you, I appreciate that. I
13 think we're almost out of time, so I'm not going to ask
14 another one of those questions.

15 MR. MURPHY: Okay.

16 CHAIR BELNAP: Mr. Coe, I'm going to turn the
17 time over to you.

18 VICE CHAIR COE: Okay, thank you, Mr. Chair.

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

21 MR. MURPHY: Thank you.

22 VICE CHAIR COE: I wanted to start by asking
23 about something, one of -- in one of your letters of
24 recommendation from a Mr. Richard Abrusci --

25 MR. MURPHY: Uh-hum.

1 VICE CHAIR COE: Have I said that right?

2 MR. MURPHY: You did.

3 VICE CHAIR COE: And he said in that letter, and
4 I'm paraphrasing here, that you are easily approachable and
5 that you are quickly able to build rapport with the entire
6 spectrum of personalities to allow for growth and
7 development.

8 So, my question is what is it about your approach
9 that you think facilitates this? How do you do this so
10 successful to make Mr. Abrusci think that this is something
11 you can do?

12 MR. MURPHY: Just before I got on this call I got
13 a text message from my mom. And she said, don't become
14 nervous, you'll be fine. If anything, you've got a bit of
15 the blarney in yah.

16 It's being able to present yourself as an open
17 and welcoming person and that doesn't mean that I'm going
18 up to everybody and giving them hugs. And especially not
19 now. I means that you -- when I used to facilitate sales
20 classes to employees who did not consider themselves
21 salespeople, I used -- you know, this was quite some time
22 ago. But there's -- I would try to coach into them that
23 there is a way to interact with somebody so that when they
24 have left the conversation that they feel good about
25 themselves that they just had this dialogue with you. It's

1 not being obsequious. It's not being unnecessarily
2 flattering to somebody. It's paying attention, it's making
3 eye contact. It's everything from nonverbal communication
4 and your presence. It's making an effort to connect with
5 somebody. I think that's what Mr. Abrusci is referring to.
6 That when I am -- when I am with you, I'm engaged. I'm all
7 in for being present. And I know that -- you know, as a
8 native Californian, you know, we want the holistic and all
9 that stuff. But there is something to be said about being
10 present, and mindful, and interested. And you can tell
11 when people aren't. And it has just come through years of
12 training. And it is not something that I can do a hundred
13 percent of the time. But it's something I strive to do
14 often.

15 VICE CHAIR COE: Thank you. I want to move now
16 to your impartiality essay. And in that essay you
17 mentioned that when making decisions you try to be open and
18 thoughtful to minimize your own prejudice and bias. You go
19 on to say that all of our life experiences contribute to
20 having biases and acknowledging that you have them and
21 appreciating that you can learn more about another person
22 or a topic is critical to achieve a more genuine
23 impartiality.

24 So, my question is how does one go about
25 understanding their own biases and recognizing those?

1 MR. MURPHY: Therapy? Talking it out. I grew up
2 in a close -- I'm very close with my siblings and we talk
3 through a lot. And we call each other out on things that
4 we see or things that we hear each other say. So, that
5 stems from a very early background of making sure that you
6 can defend the position that you take.

7 And when you're young and immature, if you've got
8 the right coaches around you, they can help you realize
9 that don't be so present with your opinion that you can't
10 accept hearing something different. So, I will credit my
11 very strong-willed siblings, older siblings in making sure
12 that I am mindful of what it is that's coming out of my
13 mouth.

14 As far as being -- I've tried to identify biases.
15 I think I've been fortunate just in the life that I've
16 lived, the people I surround myself with are thoughtful
17 people, and pleasantly argumentative. If I have an
18 opinion, I'm going to have to defend it.

19 VICE CHAIR COE: Pleasantly argumentative aren't
20 words we usually see put together, but I appreciate that.

21 So, for the biases, your own biases that you've
22 identified, how do you ensure that they don't interfere
23 with your decision making capabilities when you're forced
24 to be making decisions.

25 MR. MURPHY: Self-check. It's got to be a habit.

1 It has to be a regular part of when you're making decisions
2 that are impacting other people, and I'm not just talking
3 about, you know, employees where you're making a decision
4 about, you know, my team is going to do this. I'm talking
5 about decisions that, you know, an organization is going to
6 make. What is it about me that is influencing my decision
7 here? Is it because of my background? Is it because of my
8 value system? It just has to be a regular check. It
9 doesn't mean that I have to spend 20 minutes of analysis
10 thinking about where am I coming from here. Because I
11 think it's part of who I am, it happens pretty quickly. I
12 can say I need to do a self-check here. Is this reasonable
13 what I'm doing here? Am I considering the things that are
14 around me.

15 VICE CHAIR COE: Thank you. Switching topics a
16 little bit. You mention in your application your work, and
17 you have also today, your work with the Rainbow Chamber of
18 Commerce and other LGBT groups in Sacramento. Specifically
19 in your application, I don't think you've talked about this
20 specifically today, but in the application you talk about
21 your work with those groups during the city's redistricting
22 efforts a while back.

23 MR. MURPHY: Uh-hum.

24 VICE CHAIR COE: And I'm curious specifically
25 what was your involvement in that effort?

1 MR. MURPHY: Well, I'm afraid I can't remember
2 who brought it up to the board, but yeah, I would like to
3 give the attribute, but I can't. We were made aware that
4 if we as an organization presented that we had a community
5 of interest, and we could evidence how that community
6 defined itself, certainly geographically, that that could
7 influence how redistricting was going to take place within
8 the City of Sacramento.

9 So, my own involvement with it was one of many
10 people on the board at the time, and also as a general
11 member when I wasn't on the board. But we needed to be on
12 the phone. We needed to be talking to people that actually
13 lived in the area. All right, where do we define
14 boundaries? How big or small should we do it? And if we
15 stretch one block over, how many more people do we think in
16 that real estate could we count as a part of our community.
17 And that really was the impetus behind creating now what we
18 call in Sacramento Lavender Heights.

19 You know, we wanted to make sure that we included
20 the Lavender Library, which was kind of an outlier corner,
21 but that's an important piece of the community. So, we
22 needed to make sure we stretched over to collect that.

23 It was just lots of conversations in the group,
24 talking to people, again trying to find out who lived in.
25 When we thought we had a penciled in border, now we've got

1 to find out who lives in there. A lot of phone calling, a
2 lot of email messages.

3 What was interesting after that experience was
4 having other organizations approach us to say, well, how
5 did you do that? And I wasn't involved in the county
6 conversation. But after the City of Sacramento determined
7 that all right, yes, we recognize you as a community of
8 interest and when it comes to redistricting we're not going
9 to divide midtown like we have in the past.

10 The chamber was contacted by the county and the
11 county wanted to make sure that if they're doing something
12 that they also don't split that community. That was
13 exciting to realize all of the sudden that this little,
14 tiny group had a voice. And then, to have other
15 organizations contact us to say, well, how did you do that?
16 And it was based on Census data and maps, and phone calls.

17 VICE CHAIR COE: Okay, thank you. I want to talk
18 a little bit about the subject of appreciation for
19 diversity. And in your essays and a little bit today
20 you've talked about your experiences with diverse groups of
21 people in a number of different capacities. And you've
22 kind of touched on the question a little bit already. You
23 were talking about the different perspectives amongst
24 people in the LGBT community, in regards to the festival
25 that you were planning and the police officers in uniform.

1 But from your interactions, and that's one
2 example of one, but from your interactions with people of
3 various backgrounds and diverse people what have you
4 learned from them about their needs, their perspectives,
5 their preferences that you think would make you an
6 effective representative for the diverse population of
7 California on this Commission?

8 MR. MURPHY: Recognizing that when people --
9 representing when people can self-identify as part of a
10 community, whatever that community is that at once they can
11 be both proud of the community that they're a part of and
12 fearful of law enforcement, or repression. You know, I
13 said earlier, I grew up with the privilege of being a white
14 male. And through age and experience, through time and
15 experience, you get to know by looking at people who aren't
16 what sort of advantages those -- that that provides to you.

17 When I mentioned earlier about -- in the initial
18 question, about skills and abilities that are important in
19 a committee member, being open to listening to what people
20 have to say about their community. Why should I be this
21 side of the line versus this side, or why the line needs to
22 move here or here. Understanding that they are both proud
23 of their community that they're a part of, but they may
24 very well be fearful of something that I have had no
25 experience in myself. But I had better be open to -- when

1 someone points it out to me, I had better acknowledge it,
2 and investigate it. I think that's -- I think that's
3 important. We live -- we live in our cocoons, we live in
4 our -- and we get feeds into our cocoon, whether it's
5 internet, or its news, or it's TV, or it's new people. We
6 have to remember that those -- that those openings, we've
7 got to be able to look outside what we're accustomed to,
8 what we're comfortable with. There are other people that
9 are having other experiences. Check in with that.

10 MR. MURPHY: But thank you. Did that answer your
11 question?

12 VICE CHAIR COE: It did, thank you.

13 Madam Secretary, could I get a quick time check,
14 please?

15 MS. PELLMAN: Yes, six minutes, 35 seconds.

16 VICE CHAIR COE: Okay, Mr. Murphy, I have a
17 couple of other things I wanted to ask you and one of them
18 stems out of what you were just talking about. And it was
19 talking about some -- specifically, what you were talking
20 about in terms of some people in different communities may
21 have -- may be fearful about something or may be concerned
22 about something.

23 In the work of the Commission, getting
24 perspectives of a lot of people in all of the communities,
25 as many as they can around the state is going to be vitally

1 important to doing its work. But for those communities
2 that are a bit apprehensive about engaging government
3 bodies or coming forward with their concerns, and there
4 could be a number of different reasons for that, but how
5 could the Commission go about making those communities feel
6 welcome, and heard, and safe to come forward and share
7 their perspectives to better inform the Commission?

8 MR. MURPHY: Work your network. You have to find
9 people, whether it's a -- whether it's an immigrant
10 community in Fresno, or Chula Vista, you've got to find
11 somebody in your network who knows somebody, who knows
12 somebody who can establish some sort of a connection
13 through which you can get the message delivered that this
14 is a safe -- this is a safe thing. We need to be able to
15 talk about this.

16 I think LGBTQ community members are especially
17 good at creating that welcoming space, that dialogue
18 because we all know somebody who is fearful about who they
19 are, whether it's through their family or their employer.
20 Twenty years ago I could not imagine applying for a
21 position like this and actually disclosing the community
22 that I'm not so proud of openly being a part of. I would
23 never have done that 20 years ago.

24 You've got to know somebody or you have to get to
25 that community. If it means that we've got a committee

1 member who lives in San Diego County, or I'm there every
2 other -- I don't know, every eight weeks or so, it means
3 that I need to be spending some time finding somebody.
4 Somebody knows somebody that can get me a phone number, or
5 an email address, or a cup of coffee with somebody that I
6 can encourage to say here's what's happening. And here's
7 how your community can have a voice. You need to come talk
8 to us. I think that's incumbent upon, you know, every
9 committee member. Open up your LinkedIn profile and, you
10 know, see who you know, who do you know somewhere where you
11 can find a contact for. And I think it's those personal
12 relationships you'll find somebody.

13 VICE CHAIR COE: Thank you. Really quick before
14 we run out of time, I want to go back to something you said
15 in response to the first standard question. And in that
16 question I understood you to say, in describing the
17 Commission and the skills people are going to need one of
18 the things you mentioned was the ability to analyze lots of
19 data, but also allow that data to be influenced by
20 community input.

21 And so to me, you know, obviously these are very
22 different inputs. You've got kind of rather hard, concrete
23 data, with like the Census for example, and then the
24 community input being kind of more squishy, less hard data.
25 It's maybe more based in perspective, or in emotion, or

1 feeling than the harder data.

2 But my question is how do you blend those two
3 things together into something, into one decision making
4 kind of lane that allows you to put those two things
5 together and make the best decision you can?

6 MR. MURPHY: Talk it out. There's -- there are
7 going to be different viewpoints. There will be decisions,
8 as I'm sure the current committee has already experienced
9 there are tough choices to make. It's going to come down
10 to A or B. Because if you made a C option, everything else
11 would have to be redone.

12 Be open to listening and don't be so firm on your
13 idea that yours is the only answer. You've got to be
14 willing to collaborate. You've got to be willing to search
15 for a better answer.

16 And when I looked at the redistricting committee,
17 it's as you said it's hard data, you've got population. I
18 have Census data, I know these people live in this area.
19 But this squishy part over here, this is a community that
20 self-identifies and how do we accommodate, without removing
21 accommodations to anybody else that we may have talked to.
22 How it works for on the Redistricting Commission, I don't
23 know. I haven't experienced it. I can only hope that
24 whether I'm on it or not that every committee member is
25 open.

1 VICE CHAIR COE: Thank you.

2 One more time check, please?

3 MS. PELLMAN: One minute, 14 seconds.

4 VICE CHAIR COE: Okay, Mr. Murphy, I think that
5 sounds like we're about out of time.

6 So, I'm going to yield my time, Mr. Chair.

7 Mr. Murphy, thank you again for your answers.

8 Mr. Chair, I yield my time. No further
9 questions.

10 MR. MURPHY: Thank you, Mr. Coe.

11 CHAIR BELNAP: All right, thank you.

12 Ms. Dickison, the time is now yours.

13 PANEL MEMBER DICKISON: Thank you.

14 Good afternoon, Mr. Murphy.

15 MR. MURPHY: Good afternoon.

16 PANEL MEMBER DICKISON: Thank you for taking the
17 time to speak with us today. So, going along with what you
18 had just talked about and I know you said you didn't know
19 how that would work when you're looking at how to take and
20 draw a line that recognizes one community, but doesn't --
21 but not, you know, to the detriment of another.

22 In the regulations there's priorities that are
23 set out. And on one of those levels, on the same level of
24 priority are cities, counties, neighborhoods, and
25 communities of interest.

1 What steps can the Commission take to ensure that
2 when they're looking at these items and they come in
3 conflict that they're truly -- what information do they
4 need to get to make the right decision?

5 MR. MURPHY: Well, if we start at the bottom and
6 we're looking at communities of interest, I mean in the
7 hierarchy it seems that there should be a concerted effort
8 to make sure that you identify who's involved in that
9 community of interest and are there leaders who are going
10 to be effectively -- that will be able to effectively
11 deliver a message in both directions, whether to their
12 community or to the Commission.

13 I think I've lost my train of thought. Could you
14 repeat the question, please?

15 PANEL MEMBER DICKISON: Sure.

16 MR. MURPHY: Sorry.

17 PANEL MEMBER DICKISON: So, when -- on the level
18 of priority, cities, counties, neighborhoods and
19 communities of interest are all on the same level. How can
20 the Commission ensure that it's making the right decisions
21 or the most fair decisions when those come in conflict with
22 one another?

23 MR. MURPHY: I would think making an assessment
24 of what the negative outcomes are going to be in making a
25 decision in any given way, who will be impacted and to what

1 degree. It seems to me that if -- that if -- you know, the
2 needs of the one versus the needs of the many. If I make
3 this one decision and it's going to negatively impact five
4 people, whereas if I choose option B it's going to
5 negatively impact 500 people, okay. But how do we
6 determine what the negative impact is and who's to say that
7 has a priority over the other group.

8 I don't -- I don't know other than -- other than
9 making sure that every Commissioner is involved and engaged
10 in the decision. But we're going to have to hear
11 everybody's input, make an assessment, agree to it and move
12 forward. It seems to me that the nature of this process
13 means that there will be people who are disadvantaged in
14 some way. If it isn't spelled out in the Civil Code, then
15 the members have to come to agreement on how will we as a
16 group work through these issues.

17 I think creating guidelines for how you're going
18 to have a discussion to resolve the conflict, how you're
19 going to measure everyone's, every participant's -- and by
20 participant I mean either governmental body, city, county,
21 or community of interest, gauge -- well, when it comes to a
22 community of interest gauge their level of interest. Are
23 they committed to identifying as a community of interest or
24 did we just hear about it? Have we tried to engage them in
25 dialogue to understand what is their level of interest and

1 commitment to this process. If there's -- if they say,
2 well, yeah, do whatever you need to do, well, then, all
3 right then that removes that. It sort of sub-selects out
4 of the decision making process.

5 And I think that a city or a county is going to
6 be much more engaged than having to go out and beat the
7 bushes to gauge the level of interest in a community of
8 interest. I think it's going to be incumbent upon the
9 Commission members to say how are we going to resolve
10 conflicts. Let's have a -- let's have a process in place,
11 let's have a framework established before we get to one
12 that we can then handle them consistently, so that we don't
13 handle conflict A differently than conflict B, which comes
14 up six weeks later.

15 Does that -- did I address your question?

16 PANEL MEMBER DICKISON: Yes, you did.

17 MR. MURPHY: The second time?

18 PANEL MEMBER DICKISON: Yes, you did, thank you.

19 MR. MURPHY: Thanks for asking it twice.

20 PANEL MEMBER DICKISON: Thank you. Something
21 that you've also mentioned is talking to the leadership or
22 somebody that's speaking out for the community. Something
23 that was noted by the last Commission is there were
24 instances in which they thought that at times someone would
25 state that they were speaking on the behalf of a community

1 when, in reality, they were most likely were speaking out
2 for partisan type reasons.

3 Do you think with your experience with the
4 Rainbow Chamber of Commerce, and the work that you guys did
5 in Sacramento, that that will help you in identifying or
6 sussing out those type of things?

7 MR. MURPHY: I don't know. I think each
8 Commissioner -- many people have the ability to read
9 others. You know, it's a meter, a detector if you will.
10 But that's only, maybe, on the experience that you're
11 having right now dialoguing with somebody.

12 I don't know what tools are available or would be
13 available to me to verify that someone is in fact
14 representative of a particular interest group. I don't
15 know that -- I don't know that in the Civil Code it
16 establishes the redistricting committee that we have --
17 that we're charged with that. I think it's just a matter
18 of -- I'm in sales. I've spent a life in sales. And
19 sometimes you have an ability to detect when someone is
20 maybe speaking out of turn.

21 But beyond that, I don't know what other
22 resources would be available to the Commission to
23 investigate, to ensure, to validate. Although, I think
24 that that would be important to do.

25 PANEL MEMBER DICKISON: Thank you. You talked

1 about in your -- one of your essays about teaching high
2 school students about budgeting, investing, and whatnot.
3 What motivated you to do that type of work?

4 MR. MURPHY: That was -- that same financial
5 institution that I talked about earlier, based in the
6 Sierras, as a group it was decided that that was an
7 important thing that somehow we, as a community institution
8 that that's one way that we involved ourselves in the
9 community. From a business perspective we're providing
10 value to parents, who are customers, and on sales prospects
11 you're looking at, all right, here are these people who are
12 going to become adults and they're going to be needing
13 financial services. But, really, it was just, you know, we
14 are seeing a record number of kids who just don't know how
15 to -- don't know how to do things. They know how to do
16 lots of things that we don't know how to do, but there are
17 some basics that they can't manage. They don't know how to
18 balance a checkbook. They don't understand the principles
19 of insurance or credit.

20 So, it stems from a workbook that was created by
21 a nationwide financial institution advocacy group. It was
22 curriculum in part designed to be delivered in a high
23 school setting. I asked specifically to be involved in it
24 because I knew it would be fun. It was -- we were, as a
25 group, throughout the financial institution different

1 individuals took areas of expertise, whether it was
2 lending, or credit, or insurance, and I was investing and
3 savings, explaining what that means and what it does for
4 you. And budgeting. And it was every high school senior
5 in Plumas County. It was really fun. They asked great
6 questions. You tell the right story to engage them and
7 then they want to know, well, how much do I have to save in
8 order to get an apartment? Well, where do you want to
9 live? Well, I want to live -- okay, well, do you think
10 your -- who pays for your car insurance now? Well, how
11 much do you think that costs? And, you know, do you have
12 utilities in your own name? Well, you want to move to
13 Sacramento, do you? Oh, okay, well, do you know what it
14 takes to rent an apartment.

15 Those were fun, engaging conversations especially
16 in a rural community like Plumas County where at that time
17 the prospects for employment were no longer the lumber
18 mill. They were the military. That was where probably the
19 largest chunk of those high school students were going to
20 go. So, it was making sure that they understood the world
21 that they had access to and how to get to it. I liked
22 doing it. It was really -- I really liked it.

23 PANEL MEMBER DICKISON: In doing that what did
24 you learn about the different individuals and their outlook
25 on the world, and maybe how their background influenced

1 that?

2 MR. MURPHY: I felt it required me to be a
3 cheerleader for what was available, what it could look like
4 to them, what their future could look like. It could be
5 this. You're thinking this because your older siblings
6 all, you know, went to the military, or they're working
7 service jobs or, you know, maybe they're lucky and they got
8 one of the remaining jobs with the mill. There's more out
9 there.

10 We talked about how community colleges work.
11 Talked about different community colleges that might be
12 nearby so that they didn't feel scared like they were
13 completely abandoning their home base, but they could get
14 to Redding, or Chico, or Sacramento. And the trade
15 knowledge that they could get at some community colleges.

16 I think it was exciting to me, and interesting,
17 and I felt it was important to be able to paint a picture
18 that may not be the picture that they were already having
19 that they had painted for themselves, coming from a
20 depressed mountain community. Economically depressed.
21 They're very nice people there, not to say that all the
22 people were depressed. But, you know, it's an economically
23 depressed, it's not an economically vibrant or rich area.
24 And, you know, I grew up next to that. You had cattle or
25 you commuted somewhere. And I felt it was important to be

1 able to share my story to -- you know, not like I'm some
2 great beacon of success, but if I can paint the picture so
3 that they could see themselves in the picture, that's
4 important. And I think that goes -- that speaks to
5 encouraging members of communities of interest to feel
6 encouraged to see what it could be like. Could we have a
7 voice? We don't feel like we have a voice right now. Ah,
8 but you could. Let me explain how you can leverage that.

9 PANEL MEMBER DICKISON: Thank you.

10 MS. PELLMAN: You have six minutes remaining.

11 PANEL MEMBER DICKISON: Thank you.

12 Given your background what do you -- what role do
13 you see yourself filling on the Commission?

14 MR. MURPHY: Outreach and engagement. It's
15 something that I think I can feel passionate about
16 something and I think that I can get others to respond to
17 that. Whether it's to show a level of interest or to also
18 be excited and interested in something.

19 I can certainly work with others who are looking
20 at data analysis because, you know, as many years as I've
21 had sifting through lots of numbers. It's not many
22 people's favorite task but, you know, you can -- you learn
23 how to do it, you learn what programs you need to use, and
24 how you do it, and they just -- you just do the work. It
25 just needs to get done.

1 I feel as though the press regarding the recent
2 Commission's efforts have not been negative in any way.
3 And my perception is not that there are disenfranchised
4 people who feel they've been slighted in the process that
5 we've gone through. I don't feel that way at all.

6 But I do feel that maybe there are communities
7 out there that don't know how to participate or that they
8 can participate. And I wonder, because I haven't been on
9 the Commission and I don't know what efforts have been
10 successful and, you know, what shouldn't be tried again as
11 far as getting people engaged and participating in the
12 process.

13 I am proud to know that my fellow Californians
14 voted for this however many years ago it's been, now. Was
15 it 2000 -- what year did we vote for this? 2008 to
16 establish the Redistricting Commission? I'm proud that I
17 voted yes, but I -- I just want everybody to -- I want to
18 make sure all the Californians know that this is something
19 that we do. I'm just looking forward to the opportunity to
20 work with other people who are like minded in that we want
21 to do something good for California. I don't need to share
22 their political bent, but I hope we all share that focus on
23 trying --

24 PANEL MEMBER DICKISON: Thank you.

25 MR. MURPHY: -- to do something that's best for

1 California.

2 PANEL MEMBER DICKISON: Thank you. The first
3 eight Commissioners are selected randomly and then, they're
4 tasked with selecting the next six. If you are one of the
5 first eight, what would you look for in those other
6 individuals?

7 MR. MURPHY: I would have to look what the other
8 seven were, first. I think it would be important for the
9 first eight to try to establish what sort of strengths we
10 already have and were there opportunities. Would we have
11 to look for the remaining candidates, would we look for
12 somebody that might have a certain skill set where we might
13 be lacking. I would think that would be important. So, I
14 don't know what -- I don't know, yet, what I would look for
15 in choosing the remaining ones without knowing that. Other
16 than I would look back to sort of my opening, the
17 statements I made in the opening questions which were
18 looking for people who can commit to being collaborators,
19 who want to work together, who can readily acknowledge that
20 they're not necessarily going to agree with everybody else,
21 but that they're open to listening.

22 So, I think those cores, I would look for those.
23 But then, I would think it would be important to see of the
24 eight that were selected what are we missing? Are we
25 lacking something? You know, among us is there someone who

1 is qualified, competent and interested in leading? Maybe
2 we need to look -- if there isn't, do we need to look for
3 somebody in the remaining candidates who has expressed an
4 interest or has experience in chairing. Is that a strength
5 that we already possess? Does that need to be high on the
6 priority list or low on the priority list?

7 Do we have someone who has a significant
8 background in data analysis in the initial eight? Do we
9 need to look for that? Do we need to look for additional
10 dataset experience in the remaining?

11 PANEL MEMBER DICKISON: Thank you.

12 MS. PELLMAN: We have just 40 seconds remaining.

13 PANEL MEMBER DICKISON: Okay. Mr. Chair, I have
14 no further questions.

15 CHAIR BELNAP: All right, thank you.

16 We'll turn the time over to Mr. Dawson.

17 MR. DAWSON: Thank you, Mr. Belnap.

18 Mr. Murphy, once again good afternoon. I just
19 have a couple of follow-up questions.

20 MR. MURPHY: Yes.

21 MR. DAWSON: I want to ask you about your
22 experience with redistricting when you were with the
23 Rainbow Chamber. Were you actually involved in the map
24 drawing aspect of that?

25 MR. MURPHY: No, sir, I was not.

1 MR. DAWSON: Did they bring in map experts to do
2 that GIS work or how did that work?

3 MR. MURPHY: I'm trying to remember who was on
4 that subcommittee. That was an existing member of the
5 community who participated in looking at district maps. I
6 don't believe an outside expert was brought in. I think it
7 was somebody that was already part of the group that we
8 went searching for, and that individual was able to help
9 guide as far as looking at maps.

10 MR. DAWSON: Okay. But your role was more in the
11 outreach and coordination?

12 MR. MURPHY: Absolutely, yes.

13 MR. DAWSON: Okay.

14 MS. PELLMAN: Mr. Dawson, quick time check.

15 MR. DAWSON: Yes.

16 MS. PELLMAN: We have four minutes and 12 seconds
17 remaining of the 90 minutes.

18 MR. DAWSON: Oh, okay. Thank you very much.

19 I noticed that you were -- you grew up in Grass
20 Valley. Your dad was Air Force. Was he stationed at
21 Beale?

22 MR. MURPHY: Yes, sir. I was born when Beale had
23 an actual hospital there.

24 MR. DAWSON: Okay. Do you feel that you still
25 have the sense of being a small town kid?

1 MR. MURPHY: Yeah, it comes up every now and
2 then, yeah.

3 MR. DAWSON: Well, I --

4 MR. MURPHY: Yeah, I love living in a city but --

5 MR. DAWSON: Yeah. No, I asked because some of
6 your responses sort of gave that sense. So, you do live in
7 the city now --

8 MR. MURPHY: Uh-hum.

9 MR. DAWSON: -- but that you grew up in a small
10 town. Is that a perspective that you can continue to
11 represent or appreciate if you were on the Commission?

12 MR. MURPHY: Oh, yeah. Yeah, I still have a lot
13 of connections to Nevada County and the Sierras, where I
14 worked for several years, for Plumas Bank. I grew up the
15 only kid -- I was the first kid on the bus in the morning
16 and the last kid on, off the bus in the afternoon. It is
17 one of my favorite places in the world, the California
18 foothills. I like spending my free time there. I think
19 that I am fortunate in that I have been able to live both
20 as a child and as an adult, I've owned -- I purchased my
21 family ranch in 2000 and owned it for a dozen years. It
22 just happened to come back on the market. And moved from
23 San Francisco back out to the Yuba River. So, I've
24 experienced rural living as an adult and as a child.

25 And I love living in the city. Yeah, I think I'm

1 able to speak to being from and then living in a rural
2 community in California.

3 MR. DAWSON: All right, thank you. No further
4 questions.

5 CHAIR BELNAP: I don't have any follow-up
6 questions.

7 Mr. Coe?

8 VICE CHAIR COE: No follow-up questions.

9 CHAIR BELNAP: Ms. Dickison?

10 PANEL MEMBER DICKISON: No follow-up questions.

11 CHAIR BELNAP: Thank you.

12 MR. DAWSON: Madam Secretary, how much time is
13 left in the 90?

14 MS. PELLMAN: Two minutes.

15 MR. DAWSON: Mr. Murphy, with the two minutes
16 remaining, I'd like to offer you the opportunity to make
17 some closing statements to the Panel, if you wish.

18 MR. MURPHY: Thank you. I will be brief in light
19 of the time. Much like they'll say at an awards show, it's
20 an honor to be nominated. I am overjoyed to get to this
21 stage. I love my state. I love everything, almost
22 everything about California. Thank you for all of you for
23 putting in the significant amount of time that you are in
24 making a decision.

25 If I am not one of the ones that are forwarded to

1 the Legislature, I'm really thrilled that I got to go
2 through this experience. You know, everybody's got to
3 stretch their wings and this is a great opportunity for me.
4 And I can't wait to see who comprises the committee. I'm
5 just excited for California, it's a great place to live.
6 And I think being able to participate in continuing our
7 state's leadership in the nation and the world is pretty
8 cool. That's all I have to say.

9 CHAIR BELNAP: All right, thank you, Mr. Murphy.

10 So, as I mentioned earlier in this part of our
11 meeting, we don't have a 3:00 o'clock meeting, so this is
12 going to be the last interview of the day. We're going to
13 pick up this meeting tomorrow morning at 8:59 a.m.

14 (Thereupon, the Applicant Review Panel meeting
15 recessed at 2:44 p.m.)

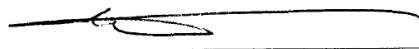
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