

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

In the matter of

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

621 Capitol Mall, 10<sup>th</sup> Floor  
Sacramento, CA 95814  
And Remote by Zoom

MONDAY, APRIL 20, 2020  
8:59 A.M.

Reported by:  
Peter Petty

## APPEARANCES

Members Present

Angela Dickison, Chair

Ben Belnap, Vice Chair

Ryan Coe, Panel Member

Staff Present

Christopher Dawson, Panel Counsel

Shauna Pellman, Auditor Specialist II

Candidates

Laura Gomez

Zena Greenspan

Tam Tran

Sara Sadhwani

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

2 8:59 a.m.

3 CHAIR DICKISON: Seeing that everybody is in  
4 attendance, calling the Application Review Panel meeting  
5 back to order. It being 8:59 on Monday morning.

6 Before we get started, I would like to remind  
7 everybody to silence your cell phones. Restrooms for those  
8 in the room are in the hallway to the left. And in the  
9 case of emergency for anybody in the room, just follow the  
10 instructions of CSA staff.

11 This morning I would like to welcome Dr. Gonzales  
12 (sic), Laura Gonzales -- Gomez. I'm sorry. I apologize.  
13 Welcome.

14 MR. DAWSON: Did we lose her?

15 CHAIR DICKISON: Did we lose Ms. Gomez?

16 DR. GOMEZ: No, I'm here. Thank you very much.

17 CHAIR DICKISON: Okay.

18 DR. GOMEZ: I just wasn't sure I was supposed to  
19 speak out loud. I'm here.

20 CHAIR DICKISON: Okay.

21 DR. GOMEZ: And Gonzales is my mother's last name,  
22 so, you know, all in good, good fun.

23 CHAIR DICKISON: Thank you. So I'm going to turn  
24 it right over to Mr. Dawson for -- to do the five standard  
25 questions.

1 MR. DAWSON: Thank you, Madam Chair.

2 Dr. Gomez, I'm going to ask you five standard  
3 questions that the Applicant Review Panel has asked each  
4 applicant to respond to. Are you ready, ma'am?

5 DR. GOMEZ: Yes, I am.

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

13 DR. GOMEZ: Thank you very much, Counsel Dawson.  
14 And I just want to say good morning to everyone, and thank  
15 you very much for the work you're doing to make the 2020  
16 Commission a reality. It's been really heartening to watch  
17 many of the interviews, and just see your dedication as  
18 public servants. I really, really appreciate that.

19 So, I agree wholeheartedly with the Voters FIRST  
20 regulations and the characteristics of Commissioners that  
21 they demand. And so those really fall into three  
22 categories. The Commissioner's commitment to the  
23 demographic and geographic diversity of California. The  
24 analytical skills necessary to do this complex job, and  
25 then third, impartiality. So I'm going to talk about each

1 of those in turn, and what I bring to the table as a  
2 applicant.

3           The first is my appreciation for diversity. And  
4 here, I want to start from a personal perspective, which  
5 is, in terms of my own identity as a woman, as a woman of  
6 color, a Mexican American woman. I have experienced  
7 discrimination throughout my life in ways small and large.  
8 And so I have that kind of internalized experience of  
9 diversity as a person of color. But diversity is more than  
10 discrimination for me.

11           I've also been fortunate, but since my college  
12 years and into graduate school, I have been very active in  
13 terms of having an affirming and leadership role in  
14 multicultural and student-of-color organizations, and  
15 founding organizations such as, at Stanford the Coalition  
16 for Diversified Faculty, where we organized to hire -- to  
17 pressure the law school to hire the first Asian American  
18 and the first openly gay professor.

19           And into my career, in 2000, so 20 years ago, at  
20 UCLA, right after I got tenure, I founded -- I led the  
21 faculty's creation of the Critical Race Studies program.  
22 And in that program I have done a host of -- and I'm the  
23 faculty director for that program right now. And I've done  
24 a -- excuse me. I've done a host of events, from hosting  
25 panels on immigration law and policy, to doing right now,

1 we're in active recruitment of minority students for the  
2 coming fall. And so a whole range of activities there.

3 I have also in my professional career, I've  
4 basically been a champion for diversity and for training on  
5 diversity issues. And this has included things as diverse  
6 as, I conducted a training on institutional racism for  
7 superior court judges in California. I wrote the job  
8 description for UCLA's first ever diversity officer, which  
9 then mandated implicit bias training for all hiring  
10 committees across the university. I teach about issues of  
11 racial injustice in some of my classes. And in that  
12 context have mastered the art of leading students in what  
13 is sometimes heart-wrenching conversation about racism and  
14 racial injustice. And in all these, in all these ways I  
15 have -- I live and breathe diversity. And one recognition  
16 of that was in 2011, Hispanic Business Magazine named me  
17 one of the nation's top 100 most influential persons on  
18 diversity topics.

19 Moving on to analytical skills. I divide the  
20 analytical skills that are ideal, and even some would say I  
21 think necessary for the Commission, into three categories.  
22 Number one, communication skills. Number two, skills  
23 related to reading and interpreting social science data.  
24 And, number three, skills relating to reading and  
25 interpreting and engaging legal documents. So let me talk

1 about each of those briefly.

2 Over the past 30 years I have worked in two out  
3 of three branches of the Federal Government, for the U.S.  
4 Senate and for the Ninth Circuit Court of Appeals, where I  
5 was a clerk to Judge Dorothy W. Nelson. I have taught at  
6 two public universities, and in these jobs I have amassed  
7 extensive public speaking experience. It is speaking to  
8 small seminars, speaking to classes of 80. I'm teaching  
9 this semester one of each of that size. I have given  
10 probably hundreds of speeches at conferences and  
11 conventions.

12 And I'm also highly skilled in written  
13 communication. I've published many articles, and also four  
14 books. And so, I think that my ability to communicate to  
15 the public and communicate to my fellow Commissioners and  
16 communicate to the staff of the Commission are very, very  
17 strong.

18 And I should say here that it's not only  
19 communication to people who have a college degree and who  
20 are, you know, in law school. I am able to communicate  
21 appropriately in the context and adjust my language and  
22 avoid jargon and connect with people in a wide range of  
23 settings. And, in fact, when I was on my last two book  
24 tours I did a lot of community forums. And in those  
25 context I dealt with everyday people asking questions and,



1 you know, telling me their backgrounds and their feelings.

2 Now, the second part of the analytical skills is  
3 reading and interpreting social science data. I am at ease  
4 with reading and explaining multiple types of data, whether  
5 it's systematic social science data or anecdotal evidence,  
6 quantitative data or qualitative data. As a PhD student in  
7 sociology at Stanford I was required to excel at three  
8 quantitative analysis courses. And so, even though I don't  
9 do quantitative analysis in my own research, I am very  
10 familiar with that research and not intimidated by it, and  
11 also able to translate it to others.

12 And I have, finally, specific experience writing  
13 and utilizing Census data in my research. And I think it's  
14 fair to say that I'm one of the nation's experts on Latinos  
15 and the U.S. Census in the country.

16 And moving on to the third and final category of  
17 analytic skills, that would be reading and interpreting  
18 legal documents. Of course, Commissioners have to read and  
19 interpret all manner of legal documents, constitutional  
20 provisions, both the State and Federal Constitution, State  
21 and Federal statutes and regulations. I -- as a law  
22 professor, I have taught constitutional law, criminal law  
23 and civil procedure. This is quite a wide range of  
24 courses, and it shows my ability to engage all of those  
25 different kinds of legal documents.

1           One of the things that I think I can help the  
2 Commission do is translate from the lawyers, the counsel,  
3 for the Commission. Just as you have counsel for your  
4 Panel, the Commission will have its legal team. And, also,  
5 the outside counsel that we might hire, we probably will  
6 hire as a Commission. And third, any legal teams that come  
7 to the Commission from outside during the mapping process,  
8 but also during the litigation afterwards, which, as you  
9 know, is very likely in these cases no matter what kind of  
10 recommendation there is.

11           Finally, I want to talk about impartiality.  
12 Impartiality is defined in the Voters FIRST regulations as,  
13 quote, "the capacity and willingness to set aside her  
14 personal views, personal interests and biases." It's  
15 similar, this particular phrasing is similar to the kind of  
16 impartiality that we demand from jurors. We don't expect  
17 the juror to be a clean slate, without any life experience  
18 or opinions, and neither do we expect that from  
19 Commissioners. We know people have strong opinions. And  
20 the question is, can people put those opinions aside, when  
21 necessary, to reach consensus, to reach a common objective?

22           I do have strong views, but I have many times shown  
23 my ability -- shown the ability to put aside my views to  
24 reach that larger goal, that common goal. And I'm going to  
25 give you just one example, and I will talk about a few

1 later in the interview I'm sure.

2           The one example is when I was selected to be on a  
3 jury for a very challenging criminal case. The case  
4 involved a accusation of forcible rape by a homeless man  
5 against a homeless woman, and both of them were living on  
6 skid row in Los Angeles. And it was a quite, quite  
7 difficult case in terms of the testimony, in terms of the  
8 evidence.

9           I was elected foreperson by my fellow jurors. And  
10 this was, this was not, not a natural -- you know, this  
11 was, it was a challenging point for me because I have -- I  
12 had strong views pulling me in two different directions.  
13 On the one hand, I am a strong advocate of the rights of  
14 criminal defendants. But on the other hand, I am a strong  
15 advocate of victims of sexual assault crimes. And so, I  
16 felt quite strongly about the case, although I didn't, you  
17 know, I didn't know how I was going to perceive the  
18 evidence. My hope was that we could avoid a hung jury.

19           And that's because when you think about a trial, which,  
20 by the way, happens in fewer than five-percent of all  
21 criminal cases across the nation in state courts and  
22 federal court. And you think about all the resources, all  
23 the public resources that have gone into that trial,  
24 through the police resources and the prosecutorial  
25 resources, the court resources, we have a court reporter

1 here today, and it's just a huge, huge commitment of  
2 resources, and if it's possible, you want to reach a  
3 verdict.

4           And I, as foreperson, I saw it as my duty to keep  
5 bringing us back to the goal of reaching a verdict,  
6 reaching consensus, even though when we started out, we had  
7 the extremes represented among that, those 12 people. And  
8 then I kept also bringing us back to the law. What does --  
9 what did those jury instructions that define forcible rape,  
10 what did they tell us, and how could we look for those  
11 elements of the crime, and decide if they were or were not  
12 met, if the prosecutor had met their burden of proof. And  
13 in the end we were able to reach a verdict of guilty, and  
14 we found out afterwards that the defendant had been -- he  
15 had engaged in a pattern of rapes, even though we weren't  
16 able to see that evidence in the case.

17           So, that is, I know it was a long-winded answer,  
18 Counsel Dawson, but I hope a thorough answer to the first  
19 question.

20           MR. DAWSON: Thank you.

21           Madam Secretary, may I have time check, please?

22           MS. PELLMAN: Yes. Fourteen minutes and 50 seconds  
23 remaining.

24           MR. DAWSON: Thank you.

25           Question two. Work on the Commission requires

1 members of different political backgrounds to work  
2 together. Since the 2010 Commission was selected and  
3 formed, the American political conversation has become  
4 increasingly polarized, whether in the press, on social  
5 media, and even in our own families. What characteristics  
6 do you possess and what characteristics should your fellow  
7 Commissioners possess that will protect against  
8 hyperpartisanship? What will you do to ensure that the  
9 work of the Commission is not seen as polarized or  
10 hyperpartisan and avoid perceptions of political bias and  
11 conflict?

12 DR. GOMEZ: This is a really important question.  
13 To me, it's a question about legitimacy. How does the  
14 Commission as a whole, and each Commissioner, conduct  
15 themselves in order to give Californians confidence in the  
16 Commission's redistricting maps? To begin with, I think we  
17 follow the excellent model of the 2010 Commission. They  
18 held 34 meetings in 32 different locations across the  
19 State. And because these meetings were conducted mostly in  
20 the evening, they received comments or in-person comments,  
21 written comments or in-person comments from 27,000  
22 Californians during the process. Public opinion polls  
23 showed that there was great confidence in the Commission  
24 after its work. And so I think it's critical that the  
25 Commission conduct itself and each Commissioner conduct

1 herself in a way that enhances and ensures that, that  
2 legitimacy and that public confidence. It's critical that  
3 the Commission be committed to hearing from the public,  
4 especially from two categories of people. Those with whom  
5 we disagree, right. So those who have different views than  
6 I do, I really want to hear from those people.

7           And, number two, those people who are typically  
8 disenfranchised from the process. Sometimes from the  
9 process of voting, other times from the political process  
10 more generally. And that includes the very poorest  
11 Californians, I think those who are living on the street,  
12 those who are undocumented, and we need to be very  
13 deliberate in that regard about where we hold public  
14 meetings and what kind of social media and other media  
15 outreach the Commission has.

16           Finally, I think the Commission sends a message  
17 with the makeup and -- with the makeup of the Commission.  
18 And so, the 2020 Commission needs to be a Commission that  
19 looks like California, and that comes from the places that  
20 Californians come from. And I think that those aspects  
21 will help dampen those concerns about partisanship.

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

1 DR. GOMEZ: The biggest problem will be I think a  
2 massive undercount. As you know, the Constitution  
3 specifies that all persons in the United States shall be  
4 counted. Historically this was not the case, right.  
5 African Americans, because they were slaves, were counted  
6 as three-fifths of a person, and Native Americans at the  
7 time of the founding were not counted at all. But since  
8 the Civil War amendments, we are mandated under the  
9 Constitution, the Census is mandated to count all persons  
10 in the country.

11 Even in the best of times, California's 40,000,000  
12 residents, almost 40,000,000, just short of 40,000,000  
13 residents, have high -- include a high number of people who  
14 are likely and historically undercounted. This includes  
15 racial minorities, includes immigrants, documented and  
16 undocumented, and it includes people who are renters,  
17 right. So those are populations that are systematically  
18 undercounted. We know that from past data.

19 An addition in this year, we have two additional  
20 concerns that I think, unfortunately, probably will lead to  
21 a bigger undercount than usual. One is the controversy  
22 this past year over the administration's request to include  
23 a question about citizenship on the Census. Ultimately,  
24 the Supreme Court blocked the Trump Administration from  
25 including that question, but it's likely that that

1 conversation dampened enthusiasm and will dampen support  
2 not only from heads of household who are undocumented, but  
3 also from what we call mixed legal status families, right.  
4 Families where there's an undocumented person, but where  
5 there's other citizens.

6 And, for example, one framework is, there's one  
7 undocumented person, one U.S. citizen person, and all the  
8 children are U.S. citizens. Those types of families are in  
9 the nation, that's 17,000,000 people nationwide, and  
10 California has the largest proportion of any state of that  
11 population. So, there's likely to be an undercount.

12 And, finally, there's likely to be an undercount  
13 for the reason that we are here meeting the way that we are  
14 today, which is because of the Covid-19 virus, right. So,  
15 we don't know exactly how that is going to affect things,  
16 but experts are predicting that that will lead to an  
17 undercount.

18 So, that raises the question I think for the  
19 Commission for 2020 of, how, if at all, the Commission can  
20 fill in the gaps that may exist from the Census undercount.  
21 And so there's going to be, having to be I think really  
22 challenging conversations among the Commissioners and with  
23 the staff of the Commission about what kinds of data might  
24 be able to substitute in, looking at protections from 2010,  
25 looking at the American Community Survey from 2018, looking



1 at state and county data on some of those really hard-to-  
2 count populations and those kinds of things.

3 MR. DAWSON: Thank you.

4 Madam Secretary, time check, please.

5 MS. PELLMAN: Yes. Seven minutes, 35 seconds  
6 remaining.

7 MR. DAWSON: All right. Thank you.

8 Question four. If you are selected you will be one  
9 of 14 Members of the Commission, which is charged with  
10 working together to create maps of the new districts.

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

17 DR. GOMEZ: I will give the example of a UCLA law  
18 school hiring committee that I chaired a few years ago.  
19 And it's necessary for me to give a little background,  
20 although I'm mindful of the time. But the -- as you know,  
21 the master plan for higher education in California has  
22 three tiers, right. It has the community college system,  
23 it has the Cal State system, and it has the University of  
24 California system. The University of California system is  
25 a research, they're research universities. And so as

1 faculty members our time is divided into three buckets,  
2 teaching, scholarship, which is supposed to be the biggest  
3 bucket, and service.

4           And so for that year that I was chairing that  
5 commission, I had a reduction in my teaching load so that I  
6 could take on this big job. And we went from thousands of  
7 applicants down to 12 finalists. We had a committee of  
8 five people, and we were -- our audience was, if you will,  
9 the 60 tenured, and tenure-track faculty members who would  
10 be voting on the final list.

11           And so we had the same -- it was kind of a mirror  
12 image of what the Commission is, right, but in miniature,  
13 because we had to have legitimacy at every stage of our  
14 decision making. We had to be able to justify to the  
15 faculty how we got from those thousands down to the, I  
16 think it was 45 that we interviewed in mini interviews at a  
17 site off campus, and then how we were getting down to those  
18 12 that we were inviting to campus.

19           And so we had to, we had to be scrupulous in the  
20 process. We had to be communicative and transparent in how  
21 we were conducting the process. And we had to also be --  
22 there's always a sense. It just turned that when we were  
23 doing this process in 2013, because of the great recession  
24 there had been a little bit of a dampening or hiring  
25 freeze. And so, we had a lot of pent up demand, and we had

1 people in corporate law who wanted to make hires and people  
2 in constitutional law who wanted to make hires, right. And  
3 we needed to kind of be sensitive to all of those concerns,  
4 but also getting the most excellent candidates. And I was  
5 just really determined that we were going to be able to do  
6 this in a way that was, in a sense, nonpartisan. You know,  
7 not just the common law people wanting to get their people.  
8 And in the end we were able to make offers to five of the  
9 12 finalists, and we yielded three of them. And those  
10 three are now tenured members of the UCLA law faculty.

11 MR. DAWSON: Thank you.

12 MS. PELLMAN: We have four minutes remaining.

13 MR. DAWSON: Thank you.

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

25 DR. GOMEZ: Thank you. I am 54 years old, and I

1 have lived 28 of my 54 years in California. I lived  
2 through both the Loma Prieta and the Northridge earthquakes  
3 in Northern and Southern California. I have lived in L.A.  
4 County. I have lived as far east as Pasadena, as far south  
5 as the Fairfax district. I live in Brentwood right now. I  
6 also know California because over the course of my life  
7 I've spent a great deal of time here. Even when I was  
8 growing up in New Mexico, I had aunts who had migrated to  
9 California in the 50's and 60's for work, and so we would  
10 visit their families.

11 My best friend from Stanford grew up in Calexico.  
12 The first Latina judge in San Luis Obispo is a dear friend  
13 of mine and a mentor. And I have spent much time visiting  
14 friends and relatives, including my oldest living great  
15 aunt who lives in Sacramento. Friends in Napa and Sonoma  
16 Counties, and relatives and friends in Riverside and San  
17 Bernardino Counties.

18 In addition, I have mentored thousands of students  
19 over the course of my career, and they include students  
20 from all over California, and, in fact, all over the  
21 nation. But they have included California legislators who  
22 were from the Central Valley, San Gabriel Valley and from  
23 San Diego, including the late Marco Firebaugh from  
24 Firebaugh California, who wrote AB 540, the state law that  
25 first provided in-state tuition to dreamers. They include

1 several students who have gone on to be superior court  
2 judges in both Northern and Southern California. And they  
3 include leaders in private practice and in public interest  
4 practice in Northern California and Southern California and  
5 in the Central Valley.

6 And I would also, I guess I would also like to say  
7 -- sorry. Hold on one second. There's something that I  
8 wanted to -- and I would also like to say that I have made  
9 a very concerted effort over the course of my career to  
10 seek out students and friends who have different views than  
11 my own.

12 MS. PELLMAN: One minute remaining.

13 DR. GOMEZ: And these include my student, Jon Kang,  
14 whose letter of recommendation you have in the file, as  
15 well as a range of students who are similarly quite  
16 different from myself. Thank you.

17 MR. DAWSON: Thank you. We'll now go to Panel  
18 questions. Each Panel Member will have 20 minutes to ask  
19 his or her questions. We'll start with the Chair, Ms.  
20 Dickison.

21 CHAIR DICKISON: Good morning, Dr. Gomez. Thank  
22 you for meeting with us today.

23 DR. GOMEZ: Good morning. Thank you.

24 CHAIR DICKISON: So, I wanted to start my  
25 questions. In your application you discuss how voting has

1 been close to sacred for your family, starting with your  
2 parents, because your grandparents did not vote, is that  
3 correct?

4 DR. GOMEZ: Well, I'm assuming they did not. I  
5 don't really know, but I'm kind of guessing. It's not  
6 because they couldn't have voted, but they were, they were  
7 citizens, but.

8 CHAIR DICKISON: Okay. What led your parents to  
9 instill the importance in voting to you, and how did that  
10 shape your views on participation in government through  
11 voting?

12 DR. GOMEZ: Thank you for that question, Ms.  
13 Dickison. I really appreciate it, and I think my parents  
14 are probably watching by, you know, remotely from  
15 Albuquerque. So I know they're probably excited to hear  
16 this question, too.

17 My parents both were born into very poor families  
18 in Roswell, New Mexico. And both of them were actually  
19 the first people to graduate, and my dad the only of his  
20 siblings to graduate from high school, and he was the  
21 youngest. And they achieved tremendous educational goals  
22 later on coming from that background. But I think that --  
23 I guess I -- I think that where they got their political  
24 interest was, you know, my father, who went to college  
25 after I was born, I think he got kind of energized in the

1 war on poverty era, and then the Civil Rights Movement.

2 And I think I mention in my application that he lived in  
3 Berkeley for two years while he was a graduate student.  
4 And Berkeley was like, you know, that was like the center  
5 of the world for the free speech movement and the anti-war  
6 movement, right. And so, I think that they got very caught  
7 up in those, in those moments, which were ultimately I  
8 think very optimistic moments in politics, where people  
9 were feeling like they could change the world. And for my  
10 parents, a lot of that energy was also around curing the  
11 injustices that Mexican Americans and other people of color  
12 had experienced. And so, that was a really big part of my  
13 brother and my upbringing as well.

14 CHAIR DICKISON: Thank you. So you also say in  
15 your application that your 27 years as a teacher and  
16 scholar of law uniquely prepare you for the challenges of  
17 serving as a Commissioner. How has this uniquely prepared  
18 you, and what challenges do you anticipate in serving as a  
19 Commissioner?

20 DR. GOMEZ: So, I would say that the -- what I call  
21 the unique preparation, it comes from, in part, being a  
22 teacher of law students. Because I'm not a practicing  
23 lawyer. I don't go out and represent people, clients,  
24 right. I don't have like a practice on the side. What I  
25 do is I train students in how to think about the law. And

1 sort of the way that I think of it is, when we are, we are  
2 taking baby law students, new law students, we are teaching  
3 them a new language. And it's like going to boot camp,  
4 right, first year of law school.

5           And so you're teaching them like this way into a  
6 new world. And it's almost like you're their translator.  
7 You're the guide into this world. And so you do a lot of,  
8 a lot of kind of intercultural communication in a way,  
9 right, because you're teaching these principals, which  
10 sometimes are quite intuitive to students, but often times  
11 are not so intuitive. So I think that that is actually  
12 very helpful from when -- for thinking about what the  
13 Commission does.

14           In terms of what will be a challenge, I think that,  
15 I think being in a -- being under the public microscope,  
16 because, obviously, the Commission is subject to open  
17 meetings, that is a different kind of public accountability  
18 than I have ever had to have. So I think that will be a  
19 new thing. I don't think it will be challenging because I  
20 am someone who's always tried to live my life with  
21 integrity and openness. But it will be something that will  
22 be very different from, you know, I'm in my classroom.  
23 Okay. Right now, you know, I'm just in front of the screen  
24 teaching my students. But I'm, you know, in my classroom,  
25 and we're kind of in the ivory tower in this bubble. And



1 so that will be a little different kind of accountability,  
2 but it's one that I look forward to.

3 CHAIR DICKISON: In your impartiality essay you  
4 discuss the ability to present both sides of an argument in  
5 your class setting. And then you also discuss reaching  
6 consensus in group decision making. Could you provide  
7 another example of a time when you had to set aside your  
8 own views when making a decision?

9 DR. GOMEZ: Yes. Thank you very much for that  
10 question. So, the example I will give is, when I was  
11 president of a association of faculty members from across  
12 the nation and across the world, the Law and Society  
13 Association.

14 So, I was president and we had contracted to have  
15 our 2011 meeting in San Francisco at the St. Francis Hotel  
16 in Union Square. And these hotel contracts, as you may  
17 know, they get made years in advance. And so, you're  
18 obligated, right. The hotel's obligated, the organization  
19 is obligated to have their convention there. And then  
20 about eight months before, we got word that there was a  
21 strike of hotel workers.

22 And so we faced a very challenging situation. You  
23 know, we didn't know what the future was going to bring,  
24 but it was entirely possible that the strike was still  
25 going to be going on. And from my perspective, I felt like

1 many people in the organization would just boycott the  
2 conference, rather than go. And so that was going to  
3 affect not only our morale, our ability to keep people  
4 invested in the organization and our bottom line, because  
5 they weren't going to be attending the conference.

6           So I had to -- so that was my initial position, and  
7 I had to decide how to make the decision. I convened a  
8 working committee to advise me, consisting of the executive  
9 director and two past presidents. And, you know when we  
10 got to a conversation and we had all the issues we  
11 presented, and it turns out that out of those four, I was  
12 the only one who wanted to leave the hotel, and sort of  
13 take the hit that way and find another hotel. The others  
14 wanted to stick it up. And the reason for that was because  
15 we were going to lose \$250,000 from the contract, from the  
16 hotel contract.

17           And instead of kind of going my way, you know, I  
18 said, okay, this is what these people whose opinions I  
19 really value think. Let's make this work, right. And so  
20 what that involved is me setting up a, kind of a mitigation  
21 taskforce on labor, which in the end meant that in the  
22 future we never negotiated any contracts that didn't have a  
23 labor clause, a labor unrest clause. And that we had a  
24 obligation to hold our conferences at unionized hotels.  
25 And it meant just having a lot of communication with the

1 membership. And fortunately, about six weeks before the  
2 conference was to take place, the labor organizers settled  
3 with the hotel management.

4 But I think that's an example that shows, you know,  
5 it shows my commitment to kind of transparency and  
6 communication as some of the hallmarks of just getting  
7 through a trying situation, and a situation where, you  
8 know, I didn't say, my way or the highway. You know, I  
9 wanted to work with others to reach an outcome that was  
10 good for the organization.

11 Ms. Dickison, I think you're muted.

12 CHAIR DICKISON: Thank you. So one of --

13 DR. GOMEZ: This happens to me with my students all  
14 the time.

15 CHAIR DICKISON: -- so one of the important things  
16 that the Commission's going to need to do is identify  
17 communities of interest throughout the State. What methods  
18 do you think the Commission should use in identifying these  
19 communities of interest?

20 DR. GOMEZ: Thank you. So a community of interest  
21 is defined in the Voters FIRST regulations as, quote, "a  
22 contiguous population that shares common social and  
23 economic interest, and that should be included within a  
24 single district for purposes of its effective and fair  
25 political representation."

1           So, I think of communities of interest then as a  
2 kind of opposite notion of gerrymandering. Or maybe it's  
3 not quite opposite, right, because gerrymandering relies on  
4 communities of interest, too, the concept of communities of  
5 interest, but what gerrymandering does is it splits them  
6 up, right. It says, here we have a community of interest.  
7 Well, we're going to put them in this district and this  
8 district, so they can't, you know, elect the person of  
9 their choice, right. And so, this idea is really critical,  
10 which is why, of course, it appears in the regulations.

11           But a community of interest is, it's at once a, you  
12 know, a group, a community, right, even if not a kind of  
13 formal organization, it's a group that defines itself in  
14 terms of maybe their socioeconomic status. Race and  
15 ethnicity also play heavily into this because we tend to  
16 live in segregated neighborhoods, right, most people. You  
17 know, you think about the distinctions between sort of an  
18 urban area and a suburban area and a rural area, and that  
19 can play into it. And I think that -- so there's a  
20 similarity, right. The group is linked because of these  
21 things that they share, but the community of interest is  
22 not monolithic, right, it also has its internal  
23 differences.

24           And so, for example, when we think about Latinos as  
25 a community of interest in Los Angeles County, that

1 actually means a lot of different subcommunities. For  
2 example, there's a large community of immigrants from  
3 Central America and Southern Mexico who've come to U.S. in  
4 the last 20 years who are of indigenous descent, and whose  
5 first language is an indigenous language, not Spanish,  
6 right. And so they speak Spanish as a second language and  
7 they speak English as a second language.

8           And there are the national origin diversity within  
9 the population, right. Mexican Americans tend to dominate  
10 a lot of the conversation because we're a much larger  
11 proportion of Latino population, but we're also a much  
12 older proportion of the population. And we're concentrated  
13 in certain areas in L.A., like East L.A., but Central  
14 Americans tend to be more concentrated in Central L.A. or  
15 South L.A. County, right. And so you find these kinds of  
16 differences.

17           And I think the Commission is going to have to be  
18 very sensitive to, again, using different kinds of media to  
19 do outreach, and thinking about how we can draw in people  
20 who speak different languages and who come from different  
21 backgrounds to get their impact. And each of these  
22 different Latino groups has different rates of  
23 naturalization, right, but they all have some naturalized  
24 members. And we should be thinking about, if possible, how  
25 to keep those communities of interest together. How not to

1 divide them.

2 MS. PELLMAN: We have five minutes, seven seconds  
3 remaining.

4 CHAIR DICKISON: Thank you.

5 All right. So, you talked in your application  
6 about that you've written two books about Latinos. And  
7 that every community of interest in California's important,  
8 but Latinos are such a large portion, and because they're  
9 on average much younger than others, they must be protected  
10 from discrimination. California's future depends on it.  
11 What steps will you take to ensure when you are making  
12 decisions on redistricting, should you be selected, that  
13 your decisions are fair to all communities of interest?

14 DR. GOMEZ: Well, I think that that's incredibly  
15 important. That's the, I think the reason that in 2008  
16 voters voted for Prop 11 and created the Voters FIRST Act,  
17 and amended the Constitution to implement the Commission,  
18 and then added the congressional redistricting in 2010.  
19 The reason is that voters thought that this would be a fair  
20 way to draw legislative lines.

21 I guess I start with the demographics of  
22 California. Between the last formation of the last  
23 Commission and today, Latinos have actually become a  
24 plurality of the State. They passed a couple years ago,  
25 Latinos passed White Californians as the population, the

1 biggest population, so 39-percent of the State. And, of  
2 course, in many counties it's considerably more than 39-  
3 percent. But the fact that Whites are, I think it's 37-  
4 percent, and Latinos are 39-percent, that doesn't mean that  
5 all those other communities are not important, right.

6 So, Native American communities who are particularly --  
7 I think it's particularly challenging to make sure that  
8 they're protected as a community of interest, because  
9 you've got Native Americans who might be geographically  
10 concentrated, but then you have urban Indians, which is  
11 most of the Native American population in California. And  
12 so, making sure that you have a way to reach those less  
13 obvious minority groups is really important.

14 Asian Americans are a very complex group. Often  
15 times they're painted with a broad brush, as Asian  
16 Americans are doing so well, right, but that belies the  
17 national origin differences that you see. And, in fact,  
18 Asian American groups from Southeast Asia are among the  
19 poorest in the State, right. And so you really see, you  
20 really see different patterns, and it's important I think  
21 to be sensitive to all of those.

22 So, I can certainly say that my greatest knowledge  
23 base is with respect to thinking about Latinos, and  
24 although I am far from knowledgable about everything to do  
25 with Latinos in all different, you know, groups, right,

1 because like I said before, it's not monolithic. But I  
2 have a genuine curiosity and some knowledge about all other  
3 groups as well. And so, you know, it would be -- if I am  
4 lucky enough to be selected to serve, I will do everything  
5 in my power to make sure that we are fair to all  
6 communities of interest.

7 CHAIR DICKISON: Thank you.

8 DR. GOMEZ: You're welcome.

9 MS. PELLMAN: We have just one minute remaining.

10 CHAIR DICKISON: Okay. So I have no further  
11 questions at this time, so I'm going to turn it over to Mr.  
12 Belnap for his questions.

13 VICE CHAIR BELNAP: Good morning, Ms. Gomez.

14 DR. GOMEZ: Good morning.

15 VICE CHAIR BELNAP: In your application, you  
16 indicate that you traveled throughout California for your  
17 dissertation study. Please describe you dissertation study  
18 and also summarize these travels, and share an experience  
19 you had in these travels that increased your understanding  
20 of and appreciation for California's diversity.

21 DR. GOMEZ: Thank you very much for that question.  
22 You know, in my dissertation was -- let's see, the research  
23 I did in 19 -- the early 1990's, and, in particular, the  
24 1993-94 academic year, and then it was published as a book  
25 in 1997. So it is reaching back a ways for me, but I was



1 actually thinking about this last night. I was thinking  
2 about the different places in the State that drove to, and  
3 it was kind of a adventure.

4 So, there were two parts of my study. One part of  
5 the study was focused on legislators --

6 VICE CHAIR BELNAP: Well, I don't find --

7 DR. GOMEZ: -- looking at the, how legislators  
8 decide to approach a social problem as one that warrants a  
9 public health effort, versus one that merits  
10 criminalization.

11 And so I spent a lot of time in Sacramento doing  
12 those interviews with legislators and with legislative  
13 staff and with lobbyists. And then the other part of my  
14 study was looking at prosecutors across the State. And how  
15 were elected district attorneys dealing with the issue of  
16 drug-addicted, pregnant women, and were they criminalizing  
17 these women, which was a trend that was happening at the  
18 time in the U.S. South, right, and I was just curious. We  
19 didn't know. We didn't really know what was happening on  
20 the ground in California. No one had ever done a study  
21 beyond, say, a newspaper article looking at one particular  
22 county.

23 And so what I did is I designed a study which took  
24 an epidemiological report on the prevalence of drug-addicted  
25 pregnancy at the time and -- in California, and I followed

1 -- I looked at those counties. I said, those are going to  
2 be my -- that was a random survey, and so it was a really  
3 good, rigorous study. I was going to be doing qualitative  
4 interviews, but I wanted to kind of have some randomness  
5 built in, so I went to those counties. And so, I will, you  
6 know, so I will tell you about Riverside County and my  
7 experience there. And you -- to remember, when I did the  
8 Riverside interviews I was actually living up in Northern  
9 California.

10           And so I came down and drove out to Riverside. And  
11 what was interesting to me -- I think I did Riverside and  
12 Los Angeles, either in the same day, Los Angeles County,  
13 either in the same or one day separated. And the  
14 differences could not have been dramatic between those two  
15 places, even though they were only about 50 miles apart,  
16 right.

17           So Los Angeles County, an urban county, they were  
18 not prosecuting any of these cases, prosecuting the women  
19 who were having -- oops. I think we lost, I think we lost  
20 somebody. I'll let you guys worry about that. They were,  
21 Los Angeles County was not prosecuting drug-addicted,  
22 pregnant women when they gave birth to drug-addicted  
23 babies. As a matter of policy, they thought that this was  
24 bad public health policy, but they also were kind of a  
25 system that was overwhelmed with other criminal justice

1 problems.

2           Now to go to Riverside, and what they were doing  
3 is, they were very aggressively prosecuting these women,  
4 even though there were many smaller number -- many fewer  
5 cases in Riverside County compared to L.A. County, they  
6 were really aggressive. And it had to do with the  
7 particular ethic, I think, of a rural county, and thinking  
8 that they had a public that wanted them to crack down on  
9 these cases, and it had to do some with the fact that there  
10 wasn't as much -- it wasn't an overloaded system for the  
11 Riverside DA, right, like he didn't have this backlog of  
12 cases in the courts and people filling the jails.

13           Okay. So I am finished, but I realize that we have  
14 lost Mr. Belnap. So, how should I proceed, Ms. Dickison?

15           MR. DAWSON: Madam Chair, if I could interrupt. It  
16 sounds like maybe we lost connection with the live stream.

17           CHAIR DICKISON: Okay.

18           MR. DAWSON: Those of us on this meeting in Zoom  
19 were not on the live stream and --

20           CHAIR DICKISON: Maybe --

21           MR. DAWSON: -- the people in the room are, but we  
22 aren't, so we need to pause.

23           CHAIR DICKISON: Okay. Yeah.

24           DR. GOMEZ: Do we have a timer?

25           CHAIR DICKISON: Yeah. So --

1 MS. PELLMAN: Madam Chair, should I --

2 CHAIR DICKISON: Stop the clock, please.

3 MS. PELLMAN: Okay. Will do. And I recorded when  
4 we lost everything.

5 DR. GOMEZ: Perfect.

6 CHAIR DICKISON: Okay. Great. Thank you. Do you  
7 know what part of the question you last heard?

8 VICE CHAIR BELNAP: Yes. Ms. Gomez was beginning  
9 to describe an experience that -- I think my question was -  
10 - or describe an experience that increased her  
11 understanding or appreciation of California's diversity.  
12 So I think she was on the back end of her answer, already  
13 described the dissertation. Now was about to describe an  
14 experience, and that's where it cut off.

15 CHAIR DICKISON: Okay.

16 Madam Secretary, can you set the clock back to that  
17 point and let her, let Ms. Gomez reiterate what she had  
18 said?

19 MS. PELLMAN: Yes. So that would leave us with 17  
20 minutes, five seconds on the clock.

21 CHAIR DICKISON: Okay.

22 DR. GOMEZ: Great. Thank you very much.

23 CHAIR DICKISON: Okay.

24 DR. GOMEZ: So, Mr. Belnap, so I was talking about  
25 my experience in two Southern California counties, and this

1 is when I was living in Northern California. Los Angeles  
2 County and Riverside County, even though these were -- only  
3 in terms of the interviews that I was conducting, it was  
4 only 50 miles or so apart, which, of course, was more in  
5 terms of drive time, but from -- in terms of the actual  
6 miles, it was really worlds apart, right.

7           So in Los Angeles, an urban county, the criminal  
8 justice system was so much busier. The district attorney  
9 was like, this doesn't even make the, you know, top hundred  
10 priorities that I have. And, furthermore, it's something  
11 that should be handled by public health, right. So that  
12 reflected a political orientation in part, but also just  
13 kind of a feeling overwhelmed in the system.

14           Whereas when I went to Riverside County and I was  
15 mentioning that this would have -- it might have been the  
16 same day or it would have been overnight at the most. But  
17 when I went there to interview the district attorney, the  
18 district attorney was very aggressively pursuing, in one  
19 case, a murder prosecution when a infant had died after  
20 birth and exposure to illegal drugs. And in other cases  
21 child endangerment child abuse charges against women. And  
22 it was just a completely, totally different approach in a  
23 community that was very spread out, as Riverside County is,  
24 it was also a different political orientation, right. Sort  
25 of the idea that our public wants us to go after and

1 prosecute these people.

2           And so, I think that it gives me a -- those  
3 interviews that I did, along with other experiences that  
4 I've had across the State of California, give me quite a -  
5 - they're humbling, right, because I realize that there's a  
6 great diversity with the State. And sometimes even side by  
7 side, counties that are side by side are very, very  
8 different. And this kind of goes back to the notion of  
9 communities of interest, but also vast economic differences  
10 in the State.

11           VICE CHAIR BELNAP: All right. Thank you. So how  
12 does a law professor like yourself have to exercise  
13 impartiality?

14           DR. GOMEZ: Well, I do it all the time actually in  
15 terms of the treatment of my students, right. So I go to  
16 great pains not to show favoritism to students express a  
17 particular point of view. And I spend a lot of time trying  
18 to get my students to articulate views that are different  
19 from mine, right.

20           And so, you're always kind of in that dance using  
21 the Socratic method in class, which is this dialogue that  
22 the professor has with, usually it's in terms of a  
23 particular student for a period of time, I'm having this  
24 dialogue with them, and I want them to be empowered to  
25 disagree with me, or to disagree with the judicial opinion

1 that we're studying for that day. And, so I think that  
2 that's, it's something that I'm very practiced in doing.

3 I was also, a couple of years ago, I had the  
4 opportunity to serve as Interim Dean of UCLA's largest  
5 academic unit, which is the Division of Social Sciences.  
6 It has 10,000 students and has 14 academic departments.  
7 And having 14 academic departments where you're a dean, you  
8 have 14 chairs then, department chairs, and it's kind of  
9 like having 14 children. Each one wants something special,  
10 and each one feels like you're treating the other one  
11 better than they're getting treated. And you have to be  
12 judicious in this. You have to be fair. And you have to  
13 be -- a tool that I use a lot is being transparent. Like  
14 saying, whether it's to my students or whether it's to the  
15 chairs, the department chairs, this is why I'm doing this.  
16 Or these are the constraints that I'm getting from my boss,  
17 the executive vice chancellor or the chancellor, and so  
18 here's the decisions that we have to make. Or for the  
19 students, you know, this is why we're studying this  
20 particular idea, even though I have students -- and I'll  
21 actually give you one more, one more little example here,  
22 is I had an experience last spring where I was teaching  
23 criminal law. I'm also teaching it this spring. But each  
24 class has kind of its own dynamic.

25 So this was a group of 80 students. They're

1 second-year law students now. And I was teaching sexual  
2 assault law. And I had both the conservative students very  
3 upset with me, because they thought I was biased in favor  
4 of stricter sexual assault laws, and that I was biased as a  
5 woman, as a feminist.

6           And then I had actually the more radical students  
7 were really upset with me, too. And this was actually  
8 feminist students who were upset with me because we were  
9 teaching -- they didn't want me to be teaching these cases  
10 by judges who were kind of outdated and who have outdated  
11 and even sexist views, right. And so, it was a very  
12 challenging moment, but I think at the end of the day, if I  
13 had the students on the extreme left and on the extreme  
14 right upset with me, probably I was doing something right.

15           VICE CHAIR BELNAP: All right. Thank you. So do  
16 you think the Commission should empower the citizens of  
17 California to disagree with its perspectives and initial  
18 decisions and, if so, how?

19           DR. GOMEZ: Well, absolutely. I think -- I guess,  
20 I mean I guess there's a timing thing there, Mr. Belnap,  
21 right, because certainly the citizens are -- and residents  
22 of California are empowered to disagree with the bottom  
23 line that we come to, the maps, and they're going to file  
24 lawsuits. We know that's a given, right. There were a  
25 couple of lawsuits, I think two or three last time, for



1 2010, and they were cases that were -- or rather the maps  
2 were upheld by the California Supreme Court, which has  
3 original and exclusive jurisdiction over lawsuits. So  
4 there's that mechanism. And I take it to mean that you're  
5 talking about something earlier in the process.

6           And how can we get -- you know, it's something I  
7 talked a little bit about earlier, is how can we get  
8 people, like I try to get those students who disagree with  
9 me, how can we get people who might have views that we  
10 don't hear, right, that we're not getting, to come to the  
11 meetings or to submit comments, right. That seems to me to  
12 be the critical thing. And I think that part of that is  
13 built into the design of the Commission because it's  
14 designed to have five Democrats and five Republicans and  
15 then four no-party preference, right, so there is some of  
16 that built into the mix, which I think is really important.

17           I think you guys have done a great job of winnowing  
18 from the thousands of supplemental applications people who  
19 come from -- you know, I looked at the different  
20 categories. People who come from all parts of the State  
21 geographically. And so, that helps, but you also just want  
22 to make sure you're holding meetings in places and reaching  
23 out in social media, so that people who might be most  
24 likely to disagree with you are feeling they have a voice  
25 in the process and they can participate.

1           VICE CHAIR BELNAP: Okay. Thank you. Please  
2 describe your familiarity with the legal criteria  
3 associated with voting rights and the work of the  
4 Commission.

5           DR. GOMEZ: Yes. Thank you for that. So, I, of  
6 course, in preparation for this interview, I did do some  
7 research on the voting -- Voters FIRST legislation and  
8 constitutional amendments and regulations. And, so I am  
9 familiar with that material just recently by having read  
10 that material. I'm much more familiar with voting -- the  
11 Voting Rights Act, the Federal Voting Rights Act, and to  
12 some extent, the State Voting Rights Act. And, of course,  
13 the maps, the redistricting has to be done in compliance  
14 with the Federal Voting Rights Act. And I have taught  
15 about the Voting Rights Act in my constitutional law  
16 courses, in my race and American legal history courses.  
17 And, you know, in terms of what I focused on in my own  
18 prior knowledge and teaching, I focus primarily on Section  
19 2 and Section 5 of the Voting Rights Act. Section 2 is  
20 kind of the heart of it.

21           In 1965 when the Voting Rights Act was passed, we  
22 were still dealing with a society where in many parts of  
23 the country, including in some places in California, there  
24 was still very blatant discrimination, whether it was poll  
25 taxes or the all-White primary, literacy requirements.

1 There were a lot of measures still in place that were  
2 impinging on the rights of African American and Mexican  
3 American, and sometimes Puerto Rican voters.

4 And so Section 2 said that, that this kind of  
5 abridgment would not be a law -- allowed. And if states  
6 abridged rights in these ways, the Federal Government would  
7 come in, right. And so, that was the very beginning of the  
8 Department of Justice coming in to enforce these rights and  
9 enforce them against state and local authorities.

10 Section 5 also has been the source of a great deal  
11 of -- so most of the litigation in Voting Rights Act  
12 happens under Section 2. But Section 5 has also been very  
13 important, and that was -- is the preclearance,  
14 preclearance portion of the law, which basically said that  
15 districts which in the past have been guilty of abridging  
16 the rights of minority voters, those districts must  
17 actually get precleared by the DOJ any changes they make to  
18 their voting requirements or to their districts. And this  
19 included four counties in California. Four counties in  
20 California were under preclearance. Kings County, Merced,  
21 Monterey and Yuba Counties. And -- but most of these  
22 counties that were under preclearance were in the south and  
23 Texas, right. Not only though, right, judging -- as  
24 evident by the California examples, but most of the vast  
25 majority of them.

1 Well, in 2013, so after the last redistricting,  
2 right, the Commission, but before ours, the Supreme Court  
3 basically gutted Section 5. And so even though it's  
4 technically on the books, there's now no enforcement  
5 mechanism. And this was the Shelby County case, which you  
6 might have heard about because it involved a, it involved a  
7 district in North Carolina that is, it's like one of these  
8 incredibly weird shaped districts, right, where, you know,  
9 you at it and you say, that can't be right because it's  
10 just too curvy and weird. I can't remember how many sides,  
11 you know, how many sides it had, the district. But it was  
12 almost like, per se, you look at that and you know that  
13 something's wrong.

14 But in any event, I guess what I would say from my  
15 perspective, from what I know about voting rights law,  
16 which is not as a practitioner of voting rights law, right.  
17 Like I haven't been a litigator of these cases. But from  
18 what I know, having taught these cases, I would say that  
19 Commission for 2020 is going to want to still be very  
20 sensitive to those particular four counties, and how the  
21 mapping is done for the Assembly districts and the State  
22 Senate districts, right, even though formally, preclearance  
23 is not going -- is no longer required.

24 VICE CHAIR BELNAP: All right. Thank you.

25 Madam Secretary, time check?

1 MS. PELLMAN: Yes. Three minutes, seven seconds.

2 VICE CHAIR BELNAP: So in those three minutes, can  
3 you tell us, the two books that you have written about  
4 Latinos, what were those books about, and what were some of  
5 their major conclusions?

6 DR. GOMEZ: Yes. In three minutes, that's going to  
7 be a little bit tough, but I'll give you an overview, and  
8 then maybe Mr. Coe will want to hear more about this.  
9 We'll see.

10 So, one book is, it's called Manifest Destiny.  
11 It's the making of the Mexican American race. And that  
12 book was initially published in 2007, and then published  
13 with a 10<sup>th</sup> anniversary edition in 2018. The basic argument  
14 of that book is, it's looking at the historical moment when  
15 after the U.S.-Mexico War, 115,000 Mexican citizens, who  
16 lived in the Mexican Cession, overnight became federal  
17 citizens of the United States. And sort of saying, what  
18 happened to those people, and what was the kind of  
19 political and legal arrangement that happened.

20 And, of course, the experience was really different  
21 depending if you were some of those, what I call the  
22 original Mexican Americans, if you were in California, if  
23 you were in the New Mexico territory, which at the time  
24 included Arizona, included Nevada, included up to Colorado,  
25 versus if you were in Texas, right. So, that's kind of

1 what that book is about.

2           And then the new book that I have finished writing  
3 a couple of months ago, it's called, Inventing Latinos A  
4 New Story of American Racism, that book is, it also kind of  
5 at moments goes back into history, but it's really focused  
6 on the more contemporary period. And looking at Latinos  
7 across the board. I deal with a lot of Census data,  
8 actually to some extent in both books, but more so in this  
9 new book. And looking at the differences among Latinos,  
10 whether by generation or region or national origin, and  
11 make arguments about the racism that Latinos have  
12 experienced historically and today, and how that might be  
13 addressed in the future to, I think -- I see it as  
14 continuing to fulfill our nation's promise of equal  
15 opportunity and equal justice for everyone.

16           VICE CHAIR BELNAP: All right. Thank you.

17           Madam Chair, no further questions.

18           CHAIR DICKISON: Thank you, Mr. Belnap.

19           Mr. Coe, the time is yours.

20           PANEL MEMBER COE: Thank you, Madam Chair.

21           Good morning again to you, Dr. Gomez. Thank you  
22 for taking the time to speak with us today. Most of my  
23 questions have been addressed already, so I wanted to allow  
24 you some more time to speak to it if you didn't feel like  
25 you had finished speaking about your books in the allotted

1 time for Mr. Belnap's questions.

2 DR. GOMEZ: Thank you very much. I appreciate you  
3 picking up that not-very-subtle hint on my part. So, I  
4 guess what I would do is, let me talk about the new book,  
5 because it's really a book that is, it's written for a more  
6 general audience than the first book that I did on Mexican  
7 Americans. And I should also say that this is -- I'm  
8 talking about two out the four books that I have.

9 So, this book on Latinos has, it's divided into  
10 four chapters. The first chapter really looks at the  
11 history of U.S. imperialism in Mexico, Central America and  
12 Latin America. And I'm specifically looking at in Mexico  
13 and in Central America, and then in the Spanish Caribbean,  
14 looking at Puerto Rico, the Dominican Republic and Cuba.

15 And it's important to me because understanding that  
16 history, and even some of the contemporary ways in which we  
17 still have military involvement in those places, that is  
18 what continues shaping people's coming north, right. And  
19 so, understanding the relationship between those actions  
20 that the U.S. has taken in those regions, and the fact that  
21 there's people migrating from those regions is very  
22 important.

23 In my, part of my book also deals with -- the third  
24 chapter also deals with Mexican American and Puerto Rican  
25 political activism. And if you look at that activism over

1 the course of the 20<sup>th</sup> Century, you kind of see that it's  
2 ebbed and flowed from kind of more, more what we might  
3 call, more assimilationist. More kind of like  
4 organizations like the League of United Latin American  
5 Citizens, which was founded in 1921, is more of an  
6 assimilationist organization in that they sought to  
7 emphasize their Americanness, and their inclusion in  
8 American society. And sometimes very bluntly oppose  
9 immigrants, Mexican immigrants, right, so they were really  
10 talking about themselves as American citizens.

11           And moving them through some of the more radical  
12 political eras that were inspired by the African American  
13 civil rights movement, and then on to this contemporary  
14 moment where we have kind of multiple, we have a very kind  
15 of, very activist grassroots organizing by say, Dreamers,  
16 right, who are organizing for DACA and that kind of thing.  
17 But that we also have people who are very institutionalized  
18 in electoral politics. And so, you kind of see that range  
19 of activism. And that's true also for looking at Puerto  
20 Ricans, it's just in a different part of the country where  
21 we're looking at that.

22           I'll say one more word, and then I'll hand it back  
23 to you, which is that in my fourth chapter of the book I  
24 look specifically at the U.S. Census and the role that the  
25 Census has played in allowing Latinos to think of



1 themselves as a group, and giving others the ability to  
2 think about Latinos as a group. So, it was only in 1980  
3 that Latinos were even counted, that Hispanics were even  
4 counted as a national -- at the national level, right. So  
5 we didn't even have any data before that.

6           And so 1980 kind of sets off a frenzy of, say,  
7 advertisers who are thinking about commercials aimed at  
8 Hispanics, as well as sort of a political momentum that  
9 thinks of the group nationally, rather just, then just in  
10 terms of specifics like Puerto Ricans up in the northeast,  
11 and Cuban Americans in Florida. Sorry. That was a very  
12 long-winded answer, so I'll turn it back over to you.

13           PANEL MEMBER COE: No problem. Thank you for  
14 sharing that background, Dr. Gomez. One of the things that  
15 you mentioned there I wanted to ask about. You mentioned  
16 Census data. You mentioned earlier, in your comments  
17 earlier about working with Census data, and you mentioned  
18 looking at the Census in terms of your newer book that you  
19 have just completed. I wanted to ask you, did you have any  
20 -- outside of the book, any -- what other experience did  
21 you have with the Census? Maybe some examples of working  
22 with Census data and any analysis, data analysis that you  
23 did with that work, and the purpose for which you did that  
24 work.

25           DR. GOMEZ: Yes. I think in -- well, in both of my

1 books I have utilized Census data, but I haven't done, say,  
2 complex, quantitative analysis of the Census data. But I'm  
3 fairly adept at, you know, finding -- it's a goldmine.  
4 Census data is a gold mine. And I guess my specialty has  
5 been with the complexities of thinking about, not with just  
6 respect to Latinos, but with all groups, how the Census has  
7 both reflected society's idea of race and racial groups,  
8 and how the Census has created those ideas as well.

9           So, let me give you one example involving African  
10 Americans, right. So, historically, the Census was using a  
11 blood quantum approach to identify African Americans. And  
12 so when they sent out enumerators, and it was enumerators  
13 were hired to conduct the Census until 1970, right. That's  
14 when we start having self-identification by race. But  
15 prior to that we have these hired Government officials who  
16 go out and they had instructions on how to identify people.  
17 And they had to identify people if they were mulatto, which  
18 was defined as they were half Black and half White. If  
19 they were "quadroons," quote-unquote, and if they were,  
20 quote-unquote, "octoroons," right. And these are very,  
21 these terms are very disturbing to our ear right now,  
22 right, because we don't think of talking about people in  
23 those terms. But the Census defined African Americans in  
24 that way, and there was a, there was a utility in that for  
25 slave owners, right, at some periods. And then even after

1 the end of slavery, there was still some trend toward that.

2           But in the late 19<sup>th</sup> Century the rule that you were  
3 -- basically, if you had any identifiable African ancestry  
4 you were Black, what some people call the one-drop rule.  
5 That rule became the dominant rule. And, you know, what I  
6 argue in my work and what others have argued is that that  
7 becomes the rule when it becomes necessary to have a  
8 segregated society, which is only necessary after the  
9 Emancipation Proclamation. And then you kind of need any  
10 easy way to identify someone, and you say, this notion of  
11 who's a quadroon and who's an octaroon, that's not a useful  
12 way to achieve that goal, so we need to have something easy  
13 to do it.

14           So when you look at Census datas and Census  
15 categories, what I see in it is this very, this process  
16 which is kind of almost always -- it's in formation and  
17 it's in tension with, okay, what are Census categories and  
18 what is happening in society, and how are Census categories  
19 reflecting that and producing that. And it's kind of like  
20 this constant back and forth interaction. And a lot of  
21 that is happening right now as we speak in terms of  
22 Latinos. And I think it will continue happening probably  
23 until at least the 2030, maybe to the 2040 Census. And  
24 we'll look back, eventually we'll look back on this time  
25 and we'll say, ah, that's what was happening, that's what

1 was crystalizing at this particular moment that we're in.

2 PANEL MEMBER COE: Thank you. I wanted to go into  
3 something that you mention in your application that maybe  
4 have been in activities or other relevant material, but I  
5 wasn't able to connect the dots, and I was hoping you could  
6 clarify for me. You mentioned a couple of experiences as  
7 particular relevant to work of the Commission, and from the  
8 names of the organizationa only I wasn't able to connect  
9 how they were pertinent. So I'm hoping you can, you can  
10 kind of explain kind of maybe what your duties were and how  
11 it's relevant. And that was with your service to the  
12 National Science Foundation as a member of their audit  
13 team, for the Division of Social Behavioral Economic  
14 Services --

15 DR. GOMEZ: Yes.

16 PANEL MEMBER COE: -- as well as that division's  
17 law and social science program. Just give us a little  
18 background on what you did there, and how that's -- could  
19 help with the work on the Commission.

20 DR. GOMEZ: Yes. Thank you so much for that  
21 question. You really are -- you guys do an amazing job of  
22 just reading everything so closely. So, remember going  
23 back to where I was talking about the master plan for  
24 education in California and research universities, right.

25 And so, the three bundles of activities that we do as

1 University of California professors, people tend to see the  
2 teaching part and think, you're a teacher. That's a piece  
3 of what we do, but we're also doing our scholarship. And  
4 then we have this third service bundle, right. So when we  
5 chair committees for hiring and so forth, but we also have  
6 service that we do at the national level.

7           And so there is a particular program at the  
8 National Science Foundation called, the Law On Social  
9 Science Program. There's -- it's within this larger social  
10 and economic -- social, behavioral -- social and economic  
11 behavioral programs, where say some of the more traditional  
12 disciplines also are like anthropology, sociology,  
13 political science. There's this little program, law and  
14 social -- law and society program. And that's kind of the  
15 specialty that -- where I, where I sit and where I have  
16 since graduate school been, my research has been in that  
17 area.

18           And so, I have sat on -- I routinely review grant  
19 applications, but then I also sat on a panel for that  
20 program. And the panel's basically deciding how that money  
21 is going to be allocated in any given year. You have your  
22 peer review evaluations, and the committee is deciding sort  
23 of who should get this much and who should get this much.

24           And then the committee on visitors is exactly  
25 right, the auditor role. And not surprising that you

1 picked that out because you guys are auditors. And it was  
2 exactly, it was exactly that kind of role. The committee  
3 on visitors comes in once a year, and basically looks to  
4 make sure that the NSF divisions within -- the smaller  
5 groups within that division are doing what they say they're  
6 doing.

7           For example, are they really doing peer review,  
8 right. Are they really having non -- impartial peer  
9 reviewers who are submitting feedback and making the  
10 decisions to award money, grant money on that basis, as  
11 opposed to, say, the friends of the program director,  
12 right.

13           So, you know, that was a really fascinating  
14 process, and we did some of our work we did remotely, and  
15 then we spent, I think it was three or four days there in  
16 Virginia, Arlington, Virginia, where NSF is located,  
17 meeting with different people, having subgroup meetings  
18 ourselves, and then meeting with the big, you know, the  
19 sort of higher ups on the last day. So it was a very  
20 interesting process.

21           PANEL MEMBER COE: Thank you for clarifying that.  
22 I appreciate that. I just have one further question. My  
23 colleagues addressed most of the questions that I had  
24 prepared. If you were to be appointed to the Commission,  
25 which aspects of that role do you think you would enjoy the

1 most, and conversely, which aspects of that role do you  
2 think might cause to struggle a little bit?

3 DR. GOMEZ: I think I would, I think that I would  
4 enjoy almost everything. You know, when I heard and sort  
5 of focused on the Commission's role, and I just, the way  
6 that I got interested in it, is I just got an e-mail and I  
7 was just on some group list. You know, they're taking  
8 applications for the '20 Redistricting Commission, right.  
9 And then the more I started thinking about it, I thought,  
10 wow, this is stuff that I love doing. And that, you know,  
11 I'm very interested in thinking about how the social  
12 science data, both in terms of the Census data, but maybe  
13 other kinds of data that we pull in, too, and experts,  
14 right, social science experts.

15 I know the 2010 Commission relied on the expert --  
16 they had an expert who was actually a colleague of mine.  
17 He was at the time at the University of Washington, but now  
18 he's on the UCLA faculty. And so, how does that research  
19 and that data converge with the legal requirements? And I  
20 thought, wow, this is kind of like, this is what I do. I'm  
21 a sociologist and a legal scholar, and I write about the  
22 intersection of those two. And this is very much about the  
23 intersection of that.

24 And I also think it's -- like I really like the  
25 part of the process that will be about communicating, both

1 with the fellow Commissioners, who have very different  
2 views and are from very different life experiences that you  
3 are from, as well as the public interface. You know, I'm  
4 excited about that and looking forward to that.

5           And I just feel like I'm at a point in my career  
6 where, because I have finished this big book project, I  
7 have a little bit less constraint on my time. And I think  
8 I would even be able to negotiate a course release from my  
9 dean, so that I would be teaching one-third fewer courses,  
10 so I would have time to do this. And my son is 23, and  
11 kind of doesn't, certainly doesn't want me around. He, you  
12 know, he's stuck with me now, right now, but -- in this  
13 Covid situation. But he's much more independent, and I  
14 just don't have those kind of -- I just have the luxury I  
15 think of being able to do this. So, you know, I feel like  
16 it's an opportunity for me to use my skills.

17           And I don't think there's any piece of it, Mr. Coe,  
18 that I think about and I think, that would be a drag, you  
19 know. But I tend to be a very optimistic person, too, and  
20 so maybe I just kind of think, it's a great challenge. You  
21 know, it doesn't mean that it's going to be easy, but I  
22 like new challenges in my life. That's -- in my career.  
23 And so I think this would be one of those.

24           PANEL MEMBER COE: Okay. Thank you very much, Dr.  
25 Gomez.



1 Madam Chair, no further questions.

2 CHAIR DICKISON: Thank you, Mr. Coe.

3 We're going to turn it over to Mr. Dawson for his  
4 questions, however, can we get a time check for the entire  
5 time remaining from the secretary?

6 MS. PELLMAN: Yes. We have exactly three minutes  
7 of the 90 remaining.

8 MR. DAWSON: Okay.

9 CHAIR DICKISON: Thank you.

10 MR. DAWSON: I'll be quick. I just have one quick  
11 follow-up.

12 Professor Gomez, when -- you mentioned in your  
13 response to Mr. Belnap that as one of your projects you  
14 were interviewing legislative staff on, I think it was  
15 legislation going to the health area or to criminal law.  
16 Did I understand that correctly?

17 DR. GOMEZ: Correct.

18 MR. DAWSON: What years were -- what time period  
19 was that?

20 DR. GOMEZ: It was 1989 through 1992, somewhere in  
21 there.

22 MR. DAWSON: Okay. Okay. Thank you.

23 DR. GOMEZ: But term limits mean that there's  
24 nobody, nobody still around. Actually, some of those  
25 people are now in Congress.

1 MR. DAWSON: Right. The reason I ask is, my wife  
2 is a former staffer for a state senator, but I don't think  
3 that you overlapped. And I just want to make sure that  
4 that was disclosed.

5 DR. GOMEZ: Thank you.

6 MR. DAWSON: Well, that was really my only follow-  
7 up then.

8 So I -- if there are no follow-ups from the rest of  
9 the Panel?

10 CHAIR DICKISON: I have no follow-up.

11 Mr. Belnap?

12 MR. BELNAP: Yeah, no -- none here.

13 CHAIR DICKISON: Mr. Coe?

14 PANEL MEMBER COE: No follow-up questions.

15 MR. DAWSON: All right. Thank you. Madam  
16 Secretary, who much time is remaining?

17 MS. PELLMAN: One minute, 34 seconds.

18 MR. DAWSON: Thank you.

19 Professor Gomez, with the one minute and 30 seconds  
20 remaining, I'd like to offer you the opportunity to make  
21 some closing remarks to the Panel, if you wish.

22 DR. GOMEZ: Thank you very much. I actually would  
23 like to -- I notice you often times asked us panelists, and  
24 I didn't get a chance to say this, so I'm going to offer my  
25 answer to a hypothetical question. Which is, if I was

1 selected as one of the first eight Commissioners, how would  
2 I go about selecting remaining six. And I think that the  
3 statutes give us very good guidance on that, right. The  
4 Voters FIRST Act regs say we have to meet a particular  
5 political distribution. And so satisfying that would be  
6 paramount. But I also think that what we would be looking  
7 for is, who are the additional Commissioners from the pool,  
8 all of whom, because of the hard work you guys have done,  
9 will have met the requirements of impartiality, and having  
10 the various skills and appreciation for diversity, but who  
11 would complement the first eight who were drawn by lottery.  
12 And I think it's really important to think about, both in  
13 terms what kind of collective skill set that the Commission  
14 has, but also, does the Commission look like California and  
15 -- geographically and demographically. And I would be  
16 honored to be selected.

17 MS. PELLMAN: That is 90 minutes.

18 CHAIR DICKISON: Thank you, Dr. Gomez.

19 At this time we -- our next interview is at 10:45.  
20 So we are going to go into recess until 10:44.

21 (Off the record at 10:37 a.m.)

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

23 CHAIR DICKISON: The time being 10:44, I'm calling  
24 the Application Review Panel meeting back to order. We'd  
25 like to welcome Ms. Zena Greenspan --

1 MS. GREENSPAN: Good morning.

2 CHAIR DICKISON: -- for her interview. Good  
3 morning. We're going to turn the meeting directly over to  
4 Mr. Dawson to read you the five standard questions.

5 MR. DAWSON: Good morning, Ms. Greenspan.

6 MS. GREENSPAN: Good morning.

7 MR. DAWSON: I am going to ask you five standard  
8 questions that the Applicant Review Panel has requested  
9 each applicant respond to. Are you ready, ma'am?

10 MS. GREENSPAN: I hope so. Thank you.

11 MR. DAWSON: First question. What skills and  
12 attributes should all Commissioners possess? What skills  
13 or competencies should the Commission possess collectively?  
14 Of the skills, attributes and competencies that each  
15 Commissioner should possess, which do you possess? In  
16 summary, how will you contribute to the success of the  
17 Commission?

18 MS. GREENSPAN: Okay. First and foremost, I think  
19 there's an imperative of the entire Commission that they  
20 should be dedicated to working collectively for this  
21 particular greater good, which is the outcome of  
22 developing, certified four maps of the State of California  
23 reflecting representation. They should not consider a  
24 particular skill or what their contribution is as better  
25 than the next person. They should be understanding that

1 there's a united, collaborative effort toward furthering a  
2 systemic improvement and changes for representation in the  
3 State, in California. And it's all for the public good.

4           The consensus building is also a strong emphasis  
5 with respect to the Commission. With the attributes and  
6 their skills and their competencies, there should be some  
7 effort toward pragmatism. There should be a view of being  
8 practical with the process. They are people who are  
9 working with people for people. So, they're looking at the  
10 bigger picture, they're looking at the outcome of the goal,  
11 and working backwards from that bigger picture to the  
12 details in how to build that goal.

13           The -- of course, everyone should be good  
14 listeners. It's part of this job. We have to be attentive  
15 to various components, lots of people, constituents,  
16 legislators, if we're meeting them, the State Board  
17 parties, State Board of Equalization parties. And they  
18 have to, again, put aside their initial thoughts and start  
19 to look objectively at the entire process and what's to be  
20 gained by this involvement.

21           And the skills that they have to have, is that to  
22 recognition of many moving parts to this process, starting  
23 with data gathering and the minutia -- actually even before  
24 that, understanding the foundation and the law as set forth  
25 in Title II. And being able to be critical thinkers, and

1 the ability to draw people out so that they can effectuate  
2 some trust in this process, trust between the Commission,  
3 Commission members, and also trust for the people that --  
4 from the people that they are meeting in this process. And  
5 that will effectuate a better and smoother and more fluid  
6 process in this developing 10-year effort.

7           The efforts my particular -- I guess the  
8 competencies, I would mirror some of the competencies that  
9 the entire Commission should have. We should have  
10 patience, again, the ability to listen. There should be a  
11 keen understanding of what a constituent wants, and try to  
12 understand and see and distinguish what they want for  
13 themselves, versus what they want for the community, and  
14 how they can bridge that, where it's an opportunity to do  
15 so.

16           Of my own skills, I have, obviously, quite a bit of  
17 training in detailed work as a CPA and understanding the  
18 law. I am comfortable working with legal text. I'm  
19 comfortable working with the law. I'm a critical thinker.  
20 I know that I can dive into minutia and use that to build  
21 on, to build a greater picture to a greater case, and a  
22 foundation. And that's consistent with the kind of work  
23 that I do as a CPA.

24           I am able to discern applicable facts from the law  
25 and see how they're applicable to the law. And see if

1 there's deviations, how we can utilize the law, and see if  
2 the facts are not necessarily correlative of the law that's  
3 applicable in those situations. I think that's an  
4 important skill to have. But certainly detail-oriented is  
5 important.

6 I'm a patient person. And as I said, I'm also a  
7 critical thinker. I'm interested in understanding people.  
8 I'm interested in understanding what constituents want. I  
9 want to really listen to what their focus is, to get to  
10 know them individually, because they are a reflection to  
11 some extent of their community. And the community they've  
12 chosen for themselves is reflection of them as well. And I  
13 have also the ability, I believe by my training, and also  
14 by my empathy to want to prioritize what their wants are,  
15 and that is also, I believe, a very important skill to  
16 contribute to the Commission.

17 I like to listen. I can't emphasize that enough.  
18 I like to listen, and I believe I'm a very effective  
19 listener. I can work collaboratively. It's not necessary  
20 for me to own the words that I write if it's a  
21 collaborative or team effort. To me, it's most important  
22 to know that what I've achieved is, if I'm working in a  
23 team, that I've achieved something together and the outcome  
24 is favorable for our efforts. And I'm principled in that I  
25 would be very dedicated to the mandates imposed upon me and

1 the Commission by Title II and by the State, and follow  
2 those rules and those laws is very important to me. I  
3 stand by that.

4 I guess in summary, the values that I would  
5 contribute, I'm analytical and a critical thinker, however,  
6 in that, while I'm trained to dig into the weeds, I'm also  
7 able to approach things with reasoning and with empathy  
8 when I approach my work. And that in so doing and dealing  
9 with the minutia, I am able to wed the details together  
10 with the bigger picture and the outcome of what is  
11 required. I recognize that the goal and the outcome for  
12 this Commission is based on justice and fairness and  
13 representation.

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



1 MS. GREENSPAN: I believe this in part addresses  
2 being able to zoom out of my gut reaction and look at  
3 things a little more critically and objectively. With  
4 respect to the characteristics of the fellow Commissioners  
5 versus the concept of hyperpartisanship, again, the  
6 Commission operates as a collective of a whole even though  
7 it's comprised of 14 parts. And the whole is comprised of  
8 the 14 parts. The tasks that are charged of us should be  
9 taken seriously, but the Commissioners, no one should take  
10 themselves too seriously, so as to pull apart from this 10-  
11 year process. Each Commissioner should keep in mind their  
12 goal, their ultimate goal, which is, the outcome of  
13 creating four certified maps, redistrict maps for the State  
14 of California.

15 And when I say not taking themselves too seriously,  
16 it means that a person should not look at their own opinion  
17 as the be all to end all. They should be interested in  
18 understanding that they're able to step aside from their  
19 own viewpoint and to examine their own opinion objectively,  
20 critically and, ultimately, in terms of the bigger picture.

21 In terms of my characteristics in this question, I  
22 am looking toward myself as having some discernment, having  
23 discretion, being a patient person. I have the ability to  
24 hold the sentiment, and I feel that I will be able to hold  
25 the sentiment. That even -- that we would be a united body

1 working as a whole. And as such, I can hold that good  
2 faith in mind, even when there is disagreement. Of course,  
3 I believe having a good sense of humor helps as well. This  
4 is very important to this whole process.

5           Then what would I do to ensure, I believe is the  
6 second part of this question, to ensure that the work of  
7 the Commission is not pulling into hyperpartisanship. And  
8 I believe that this deals with the aspect of presentation,  
9 presentation to others. And this would be how I, as a  
10 member, individual member of the Commission, and the whole  
11 body of the Commission presents ourselves and present  
12 myself. And in this regard I believe that as a member of  
13 the Commission, I have an individual responsibility to know  
14 that I can conduct myself in a manner that would show that  
15 my actions potentially could portray a reflection back to  
16 the Commission in a favorable way. And I would be,  
17 obviously, conducting myself on behalf of the Commission.

18           I have to take responsibility as one of the faces  
19 of the Commission to know that wherever I go, whatever I  
20 do, something that I might have glanced at and potentially  
21 published in social media, knowing that where I'm  
22 expressing myself, any political statements, the  
23 associations I'm with, I am affiliated with the Commission.  
24 And as such, I have to be careful how I present myself to  
25 others. My position, I believe, would be that of

1 neutrality, respectful neutrality. And as far as the  
2 member of Commission, I have to know that -- I know  
3 implicitly, people have their own opinions. They come  
4 forth from how they've been raised, their cultural  
5 backgrounds, their life's experiences, where they are in  
6 their community, their socioeconomic factors that impact on  
7 them. And in that, I do understand that people have their  
8 own opinion, however, I also understand that even when  
9 there are political biases, I can appreciate the diversity  
10 of someone's opinion and understand that through that they  
11 can offer something of value to me and to others in the  
12 process. In effect, I can value different perspectives. I  
13 can value different perspectives, which I do.

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

18 MS. GREENSPAN: I thought about this in many  
19 different ways. And to me, when I reviewed the Title II,  
20 we write the lines -- the handbook, I saw that ultimately  
21 the greatest problem could be a legal challenge from a  
22 constituent, from a community, to any or all of the  
23 ultimate certified maps drawn by the Commission. That the  
24 10 years of hard work and effort and objective, empirical  
25 data gathering and connecting the dots to create a

1 meaningful and what we see as a proper representation map  
2 for each of the four areas in California might be  
3 challenged, and the contention would make it very difficult  
4 to implement this particular map or maps.

5           And in order to avoid such an outcome, I believe  
6 that the Commission obviously has to be completely vigilant  
7 from the get-go about their data gathering, their  
8 analytical work, how they have understood the testimonies  
9 and the presentations that they have been involved with.  
10 And from the law, how the law supports the data and where  
11 the data has some aspects that are applicable or not  
12 applicable to the law, to be able to justify and discern  
13 their findings, so that the outcome that we have prepared  
14 is based on objective, verifiable data.

15           Now that be in mind -- and, obviously, there has to  
16 be backup along the way for the entire process. That being  
17 in mind, there may be contentions that are legitimate in  
18 nature, something that we might not have conceived of or  
19 been exposed to, not trying to -- just bringing in the  
20 pandemic, I'm certain that in every governmental aspect  
21 there may be some contingency plans for emergency  
22 considerations. However, with the impact in terms of  
23 representation, in terms of how it affects people, there  
24 may be something that at the end process we might not have  
25 contemplated as a result of this kind of a life force

1 situation that makes us have to rethink the process. Where  
2 we have to go back and look at the contention, and see how  
3 they represented their position. They may have a  
4 legitimate position.

5           For me, avoiding court is very important because  
6 it's a costly effort. It causes delay, additional costs.  
7 In terms of comity to the State, comity, C-O-M-I-T-Y,  
8 comity might suffer as a result of bringing it forward into  
9 a court, resolve circumstance. So it would I think be  
10 incumbent upon us to take responsibility. Try to bring in  
11 what that contention is presenting to us, and their  
12 legitimate arguments, and see if there's something that can  
13 be gained by mitigating potential damages. So, this is how  
14 I see the situation as, in terms of the greatest thing.

15           At the end of the day, we have to fix the problems.  
16 We are charged with taking care of this, so we have to, as  
17 a Commission, have to fix this problem, especially when  
18 we're dealing with significant contradictory input.

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

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

4 MS. GREENSPAN: In my life I've had to work on  
5 various team projects, larger in scale, smaller in scale,  
6 whether it's in business, whether it's in my work in the  
7 public sector, in the non-profit sector, and also in  
8 business sectors, and also in my communities.

9 And what comes to mind is something where I worked  
10 on a team situation where our team was very much the  
11 underdog working on an uphill battle. That being, we were  
12 seeking support of a specialized magnet school that had the  
13 -- was projected to be placed into the community where we  
14 lived. And just to put aside, a magnet school is a school  
15 that has diversity quotas. It provides higher, higher  
16 levels of instruction, teachers that are perhaps more  
17 tenured, provides more substantial services and  
18 opportunities for students who in, perhaps in their  
19 neighborhoods, would not necessarily have such similar  
20 opportunities.

21 And in the community that I'm speaking about, this  
22 is a home where I lived in the suburbs in the San Fernando  
23 Valley. The population is mixed, but there is a large  
24 majority of people that are White, and also  
25 socioeconomically more advantaged. I'll call that middle

1 class to upper middle class. So in this regard, I have been  
2 involved in the community activities. I belonged to the  
3 neighborhood watch group. We were involved as a community,  
4 approximately a hundred homes. A lot of people were  
5 looking at the involvement as a membership where we enjoyed  
6 meeting one another. We would do annual holidays, like  
7 Halloween and whatnot. We would go to community watch  
8 meetings.

9           So I was recognized in this regard because I had  
10 helped -- going back in the Northridge-Reseda earthquake, I  
11 had rallied to help get some of the destruction rebuilt for  
12 our community. I was looking for, in fact, constructing  
13 the common block walls, the cinderblock walls for our  
14 community, and we got about 60 to 65 homes to hire the same  
15 construction crew that I worked on. So I was recognized.

16           So with respect to this projected magnet school,  
17 some of the local, visible neighbors, people, had come to  
18 my door, approaching me about the possibility of this  
19 school coming into our neighborhood, and their concern  
20 about how it would affect negatively on our neighborhood.  
21 And the way they spoke about it, and I listened to their  
22 arguments, some of their information resonated with me. It  
23 was a great unknown, and I really was not familiar with the  
24 school, other than I knew that it was an underutilized  
25 school that was in our neighborhood not far from where I

1 live. However, before signing on to this project, and  
2 before expressing my interest either way, I started to look  
3 further into what the school was about. What would be done  
4 with this particular school, understanding the impact on  
5 the housing in the area as far as parking is concerned, the  
6 infusion of more people walking in the neighborhoods and  
7 what not.

8 I also wanted to understand the school programs.  
9 And as I got to know the programs better, I became very,  
10 very excited about the school coming to our neighborhood.  
11 I was beyond thrilled. I had a little girl at the time,  
12 now she's grown, but I looking at that as potentially even  
13 as an opportunity for her. That being said, I looked at  
14 the school as an opportunity to better our community. To  
15 better our values and our home actually, because it was a  
16 very unique school that was going to marry LAUSD educators  
17 and, I guess, their administration together with civic  
18 leaders in cultivating specialized programs for high school  
19 students. It was a really dynamic program.

20 So, I became much more interested in wanting to  
21 build that school, have that school reopen, I should say,  
22 in our neighborhood, and to make sure that the program  
23 would be built. So I sought out neighbors. I sought out  
24 other neighbors. I even spoke to people who were on the  
25 other side, we'll call them the NIMBYs, if you don't mind,



1 Not In My Backyard constituents.

2           So, I really just started to talk to people, and I  
3 became the person who was the rallying row -- role in this  
4 process. I gathered people together, pulled in a number of  
5 attorneys, I could of attorneys I should say, who were  
6 vocally pro the school. People from various backgrounds,  
7 various cultural persuasions. It didn't matter. People  
8 interested in the school itself, really liked the idea of  
9 what it was going to be for us, and also for the greater  
10 community and also, to some extent, for the Los Angeles  
11 students, who would be able to have the privilege of  
12 attending this school.

13           So, as my role progressed, I became one of five  
14 people who went before the Los Angeles Unified School  
15 Board. I never did that before. Went downtown. I've  
16 never been inside their secret chambers. And I was able to  
17 present our case, to try and lobby. And the purpose of the  
18 lobbying was, on the school board there was primarily one  
19 swing voter on the board, and another board member who  
20 generally voted together with that person. And I -- my  
21 goal and my purpose and my hope was to be able to swing the  
22 vote in our direction to get the school opened.

23           Unfortunately, as I said, it was an uphill battle, and I  
24 understood that politics kind of intervened in that  
25 process, so the school board member was influenced a little

1 bit by what I understood afterwards as the local city  
2 councilman at the time. That being said, while we were not  
3 able to accomplish our goal, this was a transformative  
4 process for me. It was a very exciting process. It  
5 allowed me to relay that --

6 MS. PELLMAN: Quick time check. We have five  
7 minutes remaining.

8 CHAIR DICKISON: Thank you.

9 MS. GREENSPAN: It allowed me to understand the  
10 effort of doing something for the greater good having  
11 participated in that process. I saw that this project was  
12 very exhilarating for me, and I was able to understand that  
13 through participating in this, everyone had their own  
14 strength, but we coalesced to be able to build something  
15 together. And even though there were different people  
16 wanting different things for that particular school, the  
17 common goal was to better our area. And on a practical  
18 level, I also saw that as of the benefit it could have had  
19 for my daughter as well. So by working toward the greater  
20 good, ultimately would have been of benefit to myself.

21 Working a team doesn't mean that you have to know  
22 everything. It does mean that you just have to work  
23 together and work together for that favorable outcome. So  
24 that was very much a very good experience in that regard.

25 And I believe that question also talked about

1 potential issues that we could --

2 MR. DAWSON: Yes, but -- and I want to make sure  
3 that you the opportunity to answer all five questions.

4 MS. GREENSPAN: Okay. Is that -- am I done with my  
5 --

6 MR. DAWSON: No, it's up to you. It's your time,  
7 but I want to make sure that you have the opportunity to  
8 answer all five questions, and we have one remaining.

9 MS. GREENSPAN: Okay. I -- basically, my  
10 concluding point was, even though I worked in a minority  
11 group, as a smaller group within my community, I was still  
12 able to keep the same respect among the neighbors where we  
13 gathered, when we saw one another for community activities,  
14 because we all understood that we were all trying to do  
15 something for our homes and for what we felt was important  
16 to us in our community, even though the outcome was not the  
17 way I wanted it in the project that I was involved with.  
18 Thank you.

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

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

5 MS. PELLMAN: We have two minutes remaining.

6 MS. GREENSPAN: Okay. I have a clear and  
7 unwavering desire to understand people from all walks of  
8 life and from different backgrounds. I like to bring  
9 things down to the common denominator, and that common  
10 denominator for me is about human connection. And human  
11 connection is a very powerful bridge to differences between  
12 people and what's going on with ourselves in that regard.  
13 And the way I like to do that is I like to ask people how  
14 they think, their perspectives. When I travel outside of  
15 the State, what they think of Californians. I have a  
16 natural curiosity to get to know people. And I'm  
17 simultaneously fascinated by how people think differently  
18 from me, yet at the same time, we have a certain amount of  
19 connection.

20 Collaboratively I've worked with people from  
21 various backgrounds and cultures. I have that in my  
22 business and in my businesses and in my life's dealings. I  
23 believe I'm a good negotiator. I believe that ultimately  
24 people have common goals. Wherever I've gone, and wherever  
25 I've -- going to, whatever I've seen, I believe that

1 there's -- I've sustained a thought that people all good --  
2 people are generally by and large good people and they all  
3 want the same things. They want to have a roof over their  
4 heads, they want to provide something that that their loved  
5 ones are taken care of. They want to have security in  
6 their neighborhoods. They want to have the ability to make  
7 a good living. They want to be able to have a future, and  
8 to see the future for themselves and for their families.  
9 They want to have safety in their neighborhoods. These are  
10 all things that bind people together.

11           It doesn't matter where I've gone and where I've  
12 traveled in various countries or in various hamlets and  
13 various states around this country and this State, that's  
14 the core of people's heartbeat. People basically by and  
15 large strive and they want to survive.

16           MS. PELLMAN: Thirty minutes.

17           MS. GREENSPAN: And they want to --

18           MR. DAWSON: Thank you, Ms. Greenspan.

19           MS. GREENSPAN: -- to on. Thank you.

20           MR. DAWSON: We will now go to Panel questions.  
21 Each Panel Member will have 20 minutes to ask his or her  
22 questions, and we'll start with the Chair, Ms. Dickison.

23           CHAIR DICKISON: Good morning, Ms. Greenspan.  
24 Thank you for meeting with us today. So, in your  
25 impartiality essay, you discuss the ability to continue

1 professional and personal relationships with those who do  
2 not agree with Judaism. Could you provide an example of a  
3 time that you had to set aside your own views when making a  
4 decision, something different than that?

5 MS. GREENSPAN: Well, in the sense that my daughter  
6 went to a humanities program, belonged to a humanities high  
7 school program, and it was clearly, it was an excellent  
8 program, it was an excellent school. She got a great  
9 education. But it had a very clearly democratic heavy,  
10 democratic bias. And, in fact, one of her teachers came  
11 home using the word Republican as somehow like a bad word.  
12 My daughter came home crying sometimes because of the  
13 issues. And we talked a lot at home about various issues  
14 in the world. We have a very open relationship.

15 So, I started to get a little bit nervous about the  
16 school itself, and what were they standing for, and would  
17 my daughter be coming out parroting some of their efforts  
18 and their emphasis and their feelings. This was a time in  
19 high school where kids are sensitive and are highly  
20 motivated by their peers.

21 So, I went to the school. I started to get  
22 involved in the programs. I started to learn more about  
23 the programs, and I started to listen to how the teachers  
24 articulated their expressions and what they were teaching.  
25 I became involved in their fundraising. I stood together

1 with them at the equivalent of their PTA organization, and  
2 I made significant contributions to the school itself.  
3 And, in fact, I served on the committee with the same  
4 teacher that kind of came home, that brought my daughter  
5 home in the early days of school, and I was able to  
6 appreciate that they had a different point of view. And  
7 they were really trying to teach the kids about critical  
8 thinking.

9           And I believe that actually helped me as a person  
10 to be more effusive and to understand that two people can  
11 have three sides. That we have the ability to discern and  
12 to reconcile and to understand. Even in my own home, we  
13 have a lot of voiceful opinions. The three of us, we have  
14 a small family, so the three of us have differing opinions  
15 about a number of things. And what we like to discuss is  
16 more values and positions, rather than politics of who you  
17 have to vote for, for example. And it's allowed me to  
18 really appreciate thinking a little bit more critically and  
19 evolve accordingly. So I believe that that has made me a  
20 better person, and allowed me to expand my universe in  
21 terms of this question. In terms of this issue I don't --

22           CHAIR DICKISON: Okay. Thank you.

23           MS. GREENSPAN: -- think of myself as partial.  
24 Thank you.

25           CHAIR DICKISON: Okay. Thank you. One of the

1 things that the Commission is going to be tasked with doing  
2 some -- one of the really important things, is identifying  
3 communities of interest throughout the State. What methods  
4 do you think the Commission should employ to identify those  
5 communities of interest?

6 MS. GREENSPAN: When you say "communities," you  
7 mean within, for example, the townships or within the  
8 defined borders?

9 CHAIR DICKISON: In the local areas, yeah.

10 MS. GREENSPAN: Well, I can look toward our area as  
11 kind of an example point. We have in Los Angeles a lot of  
12 what they call, "bedroom community zip codes," where  
13 they're all tied to the Los Angeles city, but each  
14 community sort of stands on its own. They have  
15 neighborhood councils, they have neighborhood associations.  
16 They identify issues in their local press or in their local  
17 schools. Sometimes this comes up in topics. I meet --  
18 I've met community leaders who come out in that respect as  
19 people who are more vocal of the community needs in the  
20 local areas. We've seen this as a microcosm even on my  
21 block when dealing with housing in the area, when dealing  
22 with sober living issues and that. So there's a natural  
23 formation of groups in that process. So it would be  
24 important for me to understand the natural divisions of  
25 those communities, to see how they're built. Perhaps



1 getting information about the demographics in those areas  
2 to identify them, to look at the zip codes, to look at --  
3 if I have the ability, to -- I don't recall immediately how  
4 the Commission is set up to go into the communities, but  
5 some of it is actually doing, coming to the communities.

6           So, the question is when we come to the  
7 communities, identify those areas that represent  
8 residential communities, that represent industrial  
9 communities, so I can see a discernment to see where the  
10 people live in relationship to the larger city, and the  
11 services provided closer to those homes. So, those are to  
12 me, are important focal points to be able to get to know  
13 where to approach their local civic leaders. To look to  
14 see where people congregate in terms of their houses of  
15 worship. To understand natural congregations of where the  
16 people are. To me that's important.

17           CHAIR DICKISON: Thank you. In your diversity  
18 essay, you discuss traveling around the state and meeting  
19 and learning from many different people. Based on what  
20 you've learned about people in the various regions through  
21 your travels, tell us about the concerns of the different  
22 communities throughout the state, and describe what  
23 concerns bind those communities together, and how those  
24 concerns may identify them as a community of interest.

25           MS. GREENSPAN: Well, anecdotally I'll speak to

1 something. My daughter has a friend who lives up in  
2 Humboldt. And this was a recent conversation, so I'm  
3 immediately drawing from that as an example. There, they  
4 have a lot more water than we have in Los Angeles by and  
5 large, even though we've had a nice rainy season. And they  
6 were lamenting that the water is always directed to Los  
7 Angeles and how to reconcile that. And in terms of  
8 representation, how can their voices be heard, so perhaps  
9 what they feel is their water would be allocated more  
10 toward them, than to us down in Southern California.

11           And in terms of directing the issue, it would be  
12 important to understand where they're coming from at the  
13 beginning, and to see their legitimate concerns from an  
14 economic standpoint, from a personal standpoint, from a  
15 community standpoint. This person was speaking on behalf,  
16 I believe, of the farmers, if I recall this conversation  
17 correctly. So, that is a certain economic force that is  
18 clearly a larger group than it would be here. We have more  
19 city needs for our water.

20           So it would be important to see how their issues  
21 would be addressed in terms of practical and actual  
22 utilization of their water and their services. And to make  
23 sure what they're saying isn't just anger versus something  
24 that is a legitimate need for their local community. So,  
25 analytics would be important, understanding the economic

1 effects or the perils of pulling water from the north down  
2 to the south. Things of that nature would be important.  
3 That's just what I'm thinking about now in response to your  
4 question.

5           Again, I go back to the core belief that people all  
6 want the same things. So how to provide that through the  
7 legislators that they are voting for who represent their  
8 interest is very critical. And they want to align  
9 themselves in a way that they believe that they will have  
10 adequate, proper, fair representation is paramount. So,  
11 it's not for me to make the decision as to how the water is  
12 allocated, is for me to understand if their voices are  
13 being heard and their concern over this water issue.

14           CHAIR DICKISON: Thank you. So, what I'd like to  
15 touch on is, is you are probably aware, your account looks  
16 like for social media content. Have you taken a look at  
17 those posts that were shared?

18           MS. GREENSPAN: I thought quite a bit about the  
19 report that was sent to me, and the draft, and those  
20 pictures on Facebook. And I understand that what I had  
21 communicated -- what it was based on was in a contextual  
22 point. I don't tend to write a lot on Facebook or am  
23 involved that much in Facebook. But even that being said,  
24 I have started to recognize, particularly as I've grown  
25 with understanding Facebook -- I was not an entry into

1 Facebook immediately. That a lot of social media is  
2 intended to create fear and create rancor and anger. My  
3 daughter calls it click baiting, meaning people click onto  
4 things. It's intended to motivate somebody to respond  
5 quickly.

6           And in that regard, I have started to recognize,  
7 and I have learned quite a bit in that time, even before  
8 the report was sent to me, that one should not necessarily  
9 have a knee-jerk reaction. That it's important for me to  
10 discern what is going on. And something that may sound  
11 truthful may not necessarily be truthful or accurate. And  
12 so I have stepped back from participating in that process.

13           And I do understand, and I -- to the extent that  
14 I'm involved with Facebook, I do that more because a lot of  
15 people use that as a way of connecting to one another's  
16 family and life events. So I acknowledge the birthdays and  
17 the passings and the holidays and whatever. I try to once  
18 in a while give some humor when it comes up. I don't spend  
19 a lot of time on the Facebook, but I have definitely not  
20 been involved in the types of communications that can be  
21 rancorous and divisive, and I have learned to really try to  
22 be much more objective and to see what's going on in the  
23 process.

24           CHAIR DICKISON: So, given the posts that were  
25 flagged, would you not be posting things of that sort in

1 the future or?

2 MS. GREENSPAN: No, I would not.

3 CHAIR DICKISON: So you're -- you can see how  
4 someone might just take those posts a certain way?

5 MS. GREENSPAN: I can see that they -- I  
6 understand, and they do present an appearance of bias, but  
7 that was not my intention. And I certainly am very much of  
8 a person who is open to all viewpoints, in terms of how I  
9 conduct myself in my business and personal affairs, in my  
10 friendships with people, in my professional relationships  
11 with people. So, that would definitely not be helpful for  
12 me in my life, and I have stepped away from that kind of  
13 communication.

14 CHAIR DICKISON: All right. Thank you. I wanted  
15 to move on to your education. So you got a BA in  
16 Psychology --

17 MS. GREENSPAN: Yes.

18 CHAIR DICKISON: -- and then you studied accounting  
19 and became a CPA. What prompted the change to study  
20 accounting after receiving a BA in Psychology?

21 MS. GREENSPAN: Well, when I achieved the  
22 Bachelor's Degree I was looking initially for work in  
23 utilizing a Bachelor's Degree to work in sociology or  
24 psychology. And the jobs that were out there were not a  
25 lot, and they were not paying well enough to be able to

1 allow me to move up and out and move from home. And in  
2 terms of where I was looking, it would have taken a number  
3 of years to get credentialed in a way that I would have at  
4 least a career underfoot.

5 I was always drawn to the law, and so I started  
6 looking at the law first. And at that time -- this will  
7 date myself, but going back, there was a big article on the  
8 front page of Time Magazine about how lawyers are not  
9 getting jobs, basically. So I looked at it and I said, I'm  
10 interested in the law. What can do, and how can I  
11 specialize, and what would make me stand out as an  
12 attorney. And in the back of my head were my parents who  
13 were very practical saying, business, business, business.  
14 You should grow up and go into business. This is why I  
15 went and I got a degree in psychology.

16 So, I took a second look, and I attended some  
17 seminars, one of them was with a gentleman at the time,  
18 Harold Weinstock, a very prominent tax attorney. In the  
19 class was Kirk Douglas. It was a weekend seminar. They  
20 were people from all walks of life. He presented the  
21 highest level. And in that I learned a bit about tax law  
22 and estate planning, and I was very drawn toward it. So  
23 then I thought, okay, I'm going to get my CPA to make me a  
24 better tax lawyer. And though it became an end in itself,  
25 I'm not practicing the law, I -- as I went to law school

1 have utilized a tremendous amount of skills that I've been  
2 trained for through analyzing law and facts and -- in law  
3 school, and I believe it's made me a better CPA. So that's  
4 my evolution.

5 And my fundamental training in psychology has never  
6 left me. I definitely work with people. I mean, to some  
7 extent, I can tell you that I've been an unpaid therapist  
8 in a number of situations with some clients. So, for me, I  
9 think it's a marriage of all of my education --

10 CHAIR DICKISON: Thank you.

11 MS. GREENSPAN: -- and training.

12 MS. PELLMAN: You have three minutes, 30 seconds  
13 remaining.

14 CHAIR DICKISON: Thank you, Madam Secretary.

15 The way the Commission is selected, the first eight  
16 Commissioners are selected randomly, and then they are  
17 tasked with selecting the next six. What would you be  
18 looking for in those six if you were one of the first  
19 eight?

20 MS. GREENSPAN: I would looking -- I would be  
21 looking at the information that you have all gathered about  
22 them, because I haven't been able to see the live streaming  
23 programming. And to see, do they have the practicality?  
24 Do they appeal -- can they appeal to the people, so that  
25 they can develop trust from the constituents who are they -

1 - they're going to interview. Can they develop trust for  
2 this process? Can they express some kind of foundational  
3 skills from -- for the committee on which we can all rely  
4 on to bind us together because of this common goal? Do  
5 they seem like they are able to work together with one  
6 another?

7 I'm going to want to understand their backgrounds a  
8 little bit by looking at their essays, looking at their  
9 skills, looking at their portfolio of information that we  
10 have presented in our application. I'm going to want to  
11 see, do they seem to be the kind of person who understands  
12 practically the world? Are they reality based? Can they  
13 look at the big picture? Do they have the kind of skills  
14 that show that they can objectify information, that they  
15 can analyze it with some empathy, because when you're  
16 looking at the data you're understanding that these are all  
17 people's information that are providing the data. Do they  
18 have a basic understanding and foundation for people?

19 I don't know if in this process we're allowed to  
20 meet them. I don't believe we are. I would probably look  
21 for a kindness factor, but that's just my own thing.

22 CHAIR DICKISON: Okay. Thank you. I don't have  
23 any question -- further questions for you at this point.  
24 So, at this point I'm going to turn the time over to Mr.  
25 Belnap for his questions.



1 VICE CHAIR BELNAP: All right. Good morning, Ms.  
2 Greenspan.

3 MS. GREENSPAN: Good morning.

4 VICE CHAIR BELNAP: So not only are you a CPA, but  
5 you worked in real estate development and property  
6 management.

7 MS. GREENSPAN: I do.

8 VICE CHAIR BELNAP: How has this portion of your  
9 career increased your skill set and prepared you to serve  
10 on the Commission?

11 MS. GREENSPAN: Well, there's a recent project that  
12 I'm involved with, and that is, utilizing a parcel of  
13 property that we own. It's an undeveloped -- well, it's a  
14 property that has a ruin on it, so to speak, a ruined  
15 business or building. And developing in within the  
16 neighborhood as an infill, consistent with the  
17 neighborhood. And unlike Los Angeles, we as a team, and me  
18 as an individual looking at this in the property that we  
19 own, we're not as familiar with the rules in Riverside in  
20 terms of development. And we are looking now, and we have  
21 been working toward engagement and the process toward  
22 successful development of this property.

23 So in the process we've had to build a team, team  
24 of experts, experts of our area. My associate, who's my  
25 business partner and I, we have done a lot of the work

1 ourselves in the process. We -- because we have the  
2 ability and skills to go into the law to ascertain what is  
3 necessary. We've been able to use some of our own training  
4 to bypass some costs, to bypass some efforts, and go  
5 further into successful completion of a project. We  
6 haven't done a lot, but we have done some.

7           So, in this case, we have to rely on experts, both  
8 inside the area and outside the area. We've had to meet  
9 the local city councilman, because the local city  
10 councilman has been approached by people in the community  
11 who feel threatened by this particular development, even  
12 though we want to present it consistent with the  
13 neighborhood. And we've gained some success through our  
14 efforts. But it's been a collaborative effort, a lot of  
15 meetings, fact gathering.

16           We have had to some extent meet some of the local  
17 neighborhood people, a local neighborhood council person to  
18 get their input into the process. And through that process  
19 we've actually had to adjust some of our building plans to  
20 meet the community standards in a way that would allow us  
21 to have success for what we want. And recognizing that  
22 some -- in a perfect world what they want may not be what  
23 we want, and economically, we may not find what they want  
24 profitable to us. But in a practical and realistic world,  
25 I believe we've come to where things look favorable. And

1 with some modifications and some compromise, we see  
2 something that could be of great benefit to the community,  
3 to the tax base in Riverside, and to people who would want  
4 to live there.

5 I'm very excited about it because it seems to be  
6 going forward. It's been a long process, much longer than  
7 what we would have seen in Los Angeles, I believe, but it's  
8 been a positive thing. We haven't packed our bags and  
9 said, we give up. We're very happy. And I think that this  
10 is enriching me.

11 Again, it's that same experience that I had in the  
12 local community trying to get that magnet school in, which  
13 in that case was not as favorable I think as the outcome is  
14 going to be in this situation. But it's, it's fulfilling  
15 something that allows for progress and the greater good, a  
16 positive experience for the community, and using something  
17 to the higher and best good.

18 VICE CHAIR BELNAP: And now from that experience  
19 and others like it in real estate, what have you learned  
20 that would benefit your time as a Commissioner, if you were  
21 selected?

22 MS. GREENSPAN: Well, obviously, I'm a  
23 businessperson. So, you know, from the outside looking in,  
24 they're going to say this is a person who's business is  
25 business. And it isn't, it's about people. And, for

1 example, in managing the rentals that I own, I'm very  
2 attentive to people living in their residences as the  
3 homes. I don't look at it as, gosh, it's going to cost me  
4 a less this month, or I'm going to have less take home on  
5 that. I look at it as, are they comfortable? Can they be  
6 happy? Can they be satisfied? Can they feel secure and  
7 safe? There's a welfare component to this as well.

8           So how can I take that? Well, we're looking for  
9 representation that is fair and just. And that creates a  
10 higher good and a more positive outcome for constituents in  
11 their communities, and for the representatives who they  
12 would be voting for, who should be -- or I take that should  
13 away, who would be representing them. And this, I believe,  
14 tends to the welfare of the community as a whole. It's a  
15 global kind of impact. And I think my experiences, I feel  
16 the same about that. I feel the dedication to want to help  
17 improve their lives by assuring that what we are doing will  
18 give them the outcome that makes sense and that is fair and  
19 that is just --

20           VICE CHAIR BELNAP: Thank you.

21           MS. GREENSPAN: -- based on that data that we've  
22 gathered and the information that we've put together.

23           VICE CHAIR BELNAP: Okay. Thank you. So, in your  
24 essay on appreciation for diversity, there's a sentence I  
25 want you to expand on. The sentence says, "on the basis of

1 my very foundation, explaining diversity is a non-issue.”

2 So what did you mean by that statement?

3 MS. GREENSPAN: I reread my essays, and I said,  
4 they're going to ask me about that. To me it's a non-issue  
5 because my whole life has been in a bubble, you know, of --  
6 I should say a vast melting pot, so a cooking bubble.  
7 That's what I mean by that, in a vast melting pot. I grew  
8 up with people with accents. I was surrounded by people  
9 from various cultures and various backgrounds. When I work  
10 with somebody, I'm working with somebody. I don't divide  
11 them against another cultural aspect.

12 When I see people, as I said -- and to me this is  
13 fundamental to who I am. It's a sustaining thought that  
14 people all want the same things. So, again, it's borne out  
15 of the need to be comfortable, to need -- to survive and  
16 the need to thrive. And to that end, everyone wants the  
17 same thing. They want to be able to feel safe, have their  
18 homes be secure for them. To know that when they have  
19 children, that their children will have a better future and  
20 a better life, from education to opportunities, to be able  
21 to provide for one another.

22 So, that's never been something that I've seen as  
23 deviating from any culture or any, any good person, any  
24 race or creed. I see people as people. So that to me is a  
25 non-issue in that sense. That's what I mean by that.

1           Now, do I recognize people's differences? Do I  
2 recognize the contributions made by citizens who have come  
3 here? California's been, it's one of the later states that  
4 came to the union. It's right there, not in the current  
5 century, but we've been around not as long as some of the  
6 East Coast brothers and sisters. And we are a state born  
7 out of immigrants, a lot of immigrants from many, many  
8 different places.

9           And immigrants come with their struggles and their  
10 dreams, just like my parents came here after the war. They  
11 struggled to get here. They made great sacrifices so that  
12 my sister and I would have a better life, and they did  
13 survive. And they are -- they did thrive. And we're the  
14 beneficiaries of that. And I hope that we would do that  
15 for our own children.

16           So I see that in the same experience of immigrants  
17 and people of different backgrounds, that there is a common  
18 goal from their dreams and from their struggles to survive  
19 and to thrive. So that's what I meant by that.

20           VICE CHAIR BELNAP: All right. Thank you.

21           MS. GREENSPAN: Thank you.

22           VICE CHAIR BELNAP: So, Ms. Dickison already asked  
23 you about your social media posts, and you made the point,  
24 and I wanted to bring up some dates here. That you've  
25 taken a step back from participation in social media, and

1 you've learned that it's important to be more discerning in  
2 probably what you post. And I want to make a point that  
3 the posts that were flagged were all from 2015, either five  
4 years ago or nearly five years ago. So I can see that what  
5 you've said there is the case, that you have stepped back  
6 from posts. But even so, the concern someone would have  
7 from reading some of the posts is that you have a bias  
8 against Islamic immigrants or Muslims in general based on  
9 some of the posts. So I want you to address that. Do you  
10 feel like you have a bias against Muslims?

11 MS. GREENSPAN: No, I don't. And, again, as I've  
12 said, the articles deal with issues -- I mean, specific to  
13 the articles, they deal with issues on a global point. On  
14 a local point, I see Muslims, I see Jews, I see Christians  
15 all surrounding me in my community, and these are the same  
16 people that are going for the same things on the shelves as  
17 I do when I pull the products off of the shelves, and enjoy  
18 the same comforts and experiences that I do.

19 I don't distinguish one another, except if somebody  
20 is dressed in a way that it makes it pretty obvious for me  
21 to recognize that they may have a different cultural  
22 requirement or religious requirement to how they dress, the  
23 same way as an Orthodox Jewish person wears something that  
24 is different. I'm wearing slacks. My Orthodox friends,  
25 the girls, the women wear dresses. That being said, I

1 can't say that there's any kind of a bias going on. We  
2 have the same conversations. We have the same issues that  
3 we're dealing with within the community, within the  
4 politics. We have the same needs. We're looking for  
5 security, we're looking for a future. We're looking to  
6 know that there will be a future. We're trying to have  
7 enjoyment when we come home at night from work, to know  
8 that we have a peaceful existence at home, knowing that  
9 it's safe and secure. I think that's, again, it's common  
10 grounds, it's commonalty that binds us.

11           And to me, I appreciate the infusion of the  
12 cultural diversity and what I have been exposed to as a  
13 result of meeting people from different backgrounds and  
14 different religions. And it's allowed me to step back from  
15 some of those opinions that were expressed in those  
16 articles back then. To be able to discern we're talking  
17 about people, we're not talking about a cause. We're  
18 talking about people's concerns, and we all share the same  
19 concerns.

20           VICE CHAIR BELNAP: All right. Thank you. So in  
21 your impartiality essay you didn't talk as much about your  
22 CPA experience, and in -- what I want to ask you is, how  
23 does a CPA have to exercise impartiality?

24           MS. GREENSPAN: I will go into -- well,  
25 impartiality in terms of the kind of work that I do, or



1 impartiality in terms of feelings for people that I  
2 represent? I'm not sure of the question.

3           What comes to mind is a case where I was hired  
4 early on in my career to do a fraud audit. And I'm not an  
5 auditor. We went as a team. I -- together I did a good  
6 portion of the work. I was responsible for gathering the  
7 data -- for taking the data and reflecting it in the  
8 communications and the narrative.

9           And in that particular experience, I learned early  
10 on that the person who owned the company for whom -- who  
11 had hired us, he was actually looking to hide a fraud that  
12 he was committing as against his bookkeeper. He was trying  
13 to pin the fraud on the bookkeeper. And from our evidence  
14 and information, he wanted us, as we presented the report  
15 to him before it was published, to extract the "f" word,  
16 the fraud word from the investigation. And for me, it was  
17 very clear cut. This is what he hired us to do, this is  
18 what we found, and we did it objectively and empirically.  
19 He threatened us. He said that he wouldn't pay us. We had  
20 to walk from that assignment. I believe we did publish  
21 something and present it to him. What he did with it, I  
22 don't know. He hired us to give to his clients that audit.  
23 He was working on big Government projects.

24           And so in terms of impartiality, I lean toward what  
25 is proper and what are principals. In terms of

1 impartiality in terms of who I work with, I'm a CPA. I'm  
2 hired to do work for various people from various  
3 backgrounds. And some of my better clients happen to be  
4 Muslims. Some of my other best clients happen to be  
5 Christian. Some of my worst clients, a few of my worst  
6 clients happen to be Jewish. I do the work. I have to do  
7 the work in a way that is objective, proper, communicating  
8 information based on what I'm hired to do, according to my  
9 standards, according to my profession.

10 I have not ever fired a client for their  
11 persuasions, their sexual persuasions. I've fired clients  
12 when they haven't paid us. I have fired -- and even then  
13 we do a lot to take care of our clients before we walk away  
14 from that. And I believe in always keeping a door open,  
15 because you never know who's going to come in and when you  
16 would need that person again. So that's my philosophy in  
17 life. So, I hope I addressed your question, because  
18 detachment and impartiality means being objective. Taking  
19 myself out of the situation and looking at what is required  
20 in a clear way. It's not just about bias.

21 VICE CHAIR BELNAP: Thank you. You did answer my  
22 question. You brought in a spectrum that I had not  
23 considered as well, that second part. So, thank you.

24 Madam Secretary, can I get time check?

25 MS. PELLMAN: Yes. We have four minutes, 25

1 seconds remaining.

2 VICE CHAIR BELNAP: Okay.

3 You indicate in your application that impartiality  
4 is one of your core principals, and that you live by your  
5 principals. And this is the part I'll quote, "sometimes in  
6 ways that are painful to me." Can you describe an  
7 experience where you had to act in an impartial manner in a  
8 way that painful to you?

9 MS. GREENSPAN: I spoke to the example of the audit  
10 situation, the fraud audit, and that was detrimental to our  
11 company's bottom line. This was early on in the building  
12 process of our company to be hired. It was a referral  
13 situation, too. So, there was a tremendous -- there was an  
14 overlay, because the referral we valued, and this was a  
15 very significant client to the bottom line. But to me, it  
16 is not about who I'm catering to, it's a question of what  
17 is done and what is proper. To me, that is fundamental.  
18 So, in that respect, I say it's painful on an anecdotal  
19 level and a very intimate level, if I can share that, it's  
20 going to be published.

21 When I first married, my husband and I, I told him  
22 I'm the CPA. I'm going to be the one doing our tax  
23 returns. And he said he's always done his own tax returns.  
24 He's never gotten advice from anyone else. So I said, how  
25 do you do your taxes? Now, years later I learned he was

1 joking. But he said, I start by putting zero on the bottom  
2 line and working backwards. And in the next week we didn't  
3 speak to one another, and this was very, very, very early  
4 on in the marriage, and I was not happy with that as a  
5 future with my husband at the time. But I stood my  
6 grounds. I did our returns. I'm very proud of those  
7 returns, and I know they will stand scrutiny. And I have  
8 nothing to hide. And he completely exonerated himself, and  
9 he's a good guy, 30-plus years later.

10 But this is how I approach things. I live and die  
11 by my principals, meaning I uphold the law, I uphold the  
12 rules. To be bound by Title II for the Commission means  
13 that I'm going to be starting with that as my foundation,  
14 the Title II and the rewrite the lines, Redraw the Lines,  
15 rather, Handbook, and go from that point on. And I'm going  
16 to want to speak to your department, I'm going to want to  
17 speak to those that fashioned this Commission into what it  
18 is today, those that developed it. To understand what it  
19 means, what the implications are, to make sure that I'm  
20 doing things the right way. From that it doesn't mean that  
21 I'm truncated, it doesn't mean I'm inflexible. It does  
22 allow me to understand how things can grow and develop,  
23 because certainly situations have changed from the  
24 inception of this Commission back in, what, 2008, with the  
25 Voters Right Act, how it started. But I do live and die by

1 my principals about right and wrong. Sometimes it puts me  
2 in a little bit of a corner, because truth can be sometimes  
3 very isolating. But I think it's important to be standing  
4 by something. For me, that's part of my backbone.

5 VICE CHAIR BELNAP: All right. Thank you. I have  
6 no further questions.

7 CHAIR DICKISON: Thank you, Mr. Belnap.

8 We'll now turn the time over to Mr. Coe for his  
9 questions.

10 PANEL MEMBER COE: Thank you, Madam Chair.

11 Good morning to you, Ms. Greenspan. Thank you for  
12 taking the time to speak with us today.

13 MS. GREENSPAN: Thank you.

14 PANEL MEMBER COE: When I go last a lot of my  
15 questions get addressed by my colleagues, so I've got some  
16 subjects here that it may be bouncing around a little bit,  
17 so I apologize if I'm jumping around about subject matter.  
18 But I'd like to start with some volunteer efforts you  
19 mentioned in your application. Specifically, you mention  
20 contributing funds and goods to food drives and a food  
21 bank, as well as several battered or rescue -- and/or  
22 rescue women, and/or women with children, on the run  
23 organizations. And I'd like to get a little background  
24 about how you got started volunteering with those, and what  
25 motivates you to participate in those volunteer activities.

1 MS. GREENSPAN: I was drawn to SOVA. I don't even  
2 know what the letters stand for anymore, but it's through  
3 the -- it's a community food bank that started through the  
4 Jewish Community Centers. And it's foundational, and it's  
5 been replicated in different ways. But SOVA is very, very  
6 important. It is non-sectarian. We gather food and  
7 contributions through the -- it's nonpartisan and  
8 nonreligious based.

9 We have food drives. There's other food drives  
10 that are brought in from other religious organizations to  
11 it. And they provide services there in the way of  
12 volunteering efforts to get food together, so that people  
13 can come and get the basics of what they need. To me, this  
14 is very important.

15 I also shared this information with my daughter,  
16 and when she was young, before she -- she had a Bar  
17 Mitzvah. That is when, it's a religious ceremony of the  
18 right of age, of becoming an adult in the eyes of our Bible  
19 and God. So, before her Bar Mitzvah, when she was very  
20 young, she got very involved in attending these food bank  
21 centers and packaging goods. And for her Bar Mitzvah she -  
22 - rather than having a display, we tend to decorate the  
23 sanctuary, she had baskets of food that were all intended,  
24 that she had assembled, that were all intended to go to the  
25 food bank. So I felt that she is understanding what is

1 important in terms of helping people who are less fortunate  
2 than her. And she certainly was blessed to be able to have  
3 this beautiful ceremony in a beautiful sanctuary.

4           And I use that as a teaching moment, as well as  
5 it's certainly a feel-good thing, to be able to help  
6 people. And it also doesn't impose on people. It doesn't  
7 tell you ah-ha, I'm doing this for you. I like the concept  
8 of it. People can feel safe and free and comfortable, and  
9 not feel embarrassed by their needs. And that to me is  
10 very, very important.

11           Same thing. I go to a women's retreat. Sometimes  
12 I do, sometimes I don't. This tax season I was supposed  
13 to, but because it was tax season I didn't go. And it  
14 helps a local -- out in Ojai, Ventura County area, it helps  
15 a local center for women who are escaping from violence and  
16 escaping from unfortunate circumstances. So, again, we  
17 contribute goods to this organization and happy to do it.  
18 Very happy to do it. It gives a woman a chance to --  
19 specially, we have to do personal grooming goods and  
20 things, to feel good about themselves. I've given clothing  
21 to these things, because they look for interviews, for job  
22 interviews. I don't know what's going on now with this  
23 horrible pandemic, but a lot of needs that are out there,  
24 and I'm exploring what is out there, to be able to  
25 hopefully help and be participating in that process as I'm

1 more comfortable stepping out of the home a little bit.

2 But I like the fact that it allows someone to feel  
3 empowered when they are coming from a position of  
4 hopelessness and helplessness. It gives them a direction.  
5 It gives them some kind of a foundation. And I don't have  
6 to be seen in order to do that. I know that I'm helping.  
7 And to me, that's very important. And not to ignore them,  
8 because they're -- for the good graces of God, go I. I'm  
9 very blessed in that regard, and I'm happy to give back.

10 That's part of the reason that I am, you know, I've  
11 applied for this position. That I feel that this at this  
12 stage of my life would be very transformative. That I  
13 could do something that will help people feel that they are  
14 gaining representation for themselves. And, ultimately,  
15 it's for themselves and their communities, but it's all  
16 part of their own homes and where they come from. Their  
17 core.

18 PANEL MEMBER COE: Thank you for that insight. You  
19 also mention in your application working with a business  
20 coach to utilize -- I might mispronounce this, eidetic  
21 images?

22 MS. GREENSPAN: Eidetics.

23 PANEL MEMBER COE: Yeah.

24 MS. GREENSPAN: Yes.

25 PANEL MEMBER COE: Eidetic imagery. And this, you



1 write, "it helps improve your interactions with people,  
2 improve your business, and to tether your personal life  
3 when things become stressful." So I'm unfamiliar with this  
4 concept. Could you explain to us, or to me -- I don't know  
5 if the other folks know what eidetic imagery is.

6 MS. GREENSPAN: Eidetic, E-I-D-E-T-I-C-S. The  
7 business coach I use is a woman named Wendy Yellen. And  
8 she is a mentor of a gentleman named Akhter Ahsen. And  
9 this is part of Eastern philosophy. And it's a way of  
10 looking at things and looking internally to yourself, and  
11 working on yourself to -- it changes you neurologically.  
12 It takes away from the things that have impacted on you,  
13 maybe the way you've been raised, maybe the influences, and  
14 it re-grounds you so that you're able to ultimately have a  
15 happier and healthier and stronger focus on yourself. And  
16 it allows you to see clearer what is important in things  
17 that matter to you. And it works with imagery work.

18 To take the time to do it here doesn't make sense.  
19 But, for example, before sitting down for this meeting, I  
20 sat, shut my eyes for a few minutes, and started to work on  
21 myself visualizing, seeing the Panel in front of me, and to  
22 see how I felt internally. And I started to feel a little  
23 bit of nervousness, and I sort of visualized ice on my  
24 brain, cooling my brain. So, the little shaking that I had  
25 before I met you all sort of went away before we started.

1 And that's what I was trying to do, cool my mind a little  
2 bit, so that I could hopefully sound half-way respectable  
3 and responsible and articulate before you all, and I  
4 believe it helped.

5 PANEL MEMBER COE: Thank you very much for that  
6 information.

7 MS. GREENSPAN: Thank you.

8 PANEL MEMBER COE: I wanted to talk about something  
9 you mentioned briefly where you mentioned the experience of  
10 your parents that came to the United States you said after  
11 I think World War II. In your essays you describe them as  
12 refugees that escaped the Holocaust. And I was curious how  
13 you think that experience and that perspective has shaped  
14 your world view, and how you think this world view could be  
15 a benefit to this Commission.

16 MS. GREENSPAN: I did touch on that a little bit,  
17 too, in the earlier questions. But for me, I was raised  
18 with the understanding that they came from great struggles.  
19 My father had escaped from Europe to South America, and he  
20 found his way here after the war. My mother escaped by  
21 living underground in the war. And they had profound  
22 devastations in their families.

23 And, for example, with my mother, she took to her  
24 grave stories that we will never know. But anecdotally,  
25 one way I was looking at a scar on her arm, and I said,

1 what was that? And she goes, that was from a bullet. So,  
2 one can't help but be impacted by that kind of information.  
3 And it was always what we did for you that came out in how  
4 we were raised.

5           So, I developed a great deal of sensitivity and  
6 understanding about people's struggles. I certainly don't  
7 ever want to face in my lifetime, or anyone else who I know  
8 or love, including my daughter, to face those types of  
9 atrocity to know the difference. But it's allowed me to  
10 empathize for people who have struggled, and people who  
11 have struggled and found their way toward survival.

12           Certainly, the Californian experience is a reflection of  
13 that for, I would say, a majority of the people in the  
14 State, whether it goes back three generations or two  
15 generations or currently. And it allows me to empathize  
16 with people and be sensitive to people. So it has allowed  
17 me to open up my ears more, because I've heard it. I've  
18 heard it.

19           I understood what it meant when my mother, for  
20 example, growing up, my sister and I would have -- we would  
21 never have the leftovers, for example. They would eat the  
22 leftovers. It was very important that their kids were  
23 eating a very strong and good, healthy meal.

24           Just little things that became part of my core is  
25 part of what I think I can give to this, this great deal of

1 sensitivity and understanding. Being able to listen to  
2 people, to appreciate the diversity, and appreciate the  
3 people's struggles. In a way, we're all united with that.  
4 We're all united with that.

5           And how they have come to where they've become  
6 citizens, and they have won the right with the greatest  
7 gift, the ability to vote. They've won their right to  
8 freedom here in America and in California, and this gift of  
9 the vote, which is to me, the prize of freedom and  
10 citizenship. And I feel that my understanding of it would  
11 be a reflection in the work that I do in appreciation, and  
12 hoping to develop meaningful lines that are drawn that  
13 represent these people, represent all people in California.  
14 That's part of my core, I believe.

15           I think it's very important. I take voting as a  
16 great responsibility. My first time I voted I was out of  
17 country, and I was so upset until I learned about absentee  
18 ballots. And from the time my daughter was born I  
19 explained to her this privilege of this country. And what  
20 we have here is so profound as compared to so many other  
21 countries. It's not to be ignored. So, I look at it as a  
22 responsibility based on how I was raised, and the  
23 appreciation of what it means to be here in California and  
24 how I was raised.

25           PANEL MEMBER COE: Okay. Thank you. On the same

1 topic of appreciation for diversity, you kind of touched on  
2 this a little bit already. But you talked about your  
3 experiences have met or worked with a diverse group of  
4 people of a variety of backgrounds. And from those  
5 interactions, what do you think you've learned about the  
6 perspectives and the concerns of different background --  
7 people of different backgrounds, that would make you an  
8 effective representative for the diverse population of  
9 California on this Commission?

10 MS. GREENSPAN: Well, there are certainly  
11 communities that favor certain cultures or certain peoples,  
12 and they want to be heard. They want to know that their  
13 representation counts for something. There's something of  
14 meaning to them that cannot be ignored or underrepresented  
15 because they don't have -- what they do when they go to the  
16 ballot box may not count to them. So they want to know  
17 that the representation is reflecting what their concerns  
18 are, their worries are, and what would help them build  
19 their community, to sustain their community, to make their  
20 community thrive, to help develop their community so that  
21 it can thrive.

22 Certainly, to have consistent opportunities for  
23 themselves within their community, socioeconomic  
24 opportunities, education for their kids, safety in their  
25 neighborhoods, that they are heard. That they're not

1 ignored. So, I think that those are people that must be  
2 appreciated, and we have to recognize their particular  
3 needs within their communities, and then pull it out more  
4 globally within the State to see, is there something that  
5 we are missing? Is there something that we can wed  
6 together to bring a stronger voice for them, to this  
7 political -- it is a political process, the voting process,  
8 so that what they have to say and what they want will  
9 count.

10 PANEL MEMBER COE: And you mentioned speaking and  
11 reaching out to the different communities across the state.  
12 And some of those, some communities and community groups in  
13 the State are less engaged or feel less comfortable  
14 engaging with Government or with bodies like this, and they  
15 could have a variety of reasons for feeling that concern.  
16 But since their input, and the input of as many voices as  
17 possible is so important to the work of this Commission,  
18 how can the Commission make those groups feel comfortable  
19 to come forward and share their perspective and better  
20 inform the Commission?

21 MS. GREENSPAN: Well, when I go, when I travel, I  
22 look at areas where I go to, communities as a home in a  
23 global sense. But I am entering their home. When I do, I  
24 enter it with humility and I enter it with respect. That's  
25 very important to me. I want to gain understanding of

1 these communities in the process, so that they will be able  
2 to feel that someone's listening to them.

3 I certainly want to gain their trust, and I try to  
4 do it through a little bit of discernment, a little bit of  
5 detachment, a little bit of humor, a little bit of  
6 understanding. I ask lots of questions. That's one thing  
7 I -- as we say, we get older, we ask fewer questions. I  
8 ask lots of questions. I really want to understand. I  
9 sometimes may sound stupid, but it's very important for me  
10 to engage and to really get to the core of the situation,  
11 to see what is going on in those communities. So that if  
12 they don't trust the political process, they can recognize,  
13 why not? There's something to be gained. It couldn't  
14 hurt. So, I think that those are fundamental skills that I  
15 have.

16 I think that those are approaches to start with on  
17 a scientific level. On an empirical level the Commission  
18 will be working and outlining programs in order to create  
19 those approaches more in a logical way, to be able to cull  
20 data for the empirical analysis. But on a personable  
21 level, I think it's very important to look that, again, we  
22 all have human encounters with one another, and that  
23 connection is what binds us. And if I can connect to  
24 people, I have a much better chance of approaching the  
25 situation in a more holistic manner.

1 Same thing goes -- even when I work for my  
2 representation work before the I.R.S. or the Franchise Tax  
3 Board or other state agencies, the person behind the desk  
4 who I'm in front of in the middle of an audit, for example,  
5 is a person doing a job. And I'm not going to sit there  
6 with armor on being nasty or antagonistic because they're  
7 doing something that is adverse to my client, if I believe  
8 especially that my client has some reasonable explanation.

9 You have to gain some kind of mutual respect for  
10 one another. There's a relationship to be garnered, and it  
11 works a lot better to produce, at worst, a negotiated  
12 result, and at best, a positive outcome in the way I would  
13 want it. I'm big on collaboration. And I think that's  
14 what can be gained by going into a community, showing that  
15 I'm able to be there as a collaborator, not against their  
16 interests.

17 PANEL MEMBER COE: Thank you.

18 Madam Secretary, time check, please.

19 MS. PELLMAN: Yes. Three minutes, 10 seconds  
20 remaining.

21 PANEL MEMBER COE: Great. Thank you. I don't have  
22 a lot of time, but, Ms. Greenspan, I did -- I know that my  
23 colleagues have talked about the social media posts  
24 already. I did want to have one quick follow-up to kind of  
25 close the loop for me on something Mr. Belnap was asking



1 about in regards to the articles. And so my question is,  
2 if you were appointed to the Commission to represent  
3 everybody in California, and a Muslim resident were to  
4 approach you and express concern about the social media  
5 posts and your ability fairly represent his or her family,  
6 what would you tell them?

7 MS. GREENSPAN: I would tell them that I'm part of  
8 the body, a commission, and I'm here to represent the job.  
9 I would not want to be confrontational to anyone. It  
10 wouldn't matter who you were or what you look like. I  
11 would want to understand that the community, if they are  
12 representing someone for their community that happens to be  
13 a larger population of Muslims, may have particular needs,  
14 and they have a right to be represented.

15 It may very well be different than what I grew up  
16 believing or understanding or, or what is the case, but  
17 each person's differences have an impact on their community  
18 and the needs for that community, and they have to be  
19 recognized, even if it's not part of what I believe in.  
20 And I think that's very fundamental also to our democratic  
21 process. That's very -- it's an imperative to it. And  
22 that should not be ignored, and they should not be  
23 dismissed. And we're there to do our job. And, again, the  
24 job is based on fairness and justice.

25 And that's what this Commission is about,

1 transparency, fairness and justice. And it has to be  
2 reflected in every dialogue between every community and  
3 every person who we meet, regardless of what they look  
4 like, what their accents are, what they're wearing.  
5 They're part of the citizenship and the landscape of this  
6 state. And that's how I would approach it. I can't think  
7 of a different way to approach it.

8 PANEL MEMBER COE: Okay. Thank you.

9 Madam Secretary, one more time check.

10 MS. PELLMAN: Just 40 seconds remaining.

11 PANEL MEMBER COE: Okay. Great.

12 Thank you, Ms. Greenspan.

13 At this time, Madam Chair, I have no further  
14 questions.

15 MS. GREENSPAN: Thank you, Mr. Coe. Thank you, Mr.  
16 Belnap, and thank you, Ms. Dickison.

17 CHAIR DICKISON: Thank you, Mr. Coe. I'm going to  
18 turn it over to Mr. Dawson for his, any follow-up questions  
19 that -- Madam Secretary, could we get a time check for the  
20 remaining time of the interview?

21 MS. PELLMAN: Yes. Just one minute, 20 seconds  
22 remaining of the 90.

23 MR. DAWSON: All right. Thank you.

24 CHAIR DICKISON: Mr. Dawson.

25 MR. DAWSON: Well, I'll allow my time -- if there

1 are no other follow-up questions from the Panel, I'll yield  
2 my time to Ms. Greenspan to make a closing statement.

3 CHAIR DICKISON: I have no follow-up questions.

4 MS. GREENSPAN: Sorry. Me or Ms. Dickinson (sic)?  
5 I'm sorry.

6 MR. DAWSON: Ms. Dickison, do you have any follow-  
7 ups?

8 CHAIR DICKISON: I have no follow-up questions.

9 VICE CHAIR BELNAP: I have none as well.

10 CHAIR DICKISON: Mr. Belnap?

11 VICE CHAIR BELNAP: I have none.

12 MS. GREENSPAN: Well, I thank you for this  
13 incredible opportunity. It's been a wonderful experience  
14 to review who I am, and to see if I can make a difference  
15 in going forward with this. It took me a while to sit down  
16 with the application because I wanted to be sure and --  
17 this is a wonderful state that we live in. That voters can  
18 make a difference in addition to law that is coming from  
19 legislative or court-created opportunities. That the  
20 voters are the people who created this Commission and  
21 developed it further in the two acts, the Voters Rights  
22 Acts. And I truly appreciate that I'm able to be here at  
23 this point, meeting with you all and learning.

24 MS. PELLMAN: That's 90 minutes.

25 MR. DAWSON: Thank you.

1 CHAIR DICKISON: Thank you.

2 MS. GREENSPAN: Thank you.

3 CHAIR DICKISON: Thank you, Ms. Greenspan, for  
4 meeting with us today. We appreciate your time.

5 Our next interview today is at 1:15, so we are  
6 going to recess now until 1:14.

7 Off the record at 12:15 p.m.)

8 (Back on the record at 1:15 p.m.)

9 CHAIR DICKISON: Good afternoon. The time being  
10 1:16, I'm calling the Application Review Panel Meeting back  
11 to order. I would like to welcome Ms. Tran for her  
12 interview.

13 Good afternoon, Ms. Tran.

14 MS. TRAN: Good afternoon.

15 CHAIR DICKISON: We're going to do directly to Mr.  
16 Dawson for the five standard questions.

17 MR. DAWSON: Thank you, Madam Chair.

18 Ms. Tran, I'm going to ask you five standard  
19 questions that the Applicant Review Panel has requested  
20 that each applicant respond to. Are you ready?

21 MS. TRAN: I am. Thank you.

22 MR. DAWSON: First question. What skills and  
23 attributes should all Commissioners possess? What skills  
24 or competencies should the Commission possess collectively?  
25 Of the skills, attributes and competencies that each

1 Commissioner should possess, which do you possess? In  
2 summary, how will you contribute to the success of the  
3 Commission?

4 MS. TRAN: I'd like to first begin by thank you --  
5 thanking the Review Panel and the staff for giving me this  
6 opportunity to interview. I've felt like the process has  
7 been pretty smooth so far, and I know there's been a lot to  
8 deal with, you've had to pivot and so forth. I very much  
9 appreciate the transparency and how smoothly it's gone for  
10 myself.

11 To answer the first questions, what skills should  
12 all the Commissioners possess? Well, there's going to be  
13 14 of us coming from different parts of the State,  
14 different backgrounds, so I think that diversity would be  
15 very helpful in terms of the perspectives and experiences  
16 we bring to the Commission. At the same time, I think  
17 there's certain skills and attributes that all  
18 Commissioners should possess. One would be the ability to  
19 work in a team. So the objective, the mission of the  
20 Commission is to redraw critical district lines, and this  
21 is something that can't be done alone. Working in a team  
22 would be vital, to be able to work as a team would be vital  
23 for this. And that includes skills such as having a --  
24 good communication skills, being a respectful and active  
25 participant, and you want to discuss things among

1 ourselves, and to disagree, but also to be able to come to  
2 consensus, and also to be able to trust each other and  
3 collaborate with one another, so that our task can be  
4 achieved.

5 I also think the ability to understand and review  
6 data is important, because I think that the Commission's  
7 work needs to be fact based and defensible. The  
8 Commissioners need to understand data, because that's -- or  
9 the Commissioners need to understand the data so they can  
10 do its work. We also -- it needs to be able to anticipate  
11 and respond to potential criticisms or objections that  
12 could come up.

13 I imagine there will be a learning curve for all of  
14 us, and we'll be assisted by staff, experts, consultants,  
15 et cetera. But the ability to grasp and understand  
16 concepts about redistricting, to really ask questions, to  
17 analyze data and come to fact-based conclusions is  
18 fundamental. As a group, I think it's collectively, it's  
19 important for the Commission to show commitment to the work  
20 we've been tasked with, and to also demonstrate integrity  
21 and transparency in the process.

22 In terms of commitment, I imagine that the  
23 Commission can be weighted by so many factors, whether it  
24 be current events, disagreement on methods, data problems,  
25 but we really need to keep our eyes on the ball. We have a

1 task to achieve by certain deadlines, and we need to be  
2 dedicated to that task in a fair, fact-based manner.

3           In terms of integrity and process, this work is  
4 going to require us to balance many, many needs, and we  
5 need to be able to grasp the information we're dealing with  
6 and synthesize it. And we need to do this in a way that  
7 demonstrates that we have the interest of Californians, we  
8 have the best interest of Californians at heart, and also  
9 to help contribute to what should be a fair, democratic  
10 voting process.

11           For myself, I have demonstrated these skills,  
12 attributes in my personal and work life. My profession  
13 demands I work with others in a group setting, and I work  
14 heavily with both qualitative and quantitative data. I am  
15 a transportation planner for the City of San Francisco.  
16 I've also worked as a consultant, so all my projects have  
17 been team-based work that has a task to achieve, whether it  
18 be a study, a project or a report. And I have to work  
19 collaboratively and cohesively with others from a wide  
20 variety of background and skills. I work with data to --  
21 we need data to help us understand questions and to put  
22 together policy options and recommendations for cities and  
23 other clients that we have.

24           On a personal level, I strongly believe in public  
25 service and volunteerism. I have been involved with local

1 and regional non-profits where I've held leadership roles  
2 and board management responsibilities. And within these  
3 organizations I'm working with many different types of  
4 people, whether it be staff, volunteers, donors, other  
5 board members, et cetera. And my volunteerism has allowed  
6 me to work with others, and to practice and build the  
7 skills I just mentioned.

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

20 MS. TRAN: So I, and I hope my fellow  
21 Commissioners, would believe in the spirit and intent of  
22 the legislation that created the Redistricting Commission.  
23 The law put into place the power to redraw voting districts  
24 in the hands of citizens and not politicians, and this was  
25 to make sure that each district had about the same number



1 of voters and that they reflect and represent the  
2 electorate. And this is to help advance democracy. And I  
3 think if Commissioners were drawn to this line of thinking  
4 and this intent, it would help steer them away from  
5 partisanship. But it indicates partisanship, hyper or  
6 otherwise, is unfortunately something that the  
7 Commissioners may encounter.

8           And I think that it's very important for  
9 Commissioners to be respectful of other people's  
10 backgrounds and beliefs. This is -- this relates to  
11 interacting with each other, as well as with other people  
12 from other parts of the state. We need to be civil,  
13 measured in our interactions with each other and people we  
14 talk to in our roles. And this would not be so different  
15 for the work that we do as well, because we need to be as  
16 dispassionate in our work, base our analyses and our  
17 foundations in data and fact-based findings.

18           As for my role, I am not affiliated with any  
19 political party, and I do my best to keep my political  
20 beliefs to myself. Because of that, I hope that I'll be  
21 able to set the tone of working together effectively and  
22 without rancor. This includes being an active listener.  
23 It means helping the Commission to establish a common  
24 baseline and a standard of the process, the concepts and  
25 principals that would guide our work, the tasks that we

1 need to do, and also to help build consensus when it's  
2 needed.

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

7 MS. TRAN: There is a lot of -- there are a lot of  
8 problems and issues that the Commission could encounter.  
9 And thinking about this question, I thought trust will be  
10 number one for me, like one of the most important things.  
11 Trust is the foundation of almost all relationships, and  
12 not being able to establish it and maintain it could be  
13 potentially fatal for the Commission, both internally and  
14 externally.

15 So internally the Commission needs to work  
16 together, as I mentioned previously. And without the trust  
17 between us, the -- our work could break down, and the -- we  
18 may not be able to achieve what we set out to do. Not  
19 being able to trust each other makes it hard to talk  
20 through things, to listen to one another, to collaborate,  
21 to build consensus, and not to mention the united front  
22 that we should present, we should present when we do have  
23 the maps ready to present to the legislature.

24 Externally, trust is also very important. The work  
25 of the Commission has a lot of important implications for

1 California. And the public needs to have trust and  
2 confidence in the Commission and its process. If the  
3 Commission isn't able to demonstrate that our work and  
4 decisions are fair and fact based, then others may find it  
5 hard to trust the maps that we create. If this happens,  
6 you know, how will our work be able withstand lawsuits,  
7 questions from legislatures and doubt from voters? Trust  
8 is really fundamental to what the Commission will deal  
9 with. And in order to, in order to effectively do its  
10 task, it needs to have the trust amongst itself, as well as  
11 garner trust from others outside.

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

22 MS. TRAN: So the example I want to talk about is  
23 for a non-profit I volunteered for. It's called San  
24 Francisco City Guides, and I have been a volunteer since  
25 2013, so that's 17 years. First I'll tell you a little bit

1 about the organization, then I'll talk about the situation.

2           So we are a program of the San Francisco Public  
3 Library, and we give walking tours, free walking tours of  
4 the city. So, I actually encourage you, if you ever go to  
5 San Francisco and you have 90 minutes, take a tour, because  
6 there's a wide variety of topics that are very, very  
7 interesting, and the volunteers who give the tour are quite  
8 engaging. We do have a crew of 300-plus volunteers who  
9 give the tours. They are the actual tour guides.

10           And when I first started volunteering for the  
11 organization, it was just a small, non-profit that was  
12 considered the best-kept secret in California -- or in San  
13 Francisco. And we start to grow and we decide to become  
14 more well known. And there was some people, some  
15 individuals within the organization would were quite  
16 uncomfortable with this group. That was because they  
17 wanted us to stay small. And one of the things that we did  
18 was we built a web site. This is, you know, many, many  
19 years ago. And there were people who -- when we went from  
20 a black-and-white brochure to a color brochure to a web  
21 site, there was a lot -- it was -- these decisions were  
22 very fought. And because these volunteers are the  
23 lifeblood of the organization, it was really important for  
24 us on the board to consider their thoughts and their -- on  
25 what they're thinking.

1           So I was part of a team of three to put together  
2 the website, and we had one person who was the technical  
3 person who did -- the webmaster. He did all the coding,  
4 all the programming. And the other two, including me, were  
5 there to help with content, to be beta testers and  
6 understand how it's put -- you know, work on how it all  
7 fits together.

8           And some of the guides came to me individually or  
9 together and expressed discomfort with the website. And  
10 this was like in 10-plus years ago, so people didn't know  
11 what a website was. People didn't understand what -- and  
12 it sounds weird today, but there was really this concern  
13 about this website that would, you know, make us bigger and  
14 make us more bureaucratic and such. So, I became the  
15 person that, ombudsperson I guess you would say, that would  
16 talk with people through our work. Why we're doing it,  
17 what the pros and cons were, because there's always pros  
18 and cons.

19           And one of the reasons why I was tasked to do this  
20 is because I had been a long-term member who had been in  
21 many different roles, and people trusted me, and they  
22 really knew that I had the interests of the organization at  
23 heart, you know, the best interest of the organization at  
24 heart. And so through that, we worked through a lot of --  
25 I don't want to say they were conflicts -- a lot of

1 concerns, a lot of deep concerns that people had about, you  
2 know, what seemed very innocuous today, to us today of  
3 building a website, but it was really important for us to  
4 talk through these things with our volunteers because it  
5 was so important to our operations of our organization.  
6 And even though we basically decided to put together a  
7 website, we had to bring them along with us, because they  
8 are the ones giving the tours. They were our frontline  
9 workers, and we wanted them to be comfortable with the  
10 product.

11           And so I learned a couple things from this time  
12 that I think I can bring to the Commission. And, you know,  
13 the one thing is that relationships are really key. I  
14 don't need to be best friends with everybody, but I found  
15 that if I have a good working relationship with people,  
16 that they basically trust me in my intentions, it really  
17 helps with conversations, whether it be, you know, very  
18 mundane conversations or very challenging ones, because we  
19 have that relationship to build upon so that we can talk  
20 about more difficult things.

21           I think another thing I learned was to be  
22 empathetic. I thought a website, what's wrong with a web  
23 site? Everyone's doing it, but I really need to put myself  
24 in other people's shoes about what their concerns are.  
25 And, you know, people just want to be heard. It's really

1 important for people to express what they're feeling, and  
2 also feel that they're being listened to. And I found that  
3 to be very true whether the concerns are small or larger.  
4 And, honestly, I would want that for me, too. Like, you  
5 know, if I had concerns, I would want others to hear me  
6 out, too. So, it was really important for me to be  
7 empathetic, patient, and try to understand where some of  
8 their concerns were coming from.

9           And I think these two lessons are not -- are life  
10 lessons, really, and something I can bring to the  
11 Commission. But they are really important to helping to  
12 work out issues. And maybe the end result isn't perfect or  
13 where I want it to be, but, you know, it's key to getting -  
14 - to maintaining the relationship and just helping us  
15 achieve what we wanted to do.

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

1 and who have a variety of perspectives?

2 MS. TRAN: So, there are two things about me that I  
3 wanted to talk about, that has helped me to interact with  
4 other people from different backgrounds and different  
5 perspectives. And I believe myself to be a modest person.  
6 You know, I know I don't know everything and I don't  
7 pretend to either. I know my strengths, I know my  
8 limitations, and while I'm content with the life I live, I  
9 always think there's always room for improvement in how I  
10 live my life and how I interact with others.

11 I remember my 10<sup>th</sup> grade English teacher saying  
12 that, we only start learning when we realize how much there  
13 is to learn. And as I've gone through life, I find that to  
14 be very true. There's a lot I can learn on my own, but  
15 there's also a lot I can learn from others.

16 I think I'm a very curious person. I value the  
17 different ideas and perspectives that others given me. And  
18 sometimes those affirm my own, other times it makes me  
19 wonder about why I believe what I do. And often times I do  
20 become curious as to why people believe what they believe,  
21 but I try to do that in a respectful, tactful way.

22 So my experiences that will help me work with  
23 people, you know, understand and appreciate people from  
24 different perspectives and backgrounds, is my, actually,  
25 my professional job, my work job. I am, you know, I'm a



1 transportation planner, and I have worked on different  
2 types of transportation plans for different communities  
3 around California, as well as the country.

4           And part of the work we do involves outreach and  
5 understanding what people, what people use transportation  
6 for, and what they need from transportation. And there's  
7 been a variety of different kinds of outreach strategies  
8 that we use, and I'll talk about one that I had about a  
9 year ago, which it had a really deep effect on me.

10           You know, I work for the City of San Francisco, and  
11 the city is divided up into supervisorial districts. And  
12 our work for this particular phase of that outreach was to  
13 hold focus groups in each of the 11 districts, and there  
14 would be 10 people in each of the focus groups. And we  
15 relied on a consultant to help us find participants for  
16 this group, for these focus groups. And they went through  
17 many different kinds of venues to help us identify these  
18 individuals. They're community-based organizations through  
19 religious groups to hospitals, social service agencies,  
20 Nextdoor, the social media app. So, they actually came up  
21 with quite a good amount of people to help with -- to  
22 participate in the focus groups.

23           And when I went, I went to six of them, as a --  
24 somewhere in the background, and I was really, I guess,  
25 surprised and also touched by many of the things I heard

1 and saw. Because these people are people I had -- the  
2 composition of the group was really diverse. We had a  
3 homeless person, we had housewives, we had some  
4 undocumented people. And that experience for me was -- you  
5 know, I'm used to -- I have dealt with many people in my  
6 life, but to be in a room with all these individuals from  
7 such a different backgrounds at one time was really just  
8 humbling for me. And they gave us a look of good  
9 perspectives about some of their needs related to  
10 transportation. Also in relation to other things that were  
11 going on in their lives. So I found that really valuable.  
12 And I think it just helps me, again, build the -- my  
13 empathy muscle.

14 MR. DAWSON: Thank you. We'll now to go to Panel  
15 questions. Each Panel Member will have 20 minutes to ask  
16 his or her questions. We'll start with the Chair, Ms.  
17 Dickison.

18 CHAIR DICKISON: Thank you, Mr. Dawson.

19 Good afternoon, Ms. Tran. Thank you so much for  
20 meeting with us today. So, I would like to start. You, in  
21 your impartiality essay, you talked about a few different  
22 things. But could you provide a specific example, either  
23 from your volunteer work or your professional experience,  
24 in which you had to demonstrate your ability to set aside  
25 your own views or interests when making a decision?

1 MS. TRAN: Sure. So in San Francisco, we face a,  
2 you know, a very large question that affects the framework  
3 of how we do planning, how we build, how we decide on what  
4 kind of investments to make in transportation and housing  
5 and so forth. And that is how to grow and where to grow in  
6 San Francisco. And I have very specific beliefs about  
7 that.

8 But when I talk with people, whether it be other  
9 staff people in my -- in the city, whether it be  
10 supervisors who are the policymakers in San Francisco,  
11 whether it be someone who is a constituent, a citizen in  
12 the city, I keep those -- I try to keep those beliefs  
13 within myself, because it's -- you know, I am one person in  
14 San Francisco. I, you know, I can -- I want the city to be  
15 successful, I want it to be prosperous and viable, and I  
16 believe there's a way to get there. But my way is not -- a  
17 lot of people might not see it as the way to go.

18 And so when I talk to people, whether it be the focus  
19 groups I mentioned, where there -- it be in terms of  
20 presenting my reports, my recommendations or -- however, I  
21 represent myself as a city employee, I need to be neutral  
22 from -- you know, I studied to be analytical, I studied to  
23 be probing, but, you know, it's not about me, it's about  
24 others and about the city. So I try to be impartial in  
25 terms of my opinions on how the city should grow, where it

1 should grow. So I can get the information I need from  
2 others that might help inform the kinds of work that I do.

3 I'm sorry, I can't hear you.

4 CHAIR DICKISON: Sorry about that. Keeping along  
5 that same line, can you describe a time when, when you had  
6 a certain viewpoint on something, but after getting  
7 additional information you changed your mind about it?

8 MS. TRAN: Yeah, I can. So there's a, there is a  
9 corridor in San Francisco, and it's a east-west corridor.  
10 Without getting into too much detail, it's a east-west  
11 corridor, and the neighborhood, the citizens in this area  
12 are really interested in getting a rail line, a train  
13 through their corridor. And trains are very expensive to  
14 build. They take a long time, they take a lot of  
15 resources. They -- you know, and, I mean, but if they're -  
16 - but they're worth it because trains can bring a lot of  
17 promise in terms of economic development, more mobility and  
18 activity for the residents and the workers. But this part  
19 of San Francisco is not, is not very dense. And one of the  
20 principals of building transit, especially rail, is that  
21 you need the density, you need people to be able to ride  
22 the train, enough people so that the investment, you get a  
23 return, you get a return on the investment.

24 And this neighborhood has also been historically  
25 uninclined to grow in terms of building more housing. They

1 have tended to not want to have more housing there. And  
2 they've elected officials who believe that, and they've  
3 also shown up at public meetings related to that. And one  
4 of my co-workers on my team has said to me -- you know,  
5 before I get to that. So because they won't -- because  
6 they don't want to grow, and because transit is so  
7 expensive and because there's a lot of competing demand  
8 for this limited resources, my opinion has often been, why  
9 should we give them a train line? Obviously, it's not my  
10 decision, but I feel like if you want to have a train, this  
11 major capital investment in your corridor, could you give  
12 something back to the city by growing, because we need  
13 housing in San Francisco. And that has been one of my  
14 beliefs.

15           And my co-worker had said to me that, you know, in  
16 San Francisco -- it is maybe not the most dense area of San  
17 Francisco, but it is the most dense area that doesn't have  
18 a fast, frequent train line. It also has made other kinds  
19 of concessions for the city in terms of commercial  
20 development. And so my co-worker basically was giving me  
21 arguments, because he thinks there should be a train line  
22 in this corridor.

23           And, you know, I came around to thinking what he -  
24 - to agreeing with him, because I think he presents some  
25 very viable arguments. I still think we need more housing

1 in that corridor and all San Francisco, but I have not --  
2 I've retracted my position about not considering a transit  
3 rail investment in that area of the city.

4 CHAIR DICKISON: Okay. Thank you. Thank you. So  
5 one of the things that the Commission's going to need to do  
6 is identify communities of interest. You talked about in  
7 your impartiality essay, and you already discussed it a  
8 little bit today, about an instance where, where you were  
9 trying to build a community-driven vision for the plan  
10 going forward for San Francisco, and how you developed  
11 those focus groups. So with that experience, what methods  
12 do you think the Commission can employ to do outreach to  
13 the communities, and also to identify different communities  
14 of interest?

15 MS. TRAN: So, one of the first things I think we  
16 should do is, define what communities of interest means.  
17 For us in my profession, we have something called,  
18 "communities of concern." And this is a definition that is  
19 something that's used in the region, as well as in the  
20 city. And they -- there are eight different  
21 characteristics of a community of concern. And it would be  
22 things like, you know, being a senior, coming from a  
23 household that doesn't speak English, be a single parent,  
24 have a disability. So there's different characteristics  
25 that help us define what a community of concern is.

1           And to answer your question about how could we  
2 identify what these communities of interest are, you're --  
3 this is interesting because it reminds me of an article I  
4 just read in my local paper about a group called the Mam,  
5 M-A-M, in Oakland. And it was about Census outreach  
6 efforts to this group. And they are a group from Guatemala  
7 who speak an indigenous language, indigenous Mayan  
8 language, and there's 10,000 of them in Oakland.

9           And when I read that I was really incredulous because I  
10 had never heard of a group called the Mam, and 10,000 in a  
11 city of about 400,000 people is about two-percent. And it  
12 talked about, this article talked about the importance of  
13 counting them, making sure they're considered in the  
14 Census. And it employed the message that we use, where we  
15 rely on groups within, you know, a community to help us  
16 identify these individuals who may not be easy to reach.  
17 And it can be called key informants or gatekeepers.  
18 Because I imagine the Commission, you know, the 14 of us  
19 could have deep roots in the community, but it's hard to do  
20 that for an entire state.

21           And I feel that we can work with others who we can  
22 trust, whether it be other city, or other city kind of  
23 agencies, community-based organizations, and other groups  
24 who can help us, who work directly with these communities  
25 that need to be represented and acknowledged in parts of

1 California. I think that can really help us supplement  
2 what we can get on a more data-census based way. I think  
3 that the U.S. Census, as well as the, I think it's called  
4 the Demographic Research Unit of the Department of Finance  
5 that pulls together demographics. I think using those kind  
6 of resources to help us inform us who the communities are  
7 we can speak to will be really helpful.

8 CHAIR DICKISON: Thank you. You've talked some  
9 about your work in transportation and working, you know,  
10 throughout your area, but also throughout the state and  
11 throughout the country. In work you've done in other areas  
12 of the state, what have you learned about communities in  
13 those areas and what concerns they have, and how that may  
14 differ from region to region?

15 MS. TRAN: Yeah. So I've worked in the Bay Area.  
16 I also have done transportation work in the Eastern Sierras  
17 and the Central Valley. And the concerns of the different  
18 regions are very much influenced by the environment that  
19 they're in. In communities like the Eastern Sierras and  
20 Kern County, and in other parts of -- in Sacramento where  
21 I've also worked, as well as some communities along the  
22 high-speed rail line, they're, you know, people have the  
23 same basic concerns about, or some basic values about  
24 wanting to, you know, have a good job, have housing, you  
25 know, to have their family be -- their kid be educated and



1 to be able to give them the good life. So there's a lot of  
2 common wants in our state, but the way of getting there is  
3 very different, and it's very much dependent on the  
4 environment that you're in.

5           You know, for example, in the Eastern Sierras, we  
6 were looking at a public transportation plan there, and  
7 it's more challenging to up public transportation in a area  
8 that, given the low density and the particular inclinations  
9 to want to drive and own your own vehicle, versus depending  
10 on another, an agency to provide you with transportation.

11           CHAIR DICKISON: Okay. Thank you. So, in your  
12 analytical skills essay you discuss your career as a city  
13 planner and the data systems that you've used. Can you  
14 walk through an example of a complex analysis you've done  
15 in your -- in that role, and the type of data that was used  
16 in it?

17           MS. TRAN: Sure. For a project I'm working on  
18 right now, we are trying to determine what kinds of public  
19 transportation investments we should be making in San  
20 Francisco for the next 30 to 50 years. So really large-  
21 scale transit projects. And we're using many types of  
22 criteria. One of them is ridership. And with ridership,  
23 you know, you want to know who -- if you're going to build  
24 a train or a high-frequency bus line, who's going to ride  
25 it? Are you going to have enough ridership, because you

1 want that line to be successful, and you also want to serve  
2 the most people as possible. And so ridership is really an  
3 important criteria when it comes to transit.

4 But something else we need to consider is equity. You  
5 know, I had previously talked about communities of concern.  
6 And what we've been doing is trying to figure out where  
7 these communities of concern live, how do they use public  
8 transportation, and how could they be affected by that kind  
9 of investment in the communities.

10 And there's at least two reasons why we're doing  
11 this. One is that we need to, you know -- everyone uses  
12 transportation, and these communities often depend more on  
13 transit than others. And so we want them to be able to get  
14 around as easily as the one who has a job in the Financial  
15 District of San Francisco. You know, so whether these  
16 communities are working in blue collar jobs or have work  
17 hours that are not the typical business hours, we want to  
18 know what kind of needs they have, and how it can -- how  
19 our investment decisions would affect them.

20 But, you know, the other reason to do this is that,  
21 transportation has often -- or transportation has often  
22 been thought to cause displacement of low-income  
23 communities. So we want to be really careful about the  
24 kinds of investments we're making, because we don't want to  
25 displace any low-income individuals, people of color,

1 people who don't speak English or anyone of those  
2 communities of concern.

3           So, given those kinds of desires -- or issues that  
4 we've thought of, we are trying to map out where the  
5 transit lines will be going, what kind of service they will  
6 provide, but understanding, also, where do these  
7 communities of concern live? Where do these transit lines  
8 intersect these communities? Because if they do, and if we  
9 can foresee a issue related to displacement or to, you  
10 know, to dividing communities or -- physically dividing  
11 them, or other kinds of issues that might affect them, we  
12 need to understand that so we can see if there's a way we  
13 can mitigate them. You know, a lot of that right now is  
14 based on mapping data and Census data we're pulling  
15 together to help us visually understand what the kind of  
16 effects we might cause in our work.

17           CHAIR DICKISON: Thank you.

18           MS. PELLMAN: We have three minutes, five seconds  
19 remaining.

20           CHAIR DICKISON: Okay. Thank you.

21           The way the Commission is selected, the first eight  
22 Commissioners are selected randomly, and then they are  
23 tasked with selecting the next six. If you were selected  
24 as one of the first eight, what would you be looking for in  
25 the other six individuals?

1 MS. TRAN: That's a really good question. I think  
2 the three qualities that are in the regulations, the  
3 ability to be impartial, to appreciate California's  
4 geographic and demographic diversity, and to have  
5 analytical skills needed. Those are very important. I  
6 also mentioned the skills in the first question I believe  
7 it was, you know, what kind of skills and attributes  
8 Commissioners should have collectively and as a group. I  
9 would look for those. Also, I think it might be good to  
10 understand the skill set and experiences of the first set  
11 of Commissioners, and to identify if there's any gaps. And  
12 could the next set of Commissioners who are chosen, could  
13 they help us to fill those gaps. Because having that  
14 diversity of skill set, backgrounds and perspectives would  
15 be really helpful in making the Commission a stronger  
16 group.

17 CHAIR DICKISON: Thank you. I don't have any  
18 further questions at this moment, so I'm going to turn the  
19 time over to Mr. Belnap.

20 VICE CHAIR BELNAP: Good afternoon, Ms. Tran. I  
21 understand that you have a Master's Degree in Regional and  
22 City Planning, and that you've been working in city  
23 planning. Has it always been focused on transportation, or  
24 are there other aspects of city planning that you worked  
25 on?

1 MS. TRAN: So, I am -- I've come to -- after a  
2 couple years of working in, as a land use planner, my  
3 projects, the projects I was starting to work on most  
4 frequently were transportation. So, my career has seemed  
5 to, I won't say morphed, but it seems to have come on that  
6 direction in terms of working almost entirely in  
7 transportation. Having said that, I will note to you that  
8 transportation is a facet that involves many other  
9 disciplines.

10 I'll give you an example. One of the projects I  
11 work on right now, we're trying to put together this  
12 transportation vision for -- or for San Francisco. And in  
13 it we talk about equity, we talk about safety and  
14 livability, we talk about economic vitality, we talk about  
15 environmental sustainability, and we talk about government  
16 accountability and engagement. So, even though we're  
17 focused on transportation, transportation is a means to an  
18 end for people. And we need to be able to connect people  
19 to their jobs. We need to connect them to health services,  
20 to schools, to parks. And so, it's -- I do a lot of  
21 transportation focus in my work, but it's not always about  
22 transportation.

23 I'll give you another example, if you allow me.  
24 When I was in that focus group that I mentioned earlier in  
25 my responses, you know, we wanted to understand the

1 transportation needs of this -- of the people we're talking  
2 to. And, yeah, they definitely talk to us about  
3 transportation, but you know what else they need? They  
4 need good jobs. They need more affordable housing. They  
5 need a plethora of things. And we're looking at -- I know  
6 that transportation is helping in many ways of getting  
7 people to what they need. And so to answer your question,  
8 yes, I focus a lot on transportation, but I'm exposed to  
9 many, many other kinds of issues as well.

10 VICE CHAIR BELNAP: All right. Thank you. You  
11 mentioned that in your work as a city planner, as a  
12 transportation expert, that you do use mapping software. I  
13 wanted to know how involved you are in the creation and  
14 manipulation of those maps, or if you are the recipient of  
15 other expert's work.

16 MS. TRAN: Understood. So, in -- so a lot of  
17 modeling and mapping work involves inputs, and then the  
18 actual modelers work with the models itself, the black box  
19 I call it, to come up with outputs. So my involvement is  
20 in the development of those inputs. You know, we try to  
21 understand what the input is. Like, you know, what's the  
22 question we're trying to understand? What's the data we're  
23 trying to get? And so from there we're working backwards,  
24 you know.

25 So the model works like this. You need to

1 understand what kind of information the model needs to  
2 process information. So we're developing the inputs. The  
3 modelers actually do the coding, the programming and so  
4 forth, and it spits out stuff. And then the results, we  
5 look at the results and we try to what's called,  
6 calibration and validation, we try to look at it and use  
7 our own real-world experience, our own professional  
8 knowledge, and often professional judgment, to understand  
9 what those outputs are, and maybe they might need to be  
10 massaged a little bit so that they would better reflect  
11 what's on the ground. You know, modeling is also --  
12 modeling and mapping has also been called a art within a  
13 science. And so, the way I interpret that, is that it  
14 still needs the judgment and the inputs of people, and not  
15 just the, you know, the lights and the, you know, little  
16 black box that produces information.

17 VICE CHAIR BELNAP: All right. Thank you. Before  
18 we leave this, that subject and move on to something else,  
19 I'm just curious about something on your resume. After you  
20 obtained your degree and began your work in city planning,  
21 you mostly worked, I think exclusively for private  
22 consultants, then you recently took a position with the  
23 City and County of San Francisco. What was that transition  
24 -- why did you make the transition from working for  
25 private, and then working for the County and City of San

1 Francisco?

2 MS. TRAN: Sure. I was a consultant for 13 years,  
3 and I've been working in the public sector for the last  
4 three or four years. And when I was working as a  
5 consultant, all my clients were -- 99-percent of my clients  
6 were city agent -- public agencies. And people's asking  
7 me, how's to transition been? And it's actually relatively  
8 easy, because I had those, I had those clients as -- I had  
9 those public agencies as clients. And, you know, when you  
10 work with someone that closely, you understand a little bit  
11 of what they're going through, what they need. And so that  
12 really helped me have that perspective when I became, when  
13 I became employed in a public agency. Of course, you don't  
14 know what work you really like until you're in it, but it  
15 really helped give me some information. And the reason why  
16 I left was because there was a project and a group of  
17 people at the City Planning Department I wanted to work  
18 with. And it was attractive enough project, it was  
19 something I wanted to do, decided to make the move.

20 VICE CHAIR BELNAP: What was the project?

21 MS. TRAN: It's a long-range transportation  
22 planning program for San Francisco. So if you think about  
23 transportation investments and how large they are, and how  
24 we need to plan the design and build, it's a very involved,  
25 complex process, and I like that complexity. I like



1 working in a policy context that would help us understand  
2 what kind of capital investments the city would need. And  
3 the project works on both -- works on all aspects of  
4 transportation. So I have a lot of focus on public  
5 transportation. This program has focused on streets, it  
6 has focused on freeways, bikes and peds, so it's a plethora  
7 of different kinds of modes. So that really drew me to the  
8 plan -- or to the program as well.

9 VICE CHAIR BELNAP: All right. Thank you. So in  
10 your application you -- it also talks about you being a  
11 court-appointed special advocate. So I'd like you to tell  
12 us about what that is, and about your experience with that  
13 effort.

14 MS. TRAN: Sure. So, CASA, a Court Appointed  
15 Special Advocate, is an organization that is statewide, but  
16 there's also specific city or county branches, I guess I  
17 would say, offices. And what it seeks to do is that when a  
18 foster, when a foster child goes through the process, it  
19 can be a very daunting, scary time. You know, you're a  
20 minor. You are dealing with all these adults. And there  
21 is social workers, there's courts, there's judges, and it's  
22 a very, it's a very frightening thing -- can be a very  
23 frightening thing for a child to go through.

24 So what CASA aims to do is to have one adult who  
25 can be there as consistently as possible for that

1 individual. So whether it be court dates or doctor's  
2 appointments or schoolteacher conferences, there will be,  
3 still be social workers, judges and all you guys, but the  
4 CASA, the advocate, is the one consistent person in the  
5 lineup of all the individuals that the foster child has to  
6 deal with.

7           So, in that work, you know, we get trained for  
8 working -- for being a CASA, and then after that we're  
9 assigned to a foster child. They're going ask for an 18-  
10 month commitment to be that child's advocate.

11           VICE CHAIR BELNAP: So how did you hear about this  
12 opportunity, and why did you decide to do this?

13           MS. TRAN: So, I've done some volunteer work. You  
14 know, I mentioned my City Guides work. And I thought about  
15 how, even though it's important to me, I really enjoy it,  
16 but it's not -- it's easy. You know, it's easy to do that.  
17 You know, it's -- I'm getting towards, I'm helping with the  
18 organization of the -- of the management of the  
19 organization, and they're not life-wrenching -- it's very  
20 rewarding because I meet people, I give tours. I get to  
21 talk about -- you know, I get to give the knowledge I have  
22 of the city, but it doesn't touch someone else, especially  
23 in a way that could help them further in their life. I  
24 think I want to do something more, more impactful, I think  
25 I would say.

1           And this came up because one of my friend's friend  
2 is a CASA. And she said that maybe give it a try. See  
3 what you think. And I have the capacity for it, and I  
4 don't have children. So that was a concern of mine, but I  
5 had the time. And I have a commitment, too, because when  
6 I, when I decide to volunteer for something, I find out  
7 what the organization's mission is, and if it's aligned  
8 with my own values, I sign up and I commit myself to it.  
9 And so I wanted to do something a little bit different from  
10 my other volunteer responsibilities, and I thought this  
11 would be a good, interesting way to help out and see what I  
12 could do.

13           VICE CHAIR BELNAP: And how long have you been  
14 doing this? So for how many children have you helped?

15           MS. TRAN: I've only done it for 24 months for one  
16 child.

17           VICE CHAIR BELNAP: All right. Thank you. Going  
18 back to your experience as a -- in your career as a city  
19 planner. Can you tell us about something that you've done  
20 that you're particular proud of, and then also tell us  
21 about a mistake that you've made that you had to learn  
22 from.

23           MS. TRAN: And this is for a work question? It is  
24 for work?

25           VICE CHAIR BELNAP: Yes. Yes, focus on your career

1 as a city planner.

2 MS. TRAN: Something I'm proud of and something I  
3 made a mistake on. I'll start with the mistake, I mean,  
4 because I think of it right away. I think, you know, I've  
5 been working for almost 17 years now, and I think one of  
6 the things I've had to learn to do is to -- how do I say  
7 this? To be more diplomatic. I think that we work so  
8 closely with each other. It's a very small -- I imagine  
9 in your case, too, it's a very small profession. And I  
10 feel like I've had really good examples of people who are  
11 very, who are very professional in terms of how they  
12 present themselves and how they talk about others.

13 And, you know, I don't think I've been a terrible  
14 person, but I feel like it's really good to be in this --  
15 to teach myself to be very professional at all times. You  
16 know, we go -- a lot of planners have gone to school  
17 together, we work on projects together, they socialize  
18 together, and some of them marry each other. And so it's a  
19 very close-knit type world.

20 And I have found the, I have found -- sometimes  
21 it's not comfortable when people talk about each other in  
22 ways that I think are not, are not effective or  
23 constructive. And I've, what I've learned from that is, I  
24 need to be more diplomatic. I need to be always talking  
25 about -- talking professionally about others, and not

1 trying to, not trying to inject my personal feelings into  
2 the conversation.

3           The other part of the question is what I'm proud  
4 of, what I've done well. I, you know, I was, I've been a  
5 deputy project manager, a deputy project manager for many  
6 years, and I became project manager in the last four or  
7 five years. And one of the things that I've done well is,  
8 when I was the -- more often than not, when I was the  
9 deputy, there were a lot of projects where I had to step in  
10 and course correct. And I feel like I've done that very  
11 effectively because I keep getting more responsibility.

12           My -- I'm a very task-oriented person. I like to  
13 get work done, and I -- if I'm given something to do and I  
14 decide to do it, I'm really committed. So I think I've  
15 been a very effective project manager, and I believe that  
16 other like clients and other people who I've worked with  
17 have liked working with me because you can trust me. They  
18 know I'm very dedicated to the project, and I will get it  
19 done.

20           So I like having -- you know, it's part of my job,  
21 so I should do that, period, but I'm glad to have that  
22 skill, because it's made me a more effective employee, a  
23 more effective professional. But I think it's also helped  
24 me with my relationships as well, because I like that  
25 people can rely on me. I like that people can depend on

1 me, because that's, you know, that's what makes you a  
2 professional.

3 PANEL MEMBER BELNAP: Thank you.

4 Madam Chair, I have no further questions.

5 CHAIR DICKISON: Thank you, Mr. Belnap.

6 Mr. Coe, the time is yours now.

7 PANEL MEMBER COE: Thank you, Madam Chair.

8 Ms. Tran, thank you again. Good afternoon to you.

9 Thank you for speaking with us today. I wanted to talk  
10 about something you mention in your first essay. Your  
11 first essay you describe how your parents fled Vietnam in  
12 the 1970's because they didn't feel they could have a voice  
13 in how your family would live under the political regime  
14 that took over at that time. So my question is, how do you  
15 think that experience has shaped your perspective of the  
16 world, and you think having this perspective is important  
17 to have on the Commission?

18 MS. TRAN: So, my father -- excuse me (clearing  
19 throat), when we were living in Vietnam, my father worked  
20 for the South Vietnamese Government. And when the  
21 Communist took over, he knew -- he strongly believed that  
22 he would be on their, you know, on their hit list. That he  
23 wouldn't -- that his previous work -- because the work that  
24 he's done with the South Vietnamese Government wouldn't go  
25 over well with the new government. And so he thought he

1 had to leave, or else his life would be in danger. My  
2 mother also believed that as well, but they both at the  
3 same time believed that this, this new regime, because of  
4 its origins in Northern Vietnam and because of history,  
5 because of history and their background, they would --  
6 their voices will be suppressed. That it wouldn't be part  
7 of consideration, no matter how long my dad worked for the  
8 government, no matter what kind of skills he had. My  
9 mother's a teacher, and no matter what kind of experiences  
10 she could offer, they wouldn't be considered because of  
11 their previous affiliations and work experience. And  
12 that's why they left. And my father, he always really  
13 strongly believed that, you know, people should have,  
14 people should have a say in what happens to them.

15           You know, even growing up, it's kind of funny,  
16 because he always had us talk as a family, and sometimes  
17 vote, if we had to. At one point, we moved into a house  
18 that had three bedrooms, master bedroom for the -- my  
19 parents, a -- I'm sorry, four bedrooms. A master bedroom  
20 for the parents, my older sister was a lot older than all  
21 of us, so she got her own room, and there was two rooms  
22 left. And so the three youngest girls, daughters, had to  
23 figure who was going to share, who got their own room and  
24 who got to share. And we talked about it first, and then  
25 we had to vote. So he was very, he was very good about

1 talking through things, discussing pros and cons, and then  
2 having us decide, either by voting most of the time. And  
3 if that didn't work out, the consensus. And I think it was  
4 really instilled in me about the importance of talking  
5 through things. About understanding what my position is,  
6 and also understanding what other people, where they're  
7 coming from, and what their viewpoint and what their, where  
8 their position may lie.

9           And so I've taken that to -- my experience,  
10 looking like outreach for my projects, you know. Often  
11 times when I'm looking at a team, there is a outreach  
12 specialist who would help us with the engagement  
13 strategies, the noticing, and all those pieces that are  
14 involved with doing -- trying to get the community  
15 involved. And I find myself thinking a lot about what I  
16 learned from my parents about, you know, speaking your  
17 voice, being heard, and being able to be counted. Being  
18 able to have your say be part of the decision-making  
19 process.

20           PANEL MEMBER COE: Okay. Thank you. I wanted to  
21 talk about something you mention in your impartiality  
22 essay. I think you've talked about it a little bit already  
23 before, regarding a long-term vision plan. A team that was  
24 going to help your long-term vision plan for San Francisco,  
25 that based on what wanted the city to look and feel like in



1 50 years. And in your impartiality essay you wrote about  
2 that project, in regards to that project. "While my work  
3 was guided by my training and professional judgment, my  
4 personal beliefs were set aside so that a community-based  
5 vision could emerge." My question is, specifically on that  
6 project, what personal beliefs did you have to set aside  
7 when working on that project?

8 MS. TRAN: It's through to what the Chairperson  
9 talked about before. I guess it's okay for me to talk  
10 about my belief here, because I'm not in front of my -- of  
11 the city. So, I think the city needs to grow. I think it  
12 needs to accommodate its growth. Whether we like it or not  
13 -- and, actually, who knows what will happen after COVID.  
14 But at that time, whether we like it or not, people will  
15 come to San Francisco to work there. There is a lot of job  
16 opportunities for certain people. There's a lot of natural  
17 beauty there. There's a lot of amenities, and people will  
18 come to San Francisco. And we need to make room for them,  
19 whether it be through our housing, our social services,  
20 socially, physically, I believe that the city should  
21 accommodate them to the greatest extent possible.

22 Not everyone feels this way, and often times people  
23 feel that, you know, San Francisco is too big. There's  
24 nowhere to grow. They're concerned about the character of  
25 their neighborhood changing. They concerned about more

1 congested streets. You know, and all of that is very  
2 legitimate, because I experience those things as well. You  
3 know, what we -- what I tend to find is that people when  
4 they have moved into San Francisco, they want to freeze it  
5 and keep it the way it is forever. And is that the right  
6 way to head a city? Is that the right way to grow and  
7 evolve as an organism? Because a city is an organism. And  
8 a lot of people, they don't want this growth.

9           And that is the -- and, you know, my inclination is  
10 to say, no, that's not what I believe, but I can't do that.  
11 You know, I'm trying to understand what other people's  
12 needs are, what the kind of vision they want for the city  
13 for themselves. And so I'm a conduit for that, and I  
14 should be a neutral as possible conduit.

15           So I have had to put aside my really strong beliefs  
16 about growth, equitable growth, diversity and such, to be  
17 able to do the job I was set out to do for that project.

18           PANEL MEMBER COE: Thank you. A little bit today  
19 in your comments and in your essays you talked about  
20 experiences having worked with diverse groups of people of  
21 a variety of backgrounds. And I'd like to know from your  
22 interactions with the diverse groups of people you've met,  
23 what have you learned about the needs and desires and the  
24 perspectives of these diverse people that would make you an  
25 effective representative for the diverse population of

1 California?

2 MS. TRAN: Sure. You know, and this is a little -  
3 - and I'm pulling a bit from what I said earlier. You  
4 know, we are all very different. We have different  
5 backgrounds, experiences, but at heart, you know, at the  
6 core, we also want the same things. You know, I think of  
7 Maslow's hierarchy of needs, you know the very bottom of  
8 the pyramid, we all want shelter, we all want, you know,  
9 security, a safe place to live, a job. We want things for  
10 our kids. And I also add to that hierarchy of needs, is  
11 that people want dignity. People want to be able to move  
12 around in their space, wherever they live, in a way that is  
13 respectful and that allows them freedom.

14 So, again, you know, everyone in this room probably  
15 has a lot of different experiences, a lot of different  
16 perspectives, but the core of what we need as individuals,  
17 for ourselves and for our family, is quite similar, but  
18 getting there is really different. You know, I've never  
19 owned a car. I get around on my bike. But, you know,  
20 that's not the lifestyle for everyone. Some people have  
21 kids, or some people aren't able to ride a bike, or some  
22 people don't want to -- like having a car, you know, that's  
23 okay. I would never want to impose what I -- the way I  
24 really want on others.

25 And in learning about what other people want beyond

1 the basic needs has been very interesting. Helping them  
2 get to where they want to go in the -- under the  
3 constraints of limited financial resources, physical  
4 constraints of the streets, capacity of different city  
5 agencies and county departments to create these projects  
6 for them, those are all factored into how I work with  
7 people to understand how they get around, how they move,  
8 what can help them, what could help them with their  
9 transportation needs better, given those constraints.

10           PANEL MEMBER COE: Thank you. I wanted to go back  
11 to one of your responses to standard question two at the  
12 very beginning of the interview. And you said, and I'm  
13 paraphrasing here, that the Commission needs to ground  
14 conclusions and data in fact-based findings. So,  
15 certainly, data, the harder type of data, the Census, for  
16 example, is a good chunk of the input into the Commission's  
17 work, but the other input is going to be less hard data.  
18 It's a little more squishy. It's people's perspectives and  
19 their feelings, their desires and their opinions from the  
20 different communities across the State. And you have to  
21 mold these two things that are pretty different types of  
22 input and data in order to make a decision. So how does,  
23 how does the Commission go about kind of mixing input that  
24 is of the harder variety, like Census information, and kind  
25 of the softer data of people's -- the community input?

1 MS. TRAN: Yeah. And, you know, if I may, I'll  
2 call back the qualitative and quantitative data. And it is  
3 a dilemma when it comes to dealing with information and  
4 data, because it's really hard to marry those two things.  
5 I would -- you know, the Commission needs to figure out how  
6 to do that and agree upon how to do that. And there isn't  
7 a right way to do that. I'll mention one of the ways we  
8 found -- that we used for a project.

9 When I was working on the project that involved the  
10 focus groups, you know, that was part of the vision-  
11 building process we had. And we had surveys, we had the  
12 focus groups, we had conversations, meetings with  
13 community-based organizations. And a lot of what they told  
14 us was qualitative, and we had to figure out a way to  
15 integrate both the quantitative data that we were getting,  
16 and we found that if we did that, the quantitative data  
17 tended to win out, because it just threw it out more, as  
18 hard, easier-to-manage information. But the qualitative  
19 data was so important because there was so much nuance  
20 there, there was so much information there.

21 And so, I think one of the ways we came -- one of  
22 the resolutions, the cultures that we decided to do, was  
23 that, you know, we had those five goals I mentioned, you  
24 know, equity, economic vitality, environmental  
25 sustainability, safety and livability, and government

1 accountability and engagement. And so we wanted -- we  
2 decided to, every time there was a mention by a individual  
3 that fell into one of the five categories, we decided to  
4 count it as a, as one mention.

5 For example, people who said, I want a good job.  
6 You know, a community needs good jobs. That would fall, we  
7 decided that would fall in the economic vitality. But  
8 sometimes it wasn't clear. Because what if someone said, I  
9 want more natural parks or more natural areas. So is that,  
10 is that interest sustainably? Is that safety and  
11 livability? How do you -- I mean, where does -- what  
12 bucket does that fall into? So we thought of ways to  
13 accommodate that, but it wasn't easy, and there was a lot  
14 of judgment calls, and talking through what we felt would  
15 be the right way to tally that information.

16 PANEL MEMBER COE: Thank you.

17 Madam Secretary, a quick time check, please.

18 MS. PELLMAN: Six minutes, 24 seconds.

19 PANEL MEMBER COE: Thank you.

20 Ms. Tran, I'd like to switch topics a little bit to  
21 the topic of communities of interest. Ms. Dickison asked  
22 you about this, so I'd like to piggyback off of her  
23 question. And she asked about ways that the Commission  
24 could go about identifying communities of interest. And  
25 I'm going to put a little bit of a different spin on that,

1 and say, how can the Commission avoid overlooking,  
2 inadvertently overlooking some communities of interest that  
3 might be less obvious or harder to find?

4 MS. TRAN: Yeah. I think that's going to be really  
5 tough, because some people are not going to want to be  
6 found or they don't care to be found. And I have to return  
7 to the answer I gave before. You know, the Commission is  
8 not going to be an expert in every community in the State  
9 of California. There is a lot. And I think we will need  
10 to rely on what you've called the hard data. So, from,  
11 anything from the Census or from the State Department of  
12 Finance.

13 I think we'll have to rely on the gatekeepers in  
14 the community. Of course, we shouldn't give them too much  
15 power, because one person or one group cannot speak for the  
16 entirety of one community. But I think having them help us  
17 identify who these communities are, could be powerful. And  
18 given our time constraints, and the deadlines that we have  
19 to -- have to meet, it might be one of the key methods to  
20 use. You know, if we, we have a executive director or  
21 someone who -- from the auditor's office or elsewhere, or  
22 who is a community outreach professionalist, who can help  
23 us with more strategy, I'd be -- I would love to hear them,  
24 because we face that in our work in San Francisco, and the  
25 Bay Area as well. How do we find these individuals who we

1 want to hear from.

2 PANEL MEMBER COE: So you mentioned at the  
3 beginning of your answer that some groups don't want to be  
4 found. They don't care to be involved. But in the sense -  
5 - or in the event that you do find them, you locate them,  
6 how do you make those groups feel comfortable to come  
7 forward and share their perspectives if they're normally  
8 not inclined to do so, and that could be a variety of  
9 reasons. But how could you, how could you make those folks  
10 feel comfortable to come forward, share their perspective  
11 to better inform the Commission?

12 MS. TRAN: Yeah. No, that's a really good  
13 question. You know, I go back to that article I read about  
14 the Mam group in Oakland. And I remember the individual  
15 who was to talk to these people, and he was fluent in  
16 Spanish, English and Mam. And he talked about how he --  
17 there was no word, "census." He was doing it on behalf of  
18 the Census. There's no census word in the language of Mam,  
19 so he had to rejigger how he talked with them. And I think  
20 that has to be about approach, too. It's like, what is  
21 the, what is the most effective -- you know, putting  
22 ourselves in their shoes, what is the most comfortable way  
23 of talking to people? Maybe, you know, millennials like  
24 texting. They don't want to see your face. Or if there's  
25 a group who prefers more oral types of communication, or



1 speaking to people in their current language. You know,  
2 trying to figure out what's the -- what are comfortable  
3 ways of talking to people that will respond to their  
4 experience and their needs? And I think part of learning  
5 about that would be through the key informants, like  
6 people who work more closely with these people that just --  
7 whether it be someone who's in their own group, a social  
8 service agency, a professional association, even a city  
9 agency sometimes has good connection and good knowledge of  
10 communities of interest who are harder to reach.

11 PANEL MEMBER COE: Thank you. One more time check,  
12 please, Madam Secretary.

13 MS. PELLMAN: Yes. Two minutes, five second  
14 remaining.

15 PANEL MEMBER COE: Okay.

16 Ms. Tran, one quick question in that two minutes  
17 there. If you were to be appointed to the role of  
18 Commissioner, which aspects of that role do you think you  
19 would enjoy the most, and conversely, which aspects of that  
20 role do you think you might perhaps struggle with a little  
21 bit?

22 MS. TRAN: You know, I'm a life-long Californian,  
23 and I've traveled to many parts of the state, but I feel  
24 like there's so much more I can learn and see of  
25 California. So I think that will be the part I enjoy, is

1 to, you know, to increase my knowledge of the state and  
2 meet people, actually meet them. I think that would be  
3 very interesting.

4 I think what I would struggle with is the time  
5 deadline. This is a big task. This is a lot to do. And  
6 it's very, very important work that needs to be done in a  
7 certain amount of time. And I'm used to project-based work  
8 where I have a budget and schedule, but this has really  
9 important ramifications for California and its people. I  
10 think I'll struggle with my wanting to do a really good,  
11 awesome job, but just getting it done, making sure it's  
12 done well, working well with the other Commissioners, and  
13 putting out a product that we really strongly believe in.  
14 So I think that -- I don't know if I'll struggle with that,  
15 but I think that will be one of the challenges.

16 PANEL MEMBER COE: Thank you very much, Ms. Tran.

17 Madam -- I'm sorry. Madam Chair, I have no further  
18 questions at this time.

19 CHAIR DICKISON: Thank you, Mr. Coe.

20 So, I'm going to turn this over now to Mr. Dawson  
21 for any follow-up questions.

22 MR. DAWSON: Yes. Thank you, Madam Chair.

23 Let's see. Ms. Tran, what's a rail-hail company?

24 MS. TRAN: (Coughing) Sorry. Excuse me.

25 MR. DAWSON: What is a rail-hail company?

1 MS. TRAN: It's a ride-hail company. I'm sorry.  
2 There's a typo.

3 MR. DAWSON: I'm sorry. Ride-hail company.

4 MS. TRAN: Yeah.

5 MR. DAWSON: I misread that.

6 MS. TRAN: So -- no, no. It's okay. So, it's a,  
7 it's companies like Uber or Lyft. And the California  
8 Public Utilities Commission calls them, "transportation  
9 network companies." They like to call themselves ride-  
10 share companies. I personally refuse to use the word ride  
11 share, because until they share their profits with their  
12 drivers, until they share their data with cities, so we  
13 could help -- so we can plan transportation in the cities.  
14 But until they share those things, I call them ride-hail  
15 companies in --

16 MR. DAWSON: Okay.

17 MS. TRAN: Yeah.

18 MR. DAWSON: That's what I thought. Thank you. We  
19 talked a little bit about the data inputs. Mr. Coe asked  
20 you about that. And there was, there were hard data -- or  
21 you called it more quantitative versus qualitative. And I  
22 noticed that you had said in one of your essays about how  
23 you'd use outreach strategies, such as pop-up tables, open  
24 house meetings, webinars, on-line surveys, et cetera, et  
25 cetera. What can you tell us about your work, your

1 experience there that you can take to the CRC, that you  
2 might be able to help inform your work and the work of your  
3 fellow Commissioners about the best way to reach people?

4 MS. TRAN: So, you know, I'm not an outreach  
5 specialist, but I'll tell you what I've learned. So,  
6 working with other groups who have more access and more  
7 knowledge of other folks, it's really important because we  
8 relied on that, and I think in most cases it's brought us  
9 good results. I think working with those key informants  
10 and gatekeepers is really key.

11 I also think that we need to go where the people  
12 are. And this is obviously before COVID, before  
13 coronavirus. It's so hard to expect people to come to a  
14 city hall meeting or a meeting at 7:00 p.m. on a Thursday,  
15 or even 10:00 a.m. on a Saturday. People's schedules are  
16 tough. People are really busy and they have a lot of  
17 important commitments and priorities.

18 I will note that the -- since shelter in place, I  
19 have talked with my peers and colleagues who work in our  
20 city and other cities, that actually the videoconferencing  
21 kind of works. Our first Planning Commission hearing we  
22 had quite a lot of people that -- excuse me (clearing  
23 throat). We had quite a lot of people that we weren't  
24 expecting. So, having something through videoconferencing  
25 may work. Having said that though, I don't think digital

1 is always the answer, because not everyone is going to have  
2 access to digital technology, and we can't rely on that.  
3 The technology is great, but it's not the end all, be all.

4           So, going back to your question. I think it's  
5 really important for us to go to where the people are, and  
6 that was the point of things like pop-up tables. We would  
7 go to BART stations and we would have a table, and we would  
8 talk to people as they came by. And if they had the  
9 inclination to talk to us, you know, we talked about our  
10 project. We asked them a lot of questions.

11           The focus group I mentioned, we held them in those  
12 districts that each of the -- individual districts that the  
13 participants were from. So we came to them. We didn't  
14 want to -- them to trek out all the way to us from wherever  
15 they're at. I think any language, any language assistance  
16 available to you is also really important, having  
17 interpreters and translators.

18           You're talking, you're literally talking to someone  
19 in their language can facilitate their wanting to be there  
20 and to participate. Because not being able to express  
21 yourself in another language is such a obstacle for people  
22 to participate. But yet -- so I have all kinds of props  
23 from my experience working in projects that have required  
24 outreach to bring to the Commission.

25           MR. DAWSON: All right. Thank you. Going back to

1 the hard data, and you had mentioned the COVID-19  
2 situation. Do you have any concerns about, one, the  
3 completeness, and, two, the timeliness of the Census data?

4 MS. TRAN: So I've always worried about the  
5 completeness because California is a big state. There is a  
6 lot of people who live here and, you know, I'm not, I'm by  
7 no means a census expert in terms of how to tally people,  
8 how to find them. But I think that given some of the  
9 political atmosphere things that have happened in the last  
10 three or four years, people might not want to be recorded  
11 and counted.

12 And outreach is the most difficult thing to do in  
13 the projects I've worked on. I always feel like if someone  
14 could come up with more really, like amazing rock-solid,  
15 high-result outreach, I would give them the Nobel Peace  
16 Prize. Because it's so important, but it's so challenging.

17 Going back to your question, yeah, I think pre-and  
18 post- COVID, there is going to be -- I'm worried about the  
19 completeness of the data. In terms of timing, that's --  
20 you know, if we can extend our April 15<sup>th</sup> tax deadline, I  
21 hope we can extend our Census data deadline, too, because  
22 this is just as important. This is, it's critical. And  
23 who knows what will happen in two weeks, two months, two  
24 years. But I feel like a lot of the accommodations that  
25 have been made because of corona should be extended to the

1 Census efforts as well.

2 MR. DAWSON: All right. Thank you.

3 I have no further questions, Madam Chair. If the  
4 Panel has any further questions.

5 CHAIR DICKISON: Mr. Coe, do you have any follow-up  
6 questions?

7 PANEL MEMBER COE: No follow-up questions.

8 CHAIR DICKISON: Mr. Belnap?

9 VICE CHAIR BELNAP: No further questions.

10 CHAIR DICKISON: I have no further questions, Mr.  
11 Dawson.

12 MR. DAWSON: All right. Thank you.

13 Madam Secretary, how much time is left in the 90  
14 minutes, please?

15 MS. PELLMAN: Six minutes, 50 seconds remaining.

16 MR. DAWSON: All right. Thank you.

17 Ms. Tran, with the amount of time that is left, six  
18 minutes or so, we'd like to offer you the opportunity to  
19 make some closing remarks to the Panel, if you wish.

20 MS. TRAN: Thank you very much. And, again, I want  
21 to express my appreciation for being given the opportunity  
22 to talk to you today. I hope that I've demonstrated to you  
23 the appropriate experience and attributes that would  
24 qualify me to become part of the Commission. You know, I  
25 have a lot of experience with working in groups with people

1 from different skills and backgrounds, and working towards  
2 a specific goal or mission under certain timeline  
3 constraints. And I have experience with analyzing data and  
4 understanding that data to achieve an objective or to  
5 answer a larger study question.

6           You know, I talked a lot about my volunteer  
7 experience. You know, I wrote about it in my supplemental  
8 application. You know, I wanted to add that I've chosen to  
9 become involved in certain non-profit groups, and to a  
10 certain extent my career, whose missions I believe in and  
11 whose values are aligned with my own. And because of this  
12 alignment, I gladly make the commitment to become involved  
13 and to help them achieve their mission.

14           For the Commission, the Commission's work is  
15 something I also strongly believe in as well. And if  
16 selected as Commissioner, I will commit myself fully to its  
17 work. Thank you.

18           MR. DAWSON: Thank you.

19           CHAIR DICKISON: Thank you. Thank you so much for  
20 meeting with us today.

21           Our next interview today is at 3:00 o'clock. And  
22 so we will go in recess now until 2:59. Thank you.

23                           (Off the record at 2:41 p.m.)

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

25           CHAIR DICKISON: Good afternoon. The time being



1 2:59, I want to call the meeting of the Applicant Review  
2 Panel back to order. I'd like to welcome Dr. Sadhwani to  
3 her interview today. Thank you for taking the time to meet  
4 with us.

5 DR. SADHWANI: Thank you. Thank you for having me.

6 CHAIR DICKISON: You're welcome. I'm going to turn  
7 this meeting over to Mr. Dawson, and he will read you the  
8 five standard questions.

9 MR. DAWSON: Thank you, Madam Chair.

10 Dr. Sadhwani, I'm going to ask you five standard  
11 questions that the Applicant Review Panel has requested  
12 each applicant respond to. Are you ready?

13 DR. SADHWANI: Yes.

14 MR. DAWSON: First question. What skills and  
15 attributes should all Commissioners possess? What skills  
16 or competencies should the Commission possess collectively?  
17 Of the skills, attributes and competencies that each  
18 Commissioner should possess, which do you possess? In  
19 summary, how will you contribute to the success of the  
20 Commission?

21 DR. SADHWANI: Thank you. Great. First I just  
22 wanted to say thank you so much for the opportunity to  
23 speak with you all today. I am honored to have made it  
24 this far in the process, and I'd like to thank the auditors  
25 and all of the staff members for the, I'm sure, tireless

1 hours that you've put into this review process,  
2 particularly given the circumstances that we're all living  
3 under right now.

4           In terms of the first question, I think the mandate  
5 for the Redistricting Commission lays out quite clearly the  
6 three criteria, impartiality, commitment to diversity, as  
7 well as technical skills and competencies for all  
8 Commissioners. So I wanted to talk a little bit about what  
9 those, what those mean to me, and also how I see myself  
10 contributing to these.

11           In general, the Commission should be comprised of a  
12 body of individuals with a variety of these skills, right.  
13 So impartiality is something that should be shared by all  
14 the Commissioners. And for me to be impartial is to really  
15 leave your preconceived notions at the door. And it's  
16 really about being open-minded. And to me, that's being an  
17 active listener and listening to the others. Listening to  
18 the community members who will come before the Commission,  
19 as well as to the other Commissioners. It's a body of 14  
20 members, and so I think coming with the approach of really  
21 being willing and able to listen to one another will be an  
22 extraordinarily important component to impartiality. In  
23 addition, having leadership and interpersonal skills that  
24 are required to reach across partisan divides, working  
25 calmly and finding solutions.

1           For myself, you know, I think I would like to think  
2 of myself as a unique case in terms of impartiality. We  
3 all bring with us our own identities and certain  
4 characteristics from our upbringings and from our  
5 professions and from our everyday lives. For myself, in  
6 terms of socioeconomics, for example, I've been working  
7 since I was a teenager. I was a grocery store worker and I  
8 waited tables in the service industry to put myself through  
9 college and to earn a Master's Degree.

10           In my professional capacity I have always worked in  
11 non-profit organizations, whether institutions of higher  
12 education and learning, or advocacy organizations.

13           My spouse, however, of nearly 15 years, on the  
14 other hand, is a CEO and a small business owner. We  
15 certainly look at the world differently from time to time,  
16 and yet we've always been able to find a common ground. So  
17 I think that that ability to be team-oriented, despite our  
18 differences, is something that I can bring to the table and  
19 will help me in terms of being impartial.

20           In terms of race, I'm biracial. I'm the daughter  
21 of immigrants. My mother is from England, my father was  
22 from India. What that means for me is that I identify as a  
23 woman of color, but that I've never really felt like I  
24 belonged to any one community in particular. My best guess  
25 is that the 2020 Census is actually going to show that

1 there are more and more Americans and Californians who,  
2 like me, come from a mixed heritage.

3           So, for me, I think that this background really  
4 gave me a footing in different communities and in different  
5 worlds, and has made me a bridge builder over time, being  
6 able to kind of cross between different communities and  
7 really understand, understand them.

8           In terms of the commitment to diversity, and in  
9 particular California's diversity, California has for a  
10 long time been an immigrant receiving state, with a large  
11 immigrant -- with large immigrant communities from Mexico,  
12 Central America and Latin America, Asia, South Asia, Middle  
13 Eastern countries. We have mountains, we have oceans, we  
14 have deserts, farmland and urban centers. A part of a  
15 commitment to diversity I think is the humbleness to  
16 recognize that no one person can possibly know all of the  
17 different forms of diversity that we have in California.  
18 No one can claim to say that they are an expert in every  
19 corner of our great state.

20           And so, again, I think coming back to this  
21 willingness and ability to be an active listener. To  
22 listen to the communities that are on the ground, and  
23 learning more about other people's perspectives I think  
24 will be a crucial skill and capacity for Commissioners to  
25 have.

1           In many ways my research agenda is a demonstration  
2 of my commitment to California's diversity. I'm a  
3 political science professor and researcher. My research  
4 particularly examines Asian American and Latino voting  
5 behavior. I've written about Latino Republicans and  
6 explored variations in voting behavior of Asian Americans  
7 of differing national origin backgrounds.

8           I'm a part of research collaboration that  
9 identifies the racial and gender identities of state  
10 legislative candidates nationwide, and I'm a part of  
11 numerous survey efforts specifically aimed at low incidence  
12 and difficult-to-reach populations, such as Muslim  
13 Americans and the limited English proficient.

14           Finally, in terms of technical skills and  
15 capacities, you know, I think that this really comes down  
16 to critical thinking and problem solving. I would imagine  
17 that in a body of 14, the Commissioners will bring a host  
18 of technical skills with them, and the capacity -- for  
19 myself, you know, I'll bring the capacity to understand  
20 data, as well as legal requirements. I'm not a legal  
21 scholar, per se, but certainly have a long background  
22 working in public policy and analyzing and teaching issues  
23 on public policy.

24           In addition, I think there's also the ability to  
25 manage a public-facing process that's inclusive for all

1 Californians. So really that ability to, you know, to have  
2 a public face. To participate broadly across the State and  
3 in a public way.

4           For my research, I'm getting into some of those  
5 specifics. I have extensive knowledge and experience using  
6 Census data and using the statewide database, the official  
7 redistricting database of the state. My training includes  
8 the use of various relevant statistical and analytic  
9 software, as well -- such as Stata or ArcGIS, as well as  
10 various methodologies. I teach research methods for  
11 political science. I feel like that would -- is something  
12 that I could bring, you know, bring to bear as a  
13 Commissioner.

14           In addition, I think critical thinking and problem  
15 solving is of course much broader. Given my background in  
16 teaching research methods, I think I would be able to  
17 assist other Commissioners, you know, understanding data,  
18 understanding, you know, the mapping components, where  
19 others might have other technical skills and capacities  
20 that they could be bringing to the table.

21           And yet, as a modern-day academic, I certainly am  
22 very much engaged in a, kind of public facing activities,  
23 which I think would be necessary for the Commission. I  
24 regularly present at academic conferences. I teach, I  
25 engage with students and listen and respond to their

1 concerns on a regular basis. I regularly am engaging in  
2 faculty discussions and scholarly roundtables, that from  
3 time to time can be heated, and having to navigate that  
4 process. So I think those are all of the ways in which I  
5 would bring technical skills, capacities to the Commission.

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

18 DR. SADHWANI: This is such an important question,  
19 and I want to talk a little bit about being a professor of  
20 political science during this era of hyperpartisanship.  
21 Because this is certainly something that I deal with kind  
22 of on a daily basis. But before I get into the  
23 professional, I want to share a little bit about my own  
24 personal background.

25 I come from a mixed-partisan family. Politics

1 means a lot to me. It's been a big part of life since I  
2 was a kid, but it isn't the only thing. My father, who  
3 passed away unfortunately this fall, was a naturalized  
4 citizen, and he was also a registered Republican. I'm, of  
5 course, a registered Democrat. One of my sisters is a  
6 staunch conservative raising her four children with strict  
7 religious values. But, you know, for us, that was never  
8 the, that was never a piece that divided us, even though we  
9 approached the world quite differently.

10           My years in community organizing and advocacy  
11 taught me many important lessons, but one of the key  
12 takeaways from that experience was that the foundation of  
13 organizing is listening. To meet people where they are at,  
14 right. To sit down, to share a cup of coffee and learn  
15 about their life experiences, and how that has shaped their  
16 beliefs about the world. I actually incorporate this  
17 process into my smaller classes. When I've taught smaller  
18 versions of American politics courses, at the end of a  
19 semester I'll bring in coffee and snacks in our final  
20 session, and we'll have a call a coffee shop class. And I  
21 make students shut off their cell phones, and we'll take on  
22 big questions about the path forward in American politics  
23 by just having simple conversations. By having people get  
24 to know one another, and better understand one another's  
25 perspectives. So I think that that's really kind of the,



1 one of the baselines for moving beyond this era of  
2 hyperpartisanship.

3           As a professor of political science, I've taught at  
4 a range of institutions. You know, from the University of  
5 Pittsburgh, which is a large, public institution in  
6 Pennsylvania. At community college level at Glendale  
7 Community College, where I had a number of students, many  
8 of whom are immigrants and refugees who had recently left  
9 war-torn countries and didn't exactly have a lot of trust  
10 in government. To Pomona College and USC, private  
11 institutions with a range of different students. And  
12 currently I'm at Cal Lutheran University. It's a small,  
13 religious liberal arts institution on the Central Coast,  
14 located in Ventura County. We have student from a broad  
15 spectrums -- excuse me, spectrum of backgrounds and  
16 political persuasions.

17           Cal Lutheran has a number of students who come from  
18 affluent backgrounds in Westlake, Santa Barbara, San Luis  
19 Obispo, and other neighboring areas in the Central Coast,  
20 from families who are seeking a private institution with a  
21 religious approach, and Cal Lutheran provides that. At the  
22 same time, the university is a federally recognized  
23 Hispanic Serving Institution, an HSI, with a large number  
24 of first-generation students from working families in  
25 Oxnard and Moorpark.

1           As a professor, my challenge each day is to create  
2 a classroom environment where all of my students can engage  
3 and think critically. For example, when we're studying  
4 executive powers, right, it's an issue that's in the news a  
5 lot, we'll take examples from both Democrats and  
6 Republicans. We'll look at Trump's travel ban, we'll look  
7 at Obama's drone strikes, and try to use the standard of  
8 democracy to evaluate the use of the executive power in  
9 either of those circumstances. And I think doing so allows  
10 me to -- allows students, regardless of their political  
11 persuasions coming into the classroom, and many of them  
12 don't yet know what their political persuasions might even  
13 be, to really engage and think critically about, you know,  
14 across both sides of the political spectrum.

15           Finally, my former work in non-profit organizations  
16 I think also influences my understanding of impartiality.  
17 I worked on immigration reform back in 2006 and 2007. And  
18 in that capacity and during that time, I was working with  
19 both Senator Ted Kennedy and John McCain's offices. These  
20 were two giants of the Senate who saw the world admittedly  
21 from very different perspectives, and yet they were both  
22 very much committed to moving forward and advancing fair  
23 and sensible immigration reform, comprehensive immigration  
24 reform. And I think that influenced my perspective in so  
25 many ways. Knowing that we can be solutions-oriented.

1 That compromises will from time to time have to be made.

2           So some of the characteristics Commissioners should  
3 possess to protect against hyperpartisanship should include  
4 a deep commitment to the process, such that Commissioners  
5 are both team-oriented and solutions-oriented. They should  
6 have that skill of active listening, to listen to  
7 communities on the ground, but also to listen to other  
8 Commissioners and to really hear what people are saying.  
9 And what I will do, what I can commit to, is getting to  
10 know other Commissioners on an individual labor -- excuse --  
11 - level, to the greatest extent possible.

12           You know, I always like to tell my students about  
13 the example of Justice Ginsberg and Scalia, when Justice  
14 Scalia was still alive. They came from very different  
15 political and ideological, legal-theoretical backgrounds,  
16 and yet they were very close friends. They would attend  
17 the opera together. And yet they certainly did not often  
18 see eye to eye on legal cases. And so, I think I would  
19 bring that kind of approach to the Commission.

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

23           DR. SADHWANI: Yeah. Absolutely. Thank you. I  
24 think one of the largest problems that the Commission could  
25 encounter would be legitimacy, right, whether that's with

1 State legislators, the Governor, with the people of  
2 California, I think this requires upholding the spirit of  
3 the law, ensuring that the Commissioners uphold the spirit  
4 of the law. Losing legitimacy, you know, I think would be  
5 a real problem for the path forward, in terms of actually  
6 setting the boundaries of the districts, of engaging in the  
7 redistricting process. And I see three components as  
8 really being critical to the success of the Commission.  
9 Transparency, a commitment to professionalism, and the  
10 ability to make compromises.

11           So, in terms of transparency and ensuring a broad  
12 and inclusive process, I think that's kind of one of the  
13 key pieces of a Citizens Redistricting Commission. It's  
14 unique that California is in -- has a Citizens  
15 Redistricting Commission, rather than vesting that power  
16 with the State legislature. So ensuring a broad and  
17 inclusive process will be paramount to the work of the  
18 Commission.

19           Steps to take would include things like ensuring  
20 that the notice of hearings is given to communities in  
21 advance, in advance, much as the auditors have done with  
22 this entire process. That minutes are kept. That they're  
23 made available. That people receive an equal amount of  
24 time to be heard. I think maintaining all of those  
25 components would be absolutely essential to the business

1 and legitimacy of the Commission.

2 I think maintaining professionalism is also a key  
3 component for the Commission, especially in terms of the  
4 public appearance. Having Commissioners -- certainly the  
5 Commission is made up of people of different political  
6 backgrounds. That is the whole point. But having  
7 Commissioners publicly bickering, taking to social media to  
8 air grievances, none of that would be helpful to the  
9 legitimacy of the Commission in my opinion. So I think  
10 some steps to take in that regard. I don't know if any of  
11 this is already planned, but, you know, in advance, or in  
12 the very early stages with the Commissioners, establishing  
13 a set of formal or informal expectations of how matters  
14 will be communicated, including the extent to which  
15 Commissioners themselves might want to put together  
16 guidelines for personally taking to social media, their own  
17 personal social media, talking with legislators or others  
18 who might influence their decision making.

19 In addition, I think being able and ready to  
20 resolve conflicts, being solution-oriented, I think all of  
21 those components are a part of maintaining a sense of  
22 professionalism within the Commission. And, finally, I  
23 think making compromises. And I've talked, I talked about  
24 this a little bit in the last question. You know, the  
25 ability and willingness to communicate and communicate the

1 justifications for compromises. I think the Commissioners  
2 themselves will have to make significant compromises.

3 I think thinking through things like identifying  
4 communities of interest that need to be held together  
5 within a single district will be difficult. There will be  
6 challenges. I think communities of interest tend to  
7 overlap from time to time. Being able to use both data and  
8 incorporate the needs and concerns that we hear from  
9 communities on the ground will ultimately require a hybrid  
10 approach from the Commissioners. And so, ultimately, I  
11 think making -- the ability to make compromises and that  
12 willingness to communicate them and the justification for  
13 them.

14 MR. DAWSON: Thank you.

15 May I have a time check, Madam Secretary?

16 MS. PELLMAN: Yes. We have 10 minutes, 44 seconds.

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

1 selected?

2 DR. SADHWANI: Great. Thank you. Well,  
3 collaboration is kind of the name of the game for me. I  
4 work on collaborative projects quite often in terms of  
5 research projects, and I'm going to share a little bit  
6 about one that I've -- I'm a part of currently. But as a  
7 professor, I also require collaborative projects of my  
8 students on a regular basis. Before engaging in a project,  
9 I typically will have my students brainstorm a short list  
10 of what we call, critical success factors of collaboration.  
11 Really setting those ground rules for collaboration. They  
12 usually come up with a list of items that include things  
13 like -- and which I agree with, things like having great  
14 communication skills, which means sharing one another's  
15 contact information and actually using it. Holding a  
16 brainstorming session early on, so that everyone's ideas  
17 for the project can be heard. Equally dividing up the work  
18 to draw on people's strengths, and respecting on another's  
19 perspectives, even when they don't agree. And I think that  
20 students are right, that those are a lot of the keys to  
21 collaboration.

22 For myself, in terms of sharing a project just  
23 recently, I'm a part of a research team. There was a  
24 request for proposals from the Russell Sage Foundation to  
25 analyze some aspect of a 2016 national Asian American

1 survey, and propose a journal article for a special  
2 edition. The research team that I was a part of, we put  
3 together a proposal. Our proposal was actually selected  
4 and we received a small mini-grant to participate and  
5 present our findings at a conference in New York City. We  
6 have written the article and it's currently under review at  
7 the Journal of Social Sciences.

8           Some of the key components though. We were all in  
9 different cities, so in that instance, it really required -  
10 - as well as in different time zones. So it really  
11 required flexibility and respect of one another's time. We  
12 didn't know each other well going into the research group.  
13 We knew each other by reputation. We knew one another's  
14 graduate school advisors. So we had to take some time to  
15 break the ice. When we were able to get together in New  
16 York, we took time and went and had, you know, slices of  
17 New York style pizza in order to get to know each other and  
18 share a little bit more about our backgrounds and families.  
19 And I think doing so really allowed us to work, work better  
20 as a team.

21           We had to split the project up. One person did the  
22 data crunching and the visualizations, another person wrote  
23 up the results and the implications, and another focused on  
24 the front end of the paper, the framing of the findings,  
25 the situating of the study within the existing literature.



1           My formal role in this project was writing the  
2 front end, but my unspoken role was really as task keeper.  
3 I'm the mom of three children. I'd like to think that I'm  
4 a highly productive person. Because I have a number of  
5 responsibilities in my life, when I commit to something, I  
6 make sure that I break the tasks into manageable pieces  
7 that I'm -- we're hitting benchmarks along the way. I  
8 recognize that life happens. I think we're all recognizing  
9 that in living through this pandemic. Kids get sick, cars  
10 break down, and for professors, we have mid-terms and final  
11 seasons that usually equate to a lot of time needed for  
12 grading.

13           So when we had phone meetings I made sure that  
14 there was an agenda, and that everyone had a chance to add  
15 or change it. Research meetings for us are often  
16 exploratory brainstorms. We're thinking about the kinds of  
17 data that we have access to, and what hypotheses we might  
18 form from them. But I always made sure that one of us was  
19 taking notes. We would share that responsibility, and that  
20 we came away from our conversations with concrete action  
21 items for each person, as well as deadlines in which they  
22 would be due, to ensure that we were staying on task.

23           After receiving feedback on our initial draft, I  
24 ensured that we took time to debrief and make plans to  
25 incorporate those changes. Throughout the process we split

1 the work evenly, and we were communicating with each other  
2 on a regular basis if things came up. And most  
3 importantly, we were -- we held on another accountable.

4           So I think all of those components to working in a  
5 team are extraordinarily important. Especially, you know,  
6 in a Commission with 14 members, I think having people that  
7 are task-oriented, who can really see what the goal is, and  
8 understand what the key steps will be along the way to get  
9 us there, will be extraordinarily important, and also  
10 having that flexibility, right. I'm sure that in a body of  
11 14, there will ultimately be a lot of task keepers on that,  
12 on the Commission. And so, having that flexibility to, you  
13 know, make changes when necessary to respond to other  
14 people's needs, I think all of those components would be  
15 really important.

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

1 and who have a variety of perspectives?

2 DR. SADHWANI: So, some of the things here I feel  
3 like I've already discussed, so I don't want to go into too  
4 great of detail, and I'm sure there will be additional  
5 questions afterwards. Right, my professional career is  
6 dedicated to the study of racial and ethnic diversity. In  
7 addition to my research, I teach courses in racial and  
8 ethnic politics and immigration policy. I come from a  
9 mixed partisan background, and despite our differences in  
10 perspective, we have a very strong base as a family,  
11 including my husband, who's a small business owner. I  
12 myself am biracial. And being racially ambiguous has  
13 allowed me to really have a foot in many different  
14 communities and build bridges between them.

15 The piece that I perhaps haven't discussed too much  
16 about is that -- is where I grew up. And I grew up in the  
17 Rust Belt in Western New York. I went to the University of  
18 Pittsburgh for my undergraduate, and really spent my  
19 formative years in that environment. I'm from a small,  
20 rural neighborhood where the community relies on farming,  
21 and is based on working-class families. Not unlike many of  
22 the regions in the Central Valley or the Inland Empire.

23 In many ways my upbringing has shaped who I am.  
24 Though I've had the chance in my lifetime to spend plenty  
25 of time in the cities, and now I live in the suburbs,

1 growing up in that environment, we were a church-on-Sunday  
2 family even though my father was Hindu. I grew up in a  
3 world in which you take care of your neighbors. Where you  
4 welcome newcomers, and it's usually with homemade pie.  
5 Community is based upon a common set of shared values. And  
6 so, you know, I think that there are many different forms  
7 of diversity that are out there. I think there's many  
8 different kinds of folks who live in California. And, you  
9 know, I would like to think that I've had a great  
10 opportunity throughout my career to spend time in different  
11 places throughout the state to conduct research in  
12 different areas. Studying voting communities in the  
13 Central Valley and San Diego, in Orange County and Los  
14 Angeles and San Jose. And in my former work in the non-  
15 profit world, having a chance to really build bridges  
16 across communities, and building statewide coalitions.

17 So, I think all of those experiences informed my  
18 understanding of California and my appreciation for its  
19 broad diversity.

20 MR. DAWSON: Thank you. We'll now to go to Panel  
21 questions. Each of our Panel Members will have 20 minutes  
22 to ask his or her questions.

23 We will start with the Chair, Ms. Dickison.

24 CHAIR DICKISON: Thank you, Mr. Dawson.

25 Good afternoon. Thank you again for coming. I

1 lost my voice there for a moment. You answered some of my  
2 questions as you went through. But --

3 DR. SADHWANI: I'm always happy to elaborate.

4 CHAIR DICKISON: In your application you identified  
5 yourself as an advocate in the social justice community of  
6 California. And in your diversity essay you discuss your -  
7 - as part of your work with the Coalition for Humane  
8 Immigrant Rights of Los Angeles and Asian Americans  
9 Advancing Justice, Los Angeles --

10 DR. SADHWANI: Uh-huh.

11 CHAIR DICKISON: -- that you organize large-scale  
12 nationalization drives and prepared to mobilize immigrants  
13 to speak to legislators and built coalitions?

14 DR. SADHWANI: Correct.

15 CHAIR DICKISON: Can you talk about what you've  
16 learned through these activities about communities of  
17 interest that will assist you in the work of the Commission  
18 should you be selected?

19 DR. SADHWANI: Yes. So all of that is true. I can  
20 talk a little bit about naturalization drives and  
21 organizing as well. I came to California right at the end  
22 of 2005, and during that time that was when immigration  
23 reform was really -- when people were really taking to the  
24 streets. And I was fortunate enough to have the  
25 opportunity to work at CHIRLA, the Coalition for Human

1 Rights of Los Angeles at that time. I think they've  
2 dropped the L.A. part now.

3           During that time I worked in collaboration with a  
4 number of different organizations. When I was at CHIRLA I  
5 was working in collaboration with Asian Americans Advancing  
6 Justice. At that time it was known as the Asian Pacific  
7 American Legal Center, APALC. So, excuse me if I go back  
8 and forth between the names, because they've changed over  
9 time. And we worked with NALEO as well, the National  
10 Association of Elected Latino Officials, I believe it's --  
11 it is. And we were organizing large-scale naturalization,  
12 naturalization drives.

13           There were a number of immigrants who are legal,  
14 permanent residents, who had lived in the country for five  
15 years, who were eligible to naturalize but hadn't do so for  
16 a number of reasons, right. Maybe these people are  
17 committed to their home countries. Maybe they just didn't  
18 have the money to fill out, to complete the forms, or the  
19 forms were a little daunting, right. If English is your  
20 second language, sometimes -- even though you might speak  
21 English, filling out those forms for taking the citizenship  
22 test can be a really big challenge for an individual who  
23 might be working, raising their children, et cetera.

24           So in those drives we were really trying to match  
25 the resources needed by those communities of legal,

1 permanent residents who were eligible to naturalize, so  
2 that they could do it. So if people needed attorneys, we  
3 would -- we were identifying pro bono attorneys. We were  
4 having people trained to complete the naturalization forms  
5 themselves. Conducting trainings for people to prepare  
6 them for their naturalization exam and for their  
7 interviews. Those are things that people were really  
8 concerned about. And so that was a lot of my work. I was  
9 more so on the policy side. So I worked on the  
10 naturalization piece, and then I worked on comprehensive  
11 immigration reform.

12           So there were other organizers at CHIRLA that  
13 specifically were working with household workers,  
14 undocumented students, undocumented day laborers. And one  
15 of the pieces that we thought was so important was the  
16 ability for the communities themselves to share their  
17 story. And that is something, that is most definitely a  
18 lesson that I have learned from that time period. That  
19 hearing, you know, hearing from the people who are impacted  
20 themselves, nothing can replace that. They are the  
21 communities of interest that we're talking about. And  
22 those communities of interest will come in many different  
23 forms, of course, but that ability for people to come  
24 forward and share their stories, share their experience and  
25 share their concerns about -- whether it's about policy or

1 whether it's about redistricting, I think it's an  
2 absolutely essential component.

3           And so that was a large part of what I would do.  
4 The organizers themselves would, you know, identify people,  
5 be working with them. There was a lot of different kinds  
6 of service provision that was going on. I was working on  
7 the policy end. As I mentioned in my comments, you know, I  
8 was a part of a nationwide coalition of advocates that were  
9 working with -- at that time, the kind of key legislatures  
10 heading it up were John McCain and Ted Kennedy. Of course,  
11 both have passed since then. But we were working with  
12 their campaigns to learn more about what their policy  
13 priorities were, and then to mobilize the people on the  
14 ground.

15           So the organizers bring the day laborers, the  
16 undocumented students, and I would conduct advocacy  
17 trainings, right, so that they know what they're getting  
18 themselves into when they go to Washington, D.C., or go to  
19 Senator Feinstein's office, you know, in West L.A., to go  
20 and share their story and prepare them, you know, to share  
21 what their needs were in a comprehensive immigration reform  
22 bill.

23           And so, really, that piece around putting  
24 communities first, allowing people to speak for themselves,  
25 was something that I brought away with me. It's something I



1 feel like I continue to incorporate with my students,  
2 ensuring that they have that time and ability to make their  
3 own voices heard, to put -- you know, to articulate and  
4 elaborate their needs, not only as students, but hopefully  
5 in the long run, so that they have be active participants  
6 in our California State politics, but also in our American  
7 democracy as well.

8 CHAIR DICKISON: Thank you. So one of the things  
9 the Commission's going to need to do is identify  
10 communities of interest. And you talked about policy and  
11 preparing immigrants to speak with legislators.

12 DR. SADHWANI: Uh-huh.

13 CHAIR DICKISON: Based on the work that you've  
14 done, how -- what methods do you think that the Commission  
15 should take to identify communities of interest, and what  
16 types of communities of interest do you think that they'll  
17 be able to identify in the various regions throughout the  
18 state?

19 DR. SADHWANI: Yeah. You know, some of my  
20 scholarly work, though I, you know, it involves using the  
21 method of ecological inference, which is the statistical,  
22 Bayesian statistical method required in Voting Rights Act  
23 cases. So, this kind of goes a step beyond communities of  
24 interest, thinking about vote dilution and racially  
25 polarized voting. So certainly, I think, identifying those

1 areas in which you can find communities that are racially  
2 polarized would be one step to identifying those  
3 communities of interest.

4 In addition, however, you know, I think that there  
5 are forms of communities of interest. You know, we don't  
6 have enough data on, for example, Muslim Americans, or even  
7 identifying racially polar -- well, it wouldn't be racially  
8 polarized, but I think polarized voting amongst, for  
9 example, rural voters versus urban voters. Voters that  
10 are, you know, that might be aligned based on some sort of  
11 socioeconomic needs or transportation needs. So I think  
12 that there could be a number of different ways of going  
13 about doing that.

14 Certainly, knowing the communities themselves,  
15 having Commissioners from a broad array of the different  
16 areas of the State of California would be, of course,  
17 important. But then doing our due diligence to really  
18 understand the communities of interest that exist currently  
19 in the current -- from the current, you know, districting  
20 process, and how that might have changed from 2010 to 2020,  
21 and looking at kind of that change over time and that  
22 Census data.

23 Of course, as I mentioned before, I think a key  
24 piece will be having those public hearings, ensuring that  
25 communities know about them. Perhaps having -- you know,

1 I'm curious to learn more about how the, you know, the 2010  
2 Redistricting Commission, or the prior Redistricting  
3 Commission, engaged perhaps with organizations on the  
4 ground, or local legislators or officials even to, just to  
5 do outreach to the communities, so that people are aware  
6 that the Commission hearings are going on.

7           So, you know, I don't have enough information, I  
8 think, about what the process looked like in the past, but  
9 I think pulling all of that together to better understand  
10 and, you know, if need be, improve the process or make  
11 changes to the process moving forward would be important.

12           Certainly, if the pandemic continues, that would  
13 make it difficult to hold hearings. I think we would have  
14 to, of course, come up with new and innovative ways of  
15 engaging with communities around the state, just as you all  
16 have done for these interviews.

17           CHAIR DICKISON: Thank you. Thinking of the data,  
18 the Census data, one of the concerns is the Census data is  
19 going to come later than has originally been expected --

20           DR. SADHWANI: Yeah.

21           CHAIR DICKISON: -- or than was originally supposed  
22 to come. What steps can the Commission take to prepare for  
23 the lateness of the data, given the deadlines that the  
24 Commission's going to have and the tightening of its own  
25 deadlines?

1 DR. SADHWANI: Uh-huh. I think ensuring that all  
2 of knowledge building is already done and in place and  
3 ready to go, right. So, I don't know to what extent all  
4 Commissioners receive training, for example, on the  
5 legalities of the VRA or knowing the prior districts  
6 already, but I would assume all of that has to take place  
7 in advance of the data being released in any case. Knowing  
8 more about what kinds of -- if any lawsuits have occurred  
9 based on the redistricting from the past, or if there were  
10 issues that communities raised during that time. I think  
11 all -- you know, doing our due diligence in the beginning  
12 with any of the components that can kind of be done before  
13 we actually have the data, to ensure that Commissioners are  
14 prepped and ready to go when that data is there, I think  
15 would be absolutely essential.

16 In addition, I mean, there is ACS data. There's,  
17 you know, the yearly and five-year estimates that are  
18 available from the Census Bureau. It's not perfect, but it  
19 could be possible to begin some thinking about  
20 redistricting using some of that data, although, of course,  
21 you know, it's not going to be as precise as the Census  
22 data. But it is -- you know, I use ACS data in some of my  
23 research, particularly, you know, for Asian Americans by  
24 national origin. They do a pretty good job of capturing  
25 that in the one year and five-year estimates.

1 CHAIR DICKISON: Thank you. You talked earlier  
2 about being able to use data and incorporate what the  
3 Commission hears from communities on the ground.

4 DR. SADHWANI: Uh-huh.

5 CHAIR DICKISON: Can you describe an analysis  
6 you've done using data, such as Census data, and other  
7 information, such as the public comment?

8 DR. SADHWANI: Sure. I'm sorry. The first part of  
9 that question was, describe a project using that data?

10 CHAIR DICKISON: Yes.

11 DR. SADHWANI: Okay. So the main thrust of my  
12 dissertation -- actually, my entire dissertation, which I  
13 completed at USC, was using the statewide database. So the  
14 key component of my project, sort of the main, exciting  
15 finding for scholarly research, which is hopefully I'm  
16 waiting on the final acceptance from the Journal of  
17 Political Behavior. It should be forthcoming there. Is  
18 the, is turnout of Asian Americans by national origin. So  
19 prior literature has, since the late 90's, thought about  
20 the role of a co-ethnic candidate. So for African American  
21 voters, does an African American or Black candidate  
22 stimulate voters, right. And since the late 80's, early  
23 90's, within the academic literature, there was this sense  
24 that a co-ethnic candidate will empower voters to come out  
25 and vote. That never exactly was borne out in the data,

1 however.

2           Instead, where the literature has kind of landed,  
3 is that it's not simply a co-ethnic candidate that will  
4 stimulate turnout, but it's also contingent upon the  
5 proportion of a minority community in a district, right.  
6 So, when you have majority-minority districts, or at least  
7 districts where there is a larger percentage of a minority  
8 community, that's where you see increases in turnout with a  
9 co-ethnic candidate, right, in comparison to other  
10 situations. Those findings held for African Americans and  
11 Latinos. There was a big study done by one of my  
12 colleagues, Bernard Fraga, in 2016 in the American Journal  
13 of Political Science. But his findings were relatively  
14 inconclusive for Asian Americans.

15           And so in my work I argue that the problem with his  
16 study was that he was looking at Asian Americans as one  
17 heterogenous group, and only at the Congressional District  
18 level. That's a problem, because Asian Americans are not -  
19 - you know, can be lumped as a heterogenous group, but  
20 there's so many different national origin backgrounds. So  
21 who is a co-ethnic candidate even for an Asian American?

22           So, I take his research question, but apply to the  
23 State of California, and look at Asian Americans using the  
24 surname match data from the statewide database for six  
25 different Asian American national origins. What I find is

1 largely, if we're looking at Asian Americans in that pan-  
2 ethnic group, in which we aggregate everyone together, his  
3 finding holds, that it is contingent, a turnout is  
4 contingent -- excuse me, a stimulation of turnout is  
5 contingent on district demographics, okay. However, when I  
6 disaggregate based on national origin, I find distinct  
7 differences between Korean Americans and Filipino  
8 Americans, Japanese and Indian Americans and Chinese  
9 Americans. They do not behave the same, at least at this  
10 point in time. That's not to say that, you know, 10 years  
11 from now that might be different. This is, of course, the  
12 study of California, so that -- you know, hopefully, I'll  
13 be -- have the chance to do additional work in the future  
14 in other states, in other contexts, but at this point in  
15 time, what we see is variation between these different  
16 communities. And I think that's an important piece to kind  
17 of think about in terms of -- not necessarily in terms of  
18 redistricting, but certainly just to note that there are  
19 these kinds of differences in voting behavior of various  
20 minority groups.

21 CHAIR DICKISON: Thank you. You talked about your  
22 professional, volunteer activities and your personal  
23 commitments.

24 DR. SADHWANI: Uh-huh.

25 CHAIR DICKISON: How will be balance those with the

1 work of the Commission, should you be selected?

2 MS. PELLMAN: Just a quick time check. We have  
3 three minutes, 45 seconds.

4 CHAIR DICKISON: Thank you.

5 DR. SADHWANI: Sure. Well, as I mentioned before,  
6 I'm a working mom, and I take my commitments very  
7 seriously. So if I'm going to take something on, I do it  
8 wholeheartedly. I am a very task-oriented person.  
9 Certainly there were times and moments when people told me,  
10 you're crazy to do a PhD with kids, you know, while you  
11 already have kids. How would you ever finish that? But  
12 I'm very proud of the fact that I am one of the very few  
13 women, not only to complete my dissertation from USC's  
14 Political Science Program, but also to get multiple tenure  
15 tract job offers.

16 So, you know, I think if I were selected to be on  
17 the Commission, I would think long and hard about what my  
18 other commitments already are. If there are places where I  
19 can scale back on some things. You know, if I scale back  
20 on my daughter's Girls Scouts in order to be available for  
21 the Commission during that time period, I okay making those  
22 kinds of, those kinds of adjustments. And I think my  
23 family is certainly okay with it as well. And I know that  
24 --

25 CHAIR DICKISON: Thank you.



1 DR. SADHWANI: Thank you.

2 CHAIR DICKISON: Real quick, is there a role for  
3 advocacy within the Commission?

4 DR. SADHWANI: I would be cautious about it. I  
5 think that certainly -- I mean, advocacy comes in many  
6 forms, right. I mean, maintaining legal standards could be  
7 considered a form of advocacy, and certainly we would want  
8 to think about the expectations of the Voting Rights Act,  
9 et cetera. Though Section V may be -- is in many ways  
10 dismantled under the Shelby ruling, Section II is still  
11 there. And so I don't think that we want to end up, you  
12 know, in a situation in which we -- the lines drawn are  
13 challenged in the courts. That being said, I think that  
14 advocacy can really stand in the way of impartiality, so I  
15 think it would have to be a very fine balance.

16 CHAIR DICKISON: All right. Thank you very much.  
17 I don't have any further questions at this moment.

18 Mr. Belnap, the time is yours.

19 VICE CHAIR BELNAP: Good afternoon, Dr. Sadhwani.  
20 You mentioned that you came to California in 2005. What  
21 brought you to California?

22 DR. SADHWANI: A love interest. I was on the East  
23 Coast. My husband actually is originally from the East  
24 Coast as well. We had met back there, and he was out here  
25 starting this business. And so when I had finished my

1 Master's Degree at the University of Pittsburgh, we made  
2 the decision, we had made the decision to get married, and  
3 I had moved out here. So that's what had originally  
4 brought me here. It just so happened that at that time  
5 immigration reform was really taking off. My Master's  
6 Degree was in International Development. There are not a  
7 lot of international organizations in terms of development  
8 aid organizations here in Los Angeles. They tend to be  
9 more centrally located in Washington, D.C., New York, maybe  
10 in San Francisco. So when I came at the end of 2005, early  
11 2006, I was looking at a host of opportunities, and  
12 immigration reform made a lot of sense. Immigration cuts  
13 across development issues, particularly if we're thinking  
14 about the economic situation that people face in their home  
15 countries, and the reasons why they come. So, it made a  
16 lot of sense for me to kind of move into immigration reform  
17 policy work, given my interest and background.

18 VICE CHAIR BELNAP: All right. Thank you. I see  
19 from your application that you're from Los Angeles County.  
20 What experiences have you had outside of Los Angeles County  
21 but in California, that would give you an understanding and  
22 appreciation for people from other areas in California?

23 DR. SADHWANI: Yeah, sure. So, I've actually in my  
24 non-profit work from the past, much of it was building  
25 coalitions from across the state. And so, particularly

1 when I worked for the California Immigrant Policy Center, I  
2 was the strategy director there, the organization was  
3 undergoing a change. It had previously been a  
4 collaboration of four organizations, and it was becoming -  
5 - in the process of becoming its own 501(c)(3). And so, at  
6 that time we were working to develop a network of  
7 organizations that were either serving or involved in  
8 immigrant rights advocacy. And so I, much of my time was  
9 actually spent going and visiting organizations in the  
10 Central Valley, spending time out in the Inland Empire with  
11 organizations that were out there. At that time there was  
12 only a handful of organizations that were serving, serving  
13 communities that were out there.

14 I spent a significant amount of time in Orange  
15 County and Long Beach. So I've -- Long Beach is of course  
16 still a part of L.A. County. I used to spend time going  
17 down to San Diego to work with ACLU of San Diego. And our  
18 office, we had another office in Oakland, as well as  
19 Sacramento. So I spent a lot of time going to Sacramento,  
20 engaging in, you know, in legislative advocacy in  
21 Sacramento, as well as working with our partners in the Bay  
22 Area. So, over the years I've had a number of times in  
23 which I've worked in various areas. I was always based out  
24 of the Los Angeles area, but I spent a lot of time in other  
25 places.

1           Similarly, when I was at the Asian Pacific American  
2 Legal Center, we were at that point building a statewide  
3 network, also. This is a common theme of my work. Of  
4 Asian American organizations specifically serving health-  
5 related needs. So for Asian Americans language access is a  
6 key issue for many people in trying to access healthcare  
7 services. Even for folks who have health insurance, et  
8 cetera, if they -- if they're limited English proficient,  
9 it can be very difficult for them to go in and talk with a  
10 doctor. And so we used to hear numerous stories of, you  
11 know, mothers being told, and having to have their  
12 daughters in the room and translating for them, that, you  
13 know, that their mother had cervical cancer or some other  
14 kind of life-threatening illness. So that was a major part  
15 of our work.

16           And so we were working with Hmong in the Central  
17 Valley. We worked with the Chinese American communities in  
18 San Francisco. We worked very closely with the Vietnamese  
19 community in Westminster/Santa Ana Area in Orange County,  
20 with the Cambodian American community in Long Beach. So we  
21 really took a broad perspective. I think it's particularly  
22 for the Asian Pacific American Legal Center, they have  
23 fallen on tougher times now, but at that point in time it  
24 was one of the few organizations that was serving the needs  
25 of Asian Americans and had the infrastructure. They had a

1 hotline system running in multiple languages. So when  
2 people had issues, whether they were legal issues,  
3 healthcare issues, et cetera, they would -- we would get  
4 calls in the Los Angeles office. We were involved at that  
5 point in opening an Orange County office. Of course, since  
6 that time, APALC has merged with other partners around the  
7 country, and it has become a much, much larger enterprise  
8 and is supporting organizations across the state. So  
9 certainly I was a part of the development of much of that  
10 work.

11           From my research perspective, I've -- I haven't  
12 traveled as much for my research yet. Much of it is data-  
13 oriented, and so a lot of it I've been able to do from  
14 home, but I've spent a lot of time. I had written a piece  
15 that was published at Vox, looking at a San Jose  
16 Congressional District, particularly the race between Mike  
17 Honda and Ro Khanna. You know, it's a very interesting  
18 sort of race between two Asian American Democrats in the  
19 only Asian American majority-minority district in  
20 continental U.S. outside of Hawaii. So, I have spent time  
21 doing research in other areas from a data perspective as  
22 well.

23           VICE CHAIR BELNAP: All right. Thank you. You  
24 describe in your application how you've exercised  
25 impartiality as a professor. How have you had to exercise

1 impartiality as a researcher?

2 DR. SADHWANI: That's a great question. You know,  
3 I think as a researcher, that's one of the first things, if  
4 you're bringing your partisan lens, it's one of the first  
5 things that is truly beaten out of you in graduate school.  
6 In fact, my dissertation advisor, I can very clearly  
7 remember, she used to be very hard on me in the early years  
8 of my program, would literally tear up my papers and say,  
9 this sounds like an advocate, and you will not write this -  
10 - if you write this way, you will not finish the program.

11 So, you know, they are definitely two very  
12 different skill sets. And the approach of a social  
13 scientist cannot be partisan. We are looking at -- we are  
14 looking for patterns that are generalizable. So we might  
15 look for generalizable patterns of voting behavior between  
16 Democrats or Republicans, but ultimately we're looking for  
17 something that is generalizable beyond just one individual  
18 question.

19 So, for example, in the project that I had  
20 mentioned around voter turnout of Asian Americans, I parsed  
21 the data and look at it. I look at turnout for Asian  
22 American Republicans, Asian American Democrats, as well as  
23 Independents. One of the unique things about studying  
24 Asian American voters, is that about a third of them  
25 identify with no -- without -- do not -- excuse me, do not

1 identify with one of the major parties. They are  
2 independents.

3           And so it's a particularly interesting community to  
4 be studying, because, you know, there are districts in  
5 which Asian Americans are a large portion of the voting  
6 populous of the electorates. And, you know, particularly  
7 in the 2016 election, there were districts, particularly in  
8 Orange County, that went to Hilary Clinton, but also sent  
9 back Republican legislators to Congress, to the House.

10           So, a part of my research has been to look at, you  
11 know, what role did Asian Americans play in that? And what  
12 I found is that, using ecological inference, the method of  
13 the Voting Rights Act, is that Asian Americans were  
14 supporting Clinton, and yet at the same time, supporting  
15 Republican incumbents. That's an interesting finding,  
16 right. And I think that that cuts beyond just kind of any  
17 partisan approach that I would potentially bring to it.  
18 Instead, it's kind of an interesting pattern that we --  
19 what I'm finding amongst Asian American voters.

20           So I really think that the -- if you -- you know,  
21 scholars who bring a partisan approach to social science I  
22 don't think actually make it very far the (indiscernible).  
23 You know, I think as professors we're all aware that at any  
24 point in time a student could be recording us or, you know,  
25 we've all kind of heard those stories. So it is most

1 certainly something that we avoid in the classroom, but  
2 also in our research, because our focus really is on  
3 generalizable patterns of human behavior or institutions.

4 VICE CHAIR BELNAP: Okay. Thank you. You mention  
5 in your application that you and your husband are small  
6 business owners, and that you have to set aside your  
7 personal views and be objective in that business.

8 DR. SADHWANI: Uh-huh.

9 VICE CHAIR BELNAP: Can you further describe that  
10 experience and how you have had to exercise impartiality as  
11 a small business owner?

12 DR. SADHWANI: Sure. You know, my role in the  
13 business is fairly limited at this point, though, you know,  
14 I've certainly been with him every step of the way of  
15 building that business. He's an importer and wholesaler.  
16 It's -- you know, we deal with a lot of different people,  
17 from Chinese manufacturers and factories to staff members  
18 who work in the company, to other business owners that  
19 we're -- and, you know, vendors that we are trying to sell  
20 the product to. They all come from various backgrounds and  
21 perspectives. And I think the way that we have found to be  
22 most successful in business is to -- you know, again, you  
23 know, I hate to come back to this again, but kind of a  
24 similar, similar lesson learned from organizing that I  
25 mentioned before, is meeting people where they're at and



1 being active listeners, right. You know, the folks that  
2 work in the warehouse for us, the folks that are, you know,  
3 work in sales or work in the administrative office, might  
4 have a very different view than the owner of some of the  
5 companies that are buying our products that we also have to  
6 entertain. That's okay. It's really important that we  
7 can, that we can kind of move from one group of people to  
8 another and take a similar approach, and really kind of  
9 leave the politics out of it. Certainly my husband I think  
10 gets a little bit more of that from other business owners,  
11 but, you know, but I think it's something that we navigate  
12 kind of carefully, and that we have to bring that level of  
13 impartiality to, given the host of different people that  
14 we're interacting with on a regular basis.

15 VICE CHAIR BELNAP: All right. Thank you.

16 Madam Secretary, can I get a time check?

17 MS. PELLMAN: Yes. Eight minutes remaining.

18 VICE CHAIR BELNAP: Okay.

19 So you mentioned something in your analytical  
20 skills essay. It's a sentence I'll read --

21 DR. SADHWANI: Okay.

22 VICE CHAIR BELNAP: -- then I want to ask you a  
23 question about it. So, in a 2018 article in a peer review  
24 journal -- you name the journal but I won't, "my co-author  
25 and I contend that how -- contend that how electoral

1 institutions are designed, including how district lines are  
2 drawn, may create both constraints and opportunities for  
3 representational diversity." So, what I'd like you to do  
4 is expand on that --

5 DR. SADHWANI: Sure.

6 VICE CHAIR BELNAP: -- finding that you had, and  
7 talk about its implications for the Commission's work.

8 DR. SADHWANI: Sure. So, in that study we were  
9 looking at two, two state assembly districts in particular,  
10 in which the top two primary resulted in two Republicans  
11 who were, you know, who were competing in the general  
12 election. And in particular, one of the things that we  
13 were kind of interested in is a prior study, not in our  
14 study, a prior study, that had studied Latino desire for  
15 descriptive representation. So what that means in kind of  
16 layman's terms, is a desire to see one of your own elected  
17 to office. That Latino Democrats exhibited in survey data  
18 a greater desire to see other Latinos voted into office  
19 than Latino Republicans, right. So there was this  
20 difference between Latino Democrats and Republicans that  
21 was found in this other study in terms of what they would  
22 want. So we wanted to test that.

23 And so, what's unique about the California system,  
24 the top two primary system, is that you get these general  
25 elections in which you'll have Democrats versus Democrats

1 and Republicans versus Republicans. And so I like to  
2 exploit that to understand better how under that kind of  
3 constraint, right, when you are -- when you only in a  
4 general election have two Republicans or two Democrats, and  
5 in this instance of the article you mentioned, it's two  
6 Republicans, who do you vote for?

7           And so we used ecological inference. Again, it's  
8 the method of the Voting Rights Act, to estimate Latino  
9 Democrats vote choice. Okay. And so what we find is that  
10 the Latino Democrats overwhelmingly supported the Latino  
11 Republican candidate, right. And this is a small paper and  
12 a small finding, but it gives a little bit of credence to  
13 this idea that Latino Democrats might have more of this  
14 preference to support one of their own. They had an option  
15 between two, two Republican candidates, and they chose the  
16 Latino candidate. And that's really all that that paper  
17 can say. Because we can't say why they went out and  
18 supported them, but what we can say is, we can demonstrate  
19 the fact that Latino -- excuse me, Latino Democrats as a  
20 majority supported the Latino Republican under this  
21 constraint. Okay. That could matter to redistricting, it  
22 could not, right. I mean, I think it kind of comes back  
23 down to the communities of interest. There are already a  
24 number of majority-minority Latino State Assembly Districts  
25 in the State of California. Given some of the areas and

1 the extent to which the Latino community may have grown, in  
2 particular, this was in San Diego and the Central Valley,  
3 you know, it's possible that those would ultimately become  
4 areas where, you know, greater representation for Latinos  
5 might make sense. But without seeing the data, I think  
6 it's -- you know, the 2020 data, I think it's hard to say  
7 exactly, you know, how that would influence redistricting  
8 decisions.

9 VICE CHAIR BELNAP: All right. Thank you.

10 Madam Chair, no further questions.

11 CHAIR DICKISON: Thank you, Mr. Belnap.

12 Mr. Coe, the time is yours now.

13 PANEL MEMBER COE: Thank you, Madam Chair.

14 Good afternoon to you, Dr. Sadhwani. Thank you for  
15 taking the time to speak with us today.

16 DR. SADHWANI: Yes. Thank you.

17 PANEL MEMBER COE: In your first essay, you  
18 describe yourself having a deep commitment to upholding the  
19 values of representative democracy. And many of the  
20 activities you're involved in, professional or otherwise,  
21 and some of the discussion we've had this afternoon has  
22 demonstrated that commitment. And my question is, where do  
23 you think that this commitment comes from?

24 DR. SADHWANI: That's such a great question. Not  
25 one that I had thought too much about, but I do think, you

1 know, I -- boy. This kind of feels like a psychoanalysis  
2 at this point. But I, you know, I think that as an  
3 immigrant family, while we were to some extent seen as  
4 outsiders in our community, I suppose. I mean, certainly,  
5 I always got the questions of, where are you really from?  
6 Gosh, well how come your parents have such funny accents?  
7 But at the same time, as I mentioned before, it was a  
8 small-knit community that believed in welcoming outsiders.  
9 And so despite those kinds of questions, you know, it was a  
10 patriotic community. One in which, you know, I have very  
11 vivid memories as a child of, you know, reciting the Pledge  
12 of Allegiance every day and singing, you know, songs from  
13 Sea to Shining Sea, and thinking about the Statute of  
14 Liberty and how there's a place for all of us here in the  
15 United States.

16           And I do think, and my father, also, who was a  
17 naturalized citizen, you know, took a lot of pride in being  
18 in the United States, and being able to provide this  
19 opportunity to be here to our family. So I think that that  
20 dedication comes from pretty early on. That's, that  
21 democracy is, you know, is a fairly good thing. I mean, I  
22 think one of the prior questions was, you know, being  
23 biased in your research. I'm fortunate in that I study  
24 American politics and I'm largely dealing in democracies.  
25 Others will study democracies versus authoritarian rule,

1 and think about, you know, the differentiation between, you  
2 know, single-member districts and other forms of  
3 representation. You know, for me I'm kind of wholly  
4 focused on the United States system, and they -- you know,  
5 I think that that interest in democratic governance was  
6 formed fairly early on. When I was young I thought I would  
7 be a lawyer. As I, you know, went through my undergraduate  
8 I realized that that wasn't really the path for me, though  
9 I still, did still end up kind of in public policy and  
10 research and things like that. That was kind of the right  
11 approach for me.

12 PANEL MEMBER COE: Thank you for that insight. I  
13 wanted to read something from the impartiality essay and  
14 ask you about it.

15 DR. SADHWANI: Sure.

16 PANEL MEMBER COE: In that essay you say,  
17 "impartiality may be the most important quality needed in a  
18 redistricting Commissioner, and yet may be the most  
19 difficult to establish." I think you're probably right. I  
20 think impartiality is very difficult to demonstrate. And I  
21 know that you've been asked about it a couple of times from  
22 my colleagues, but I'm wondering if you could pick one,  
23 what do you think is a personal example that best  
24 establishes or demonstrates your ability to make impartial  
25 decisions for your self-interest?

1 DR. SADHWANI: I'm sorry. I missed that last part.  
2 For my self-interest?

3 PANEL MEMBER COE: If you could pick one, one  
4 example from your experience, which one would you pick to  
5 fully demonstrate your ability to make impartial decisions  
6 free of your self-interests?

7 DR. SADHWANI: Free of my self-interest. I really  
8 think the classroom is where that comes into play. I mean,  
9 typically my students -- actually, I'll get to the end of  
10 the semester and students have no idea sometimes what my  
11 own partisan background is. Because the examples that  
12 we'll use in class, you know, will -- we use -- you know,  
13 in my class, is because there is American politics focus,  
14 we tend to use democracy as the standard by which we're  
15 evaluating a whole host of institutions and actors.

16 And so, we can use democracy and a democratic  
17 standard of, you know, engagement of the people, to  
18 critique or think critically about both Democrats and  
19 Republicans. Neither one are perfect, quite frankly. And  
20 so, you know, I really think that in the classroom I have  
21 had to kind of stretch, stretch myself in many ways to  
22 leave my own beliefs at the door. There's really no place  
23 for it in a classroom. You know, I have had a whole range  
24 of students.

25 Certainly I think after the election, the 2016

1 Presidential Election, was particularly an interesting time  
2 to be teaching. At the time I was teaching both at USC and  
3 at Glendale Community College, in which I've had a number  
4 of Armenian students, a number of Latino undocumented  
5 students, as well as GCC also has a number of students who  
6 have come from Iraq and the Middle East, and from war-torn  
7 countries, from Syria, et cetera. It was fascinating to  
8 just to kind of see the range of responses. Because there  
9 were students who devastated, undocumented students were  
10 terrified by a Trump administration. And yet at the other  
11 -- on the other spectrum, there are a lot of students who  
12 were very excited about a Trump presidency. In -- as the  
13 head of the classroom, I have to create a space for both of  
14 them to be heard, but also to be able to kind of minimize  
15 some of the raw emotion of that point in time, right.

16 At that point we had several conversations in  
17 classes, allowing students to kind of unpack that. Many  
18 students actually did additional kind of counseling and  
19 services, particularly undocumented students. You know,  
20 but we did a lot of reflective essays. We -- in my classes  
21 we usually -- because I study elections, I usually leading  
22 up to an election, have students analyzing various  
23 elections from around the country. So, being able to  
24 debrief from them, and thinking about how, you know, a  
25 turnout for Trump might have influenced congressional



1 elections or state legislative elections around the  
2 country, or various propositions that were on the ballot.

3           So, I really think that in the classroom is where  
4 I've had, I've had to learn how to be impartial.  
5 Especially when you're first starting out and in your early  
6 years of teaching, the only way to advance is to have --  
7 you know, I hate to say it, but is to have decent teaching  
8 reviews. And if you come in and you're completely one-  
9 sided, one, you're not, you're not really teaching anything  
10 about American politics and institutions. But, two, you're  
11 not going to end up with very good, very good reviews,  
12 because students will see right through that.

13           So, I think in the classroom, you know, you really  
14 have to leave your, leave your perspective at the door and  
15 create a space where students can be who they are, but also  
16 explore who they might want to become. Many of them are  
17 17, 18 years old and don't have a partisan affiliation yet,  
18 and it's, you know, for them to find certainly.

19           PANEL MEMBER COE: Thank you. I'd like to switch  
20 to something you talked about. Well, you talked about it  
21 today. You talked about it in your appreciation for  
22 diversity essay.

23           DR. SADHWANI: Yeah.

24           PANEL MEMBER COE: And that's your work as a  
25 scholar examining voting behavior of diverse groups, and

1 your years working within the immigrants' rights advocacy.  
2 And I'm curious how you think these experiences would help  
3 make you an effective representative for the diverse  
4 population of California on this Commission.

5 DR. SADHWANI: Yeah. I think I have an intimate  
6 knowledge of many diverse communities in California. I  
7 think my study of Asian Americans alone is quite unique.  
8 Asian Americans do certainly tend to be kind of lumped  
9 together as a group. They are not. Certainly, even in  
10 terms of their geographic spread across the State of  
11 California, there is a lot of diversity.

12 You know, for example, right, looking at -- I had  
13 written a piece for the Washington Post in 2018, yes, 2018,  
14 that examined the 39<sup>th</sup> Congressional District, for example.  
15 In that race, it was Korean American Young Kim against  
16 Latino Democrat Gil Cisneros. Many people thought that  
17 because there was so many Asian Americans in the 39<sup>th</sup>  
18 Congressional District, about a third of the -- of the  
19 residents, excuse me, are Asian American, that that would  
20 necessarily mean that that support for Young Kim.

21 And what -- every time I got interviewed after the  
22 piece in the Washington Post, I had to remind people, yes,  
23 but Young Kim is Korean American, and the majority of the  
24 people in that district, of the Asian Americans in that  
25 district, are Chinese American, right. And so that does

1 not necessarily mean that they are going to come and turn  
2 out for Young Kim. She's still going to have to do the  
3 work that any other candidate is going to have to do to  
4 reach out to that community. She doesn't speak the same  
5 language necessarily.

6           So, you know, I think having that knowledge,  
7 particularly of the Asian American community, but also of  
8 many other communities, right. I mean, I've done work over  
9 the years thinking -- looking at Muslim Americans. The  
10 statewide database, though I haven't done a project,  
11 actually identifies Jewish voters as well.

12           You know, I think that there are many, there's many  
13 different forms of diversity across the state. And I can  
14 bring that kind of sensitivity towards it. Even in places  
15 where I, where I'm less familiar, right. I'm sure that  
16 there are newer communities that I know less about. But  
17 having this background, having worked in communities, as  
18 well as studying them kind of from the data perspective,  
19 you know, I think that that gives me that openness to  
20 listen and hear from them, and give them a chance for me to  
21 better understand and get to know them and learn.

22           PANEL MEMBER COE: Thank you. I'd like to go back  
23 now to the topic communities of interest. You had some  
24 discussion with that with Ms. Dickison earlier, and  
25 discussed how to identify communities of interest across

1 the State. In my question I want to piggyback off of that  
2 and ask, how can the Commission kind of avoid inadvertently  
3 overlooking some communities that may be less obvious,  
4 harder to find or more hidden in its work?

5 DR. SADHWANI: You know, I think what's so great  
6 about the Census data is the granularity of it, right, in  
7 comparison to, say, for example, the voting, the voting  
8 data alone, which is a surname matching. The Census data  
9 really allows us to understand so many different kinds of  
10 racial and ethnic groups, right. When we look at surname  
11 matching, we tend to identify the top six Asian American,  
12 for example, but there's also, there's over 20 different  
13 kinds of national origins of Asian Americans.

14 And so we can, you know, we can certainly use the  
15 Census data in that way to better understand kind of that  
16 racial and ethnic diversity. But I think communities of  
17 interest can come in many different shapes and forms,  
18 right. So, knowing, knowing more about the unique ways in  
19 which communities might be landlocked, for example, right,  
20 in certain areas, in which there might only be one freeway  
21 that gets to parts of, you know, the Inland Empire or the  
22 Antelope Valley, for example, or the northern parts of the  
23 State, right, and thinking about what kinds of communities  
24 of interest might also come out of, of those kinds of  
25 areas.

1           You know, I'd love to hear more about -- I don't  
2 know that we have time for that here, or that that's really  
3 -- this is really the place for it. But I'd love to hear  
4 more about how the previous Commission kind of went about  
5 doing that work. So, for example, the Census in years past  
6 has worked very closely with organizations on the ground to  
7 ensure that a broad count is actually heard -- is actually  
8 conducted.

9           You know, I'm curious if the Commission previously  
10 was working with various organizations on the ground to do  
11 that kind of outreach or not. You know, whether its  
12 conversations, you know, kind of a qualitative conversation  
13 with various stakeholders in different parts of the State  
14 to learn more about communities. Using the Census data to,  
15 perhaps, identify regions in which there might be specific,  
16 specific communities of interest that we might want to look  
17 out for, and then going out and engaging in conversations.

18           Maybe they have -- they don't come to us, but maybe  
19 we need to make sure that we're going out and trying to  
20 find them, to the extent that that's necessary or feasible  
21 to do so given the amount of resources.

22           PANEL MEMBER COE: In the Commission's efforts to  
23 find communities, they may locate or identify some that are  
24 less engaged or concerned about coming forward with their  
25 perspectives or their opinions. And there could be a

1 number of reasons why certain communities may feel that  
2 way, engaging Government or Government bodies. But since  
3 the perspective of as many citizens of California is so  
4 important to the work of this Commission to do its best job  
5 and its work, how do you think the Commission should engage  
6 these communities that may be concerned about coming  
7 forward, sharing your perspective, to actually make them  
8 feel comfortable coming forward, sharing their concerns,  
9 their thoughts, to better inform the Commission in its  
10 work?

11 DR. SADHWANI: Yeah. I think that there's a number  
12 of ways of doing that. Certainly I've worked with a number  
13 of communities in the past that meet that kind of criteria  
14 that you're describing, right. Cambodian Americans who  
15 have come from regimes where they do not feel comfortable  
16 talking with government officials. Vietnamese Americans as  
17 well. The Hmong. Undocumented immigrants, right, people  
18 from Central American who have perhaps left very violent  
19 situations, and have a lot of concerns about talking to  
20 someone, you know, who's seen as a part of the Government,  
21 or who -- you know, the undocumented generally, who might  
22 fear deportation.

23 You know, I do think that meeting communities in  
24 their neighborhoods, in their communities, can be  
25 extraordinarily important. You know, whether it's holding

1 the -- holding hearings or actually going out and talking  
2 with folks in neighborhoods and their churches, at their  
3 community centers. You know, certainly that's something  
4 that I'm, you know, very comfortable doing.

5           And like I said before, if there are organizations  
6 or religious organizations or educational, you know, public  
7 schools, you know, where folks are located, and where there  
8 might be kind of intermediaries, people that are trusted  
9 members of the community, maybe the school teacher or, you  
10 know, the local pastor, who might be, might be kind of  
11 trusted within the community and might be able to provide a  
12 bridge for Commissioners to hear more from the members  
13 themselves I think would be absolutely crucial.

14           PANEL MEMBER COE: Thank you.

15           Madam Secretary, time check, please?

16           MS. PELLMAN: Three minutes, 30 seconds.

17           PANEL MEMBER COE: Thank you.

18           Dr. Sadhwani, if you were to be appointed to the  
19 Commission, which aspects of the role of Commissioner do  
20 you think that you would enjoy the most, and conversely,  
21 which aspects of the role do you think you might struggle  
22 with a little bit?

23           DR. SADHWANI: I'm a people person actually, so I  
24 think I would really enjoy being a part of the Commission,  
25 working with other Commissioners, working with the

1 communities themselves. That being said, I'm also, you  
2 know, a total data geek, so I enjoy the data side of it.  
3 You know, I don't know the extent to which Commissioners  
4 are using GIS themselves, or is it -- or is there typically  
5 someone who does it, like on behalf of the Commission? I'm  
6 not sure. You know, GIS I have been trained in. I know  
7 how to use it. It's not my favorite thing, but I, you  
8 know, I -- it's certainly something I am capable of doing.  
9 But probably, you know, would be my least favorite -- or  
10 less of a favorite part. The data analysis side I enjoy  
11 more so, and certainly talking with people, being a part of  
12 the Commission, getting to know the other Commissioners as  
13 well.

14           You know, I think one of the things I talked about  
15 in some of the other questions, I think especially when it  
16 comes to reaching across partisan divides, I think so much  
17 of that is done over a cup of coffee, over a slice of  
18 pizza, you know, whatever. You know, I think that those  
19 are things, if there's opportunity to do that, I think that  
20 that's a really exciting thing, to get to learn more about  
21 our great state, to learn more about the diversity that  
22 exists across all of the different regions of California I  
23 think would be very exciting for me. So, you know, there  
24 were a number of reasons why I applied to begin with. It's  
25 for all of these pieces. You know, and I think also just



1 to fine-tune some of my own skills and knowledge set I  
2 think would be really exciting.

3 PANEL MEMBER COE: Okay. Thank you very much, Dr.  
4 Sadhwani.

5 Madam Chair, no additional questions at this time.

6 CHAIR DICKISON: Thank you, Mr. Coe.

7 At this time I'm going to turn it over to Mr.  
8 Dawson for any follow-up questions.

9 MR. DAWSON: Thank you, Madam Chair.

10 Professor Sadhwani, thank you for being here. I  
11 wanted to follow-up on the question about the Census data,  
12 and I'll give you a hypothetical, which is not that  
13 hypothetical. The Census Bureau has -- is planning to ask  
14 Congress to push back the deadlines by 120 days, which  
15 would then really put the squeeze on the Commission in  
16 getting out the -- in the deadline to get out the maps.  
17 Based on your work, working with Census data and all that,  
18 is it -- can -- do you think the Commission can do enough  
19 work ahead of time before getting the Census data, that it  
20 could maybe draw preliminary maps, and then drop in the  
21 Census data and tweak it?

22 DR. SADHWANI: Do you mean using ACS data, the  
23 American Community Survey data?

24 MR. DAWSON: No. I mean the actual redistricting  
25 data that is required to be sent to the states.

1 DR. SADHWANI: I mean --

2 MR. DAWSON: I don't know about the ACS.

3 DR. SADHWANI: Okay. And I think it would be a  
4 challenge to fully -- I mean, I think it's entirely  
5 possible to begin drafting the, you know, a rough draft of  
6 what the districts would look like, and certainly thinking  
7 about communities of interest is something that can be  
8 started earlier on. I do think that ACS data, the American  
9 Community Survey data is a possible workaround, at least to  
10 get started.

11 So, the Census Bureau puts out estimates annually,  
12 but really it's based on a five-year kind of timeframe for  
13 the kind of change that we anticipate seeing based on  
14 survey data, right. So they'll do a large, a large survey  
15 to kind of get that sense. You don't, however, in the ACS  
16 data get fine-grained CVAP data, the Citizen Voting Age  
17 Population, so I think that would be a little bit of a --  
18 well, it doesn't necessarily matter for the redistricting  
19 though, because you're using residents in any case. So,  
20 you know, you miss out on some of those components, but I  
21 think it's certainly something to get started.

22 I don't think that there's a reason to wait,  
23 because time is of the essence, and I think this has to get  
24 done. It has to get done before the 2022 election of  
25 course, and be in place. So, yeah, I think that's entirely

1 possible, but, you know, obviously, the best-case scenario  
2 is getting the Census data of course, and having that fine-  
3 grain change.

4 I think one of the other challenges, right, is  
5 California is projected to potentially lose a congressional  
6 seat, right. And so without that final count, it will be  
7 hard to know exactly, you know, what that would look like,  
8 if reapportionment, if we end of losing a congressional  
9 seat due to reapportionment. But, certainly, you know,  
10 state legislative districts could be started now. Yeah.

11 MR. DAWSON: All right. Thank you. Do you think  
12 that's likely to be in the L.A. area if the -- if we lost a  
13 congressional seat?

14 DR. SADHWANI: Well, I think that would be up to  
15 the Redistricting Commission, right. I mean, I think it's  
16 hard to know. It's statewide, and the districts have to be  
17 about the same, you know, the same number of residents. So  
18 I -- potentially, yeah.

19 MR. DAWSON: All right. All right. Thank you.

20 DR. SADHWANI: Certainly Los Angeles has a high  
21 concentration of congressional seats.

22 MR. DAWSON: I wanted to ask you about a statement  
23 that you had in essay four. It was similar to one I think  
24 that Mr. Coe was asking you about. But you said,  
25 "furthermore, my research emphasizes how electoral

1 institutions like the Voting Rights Act, California's top  
2 two primary and citizen redistricting influence voter  
3 participation and representation." Does that mean that  
4 when a state has a citizen commission, that they tend to  
5 have better turnout?

6 DR. SADHWANI: Well, not exactly for turnout. So,  
7 I'm not aware of studies that have looked at turnover, per  
8 se, but I am a part of -- I was a part of a research team  
9 for the Schwarzenegger Institute at USC looking at partisan  
10 gerrymandering of state legislative districts. And so,  
11 certainly, the State of California did far better than  
12 states that hold their redistricting with the state  
13 legislature, when that power is with the state legislature.

14 Not necessarily in terms of turnout. Instead, you  
15 know, we're thinking more so about -- the article that that  
16 was referencing was a piece specifically written about  
17 descriptive representation. It was written for a symposia  
18 on this idea of electing more, or an equal number of -- a  
19 proportional number of men, women, minorities, et cetera,  
20 to the legislature. In general, when we talk about  
21 descriptive representation, that is what we're talking  
22 about. It's a theory of people supporting candidates and  
23 being represented by someone who resembles them, right.  
24 And so it was this theoretical symposia.

25 And our -- you know, my contribution to that with my co-

1 author was, hey, descriptive representation is great,  
2 however, right, we have to think about these electoral  
3 institutions and the roles that they play. Whereas in some  
4 instances, it might constrain women or people of color from  
5 actually being elected to office. In other instances, it  
6 might create opportunities where people -- where you can  
7 have a more proportional representation actually occur. So  
8 that was kind of the framework for that particular article  
9 that I had mentioned.

10 MR. DAWSON: Okay. Thank you.

11 I have no further follow-up questions. If the --  
12 Madam Chair, if the Panel has any additional follow-ups.

13 CHAIR DICKISON: I do not have any follow-up.

14 Mr. Belnap?

15 VICE CHAIR BELNAP: I don't have any further  
16 questions.

17 CHAIR DICKISON: Okay. Mr. Coe?

18 PANEL MEMBER COE: No follow-up questions.

19 MR. DAWSON: Madam Secretary --

20 CHAIR DICKISON: No further follow-up.

21 MR. DAWSON: Thank you.

22 How much time is remaining, Madam Secretary?

23 MS. PELLMAN: We have one minute, two seconds.

24 MR. DAWSON: All right. Thank you.

25 With the minute remaining, Dr. Sadhwani, I'd like

1 to give you the opportunity to make some closing remarks,  
2 if you wish.

3 DR. SADHWANI: Sure. Well, I would just like to  
4 thank you all so much for this opportunity, and, you know,  
5 for taking the time to speak with me today, and for all of  
6 our work, actually, to establish this Commission. I  
7 imagine it is an enormous process and job. Certainly,  
8 there was over 20,000 candidates, so you've had your work  
9 cut out for you. So, I just truly want to thank you, you  
10 know, as a Californian, for all of the work that you have  
11 done to establish this Commission. Thank you.

12 MR. DAWSON: Okay.

13 CHAIR DICKISON: Thank you, miss -- or Dr. Sadhwani  
14 for taking the time to meet with us today.

15 DR. SADHWANI: Thanks.

16 CHAIR DICKISON: Our next interview is tomorrow  
17 morning at 9:00 o'clock. So we are going to recess now  
18 until 8:59 tomorrow morning.

19 DR. SADHWANI: Thank you.

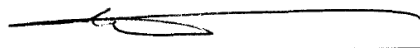
20 (Recess at 4:30 p.m.)  
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