

1 stand being around them.

2 So I'm not always good around people my own age,
3 but, that aside, I work hard to remain level-headed and
4 openminded, and you saw from the letters of recommendation.
5 Those are all real, and I conduct very level-headed board
6 meetings, very open. Everybody walks away feeling they at
7 least were fairly heard. Now, they may not agree with the
8 decision. They were at least fairly heard. And I think --

9 MS. PELLMAN: That's 90 minutes.

10 MR. NEWTON: Okay. That's it? Thank you.

11 MR. DAWSON: Thank you.

12 CHAIR BELNAP: All right. Thank you for being with
13 us.

14 We're going to go into recess now, and be back at
15 10:44 a.m.

16 MR. NEWTON: Everybody stay safe.

17 (A recess was held from 10:30 a.m. to 10:44 a.m.)

18 CHAIR BELNAP: I'm going to call this meeting back
19 out of recess. I want to welcome Ms. Jane Andersen.

20 Ms. Andersen, can you hear us?

21 MS. ANDERSEN: Yes, I can.

22 CHAIR BELNAP: All right. Well, we're going to
23 jump into the standard questions, and turn the time over to
24 Mr. Dawson.

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

1 Ms. Andersen, I'm going to ask you five standard
2 questions that the Panel has requested each Applicant
3 respond to. Are you ready, ma'am?

4 MS. ANDERSEN: Yes, I am. Thank you.

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

12 MS. ANDERSEN: Well, good morning, and thank you
13 for giving me the opportunity to speak with you today.

14 This question is basically "What makes a good
15 Commissioner?" Well, each Commissioner must come to this
16 job realizing how incredibly important this task is, how
17 difficult it's going to be at times, and how much it's
18 going to take, the amazing amount the Commission will
19 learn, and how rewarding it will be. Personally, I think
20 it's going to be a lot of fun.

21 To get this job done, each Commissioner must
22 possess three required attributes. They must be impartial,
23 they must have an appreciation for the demographics and
24 geographic diversity of California. They must have the
25 relevant analytical skills to complete the work, and more.

1 I believe all Commissioners need to be openminded.
2 They must have good communication skills, and they must
3 enjoy working on a team. They have to be active listeners,
4 looking for the meaning behind the words, trying to
5 understand what it is that people are saying.

6 They must respect each other and the public, and
7 believe that other people's opinions are just as valuable
8 as their own. They must be polite and considerate. They
9 must be patient, and I believe they should have a sense of
10 duty.

11 I believe Commissioners should be curious about the
12 different regions of our state, its varied people, and how
13 this redistricting will actually affect them. They need to
14 be truth-seekers, be willing to put in the time and the
15 work to find out what information that we have, and what
16 information that we still need.

17 The task of redistricting, actually drawing the
18 maps, the details of it, is very technical. All the
19 information that is brought in must be converted to
20 two-dimensional maps that will meet all the legal
21 requirements. To do this, all Commissioners must
22 understand the legal rules of this task.

23 They have to be comfortable and confident with data
24 and mapping, and the many revisions and iterations that
25 will happen. They need to be critical thinkers, and they

1 need to be able to prioritize data.

2 They also need to be flexible thinkers. They have
3 to be able to change their views with new information.
4 They need to be comfortable working under pressure and when
5 challenged. Additionally, they can't be naive. They have
6 to be aware of politics, and they should be self-aware.
7 What particular skills or competencies do you bring to the
8 Commission, and what do others have?

9 Collectively, I believe the Commission as a group
10 needs to have the administrative skills to hire a staff,
11 experts, schedule meetings, public communications, and
12 execute the Commission's plans. It must have the
13 experience and connections with community groups that are
14 typically underrepresented in our state to help bring these
15 communities into the process.

16 The Commission must have the technical expertise in
17 analysis and mapping to work both very technically with our
18 experts and, in plainer terms, with those people I call
19 "data users," to quickly digest, create, and explain the
20 maps so that they accurately reflect the entire group's
21 intentions.

22 The group needs to have the legal expertise to work
23 through the very difficult nuances of the Voters' Rights
24 Act and the criteria of the Voters First Act to keep the
25 Commission on task, with an eye on defending the maps and

1 the Commission's actions in court, if needed.

2 The group also has to have the political awareness
3 to keep the Commission from accidentally creating political
4 problems and minimizing outside political influence.

5 These skills and attributes that each Commissioner
6 should have, I possess all of them. I actually do approach
7 each job with an open mind and a positive attitude. I
8 consciously try not to have any preconceived ideas. I have
9 good communication skills, and I really enjoy working on a
10 team, which I basically do on every job.

11 I'm a good listener, and I really try to understand
12 what people are trying to tell me, particularly in
13 technical areas where people are trying to explain
14 themselves, but they don't have the right terms or words.
15 I'm very good at empathizing, and trying to pull that out
16 of them, "What are you actually saying now? Do you mean
17 this? Do you mean that?"

18 I think that's something I will bring to the
19 Commission, which are -- things that I bring to the
20 Commission is, I'm a registered civil and structural
21 engineer in the state of California. So what I typically
22 do in all my work is I take information, ideas,
23 three-dimensional things, sort out what's important, what
24 isn't important, and make them into two-dimensional
25 drawings, construction documents. This is virtually what

1 the Commission will be doing. We'll be making, taking lots
2 of information, and making it on a two-dimensional drawing.

3 I'm very good at spatial relations. I can quickly
4 see how drawing a line here, drawing a line there is going
5 to affect the rest of what the work is doing. You know, if
6 we make a change over here, now it immediately affects what
7 we did three sections over. I'm used to doing this as a
8 matter of course. This is what I do in my work. While I
9 used to work with new construction a bit, I primarily work
10 on existing structures, alterations, seismic retrofits, and
11 failure investigations and repair.

12 Typically, in that, you figure out what is there to
13 the best of your ability, and then you make a design based
14 on that, knowing that, as construction starts, what we find
15 is going to be different, and you'll have to make changes
16 on it. You have to quickly evaluate that in the field, on
17 the construction sites, and come up with changes.

18 So I am very used to working up, coming up with
19 multiple solutions, quickly evaluating them, and then
20 repeating until a final solution is found. In my work,
21 this process usually happens during construction or after a
22 failure, when a solution is needed now. So conflict and
23 result, working through that, is just part of the job. I
24 expect that to happen, and it's not something I shy away
25 from. You work through that as a team. That's just what

1 you do. With this experience and multiple reiterations
2 under pressure, I think I could help the Commission work
3 through the same process with the maps, faster and more
4 productively.

5 Additionally, structural work must conform to
6 building codes and local ordinances, and it's then reviewed
7 for compliance with all these codes. Now, you probably
8 realize building codes are legal documents, and while many
9 designers use building codes, I have extensive experience
10 in writing the buildings codes.

11 As members of the Structural Engineers Association,
12 which I've been on the board of directors of, and the
13 largest society of engineers, we actually write the
14 building codes for anything structural, forces, and that
15 become legal documents. So this perspective will be very
16 useful in keeping the Commission following the details of
17 the legal requirements as it pertains to the technical
18 aspects.

19 My experience in investigating and repairing
20 structural failures has taught me to always look at the
21 bigger picture before you take action, and follow the
22 effects of that action on the whole rest of the system, to
23 make sure we're not doing damage elsewhere. I believe this
24 mind set will help the Commission to consider multiple
25 solutions faster and prevent mistakes.

1 MR. DAWSON: Thank you.

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

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

14 MS. ANDERSEN: Hyper-partisanship is all too common
15 today, and it breeds distrust and hopelessness in our
16 democracy. This is one of the reasons I think it's so
17 important for the Commission to do its work in an open,
18 inclusive, and non-political manner. The Commissioners
19 must be polite and respectful of each other. They have to
20 have open minds and really want to work together. They
21 cannot have a political agenda, and they need to be able to
22 leave whatever politics you have at the door.

23 One of the rules of the Voters First Act is that
24 politics cannot be used as a criteria in redistricting.
25 When the group needs to consider a political implication of

1 any of its actions, we should be as objective as possible,
2 and we have to talk very civilly when politics comes up,
3 and I believe all political discussions, if they are needed
4 or happen to come up, we need to be very civil and
5 objective, also that, if discussions get too political, the
6 group should address it right away, but this is not the
7 time and place for that.

8 You know, we can talk politics after we're done,
9 and, additionally, we have to worry about politics on the
10 Commission, coming into it, and outside influences. So we
11 have to be -- you can't divorce yourself from politics,
12 because it's very real. I did read the Politico article
13 about how the 2010 Commission was influenced, and we have
14 to be aware of that, to avoid it. As a group, we should
15 get them to stay on task. I believe humor is always
16 something I use to keep people in tense situations very
17 technical, lighten it up, brevity, start the task again.

18 We have more in common than we do apart, and we
19 have one shared goal. We're all working on this together.
20 You know, you can deal with politics later. Let's, you
21 know, come -- I want the group to come to a consensus. If
22 someone has a concern, it should never be belittled. It
23 needs to be explored. We need to find out what that
24 concern is, and I believe the Commission should actually
25 behave as the Applicant Panel has done. You are all

1 different politics, from political parties, and you're
2 working together seamlessly. That's what the Commission
3 needs to do.

4 To make sure that the group is not seen as
5 polarized or hyperpartisan, the first thing I would do is
6 try to get to know each other. It's harder to put someone
7 in a buttonhole and say, "They're a Republican, they're a
8 Democrat, they think this" if you know the person, as,
9 again, we have more in common than we do separate, and I
10 think, you know, getting together, finding out what we
11 share is one of the first steps.

12 We should also go over the reports of the 2010
13 Commission, particularly the ideas they have about being
14 manipulated, and address what we think about that. The
15 other idea that I believe would really help avoid
16 partisanship is to have the technical and the legal
17 expertise in all three political divisions.

18 If the people in the group that are sort of leading
19 the legal interpretations and mapping the proposals are
20 from different political groups, when those technical
21 experts, you know, the ones that have stronger skills in
22 those areas -- when they agree, the other Commissioners
23 won't necessarily feel that they're being -- "That's coming
24 from the political point of view."

25 Also, all tasks that are seeking and contacting the

1 communities of interest and underrepresented groups should
2 be represented by all three political divisions, to both
3 maximize the camaraderie and participation. Throughout
4 this whole process, I will try to work to keep the group
5 together, on task, and with a positive attitude.

6 MR. DAWSON: Thank you. Question three.

7 MS. PELLMAN: Quick time check. We have 15
8 minutes, 25 seconds.

9 MR. DAWSON: Thank you.

10 Question three: What is the greatest problem the
11 Commission could encounter, and what actions would you take
12 to avoid or respond to this problem?

13 MS. ANDERSEN: I'd say two problems. One we sort
14 of addressed, the issue of whether it's, you know,
15 political, coming internally in the group or from external
16 pressure. I believe the greatest problem, and a real fear
17 I have, is that the data that we get from the census will
18 be not even close to correct.

19 We already know that California typically
20 undercounts, and we're in danger of possibly losing a
21 representative. This is the first time this census is also
22 going on line, and with that, just as trying to connect in
23 today, people who are very good at -- you know, are very
24 comfortable with on-line work -- there are a lot of people
25 who aren't, particularly all the people who are older.

1 They're usually the ones who fill out the census all the
2 time. Now they're going to have trouble, and they think
3 they might do it right, and they won't.

4 As an engineer, one of the first things I do on a
5 job is I collect information that I need, and I check and
6 verify anything that's given to me, "How valid is this?"
7 So, when I first approached this group, I thought, "Well,
8 okay. What's the census data made of? How does it get
9 there?"

10 And I got involved in my county, and I live in
11 Alameda County, and so I first got involved with looking
12 into it, and it turns out that all the county supervisors
13 are all over this matter. They already know what areas in
14 their community that are hard to reach. They already are
15 aware of the ones we sort of think of right away, the
16 homeless people.

17 I live in Berkeley, and so college students are
18 notoriously hard to count. They all think "I either come
19 here from out of state, so I don't do that. I will do that
20 back home," but the emergency services that you need are
21 here, and so that's a particular group, and I already
22 mentioned the older people who are hard to count.

23 Turns out that the county had put together groups
24 to specifically deal with this, and they went out into the
25 communities and had town meetings to say, "Hey. What are

1 the people that we might, or other groups that you think we
2 might miss?" and took all that into consideration, and put
3 plans together.

4 I was involved in part of that. I'm a census
5 ambassador, and I was assigned just to work at libraries
6 and things like this. There was also a thing called
7 Sabbath Sunday, where they would have all the churches have
8 "Bring your census in, and we'll have people there to help
9 you." And then the coronavirus hits, and all of that has
10 stopped.

11 Now it turns out -- as I said, I'm a census
12 ambassador -- we're down to phone banks, and you know how
13 that's not working. They put special plans together to
14 deal with the homeless when we're getting the homeless
15 tested for COVID-19, and in doing so, they're actually
16 trying to say, "And, by the way, can we count you?" That's
17 only going so well, and now, of course, in senior citizen's
18 homes, no one is allowed in.

19 So I'm very concerned about how this is going to
20 affect the numbers, and I understand that that could have a
21 very significant impact on the Commission. I know the date
22 has already been kicked back two weeks. Who knows how much
23 longer that would happen?

24 But, on a positive note in this, one thing I found
25 is a way to contact communities of interest. The census

1 outreach managers, which virtually all, every district has,
2 they know who is hard to reach. They know who these hidden
3 communities -- they found them, and we should contact these
4 people first, and use their connections to bring people in
5 that the city council people don't necessarily know about,
6 and they have connections with social workers, people who
7 are on the margin.

8 These, I think, would be a very, very valuable
9 source of information for communities of interest which
10 often get overlooked, particularly if you say, "Well, let's
11 look for the leaders of the community." These aren't
12 necessarily the leaders, and these are the people who know
13 the facts on the ground, and I think this would really,
14 really help the Commission, whether I'm on the Commission
15 or not.

16 Additionally, because these people are sort
17 of -- they're in the shadows -- we might have to think of
18 different types of meetings. The big public meeting, where
19 you come and present, tend to be the people who are
20 represented come and speak at these meetings. Now, that's
21 not to say -- we definitely want those people, but we also
22 want other people.

23 So we should think about other kinds of meetings to
24 help bring these people in, where they'll feel comfortable,
25 maybe specific invitations to particular groups, rather

1 than just say a general "Please come in," say, you know,
2 "We really -- and we've set aside time for you. Please
3 come and speak with us." That's one idea I had for solving
4 these problems.

5 MR. DAWSON: Thank you.

6 Question four: If you are selected, you will be
7 one of 14 members of the Commission, which is charged with
8 working together to create maps of the new districts.

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

16 MS. ANDERSEN: I had to think about this, because I
17 was coming up with different ideas. I ran it by my
18 husband, and he said, "Well, basically, that's what you
19 do." And I said yes.

20 As an engineer, every project I do, I'm working
21 collaboratively. I've never been -- well, I've been a
22 designer a little bit, who sits in their office and just
23 designs.

24 My specialty is out in the field. I do mostly
25 fieldwork and failure investigations. So I'm always

1 working with owners, with contractors, with the people who
2 witnessed it, who may know more about what happened than
3 they realize, and so I'm always working collaboratively to
4 achieve a common goal.

5 You know, my role, typically, in that group is to
6 figure out what has happened, come up with a structural
7 design, get it presented, presented to the inspector, or,
8 on repair jobs, I'm usually the inspector myself. I have
9 to say yes to what we did, and document it out to the fact,
10 "Does comply with the rules and regulations." When
11 conflicts arise, which they always do -- it's just part of
12 the job, so we're always coming up with solutions,
13 proposing it.

14 So I've been trying to choose an example of one of
15 these, and it's actually the crane accident in San
16 Francisco in 1989. It was a month after the Loma Prieta
17 earthquake. I actually have a picture of it behind me. I
18 don't know if you can see that. This was a -- basically,
19 there was a huge crane.

20 They were building a 20-story building, and they
21 tried to lift -- it was lifting a boom crane, and they
22 tried to lift it, and it came loose, swung around, and
23 launched itself, dropping the block, came flying across the
24 street, and hit this building, and actually what's behind
25 me is a 24-inch-deep wide flange twisted like a piece of

1 spaghetti.

2 The block same sailing off the hook, came sailing
3 off, landed in the elevator shaft, ripped the cables off.
4 They were like a cat o' nine tails, left a print across the
5 front of this building, and then the boom proceeded to
6 crash into this, bounced up, and crashed down the side of
7 the building, taking it out as it went.

8 Thank God there were only five people killed, the
9 crane operator, four of the crane people, and it
10 landed -- did crush a school bus below, which, thankfully,
11 only had the driver in it, and she was killed, but her 24,
12 22 people -- but it was obviously a tragedy, and it
13 happened right a month after the earthquake, so everyone
14 thought, "My God. Here we go again."

15 You know, the accident was very dramatic, and
16 everyone was on heightened awareness, and it was a scary
17 situation. I was called in. I had actually looked at this
18 building right after the earthquake to evaluate it, and it
19 did really well, the steel frame, had a reinforced concrete
20 core, had no damage.

21 So the owner -- actually, the building
22 manager -- called me up and said, "Hey. Please come and
23 help us." So I zipped over there, and actually was working
24 clearing off desks, because the firefighters were coming
25 through and knocking all the glass out of the remaining

1 open areas of the building so it wouldn't fall on people
2 below them.

3 So I was right there, and I was able to talk to
4 witnesses. Obviously, it was pretty obvious what happened,
5 and the repair is pretty straightforward. You replace in
6 kind. It was a very old building. It was all riveted, so
7 you had to come up with different connections. It's more
8 standard. The conflict that happened, though, which we ran
9 into --

10 MS. PELLMAN: You have four minutes remaining.

11 MS. ANDERSEN: -- sorry -- is trying to put it
12 together on the panels themselves. The exterior panels,
13 what was there, you couldn't do any more. It doesn't meet
14 code today. So we had to come up with something, and there
15 had been some conflicts on it, and on this, the contractor
16 said, "Well, what am I going to do?"

17 I just said, "Okay. Look. This is what I need.
18 We've got to make it safe. This is what we have. What do
19 you think?" And the two of us worked together in the
20 field, drawing up sketches, coming up with plans, and I
21 said, "Great. Let's try that." It kind of had to be
22 adjusted once they put it in place, but it worked.

23 What I was going to bring to the Commission about
24 that, the best jobs happen when you're open and honest. As
25 a group, you need to prioritize the requirements that you

1 need, so you consider all information in a sequential
2 order, addressing most important things first.

3 You're going to have a lot of authority. As an
4 engineer, I have that. You have to be very careful with
5 that authority. What you do affects others, and that's a
6 responsibility that is true of the Commission, and we have
7 to be very careful about what we're doing and how it's
8 going to affect Californians.

9 MR. DAWSON: Thank you.

10 MS. ANDERSEN: I'm sorry. I've gone too long,
11 here.

12 MR. DAWSON: Madame Secretary, how much time do we
13 have left?

14 MS. PELLMAN: Two minutes, 30 seconds remaining.

15 MR. DAWSON: All right. Thank you.

16 Question five: A considerable amount of the
17 Commission's work will involve meeting with people from all
18 over California who come from very different backgrounds
19 and a wide variety of perspectives.

20 If you are selected as a Commissioner, what skills
21 and attributes will make you effective at interacting with
22 people from different backgrounds and who have a variety of
23 perspectives?

24 What experiences have you had that will help you be
25 effective at understanding and appreciating people and

1 communities of different backgrounds and who have a variety
2 of perspectives?

3 MS. ANDERSEN: I'm going to go through this
4 quickly. As to skills, I'm a people person. I really
5 enjoy meeting and talking to people that are different than
6 me. I often seek them out, because I'm interested. I'm
7 actually genuinely interested in other people.

8 In a management review, I was told that I'm very
9 approachable, and my employees would be very comfortable
10 bringing their problems to me. I took that as a huge
11 compliment. I'm respectful, and I try to learn about other
12 people's backgrounds and cultures and approach them
13 accordingly.

14 As far as my experiences, I mentioned in my
15 demographic and geographic essay, my father was in the Air
16 Force, and I traveled all over. I've actually, on my own,
17 traveled around the world. I've traveled extensively
18 through the United States, all of California, by car,
19 train, and air. I've met a lot of different people of
20 different cultural backgrounds.

21 One thing that I think would give me a different
22 perspective is, I've often been the outsider. I was an
23 American starting school in England, in almost a British
24 convent.

25 MS. PELLMAN: Forty-five seconds remaining.

1 MS. ANDERSEN: I was the British kid who went to
2 school in Oklahoma. I was the Oklahoman up at college. My
3 college had only a few -- and only allowed women in shortly
4 after I got there, and I was a woman in engineering. I can
5 relate to people who feel apart.

6 I've used this experience to talk to people who are
7 reticent and quiet, and I'm often told ideas that people
8 don't feel comfortable bringing forward. I am usually the
9 messenger if -- I try to encourage them, but then I'm often
10 the messenger who brings these quiet ideas to the
11 forefront. I've actually --

12 MS. PELLMAN: That is 30 minutes.

13 MS. ANDERSEN: -- been the representative.

14 MR. DAWSON: All right.

15 MS. ANDERSEN: So I feel that that's one thing I
16 would --

17 MR. DAWSON: I'm sorry. I'm going to have to take
18 this time now to go to Panel questions. Each Panel Member
19 will have 20 minutes to ask his or questions.

20 We'll start with the Chair, Mr. Belnap.

21 CHAIR BELNAP: Ms. Andersen, where you were
22 answering question five, what I'd like to do is use some of
23 my time to have you finish that answer, because that was
24 where I wanted to go from the beginning of my questions,
25 anyway. So please finish the rest of question five, if you

1 have more to say.

2 MS. ANDERSEN: Okay. Well, I was going to go into,
3 you know, I've sort of been an outsider. You know, the
4 woman in engineering, that's been me. You know, I'm
5 usually the only woman in the room. That's very often.

6 I've also -- I've been the professional bringing
7 information to other -- working with other professionals,
8 which is one experience. I've also been the professional
9 who's out -- as I call them, "failures." I'm working with
10 the public, "What did you see?" you know, "How did you see
11 this?" I've had to be the person talking to people
12 who -- getting information out of them they don't even know
13 they have.

14 But then I've also -- I end up stepping back and
15 basically staying at home, and I've been then the person
16 who brings my professional experience to people who have no
17 idea about the built environment, and taught them how to
18 manage through that.

19 I did that, and one of the essays is about the play
20 yards at preschools, which I got into helping at
21 preschools, and then I've been the person who "You are not
22 supposed to tell us what to do. You are supposed to sit
23 there and listen to what we say," and that perspective is
24 very different, and that's one that I think I would make
25 the Commission aware of. All too often, I have relatives

1 in the Gold Country in Sacramento, and they often go, "Yes.
2 You guys from, you know, the big cities always want to come
3 and tell us what to do," and that's something I'd be very
4 sensitive of, and that's a perspective that I think I would
5 bring to the group.

6 I've met many people in different environments,
7 and, as building codes are different for different parts of
8 the country, we need to expect that what people in
9 different parts of the country -- that's different parts of
10 the state, I actually mean -- what they're going to want,
11 and what they're looking for in representatives.

12 How they want to be approached is going to be
13 different, and we need to be very considerate of that, and
14 don't be in a process of "Guess what we're doing for you."
15 It's "How can we help you? What would you like?" is the
16 perspective that I would like to bring on this. I think I
17 might just end it there, if you're to ask some questions.

18 CHAIR BELNAP: Yes, I'll ask some questions. So
19 you mentioned in your application and also just now that
20 your father was in the Air Force and you moved around quite
21 a bit. In the early '80s, you received your bachelor's
22 from Notre Dame, and also then went on to get a master's
23 from UC Berkeley in structural engineering, and that's
24 where it looks like your travels ended. I mean, it seems
25 like you stayed in Berkeley. So were you native to

1 California, and then moved here to get your master's, and
2 then stayed? Can you confirm that for me?

3 MS. ANDERSEN: No. I was actually born outside of
4 D.C., and we lived there and then went to England, and I
5 started school in England, and we traveled a bit in Europe,
6 and then we ended up going to Oklahoma, and lived there for
7 quite a while, but we would always drive -- you know, we
8 would take road trips, and we'd drive across the country a
9 lot. I ended up going to, you know, high school in
10 Oklahoma, and then went up to Notre Dame.

11 So I didn't come out -- I visited California. As I
12 said, I have -- my grandmother -- I have an aunt who lived
13 in Lincoln, who married someone, moved out here, and moved
14 out, and then, one by one, my grandmother and then her
15 relatives moved to Sacramento. So I have cousins in that
16 area, in the Gold Country.

17 So I came out to California in '75 for a trip, and
18 then I didn't come out again until I came out for the
19 master's, but I ended up, despite -- because I would
20 travel, and we went places all the time. I've lived within
21 five miles of that virtually ever since.

22 Now, I've traveled around the world. Between
23 that -- between -- I took my structural engineering exam,
24 and my husband and I got married like a year before that,
25 and I said, "Okay. We're not having children until we

1 travel." And we took off, left jobs, and took all our
2 money, and traveled around the world for a year, and then
3 came back, and I've been here ever since.

4 We travel to the East Coast. We travel up and
5 down. We've taken road trips, train trips through our
6 state, you know, and I've actually -- I did -- I was
7 working in engineering. I actually had to give -- I was
8 doing a huge job in L.A., so I had to move down there for a
9 couple of months, mostly travel, in terms of -- I hope that
10 explains.

11 CHAIR BELNAP: So how did these experiences while
12 you were traveling -- and I'm not just talking about your
13 adult life. How did these experiences increase your
14 understanding of and appreciation of diversity?

15 MS. ANDERSEN: Well, what I discovered is people
16 are -- there's -- well, okay. One difference
17 between -- well, we have more in common than we do apart.
18 In every different place, family is close, is more
19 important than most people realize.

20 There are -- how we treat each other -- it's kind
21 of like, the East Coast is more -- it's more conservative.
22 Like, when I -- it's more conservative. They're a
23 little -- you know, when you give them the chance to say
24 something, they're going to say something, where, as you
25 move, they're more sort of rigid in what you wear and how

1 you answer things. As you travel a little further west, it
2 gets a little more lenient. As you go west further and
3 further and further, it becomes more tolerant, more
4 appreciative of diversity, I found.

5 There are areas -- these are gross generalizations,
6 obviously, but, you know, I mentioned that I felt an
7 outsider in areas. From the day I drove into Berkeley, I
8 felt, "Wow. This is home," even though, you know, I'm a
9 Republican, and they say, you know, "In Berkeley? How did
10 that fit?" It's a very tolerant group. You know, we have
11 people of all types, and, you know, they don't look at, you
12 know, who -- you know, on the East Coast, it's "Well, where
13 did you come from?" In California, it's "Where are you
14 going?" And it's a very different tone.

15 My travels have -- you know, I've been able to sort
16 of compare and contrast. You know, as an engineer, I've
17 sort of -- I've often looked at things, and I look for
18 signals and signs, and I feel that's helped me to relate to
19 other people, and wait for the -- I also wait for them to
20 say things. You know, do they want to be approached? You
21 know, I never assume that I know more than they do. It's
22 taught me humility, almost, the traveling.

23 CHAIR BELNAP: Okay. Thank you. So now I want to
24 talk about -- focus on impartiality. In your impartiality
25 essay, you described the importance of having outside

1 review of your engineering designs. Should the Commission
2 seek outside input on its proposed districts? And, if so,
3 by whom should this -- who should this input come from?

4 MS. ANDERSEN: Let me just -- and I do want to
5 mention, on my impartiality essay, I felt wholly chagrined
6 when you were saying that "Oh, boy. It doesn't come across
7 as she's being very impartial. It's more like she's
8 talking to people into what she wants."

9 I read through my essay, and I went, "It read like
10 that," and I just wanted do just a quick (sic) on -- what I
11 was trying to say on that one is -- I brought my element in
12 because it was flexible, flexible thinking -- the other
13 engineer who came in, I went from a -- and this will help
14 in answering the question.

15 I went from a perspective of, you know, "Look.
16 I've got a good design, you know. Why are you critiquing
17 it?," to -- the other engineer that came in pointed out I
18 was looking at forces, and I had done a change in the rest
19 of the building just to replace something, but it was very
20 strong, and I'm talking about seismic upgrade, so if you
21 can imagine like an oak tree versus grass. An oak tree is
22 very stiff, and it doesn't move much, but grass bends.

23 Well, by putting in a very stiff element, I had
24 created more force that basically everything else, that
25 flexible stuff, had to take more force, and he pointed out,

1 "You know, if we don't put that in, if we put in something
2 more flexible, everything can flex," and it was a
3 completely different mind set. It was a much better
4 design, and that's what we went forward with, and I went
5 from, you know, "Who are you, critiquing my stuff?" to
6 "Whoa. I am never going to assume that I have done the
7 best design. I am always going to take what I've done and
8 have it evaluated." And with that in mind, we do have to
9 look at the designs that we draw, and we need to overlay
10 it.

11 Now, who we compare this with, we have to be very
12 careful, because, in -- I was able to pick, in my -- you
13 know, I was able to pick engineers. Like, I wanted to pick
14 the guy who was going to tear -- this one particular
15 example I'm thinking of, I had to do a very tricky design,
16 and I went to the guy who was tough, and I thought, "I want
17 him to tear this design apart. If there's an error, I have
18 to find it," because, again, what I do, you can't make
19 mistakes. People could die. It's very important.

20 Now, while I bring that seriousness, it's not quite
21 as serious to this, but it really does affect everybody.
22 So we should have our lines reviewed. We have to be very
23 careful about by whom, because, as again being from the
24 outside, the political influences, there would be a lot of
25 people that would say, "We'd be happy to help you review

1 that," and might change it so it benefits one political
2 party versus another political party. So I would look to,
3 probably, the census people themselves, the experts, to
4 critique this design, but yes, I do think it should be
5 reviewed.

6 CHAIR BELNAP: All right. Thank you.

7 Madame Secretary, can I get a time check?

8 MS. PELLMAN: Yes. Seven minutes, 18 seconds
9 remaining.

10 CHAIR BELNAP: All right. Thank you.

11 So I want to go to a part of your application, and
12 you weren't necessarily talking here about the Commission,
13 but I want -- my question is going to be how to apply it to
14 the Commission, and it's from your analytical essay. You
15 say:

16 "My design engineering experience
17 requires getting building criteria from
18 building owners or architects, gathering
19 and comprehending technical information,
20 and synthesizing that material into a
21 work product that ensures public safety,
22 meets the criteria, can be constructed,
23 and can be defended in court. This
24 experience allows me to distinguish
25 genuine concerns from disingenuous

1 assertions."

2 I think, from your testimony today, you're already
3 aware of the concerns from the previous Commission. So
4 what I want to know is, as a Commissioner, how would you
5 distinguish genuine concerns from disingenuous assertions?

6 MS. ANDERSEN: Well, part of that is, I
7 thought -- I was thinking about, you know, when people
8 present, and we should actually -- because it's an open
9 situation, and it should be an open situation, but we
10 should say, you know, "Who are the people presenting?" you
11 know, "Who are you? What do you represent, and,
12 additionally, do you have other connections, political
13 connections, you know, that you have not disclosed?" And
14 if people -- and then we need to investigate where these
15 comments are coming from.

16 Now, I don't mean, you know, attack them and, you
17 know, "I don't believe you," and that kind of stuff. I
18 have been to city meetings where, basically, the panel, the
19 commission, treats anyone who walks up in front of them
20 like dirt, quite frankly, and I was horrified, and we have
21 to be respectful, but we need to find out, who are the
22 people presenting in front of us?

23 Now, given our criteria of the rules that we need
24 to follow, and the Voters' Rights Act, I think we should
25 have a very good idea of, you know, what -- I believe I

1 mentioned, we need to prioritize what the criteria are, in
2 order as much as possible, so we know what we have
3 flexibility with, and when people bring comments forward,
4 we need to, you know, essentially fact-check it, and, we
5 basically, there will be pertinent things.

6 People who bring maps in, I would suggest that
7 chances are they've had a lot of help, and say, you know,
8 "Who helped you with this?," because, you know, the average
9 person -- like I say, the quiet person of communities of
10 interest that are hard to represent, I would think they
11 probably would not be bringing a map in. They would say,
12 "This affects me."

13 One thing I think is, if we have a tentative map
14 that we bring to the group, so we can actually talk about
15 it in a meeting, that might help people address that, if
16 they're really trying to say, "Well, you see, my community
17 is here, here, and here," versus "Well, I want the line
18 drawn over here."

19 Just the way they handle themselves would be a very
20 telling tale, and this is what I talked about a little bit,
21 maybe slight different meeting styles, to actually have it
22 maybe almost like a working drawing, kind of "Now, where do
23 you feel that you" -- you know, "Look. I live here." Then
24 you know that person is really -- you know, what he's
25 saying is valid, and he's actually trying to work through a

1 situation.

2 I believe that those techniques might help. I
3 would be very open to other Commissioners' ideas on this,
4 too, because I certainly don't have all the answers, and I
5 think the Commission, as a group, should go through all the
6 different ideas that everyone brings to the group.

7 CHAIR BELNAP: So I want to tease out a little more
8 what you mean by a "working meeting." Are you thinking of
9 a meeting where it's not just a public hearing, but,
10 actually, there are maps --

11 MS. ANDERSEN: Yes.

12 CHAIR BELNAP: -- available to people in the
13 audience, maps available on the screen? That's what you're
14 talking about?

15 MS. ANDERSEN: Correct, even like a -- you know,
16 when you have -- you know, "And here we've got a white
17 board, and you'll see now" -- "So where" -- "Can you tell
18 me" -- "Can you come up here, sir, and show where you
19 actually live?," because, one, when you get people
20 involved, immediately they become -- what their real
21 message is comes through.

22 You know, I do a lot of fieldwork, and often you
23 find, "Yes, you know, it turns out" -- basically, all the
24 pretenses fall away when you actually start doing some, you
25 know, working on it, "Now, we're thinking this," and,

1 visually, there are sort of different types of learners,
2 people who -- they are visual. They listen. They are, you
3 know, learning.

4 I find, if you try to approach people in different
5 manners, not just verbally, but actually visually, you find
6 the real message comes through. They drop away pretenses,
7 and you get to the truth of the matter. So I think that
8 might actually really help, and I understand we're actually
9 supposed to be -- the Commission is supposed to be
10 presenting maps to the public as well. So this would kind
11 of -- may do two stones at once -- two birds at once.

12 CHAIR BELNAP: All right. Thank you.

13 Madame Secretary, time check?

14 MS. PELLMAN: One minute, five seconds.

15 CHAIR BELNAP: Okay. I'll end my questions now,
16 and turn the time over to Mr. Coe.

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

18 Ms. Andersen, good morning to you. Thank you for
19 speaking with us today, and thank you for being flexible to
20 reschedule your interview in light of the current
21 situation.

22 MS. ANDERSEN: Yes. Thank you for allowing this to
23 happen and being so flexible.

24 VICE CHAIR COE: I want to talk about something
25 that you mentioned in your essays, and something you

1 mentioned earlier during the interview. You talked about,
2 in your field of structural engineering, how you, as a
3 woman, are essentially a minority in that field. In fact,
4 you give an example in your essays that you've had
5 construction workers ask you engineering questions that
6 they told you they would never have asked a man. I'm
7 wondering what you've taken from this experience that you
8 think will help make you a more effective Commissioner.

9 MS. ANDERSEN: I have had that happen, you know,
10 quite a bit. I've found that -- and engineering has
11 changed a bit. When I first was in, you know, there would
12 be handful of women. At engineering meetings, the lines to
13 the men's room would be out the door, around the corner,
14 and we'd walk in. We'd go, "Ha, ha, ha. Isn't this nice?"

15 What I've found, though, on job sites and in the
16 work environment, adding a different perspective really
17 helped. It actually broke through on construction sites.
18 It threw people off. It was "Whoa. I'm not used to my
19 standard 'I don't like what the engineer is going to say,'
20 and my usual posturing." It was enough to break the ice
21 and get to the task at hand.

22 I find, by adding diversity and adding different
23 perspectives, that really helps move a job along,
24 particularly because it gives more opportunity to look at
25 things in a different manner, and I bring that to the

1 group, just having lived it, and I expect -- like, that's
2 part of -- you know, I don't come in with preconceived
3 ideas, and I sort of don't allow other people to put
4 preconceived ideas on me. I'm like, "No, that's not going
5 to happen," in a very polite, respectful manner, but "This
6 is what we're doing, and this is the task, and we're going
7 to move on with the task."

8 I think, because I'm so used to being, you know,
9 "Who is she? What's going on here?" that I respect other
10 people who are also in the same situation. You know, I
11 would really like this Commission to look as diverse as our
12 state. It helps other people, you know, the public.

13 It helps them feel more comfortable in approaching
14 the group, which, as we're figures of authority, that's a
15 little hard, which is why I'm thinking we might try
16 different types of meetings, because people who are well
17 represented feel more comfortable approaching a Commission
18 in a public setting, where people who are not usually
19 represented, if they see someone that looks like them, it's
20 "I might talk to that person," and it helps change your
21 manner and how you approach things. So that's something I
22 think I would bring to the Commission.

23 VICE CHAIR COE: So thank you for that. You've
24 kind of touched on this next question a little bit already,
25 but, in your experiences and your travels, and the

1 encounters you've had with people of diverse backgrounds,
2 what is it that you've learned from them about their
3 concerns and their desires, their perspectives, that you
4 think would make you an effective representative for them
5 on this Commission?

6 MS. ANDERSEN: Well, okay. You know, thinking of,
7 say, like, you know, my cousins in the Gold Country, you
8 know, people who are, you know, more rural are more
9 independent. They have to -- you know, they're a little
10 more reticent at first, and then they open up more
11 than -- actually, I think city people are a bit
12 more -- you're kind of casual, quickly, on the surface, but
13 you never get beyond that.

14 I find rural people are more "Wait a sec. Who are
15 you? What are you doing?" And then, when they do open up,
16 they really open up, and, you know, they have a very
17 different community, and their concerns are -- how would
18 you say this? Their concerns are -- they distrust the
19 government, initially.

20 People who are -- they're used to being, "Oh,
21 great," told things, quite frankly, and they don't really
22 like it, and that's true whether it's in parts of, you
23 know, our northern states, through the agricultural area,
24 through the whole delta system. Their local concerns are
25 very -- you know, their priority.

1 You know, they aren't worried about, you know,
2 the -- they're worried about who the neighbors are.
3 They're not worried about "And what's going to happen to my
4 neighbors?" as opposed to "What are we trying to change?"
5 and things like that. It's more of an immediate concern,
6 and what things are actually affecting their lives.
7 They're not sort of looking for direction, I should say.

8 In representing different people of different
9 backgrounds, I think we can't -- you can't assume, "I know
10 what they want." You have to politely, respectfully, find
11 out from them what they want, and my travels have shown
12 that we can't pre-guess that. You know, you have an idea,
13 but you need to have the different perspectives to approach
14 them on their basis, and don't come in with a preconceived
15 idea. I don't know if that helped.

16 VICE CHAIR COE: Yes, and you actually started to
17 touch on the next idea I want to talk about, which is
18 communities of interest, the task in front of the
19 Commission, a rather challenging one, of trying to identify
20 communities of interest all across the state, and some of
21 those communities being more accessible, easier to
22 identify -- they're more likely to engage and bring forward
23 their perspectives -- and some of them are harder to
24 identify, for one reason or another.

25 So, as a Commission and as a Commissioner, what do

1 you think the Commission could do to identify communities
2 of interest across the state as thoroughly as possible, and
3 avoid kind of inadvertently missing some of these
4 communities of interest that are harder to identify?

5 MS. ANDERSEN: Well, as I sort of said on the one
6 issue, I would contact the census outreach managers in each
7 county, because they tend to know the districts. Like, in
8 Oakland, it turns out there's a group that I'd never heard
9 of, ever, and the name, it sounds like the Hong, you know,
10 the Hong Chinese, but it's more like -- it's like "Hmong"
11 or something.

12 I didn't quite -- and then the fellow left the
13 meeting, and I didn't get to talk to him after that, but
14 they're from Central America, and they bristle, I mean,
15 just bristle at the idea of -- on the census form, there's,
16 you know, "Are you Latino?" And they're like, "We're not
17 Latino. We're indigenous, and don't ever call us that,
18 because they oppressed us."

19 It is a very small group, but this outreach manager
20 has found that group, and she had made contacts with people
21 who -- virtually everyone in the room kind of went, "Wow.
22 I had never heard of that." And in a diversity as Oakland
23 (sic), that's unusual, because, you know, you have
24 virtually every other group represented.

25 So I would go to -- in each county, I'd look for

1 those outreach managers first, because they're trying to
2 count everyone in their county who is hard to count. Now,
3 I know we would also use -- you talk to -- I've heard
4 people say, "Try and talk to, like, the school districts,
5 you know, but not necessarily the" -- basically, we need to
6 go to -- not just say, "I'll go to the city mayor," or that
7 sort of stuff. They're politically connected already, and
8 while they might know, I think we need to look for other
9 sources, at people who -- like, talk to the social workers,
10 and, you know, "Where are cases coming from that might
11 not" -- and then find out who those contacts are.

12 I know this is not -- I know there are people on
13 the Commission, who applied for the Commission, who have
14 much stronger skills in this area, and I would look
15 to -- I'd throw different ideas out. I would be happy
16 to -- I'd love to be one of the foot soldiers trying to do
17 some of this, but I would really look for other people's
18 ideas on this as well. So those are a couple of things
19 I've thought.

20 VICE CHAIR COE: Thank you. So, even if you're
21 successful in finding public groups, some groups are less
22 comfortable engaging, coming forward, sharing their
23 perspectives, and that can be for a number of different
24 reasons that they're uncomfortable in engaging the
25 government or government bodies like this, but, since

1 getting as many perspectives as possible is as important
2 for the Commission to be able to do their job in the best
3 way, how do you think the Commission could make these types
4 of communities, these groups, feel comfortable to come
5 forward, share their perspective, in order to better inform
6 the Commission?

7 MS. ANDERSEN: Well, you know, I know that we have
8 to follow, you know, the Bagley-Keene Act in what we do,
9 but I would think trying to actually approach the people in
10 this group, like in as small a setting as we can, you know,
11 legally, that we can, to ask them, you know, "How can we
12 help you? Is there another type of way you would like to
13 speak with us, to give us information?" you know, whatever
14 that might be, and see, you know, how they feel. You know,
15 can we -- you know, "What are your concerns?"

16 We need to -- I think the Commission can't just go,
17 "Okay. Here are meetings. Come and talk to us." We have
18 to go out and find these groups, and ask, you know, "How
19 can we get you to talk to us? What can we do? We're
20 trying to draw maps, and we'd really like to do this for
21 you," which is one thing I believe we need to come across
22 as. We're not trying to take information from them. "We
23 want to make sure that you are considered. Your input is
24 very valuable and very needed."

25 I think that different perspective, different

1 angle, is what we really need to do in possibly smaller
2 groups, so it's not as daunting, doesn't seem like "I don't
3 want to come and talk to" -- you know, and particularly
4 some areas where they feel like they might get in trouble
5 for doing things like that, and so we have to be very
6 culturally aware whether even -- sometimes it's like,
7 "Okay. We can't send the women to that particular group,
8 because the men do the talking." You know, we have to be
9 sensitive to what the cultural aspects of particular groups
10 are as we approach them.

11 VICE CHAIR COE: Thank you. If you were to be
12 appointed to the Commission, what part of that role of
13 Commissioner do you think you would enjoy the most, and
14 what part of the role of Commissioner do you think might
15 cause you to struggle a little bit?

16 MS. ANDERSEN: Well, I like talking to people. I
17 would really enjoy, you know, meeting the people in the
18 state. You know, I'd love to be on some of the small
19 groups that we go out and talk to people, because I feel,
20 that way, you really see, you know, who is in the state,
21 and it would give you a much better idea of how to do the
22 job well.

23 Then, of course, I would love drawing maps. I
24 mean, I think, you know, when I first listened to the
25 training program, I actually looked at -- it was talking

1 about, you know, the packing, the cracking, and how, you
2 know, "But sometimes communities of interest" -- and he,
3 you know, had that one drawing when you say, "Okay. But
4 communities here and communities here," and my first
5 thought was "Well, you draw it around like that and make a
6 C shape." That made perfect sense to me.

7 You know, I noticed that, you know, the
8 compactness, that's a criteria that I would want to explain
9 thoroughly to everybody, because it doesn't mean it's just
10 a perfect box. That's a rule we'd work with, you know,
11 communities of interest. So drawing the maps and working
12 with those experts I would love, as well as, you know,
13 working with all the people involved. I'd really enjoy
14 that.

15 The part that I think I'm not so good at is then we
16 have to end up writing the report. As an engineer,
17 virtually every word I write down, I have to write it from
18 the perspective not of -- it can be understood, but I have
19 to write it from the perspective of "There's no way it can
20 be misunderstood," because, on drawings, what you write is
21 reviewed and analyzed, and it has to be 100 percent. So
22 I'm slow at writing.

23 I am very good at editing and getting the concepts
24 down, but, at the administrative part of stuff, I actually
25 have hired -- well, you know, hiring staff and things like

1 that -- I would look for other people to do that part, to
2 step up. I mean, I've done all of it, but that's not my
3 forte.

4 VICE CHAIR COE: Okay. Thank you.

5 Mr. Chair, no further questions at this time.
6 Thank you.

7 CHAIR BELNAP: Okay. We would turn the time over
8 to Ms. Dickison, then.

9 PANEL MEMBER DICKISON: Thank you.

10 Good morning, Ms. Andersen.

11 MS. ANDERSEN: Good morning.

12 PANEL MEMBER DICKISON: So I want to go to some
13 writings on your activities. So you mentioned that you
14 were an early contributor to anti-bullying and inclusion
15 curriculum. What was your role in that?

16 MS. ANDERSEN: Well, okay. You know, we've all
17 been talking about biases and things, and, you know, I
18 didn't think I had many until my children went to a
19 preschool, and they actually teach anti-bias.

20 I learned so much from that preschool, but one
21 thing I've never been able to tolerate are bullies. The
22 way I was raised is, my mother, she was from Australia, and
23 she was very blunt. She said, you know, "It's not a
24 question of don't you bully someone. It's don't you let
25 anybody else bully anybody." So it was a different

1 perspective, and I am quick to react when other people are
2 being pushed around. That's just not okay.

3 It turned out, in school, my oldest son, something
4 happened when he was in first grade, and there were some
5 bullying situations that happened, and this was a school
6 where, you know, they, you know, practice anti-bias, things
7 like this, and it was staggering. I won't get into the
8 details of what happened, but little kids, and the parents
9 were starting to talk, and I immediately went in to the
10 lower school head and said, "Do you know what's going on
11 here? You know, what are you going to do about it?" And
12 I've often been the person who would pop in and say, "You
13 know, this is what's going on."

14 She said, "You know, it has been a very long time
15 since we've had" -- you know, first call, she said, "Right.
16 I'm going to talk to parents. I'm going to do this about
17 the situation," and said, "But it's been a very long time
18 since we've actually had anti-bullying training in the
19 faculty, and I think it's time to revise all of that."

20 So the school, as a whole, started up the plan, you
21 know, and said -- and so I sort of stayed with it in terms
22 of, you know, following through and helping teachers, you
23 know, make sure that -- you know, I was part of, like, the
24 parent committee to make sure that every teacher got
25 trained, that sort of stuff, but it was very light.

1 It was like, it was a very, you know, "Of course
2 you're getting trained, and of course you're doing it this
3 way now," because the school was pretty heavy-handed once
4 they realized what was going on, but that sort of
5 dovetailed into a few things at the school.

6 You know, bullying and prejudice things can creep
7 in if you don't stay up with the training and keep it
8 going. There is a -- well, I could go into another example
9 of that, if you want, but I've sort of answered the
10 questions. Sorry.

11 Ms. Dickison, your microphone is off.

12 PANEL MEMBER DICKISON: Sorry about that. It looks
13 like you volunteered for a scholarship and mentoring
14 program for low-income high school students?

15 MS. ANDERSEN: Yes. This is something that, you
16 know -- okay. This is at Berkeley High. There are a lot
17 of students who come to the school and, you know, no one in
18 the family has gone to college, and this is a program
19 that -- it not only gives money -- you have to -- the
20 students have to fill out applications. They have to
21 apply, and the school gives -- this group gives money to
22 the students, but not just, you know, "Okay. You know,
23 here's a scholarship to go to college."

24 They actually -- you are assigned a mentor that
25 helps you go through, you know, how do you apply? What

1 happens when you're in school? You know, who can you talk
2 to? Because children come from backgrounds who, you know,
3 you're the only one in college in your whole family.

4 You know, there are a lot of things in college that
5 you can't relate to unless you've been to college, and
6 they've also moved away. So this is a mentoring program
7 that follows the children all the way through the four
8 years of undergrad, and it's an amazing program. We've
9 only gotten into that recently, so I haven't personally had
10 a -- haven't been assigned a student. So I don't have
11 personal experience with that.

12 PANEL MEMBER DICKISON: All right. In your
13 diversity essay -- and you kind of talked about it a little
14 bit today, about that it's necessary to create
15 opportunities to make people feel comfortable to lend their
16 own voice. What steps do you think the Commission could
17 take to incorporate that type of thing into their work?

18 MS. ANDERSEN: In a public hearing, that's very
19 difficult, when you say, "Well, you're supposed to come and
20 talk to us," and that's why I was thinking of other styles
21 of meetings, or, actually, I can give a quick example of
22 that.

23 At the preschool that my children went to, when I
24 got involved in working on the playground, they have this
25 huge play yard, and the idea was that -- I told them,

1 "Look. You should put a master plan together. Get every
2 idea that you want, so then -- you can't afford to do it
3 all now, but you'll have the spots and places where you can
4 build that, or you can do that later," and, actually, you
5 know, many years later, I must admit it's worked
6 beautifully. It's amazing.

7 But during that process, trying to get the
8 teachers -- who are really, you know, excellent at what
9 they do, but trying to get them to come forward with their
10 ideas was difficult, because, as I realized, there's the
11 administration, and there are the teachers, and they did
12 not always feeling comfortable talking to them, but what I
13 noticed is -- because, on this preschool, again, it's
14 worked with anti-bias. It's very diverse.

15 The administrators, they would sort of
16 say -- they'd say, like, "You know, well, you know, I'm
17 wondering about this," and they'd kind of say, you know,
18 "Maria, I understand that you had this idea about this,"
19 and they would pause, and Maria, who was this wonderful,
20 kind woman, Hispanic, who actually later said, "You know, I
21 never felt it was my place to speak up," she felt
22 comfortable speaking up, because you created that pause,
23 and invited them.

24 You know, I think that's something that we could
25 probably bring to the Commission by addressing it, and

1 actually requesting people to come and talk, not just
2 waiting, not just sitting back. So, again, I'm saying this
3 Commission needs to go out and find this information.

4 We need to go and search for people who are
5 underrepresented, because -- and I know that it's a little
6 tough, because I understand there's lots of information
7 that comes to us, but I think it's kind of -- it might be
8 easier to sort through lots of information coming at us if
9 we just do a quick back-check on some of that,
10 going -- and, also, I'm also good at categorizing, "Okay.
11 Right. We've gotten this. It's all the same, dealing with
12 the same issues, same spot. This is different."

13 I think trying to approach people, and be creative
14 in how we get them to come to the meeting, is what we need
15 to do. It's where I'd try to -- that's where I would try
16 if I was on the Commission, try to get the Commission to
17 do.

18 PANEL MEMBER DICKISON: Thank you. Just looking at
19 my notes. Many of my questions get asked when I'm the
20 last.

21 You mentioned earlier being a census ambassador,
22 and some of the concerns that you had pertaining to the
23 census, in maybe how accurate it will be, and the timing of
24 it, and I'll just ask you a question to address timing.
25 So, given the role the Commission has to play, and the time

1 that it needs to get its job done, and the possible delay
2 in the census, what skillset can you bring forward that
3 would help the Commission in planning its work and staying
4 on schedule?

5 MS. ANDERSEN: Well, you know, as an engineer, you
6 know, everything has to be done yesterday, you know, "Why
7 don't we have that design done?" So I'm very used to
8 working under pressure, and when we know we have a deadline
9 here, and we need to do this, I'm good at, you know,
10 creating a timeline of, you know, "We have to" -- you know,
11 and milestones along the way.

12 One thing, you know, I was kind of considering,
13 even, on the Commission, just in terms of often working
14 with -- work with the hardest parts first, because they
15 take longer, and a lot of the other parts will fall in once
16 you've worked out some of those details in the tougher
17 areas. That's an idea I would certainly bring to the
18 Commission.

19 In terms of the time frame, you know, we do
20 have -- I would venture forth with numbers and tentative
21 ideas, even, and, you know, stamp all of them "Draft,
22 draft, draft," but to get people to come in, and, you know,
23 try to collect information as much as possible,
24 giving -- you know, we'll get the American -- what's -- the
25 ACS survey.

1 You know, we have information from a couple of
2 years ago from the census, and if we just did kind of rough
3 things with that information, just to kind of ball-park
4 stuff, to try to get -- as the Commission itself, to try to
5 work through the whole process of "This is how we actually
6 apply those rules to it," because, often, you know, I
7 think, you know, when you list things, that's "Nice, nice,
8 nice," but, until you actually start doing some of the
9 work, you don't realize how much you need to work on it.

10 So I would sort of try to get us to essentially
11 jump right in as soon as possible, knowing that we're going
12 to change these maps later, and they will change, and
13 that's one thing I believe everyone on the Commission must
14 realize. They have to be comfortable with the idea that
15 we'll be making revisions.

16 This is not going to be "We make a map, done."
17 That's not going to happen. This will be modifying,
18 adjusting, modifying, adjusting, modifying, adjusting.
19 It's kind of like, you know, when you're working on a
20 puzzle. Only until the last piece is in are you done.

21 PANEL MEMBER DICKISON: Yes. So, if you were
22 selected as one of the first eight Commissioners, who are
23 all selected randomly, you would be tasked with selecting
24 the remaining six. What would you be looking for in those
25 remaining six Commissioners?

1 MS. ANDERSEN: Well, first of all, if I was one of
2 those eight Commissioners, I would be like, "Yes, yes." I
3 would be very excited. And then I would say, "Okay. Who
4 are we? You know, what do we look like? Where are we
5 from? What skills do we have? What do we need now? What
6 do we need?"

7 Hopefully, there's still -- you know, I know
8 there's a possibility that there might be just a total of
9 36 left, and so we have to be very careful of "Okay. You
10 know, we have" -- and make kind of like a whole -- again,
11 like a picture puzzle, you know, "We have this category
12 here. We've got one of those, we've got one of those."

13 I would like to see skill sets spread over the
14 whole group, but we need as much diversity in geography
15 and, you know, ethnicity as possible, also gender, because
16 we have to look like California as much as possible, but we
17 have to be able to do the job. So there will be some
18 trade-offs. You know, like it or not, there will be
19 trade-offs.

20 But I think, you know, we need to be able to get
21 the job done, and we need to be able to work together, too.
22 So I would hope that, if I was one of those eight, we could
23 use all the information that you three have been going
24 through, you know, these interviews, to review, you know,
25 who the people are that are left, and who we can pick to

1 make it a full Commission.

2 PANEL MEMBER DICKISON: Thank you.

3 Mr. Chair, I have no further questions.

4 CHAIR BELNAP: All right. Thank you.

5 We'll now turn the time over to Mr. Dawson.

6 MS. ANDERSEN: Thank you.

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

8 Ms. Andersen, I just wanted to follow up on a
9 couple of your responses to the standard questions. I took
10 your response to the question about hyper-partisanship in
11 that you said you can't be governed by partisan concerns,
12 but you have to be sufficiently politically aware to guard
13 against -- I kind of lost you there. So the group needs to
14 be politically aware enough to basically understand when
15 they're not being political?

16 MS. ANDERSEN: No, no. I'm sorry. They need to be
17 politically aware to make sure that, you know, if we say,
18 you know, "I want to draw the line over here, and I think
19 that works," and say, "Uh-oh. We accidentally cut" -- you
20 know, "We created a political situation," you know, "We've
21 kind of played into" -- "We've sort of played into
22 creating, you know, eliminating political" -- well, not
23 necessarily political seats, because we're not really
24 supposed to consider that.

25 We don't want to create a political conundrum of

1 something that's like, by doing that, you very conveniently
2 have either eliminated a political party, or you've
3 actually kind of -- you've essentially done, you know,
4 "pack it and crack it," essentially, without intentionally
5 doing that, you know, because, I mean, we have -- that's
6 what I mean.

7 We have to be careful of internally not
8 accidentally doing that, and we need to be aware, to
9 evaluate the information that's being presented to us, to
10 make sure that we're not going, "Well, that map looks good
11 to me. We'll just use it," when it was put together for
12 political purposes.

13 MR. DAWSON: I see. All right. Thank you. I
14 wanted to follow up on a response you had about your
15 concern about the census data, particularly in light of the
16 COVID-19 situation, but your concern was a bit lessened
17 because of the response that Alameda County is taking?

18 MS. ANDERSEN: I'm --

19 MR. DAWSON: No, please.

20 MS. ANDERSEN: No. My initial concern was "Wow.
21 What is going to happen?" But I was very pleased
22 that -- and, sort of like this whole group, I'd say it's,
23 you know, how well things in government can work -- is that
24 they were all over this issue. Excuse me. I'm not used to
25 talking this long a time. They had the issue well at hand.

1 They hadn't just thrown up their hands, go, "I have no idea
2 what to do now."

3 They had been working on it, and had come up with
4 good ideas, and were busy implementing those ideas. That
5 made me feel very good that, eventually, we might
6 get -- actually, they did, say, as part of the ambassador
7 training this last time -- is that Alameda County actually
8 is one of the people who has the higher, you know,
9 responding rates. They're also low, of course, across the
10 area.

11 I did try to goof around with that map, the
12 mapping, but I didn't have the proper sign-in authority, so
13 I couldn't do it, to see, you know, how the whole state
14 looked, but I'm pleased to feel that there are people who
15 are really actively working on the situation. It hasn't
16 just gone, you know, "Too bad."

17 MR. DAWSON: Right. Okay. Thank you. That
18 answers my question.

19 Mr. Chair, I have no further follow-ups.

20 CHAIR BELNAP: All right. I also have no further
21 follow-ups.

22 Mr. Coe?

23 VICE CHAIR COE: No follow-up questions.

24 CHAIR BELNAP: Ms. Dickison?

25 PANEL MEMBER DICKISON: No follow-ups.

1 MR. DAWSON: Okay. It's allergy season.

2 Ms. Andersen, with the time remaining --

3 Madame Secretary, how much time is remaining?

4 MS. PELLMAN: Three minutes, 40 seconds.

5 MR. DAWSON: Okay. Thank you.

6 Ms. Andersen, with the time remaining, I'd like to
7 give you the opportunity to make some closing remarks to
8 the Panel, if you wish.

9 MS. ANDERSEN: Well, thank you very much for
10 allowing me to be involved in this whole process. It's
11 been an honor, and I want to thank all of you for your
12 thoughtful and your careful work on this really important
13 job, and I don't mean this lightly. You actually are a
14 shining example of good government, and it really makes me
15 proud to be a Californian, with the way you've handed this
16 entire process.

17 I believe, you know, that I offer the experience
18 and perspective of a registered professional engineer,
19 representing the built environment, as well as a
20 stay-at-home parent. I'd love to be on this Commission,
21 and would serve it well.

22 Thank you very much for this opportunity, and
23 please, I hope you and your families are well and stay safe
24 in this crisis. Thank you.

25 CHAIR BELNAP: And thank you.