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MICRC

07/08/21 1:00 pm Meeting

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>> VICE CHAIR SZETELA: Call to order at 10:31 a.m.

This Zoom webinar is being live streamed on YouTube@www.YouTube.gov/MICH-office/videos.

Please visit our social media at redistricting MI to find the link for viewing on YouTube. Our live stream today includes closed captioning.

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Transcriptions will be made available and posted on Michigan.gov/MICRC along with written comment submissions.

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This portal can be utilized to post maps and comments which can be utilized by the Members and the public.

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For of purposes of the public watching and the public record I will turn to the Department of State Staff to take note of the Commissioner's presence.

>> MS. SARAH REINHARDT: Hi Commissioners. Good morning.

Please say present when I call your name.

If you are attending the meeting remotely, please announce during roll call that you are attending the meeting remotely. And unless your absence is due to military duty, please announce your physical location by stating the county, township or village, and the state from which you are attending the meeting remotely.

I will start Doug Clark.

>> COMMISSIONER CLARK: Present.

>> MS. SARAH REINHARDT: Juanita Curry.

>> MS. SARAH REINHARDT: Anthony Eid.

>> COMMISSIONER EID: Present.

>> MS. SARAH REINHARDT: Brittini Kellom.

>> MS. SARAH REINHARDT: Rhonda Lange?

>> COMMISSIONER LANGE: Present. Attending from Reed City, Michigan.

>> MS. SARAH REINHARDT: Steve Lett.

>> COMMISSIONER LETT: Present.

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>> MS. SARAH REINHARDT: Cynthia Orton.
>> COMMISSIONER ORTON: Present.
>> MS. SARAH REINHARDT: M.C. Rothhorn.
>> COMMISSIONER ROTHORN: Present.
>> MS. SARAH REINHARDT: Rebecca Szetela.
>> VICE CHAIR SZETELA: Present, attending remotely.
>> MS. SARAH REINHARDT: Janice Vallette.
>> COMMISSIONER VALLETTE: Present from Reed County --
>> MS. SARAH REINHARDT: Richard Weiss.
>> COMMISSIONER WEISS: Present.
>> MS. SARAH REINHARDT: Dustin Witjes.
>> COMMISSIONER WITJES: Present.
>> MS. SARAH REINHARDT: Erin Wagner.
>> COMMISSIONER WAGNER: Present.
>> MS. SARAH REINHARDT: Eleven Commissioners are present and there is a quorum.
>> VICE CHAIR SZETELA: Thank you very much.
I will now entertain a motion to approve the meeting agenda.
>> COMMISSIONER WITJES: So moved.
>> COMMISSIONER ROTHORN: Second.
>> VICE CHAIR SZETELA: Motion made by Commissioner Witjes and seconded by Commissioner Rothhorn.
All in favor, please raise your hand and say "Aye."
Aye.
All opposed, raise your hands and say "Nay."
The ayes prevail and the motion is adopted.
We will now review and approve the minutes for the June 24th, 2021, Commission in Warren.
I would entertain a motion to approve the minutes posted at www.Michigan.gov/MICRC.
>> So moved.
>> COMMISSIONER LETT: Second.
>> VICE CHAIR SZETELA: Motion moved by -- and seconded by Commissioner Witjes; is there any discussion or debate to the motion?
>> COMMISSIONER WITJES: Seconded by Commissioner Lett, not me, Commissioner Witjes.
>> VICE CHAIR SZETELA: I'm sorry.
Hearing none, we will vote on the motion to adopt the minutes of the June 24th, 2021, regular meeting.
All in favor, please raise your hand and say "Aye."
Aye.

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All opposed, raise your hand and say "Nay."

The ayes prevail and the motion is adopted.

We will -- I would entertain a motion to approve the minutes from the June 24th, 2021, Public Hearing in Warren posted at www.Michigan.gov/MICRC.

>> COMMISSIONER LETT: So moved.

>> VICE CHAIR SZETELA: Motion made by Commissioner Lett.

>> COMMISSIONER ORTON: Second.

>> VICE CHAIR SZETELA: Could someone identify who that was for the record.

>> Cynthia.

>> VICE CHAIR SZETELA: Cynthia Orton.

Is there any discussion or debate on the motion?

Hearing none, we will vote on the motion to adopt the minutes of the June 24th Public Hearing.

All in favor, raise your hand and say "Aye."

Aye.

All opposed, raise your hand and say "Nay."

The ayes prevail and the motion is adopted.

We will review and approved minutes for the District Meeting of the June 25th, 2021, Committee Meeting posted at [www.Michigan.gov/ MICRC](http://www.Michigan.gov/MICRC).

>> COMMISSIONER EID: So moved.

>> COMMISSIONER LETT: Second.

>> VICE CHAIR SZETELA: Motion made by Commissioner Eid and seconded by?

>> COMMISSIONER LETT: Steve.

>> VICE CHAIR SZETELA: Commissioner Lett. Is there any discussion or debate on the motion?

Hearing none, we will vote to adopt the minutes of the June 25th, 2021, Redistricting Committee Meeting.

All in favor, raise your hand and say "Aye."

Aye.

All opposed, raise your hand and say "Nay."

The ayes prevail and the motion is adopted.

Without objection, we will now begin Public Comment pertaining to agenda topics pertaining to our meeting.

Hearing no objections, we will now proceed with Public Comment.

Individuals who have signed up and would like to provide in-person public commentary to the Commission may now do so.

I believe everybody we have is remote.

Sarah, can you confirm all are remote or in person?

>> MS. SARAH REINHARDT: That is correct.

Remote.

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>> VICE CHAIR SZETELA: Only remote.

Okay.

Individuals who have signed up and indicated they would like to provide live public comment, I will now do so.

If you are called on, you will be unmuted.

If you are on the phone -- I will call you on by your name.

Also please note if you experience technical or audio issues or we do not hear from you for three to five seconds, we will move onto the next person in line and return to you after they are done speaking.

Redistricting@Michigan.gov and we will help you troubleshoot for the next Public Commenting period or a later meeting.

You will have two minutes.

First in line is James Gallant.

Please wait you a moment for our Staff to unmute you.

>> JAMES GALLANT: Hello.

Can you hear me, Madame Chair?

>> VICE CHAIR SZETELA: Yes, I can.

>> JAMES GALLANT: Okay.

Thank you.

My name is James Gallant.

These are my person opinions and Edward verified that I signed up for two public comments today.

And it appears that this Commission is attempting to fundamentally redesign the process for redistricting in Michigan and the United States.

That's not what's supposed to happen here.

The process is supposed to be for Michigan and same process.

The decision making process is fundamentally the same.

Motion, second, discussion, vote.

As your straw pulling the whole time and going by memory.

Is this the process they use in the Netherlands?

It seems one of the Commissioners says he's half citizen of the United States and you have to uphold the Constitution and I was offended over the discussion of the Pledge of Allegiance.

Really? Is this the way you people really think? This shows your true colors and they're not red, white, and blue.

Some of you are fundamentally contravening the Constitution.

The contract allegedly approved did not follow the rules and they are null and void and I need to understand how did Commissioner Clark document those secret meetings with your attorney, Mr. Adelson and Mr. Brace and some undisclosed Staff Members.

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He went into Closed Session with these people, secret session and came up with this working document that was approved with no motion on the agenda and Commissioner Witjes says he didn't know he was working on that.

He was not provided authority to go into Closed Session with attorneys to write this stuff and this is why this is a bad process.

Your attorney said she recommended you not voluntary discussion before a motion and second which, oh, it's just a recommendation but then she let you do it and she said your motion is out of order when you denied me my legal rights under the Constitution of the United States.

She didn't instruct you in real time wait a minute you cannot do that because it's out of order.

That's what attorneys are supposed to do and I think this is having to have to go to the Attorney Grievance Commission.

>> VICE CHAIR SZETELA: Your allotted two minutes has ended.

Thank you for addressing the Commission.

Next in line is Dr. Tamara Mitchell.

>> MS. SARAH REINHARDT: Dr. Mitchell is not present.

>> VICE CHAIR SZETELA: Thank you very much.

Without objection, we will hear from individuals seeking to provide a second two-minute comment.

Hearing no objection, we will now hear from individuals seeking to provide a second two-minute comment.

Individuals will now be allowed to do so and the first person in line is Mr. James Gallant and you will have two minutes to address the Commission.

Please conclude your remarks when the two minutes have ended.

>> JAMES GALLANT: Can you hear me, Madame Chair?

>> VICE CHAIR SZETELA: Yes, I can.

>> JAMES GALLANT: We just got to keep going, going, going, going because -- do you know what? Is the Chair and the secretary participating today? I was reading the transcripts and all of a sudden, the Staff decided the Mustafa is going to be recording and offering the minutes and this is the second of state's job.

This is out of control and I cannot believe you folks are trying to get away with this.

About your implicit bias training coming up today, is this a state approved training or is this just something that you hired someone with their personal opinion? The implicit bias thing I get out of that is that Black people are inherently racist against white people and that's inherent and the explicit says that and we need to protect the white people against the Black people against their inherent racism.

We need to protect that and not do that and you need to protect the white people in these majority minority communities now the white people are the minorities.

How are we going to address that? Michigan has a state equity plan.

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2018 it was approved and it's not being used here.

You're supposed to ask and answer six questions about the racism and how you're going to protect the actual minority.

Majority of the state and minority in the community means there's still a minority.

This is self-contradicting and you folks are throwing it out there and good luck to you in court and good luck to the attorneys with the attorney grievance Commission because that's where we're going with this first.

You're not notifying your clients with real time offices.

The Members are not allowed to vote and you can only objection and all there is this objection thing and that violates the rules of procedure Rhine thank you for addressing the Commission Mr. Gallant.

Your time has ended.

>> VICE CHAIR SZETELA: That concludes our Public Comment for this morning.

Women move onto Unfinished Business agenda item number six.

There is none and we will move onto new business agenda item 7A.

Without objection I would like to ask Mr. Kim Brace to introduce Fred Hejazi who will share the software.

>> KIM BRACE: Thank you very much, Commissioners.

I apologize for not being live, but I will probably shock more of you by what you're going to see.

This crazy long haired hippy guy that you've been hearing and seeing got a haircut on your guys' behalf and then we couldn't make the airplane.

So I apologize.

But I am there in spirit and everything else.

So I'll be up there pretty soon.

What we wanted to do today is have Fred do a good, detailed discussion on the different two pieces of software that we're offering to the Commission to make use of.

These are auto bound edge which is a desktop software and then there's my Districting which is a web based software.

We wanted to show you both of these because each of you as Commissioners need to make a decision on which of the two would you like to see installed on your computers. We're working with Sue and various people in the state and in terms of that approval process and so we're hoping that that should be shortly forthcoming but we wanted to let you guys see some of the differences and what kinds of things that you could do with it.

So with that kind of an introduction, let me turn it over to Fred Hejazi, press of city gate GIS, our subcontractor.

I have been a user of the outbound sills for three decades now, I think.

And so Fred and I have auto bound system.

Fred and I have gotten -- Fred go ahead and unmute yourself and bring up your video.

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>> FRED HEJAZI: Good morning.

Can you guys hear me okay?

>> KIM BRACE: Yep.

>> FRED HEJAZI: Perfect.

Let me set up my display and then I will share my screen.

All right.

I assume you guys can see my screen at this point?

>> Not just yet, no.

>> FRED HEJAZI: All right.

It said yes to the sharing.

It -- it's shared.

Let me stop and start it again.

It says it's shared.

Let me stop and start it again.

>> KIM BRACE: Now it's coming through.

>> Now I see it, yes.

>> FRED HEJAZI: All right.

That's better.

All right.

So I'm showing the state of Washington here.

The reason I'm showing them as a demo is because they have the -- they have a Commission as well and they have installed the whole system.

So they're about a month ahead of you guys as far as where they are with their implementation.

So it kind of helps you to show an example that essentially is implemented already.

So this is the desktop software.

So this is the desktop software and I want to basically go through some of the capability that exists on the desktop versus what's on the website.

The one important thing to remember as we kind of go through the whole process is that every part of the system works interchangeably.

Whether you're using the desktop application or internet application, you can go back and forth between the two.

You can go back and forth in plans freely and share with the Public Commenting as well as working with the Communities of Interest and all the other tools that exist in the system.

So starting out looking at the desktop application, there's a map on the upper left side.

There's a set of menus on the right side and there's an excel spread sheet down at the bottom and that's where we show the population of the Districts as well as any other demographics that you might be interested in seeing.

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One of the big advantages of the desktop application is that there is an excel spread sheet built into the system and it allows you to display really an unlimited number of data points associated with the Districts and of course they change as you make modifications to the plan.

So what we're looking at on here is as I said a map of Washington state.

It's overlaid on a nationwide map and if I zoom out here, you can kind of see that.

The map is the same whether we're -- the base maps are the same whether Erin Wagner. Rebecca in Washington or Erin Wagner. Rebecca in Michigan.

You can see when I zoom in to an area you can see the administrative names and then as you zoom in further you can see some of the building footprints and the street names.

That's the default base map that we use.

It's not the only one that we have.

Both the desktop as well as the web application come with a number of different types of base maps.

I'll kind of show that briefly and depending on the work you're doing, one may be more appropriate than the other.

So I'm going to go to configure view and you can see, this is the default that we have as a basic white background and it's the one that's easiest to work with.

There's also one that shows imagery and it's pretty detailed and it's pretty similar to what you might expect to see on Google maps.

And, again, it has the street names and then it shows the imager, why.

Sometimes it helps if you're trying to draw a line and see what's underneath.

Is it a populated block or is it something that looks like just wooded area.

There's also a number of other base maps.

This one is from the national geographic.

We use this a lot if you're trying to show some of the topography in the area.

There's one that's highlight the transportation networks and there's various ones with more detail.

So, again, on the desktop, we have 11 different base maps and we have seven different ones on the web version.

As I mention, we use the plain white one when we're drawing Districts.

So there's a quick access menu here.

I'm going to hit zoom all here which will take me back to the map of the area I'm looking at.

By default, the software will show the boundaries of the Counties.

That's what's shown in blue.

And then in orange, sort of the yellowish lines are the precinct boundaries and as you zoom in it starts to show the block boundaries.

These are the data layer from the Census Bureau and the population data.

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All of the geography you're looking at on the screen, all of them have population information associated with them.

If I click the information button and I select the precincts and I select this, I can see the total population of that precinct, black alone and white alone and all the demographics the Census Bureau provide.

As well as in this case we also have some election results.

These are some older election results for Obama versus McCain.

They're dated.

There's ACS information and this is the ACS populations and we have some state population so this is from the Site Demographer.

You can add data you need onto the system and be able to get at it very quickly.

>> KIM BRACE: Fred, let me interject a couple of the points you've made and let me reiterate some of that.

What Fred is showing you with precincts and blocks, we'll end up configuring it in Michigan to also show your Townships because I necessity that they're important there. Because basically Washington state doesn't really have Townships and that's why he's not seeing that on that regard.

So note that kind of a difference in that regard and the Townships would be available for both the desktop as well as the web based application.

And Fred was just showing you some of the data items.

We're probably going to have a lot more data items and continue to expand them for your benefit.

So the desktop will allow you to have really kind of an unlimited number of tabs on your spread sheet and columns on your spread sheet.

So we can load in all sorts of different things.

On the web based application you only have space for twenty columns.

And so that's a kind of distinction between these two applications.

So just keep that in mind.

Now, some people say jeez, having an unlimited number is too many.

Okay.

Then you might want to make use of the web application.

But if you're someone that wants to see a bunch of different things, then the desktop is your better bet.

So back to you, Fred.

>> COMMISSIONER ROTHORN: Let me just -- you mentioned columns and tabs. This is MC -- in the web based versions you mentioned up to twenty columns.

Can you have twenty columns per tab.

Can you have multiple tabs or is that a restriction?

>> KIM BRACE: I'll let Fred answer that one.

>> FRED HEJAZI: We had tabs in the desktop and web version as well and we recently took it out.

Not a bad time on that question to explain the fundamental philosophy between the two systems.

A lot of vendors took the desktop application and converted into a web application. We didn't do that.

The reason we didn't do that is because our web based application is strictly geared towards the public.

Meaning, what we're trying to achieve is an application that can easily be used by somebody who is not getting a lot of training and is able to get on the system and use it without too much instruction.

The desktop version on the other hand is meant to for a professional, somebody who is going to need to run different kinds of Analytics and reports and be able to import data in and make customizations and what we found to really get back to the question of tabs, was that any level of complication that we added to the web version adversely affected usability.

And usability sort of is everything when it comes to a web application.

You want something that somebody without much training can get on and make use of. The tabs seem to confuse people.

May seem easy for somebody familiar with the computer.

But for somebody who is not, they would be looking for I just added that field -- where did it go? Well, it's on the third tab and that seemed to create problems and so we ended up removing that functionality and that really -- when we get into the web version it will make a lot more sense.

You will see the interface is considerably simpler to use.

>> KIM BRACE: Does that answer your question, M.C.?

>> COMMISSIONER ROTHORN: Yes, thank you.

>> KIM BRACE: Sorry.

Go ahead, Fred.

>> FRED HEJAZI: Looking at the menu here, there are a number of tabs and the application is divided -- the tabs are divided by functionality.

Plan management tab and my edit tools are all under edit tools.

Analytics and data exchange and utilities and active matrix which is what we call the spread sheet down here at the bottom.

I'm going to start with the plan manager and when I open up the plan manager, it lists for me all the plans that I have in the system.

There's no limit on how many plans I can create.

So each plan, you can think of it as a document.

So it's like a word processor.

You can have as many documents as you want.

And the plans are grouped by date so the plans that I've worked on in the last two weeks show up here with a green icon and the ones that are two months and newer show up with a yellow icon and anything older than two months shows up with the red-eye con.

In the first column there's a small picture of what the plan looked like when I closed it, what type of the plan it is, what the name of the plan is, how many Districts.

If I gave it a tag, the tag would show up here.

And then the last time I accessed it, who the last user was, who owns it, and when it was originally created.

There's a little plus next to it and when I click that it gives me a little bit more information.

It does make an assessment of how complete this plan is.

If it's based on how many Districts are within 5% of deviation.

So in this particular plan all of my Districts are within five% and it's telling me this plan is almost 100% complete.

I get a timeline that shows me all of the days I work on this explain how much work I did. Looking at this plan I can see I did a bunch of work on this plan during the month of June, starting June 17 and I did a lot of work and then I did additional work on the 25th. This helps me if I'm looking at an older plan that I might have worked on a particular day to track that down among the various plans.

The software also does give me the availability to sort and find plans based on give me the plan that begins with the letter A or contains these words or things like that.

You do get a lot of functionality in that area.

I'm just going to click open on this plan.

So this is a Congressional plan for the State of Washington.

I'm going to zoom out so we can look at all the Districts and they're going to be colored according to the District number.

The District number itself will show up in the middle of the District and in this particular case you can see there's a little check box next to each one. The check box means that the plan is -- this particular District is within TV vague and ambiguous.

It's been deviation and it shows up here in the table.

In this particular table we have the total population on the first column and then you have the target population, the deviation from the target, the difference in population.

This is done for ACS based on ACS2001 and then we also put the population since 2010 and then there is different demographic numbers.

So it looks like at some point I might have changed these to show formatting.

I'm going to set the formats back to not have decimals.

So this -- is, as I mentioned, an excel spread sheet.

So when I look at the deviation, if I double click on it, you can see this is a formula.

This minus this, divided by this.

That's the formula.

Same thing with this.

This is just all persons minus the target population and so that's the formula for this. We usually use this first tab as a summary page so all of my racial demographics show up here as a percentage.

And if I double click on one of these, you can see that it's actually pulling data from the racial demographics tab.

So if I go to the racial demographics tab, I can see the racial demographic information in actual numbers.

So this is for 2019.

Then I have the 2010 numbers and then the voting age numbers.

In this particular spread sheet we have four different tabs and they summarize to the first tab.

>> COMMISSIONER ROTHORN: Fred, can I?

>> FRED HEJAZI: Yes.

>> COMMISSIONER ROTHORN: Are those cells locked? I want to make sure the formulas are -- are they locked cells or can we accidentally alter things?

>> FRED HEJAZI: You can lock them.

This is straight up excel.

You can actually select this and go to formality cells and go in here and lock it.

These are locks as you can see.

>> COMMISSIONER ROTHORN: Okay.

Thank you.

My question was basically I think you're showing us the web version, right? So the tabs you're clicking on would be in the web version or is this the desktop version?

>> FRED HEJAZI: This is the desktop version.

>> KIM BRACE: This is the desktop.

The web would look entirely different.

>> COMMISSIONER ROTHORN: The web version is different? Do we have access to the same items?

>> KIM BRACE: Twenty items in --

>> KIM BRACE: Not necessarily.

What we would do is set up so that whichever twenty you want to have on the web based, that's what we would put in.

>> FRED HEJAZI: Yeah, and sort of to get a little more detailed in that, the web version is really meant to for the public which means it's designed to support redistricting and submission of plans by the public after the census data is released. So after the census data is released, your primary columns are going to be far less than twenty columns.

Because most people when they pick their census, fill their census forms didn't pick more than one or two racial categories so the majority of the numbers are going to be in the white, Black, Asian, American Indian, and Hispanic columns and if you add the voting age population to go with it, twenty is plenty to support the public relevel Districts. Almost no one, none of our clients -- pretty much no clients of ours have asked for political data to be published on the web.

Meaning, providing people, citizens, with the ability to look at past election results for submission of public plans.

So I don't know if that's something that you're considering but that's an area where you start to add more columns but just looking at pretty much census data, once redistricting starts, twenty columns on the web tends to be plenty.

If you guys end up with absolutely having to have tabs added -- as I said, we recently took it out of the software because we thought it made it too complicated.

Putting it back in is not terribly difficult.

I really wouldn't look at the web version as a replacement for the desktop version.

So if you're thinking about meeting the functionality that you have on the desktop, I wouldn't really suggest adding that functionality to the web version because what it will do is sort of undermine the purpose of the web version which is to provide a very simple tool for the citizens to create plans in.

And, in fact, in our online redistricting software, you have the ability to use multiple levels of geography which is similar to our desktop.

We had to add that because to create a Congressional plan, you do have to be able to draw at all levels of geography.

But when you look at some of the tools out there like redistricting R and Dave's redistricting and some of the other ones, they don't even provide that functionality, because that tends to be more complex both on the development side and from the user perspective.

So keep that in mind as we go through this process.

So looking at the editing tools, I showed kind of how that information tool works.

Before we get into that, I kind of want to explain what shows up here at the top.

So the District that you're assigning to shows up here.

That's District number ten.

If I want to change that I can click it and pick a different District.

So now I'm assigning to District four. The layer from which I'm selecting shows up over here.

So I'm selecting from voting precinct right now.

If I want to change that I can click it and say; okay, I want to select from blocks.

And in your case as Kim mentioned earlier, you're going to have Townships as a level as well.

The next two boxes show for me the overall plan deviation which is the difference between the highest and the lowest Districts so that's the plan deviation for this particular plan is 7.73% and that is between Districts five and seven.

Looking at District five, it is negative 3.47 and District seven is positive 4.25.

That's the overall plan deviation, the difference in the lowest and the highest.

>> KIM BRACE: And if you make changes in the plan and another District becomes the highest or the lowest, that upper box up here that Fred is showing you will change dynamically.

So it keeps up with where you are in your plan drawing.

>> FRED HEJAZI: Correct.

So the simplest way to make changes to the plan is clicking the assign button.

Right now I'm selecting from vote precincts so I'm selecting from District four.

If I go in here and assign to District four, you can see the cursor has changed and there's an A on there now and that's because I'm making assignments.

As I make assignments, you can see the colors change and the numbers here are also changes.

That's the simplest way for making assignments.

If I want to bring four to five, I can start to continue to assign here.

And at some point, not too far from now, I'm going to end up messing up these Districts.

And you can see no now five has gone from a check box into an up arrow, meaning that it is now red.

So I have essentially assigned so many precincts to four that District five is under by 63,000 people and it's showing for me that it needs to grow.

And, of course, the label has turned red, and the icon has turned into an up arrow.

That is really the simplest way that we can adjust the plan.

There's other ways to do it.

I can select first and then assign.

I can select first and look at sort of what the numbers are before I can assign.

There is a plan history.

So I can look at all the things I have done since I started this plan.

There's all the edits that I made.

>> COMMISSIONER ORTON: This is Cynthia Orton.

I have a question.

>> FRED HEJAZI: Uh-huh?

>> COMMISSIONER ORTON: I'm just hearing myself double.

When you do that, is there an easy way to -- to just erase? Or just go back?

>> FRED HEJAZI: That's what I'm showing right now.

>> COMMISSIONER ORTON: Okay.

I'll be quiet.

>> FRED HEJAZI: There's an undo and a redo and there's the plan history.

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So this actually shows for me that I assign this piece of geography at 11.14 and it look like this on this date and I can select and say; okay, I want to go back at this point in time where District ten is still there.

So if I click restore, it will actually take the plan back to that point in time.

And you can see, there it is.

District ten is not back here again and the numbers went back to being green.

>> Would it work that way on the web version?

>> FRED HEJAZI: The web version does not have that capability.

It has the undo but not the plan history we have here.

>> Okay.

Thank you.

>> FRED HEJAZI: There's also a tool for managing Districts.

So if I select manage District, I can change colors; I can renumber Districts; I can switch two Districts; I can merge them; I can lock a District.

Let's say I'm happy with District five, I can click lock and you can see the label turns red and this particular District is no longer editable so if I try to select it shows up in a hash mark.

This District is locked from further edit.

One of the other tools on the desktop is the ability to label Districts.

Wrong button.

So I can display up to three different labels on a particular piece of geography.

So if I -- right now, total persons is added.

Will you let's say I go in here and add white and Black -- oops.

Let's try that again.

Now what happens is as I begin to zoom in to these areas, you can see those three labels show up.

So for each piece of geography, I can see the total population is in Black, the white population and the Black population and I can show that for any level of geography that I'm working at.

If I change it to Counties, the numbers show up for the County.

If I change it for blocks and I zoom in far enough that I can see the blocks, then I can see the numbers for the blocks.

At any time I can turn that off.

There's a similar functionality for displaying thematic information.

I can go in here and say, for example, I want to see, again, total population.

I'll actually zoom out to downtown area here so we can kind of see.

Let's change that to precincts.

These circles essentially show for me which blocks have largest population.

So the larger the population, the bigger the circle.

And if I click it, it will actually tell me what that is.

There's a variety of ways of visualizing things within the application and depending on what the user wants, they can sort of configure the system to show the information that they're interested in.

There's also a number of analytical tools.

For example, you can check plan for errors.

Meaning, if I want to check for discontinuities, this will list them.

District six has one and there's the second part of District six.

There's District ten and as you can see, there's one piece here and another here.

If I go to the smaller piece, the software recommends I put it in District four.

So it does make recommendations on how I correct the issue.

I can check for unassigned areas.

In this case, there aren't any so it clear that's out for me.

The cost ware is going to have the accident to identify split areas.

Meaning, if I'm looking to create as many whole pieces of geography I can, I can click analysis here.

Select Counties and select, let's say, District A.

So showing for me that for District eight which is right here, this area is not whole Counties, which I can see is correct because this County, King County was broken up any multiple Districts and that's why it's hashed and Pierce County was also split into multiple Districts so that's what this information here -- that's what this information shows and it's basically saying that this is the part of District eight that is split.

And I can run this for Counties as well as precincts and I can run it for all Districts or select Districts.

The desktop version also provides compactness analysis.

So I can run a compactness report.

And this one generates all the different kinds of compactness.

So we have the Polsby-Popper.

These are all the reports on projection as well as length, width, and convex hull.

Clicking this link will show us what the compactness measures or actually what the math part of it is so this explains all of the different mathematics that we use for calculating the compactness.

Within the desktop software, there's also any number of reports that you can run.

So there is bill language reports.

There's bill drafting output.

I can run a report on all of the comments I've done on the plan.

I can do what we call a District number snapshot.

This is kind of a common one that's used.

So if I select, let's say, for District five.

So the reports show up with a table of contents in the front.

In this case, it just has one because that's what I picked.

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This is what a District number snapshot looks like.

Gives you a picture of the District.

It gives the ideal population.

This report is set up for CS data.

It gives approximate square miles, span of the District, north-south and east-west.

It will show incumbents and list of Counties and cities that make up the District.

So this is kind of a report that gives an overview of the District.

All the reports are exportable to acrobat, excel, PowerPoint, Word document.

So it supports a number of different common formats.

There's also a number of population reports and racial demographic reports.

I'll just run one example -- again, just for one District.

It's just a summary report.

There's also mete and bound reports which shows the position of the District.

Like in a survey going from the bottom left corner sort circumnavigating what geographies make that District.

There's a number of mapping functions as well.

If you want to provide mapping you can do that here.

The software allows you to make a map from 11 to E size which is 33 x 44 inches.

You can also select to display the adjacent Districts if you have other layers of data showing that you've added, you can display those and I can just show you what one looks like.

>> COMMISSIONER ROTHORN: Fred, this is M.C.

One of the comments we received is watersheds or geological basins.

Do you have a way to see this?

>> FRED HEJAZI: There's no population -- if we can get a watershed layer, we can calculate the population for it.

But there's no default watershed layer with population because watershed layers are going to come from the state.

They're not going to come from the Census Bureau which means they don't necessarily have population in them.

One thing I can get into it on the desktop, there's a number of data exchange tools and one of them allows you to access online content.

So for example, I've gone in and added some online content myself.

And the watershed boundaries would be something that would probably fall into that category and you would have to look for it online and add it as a layer.

For example, I added the COVID map of the US.

Not relevant but it's an online layer to show that functionality.

So this is online content that gets adds to my redistricting based on a map service that's online.

So we have to look for that and these instructions in the software we have to search for online services that you can add and there's ones you can get from ESRI and there's one that's writes the background.

For this one I got this from the County of Lexington and I'm sure there's ones we can get from the State of Michigan.

>> KIM BRACE: Just to add to what Fred is saying, the watershed Districts don't follow the geography of the Census Bureau in all instances and so that's why getting populations for watersheds becomes a little bit more dicey but you could have the watersheds as Fred was just showing you as a layer over the top of your Districts, for example.

So you can see where they are in the state as compared to what you're looking at drawing in this area.

You just wouldn't know how many people there are necessarily in that watershed.

>> FRED HEJAZI: So couple of the more important integration functions, when you have a plan created here, you can go ahead and upload that for viewing online.

And for sharing online.

That's done through this much load share plan.

And there's functionality where I can say okay, I want to get this to an online viewer so it can just be viewed.

I can load it up for edit.

I can load it up for commenting.

So if I'm loading it up for commenting I get to choose whether I want all comments to be visible, meaning anybody who places a comment can see everything else's comments.

I can set it up to where comments are partially visible.

People can see a comment was placed but not read what the comment itself was.

Or I can set it up to where the comments are only visible to the person that placed it.

These are important because if the commenting portal is not monitored, we want to make sure that somebody doesn't put things that are obscene or things that are not appropriate for putting on the site.

So that's why we have these options available on the system.

And just to show what an example of that looks like, I can go into my plan store.

So these are all the plans that I have access to locally as well as any plans that I may have access to through the online system.

For example, the Congressional plans have been placed online for receiving comments.

In Washington what they did was they are collecting Communities of Interest similar to what you guy right side doing, except they're using our system.

And also, they're collecting Public Comments on the existing plans and that's essentially what's showing up here.

If I select any one of these, I can display them on the map.

And then review them.

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So these are all the comments so far that have been received on this particular plan.

And if I click them, I can actually see what some of these comments are.

What's important about these comments is they're geographically located -- I can look at the comment and what people are providing about these particular changes.

And of course there's reports I can run once this gets to be much more.

I can run a report that can generate District by District the details of all the comments.

And I can add sort of comments from various plans on top of this.

So if I go back to my plan store -- I can add all the comments collected over the course of the process and make sure that I aggregate them up as I'm working.

So here's more comments that were added.

We also deal with the Communities of Interest, sort of, through the same interface.

This is something we're working right now with the other consultant that has the Communities of Interest.

We have to smooth this out -- the application we have is sort of all integrated but it's supposed to be sort of very simple like we have it here.

Any time somebody places a Community of Interest, we can click it and download as an overlay and once they're there, they show up kind of like this.

So this is a Community of Interest that was drawn.

And then there's others that people have drawn in here.

And, again, there are reports that we can run-on this.

When it displays on the map it shows it very simple but he we do have the ability to go in here and make modifications and make this a little easier to see so I can set the layer properties and kind of make it a little bit easier to see.

That didn't really help it, did it.

So as we're beginning to draw Districts, we can look at some of these things and see if you're repeating sort of what information is being provided.

So obviously here this is not one District and the suggestion here is to make this into one District.

>> COMMISSIONER WITJES: I have a question.

This is Dustin Witjes.

Can the software do suggestions based off of the web based imports of data layers or is it strictly a data layer that you can see visually.

>> FRED HEJAZI: You can -- actually, if a plan has been committed on --

>> KIM BRACE: Fred, we lost your voice.

>> FRED HEJAZI: I'm here.

Sorry.

I bumped the microphone.

If I go into my plan store, I can actually see plans that have been drawn online.

So I'm going to select one that has the same number of Districts which is this one added as an overlay.

So this is a -- a plan that was drawn online and so now this plan is showing up over the top of mine and what I can do is go into analysis and compare plans so I can say compare this really good plan, 1.6 and look at the areas that are different.

And now I can kind of see in my plan I have this District ten and then this area here was also different in the overlay plan.

So I have the ability to look at online submissions and compare them with my plan or compare them with one another.

What I can also do is I can also go into data exchange and look at import and select that overlay plan and say, um, I really like what they did with, let's say, District four.

And I want to merge that into my plan.

So the desktop software gives you the ability to take bits and pieces or entire plans.

In this case I can merge one into this plan or override my plan with the new plan or import only the overlapping parts and there's an analysis tool I can run that will sort of tell me what's going to happen if I run this import.

>> COMMISSIONER WITJES: What I was meaning is -- I'll give an example and it's going to be far-fetched.

For example, you showed an overlay of the COVID map for the United States.

That particular overlay, I'm assuming that the software is not going to be able to make suggestions on how to potentially incorporate something like that.

If you look at the COVID map, for example, and one of those red dots, consider that a Community of Interest for these purposes -- something you brought in as a data layer --

>> FRED HEJAZI: An overlay is an overlay.

Doesn't matter where it came from.

>> COMMISSIONER WITJES: That's what I was figuring.

Thank you.

>> FRED HEJAZI: I can load in a shape file.

Through my layer manager I can add what's called a shape file and the software will consider that an overlay or I can add something from an online system and the Soviet Union ware will consider that as overlay.

So any overlay is an overlay.

Now, what's going to happen is if I try to import an overlay onto my plan that doesn't lay correctly on the census geography -- so let actually look at that.

So if I go to import plan and I select an overlay, that doesn't even have Districts.

It has to have some kind of a -- I can go into advanced configuration and say the import layer does not line up with the base data.

And then the software will essentially try to fit it as best it can, given the geography that it has to work with.

Okay so this kind of gives you -- I mean it gives you -- there's a lot of other functionality in here I can get into as far as what you can do.

But this is kind of a good overview of the desktop tool.

Any questions before I get into the online stuff.

>> It looks like Commissioner Wagner has a question.

Erin, do you want to go ahead?

>> COMMISSIONER WAGNER: Thanks, Rebecca.

I was asking it to Kim, I just noticed that the DNR has watersheds available as a PDF file and I was asking Kim what we would need to -- my next ask is if they have a shape file on them that we can use to bring the watersheds into the program.

>> KIM BRACE: As I mentioned to Erin, it's very likely the DNR would probably have it as a shape file.

They would use the shape file to create that PDF map that you're seeing and that's why the under pinning's of it is likely to be a shape file and that would be then importable, like what Fred has been showing.

But as I also mentioned to Erin, we need to be a little bit careful on the overlays.

It is possible that the gee only really that DNR has might be slightly a little different than the census geometry.

It would look close.

We need to be careful of that and understanding what might be causing that to be that way.

>> VICE CHAIR SZETELA: What about FEMA maps?

FEMA has flood maps for the entire State of Michigan.

>> KIM BRACE: FEMA would be the same way.

I'm sure they have a shape file layer and if we can get that, then that would be something we can bring in and you can see it on the map as you're drawing and have it as an overlay if you want to analyze the plan that came in and how it impacted the FEMA areas.

>> MS. SARAH REINHARDT: Erin this is Sarah.

Thanks for the question.

It's certainly something we can ask about and we'll bring back the information that we find.

>> VICE CHAIR SZETELA: Any other questions before -- Fred, I think you're going to move onto the web version.

>> COMMISSIONER WITJES: I have one more.

This is Commissioner Witjes.

>> VICE CHAIR SZETELA: Commissioner Witjes, go ahead.

>> COMMISSIONER WITJES: So you can have multi-approximately maps on the desktop software.

If I were to make a map, does that map become advise able to all 13 of us, their desktop application if they so choose to have it or is there a manual process for everyone so see each other's work, for example.

>> FRED HEJAZI: Because the machines are not -- as far as I know, not connected to one another, when you draw, it does not automatically share plans with others. The way we animal that is, within the software, if you go to upload share plans, there is a button with share plan with others in your organization.

>> COMMISSIONER WITJES: Got it.

So it's truly a local file unless you sell it not to be, basically.

>> FRED HEJAZI: Correct and once you click this the software will bundle this plan up and place it online, encrypted, of course.

And then the other person can go to their plan store which is here and they can -- they will see essentially the web share like that.

>> COMMISSIONER WITJES: Okay.

That answers my question.

Thanks, Fred.

>> FRED HEJAZI: Uh much.

Then they can download that as a plan or add it as an overlay so use it for comparative purposes.

Okay.

So I'm going to kind of start with a Washington Redistricting Commission website.

They are running this web page.

So they essentially added our stuff to it.

So if I go to this draw your community on the map, there is the tool for finding their Districts.

There is tools for commenting on the plans.

Then there's tools for drawing which is not up but I will show it any way.

So the community tool, this is what they've received so far.

So this is all the Communities of Interest that have been submitted and if somebody wants to open it, they can click it and see the Community of Interest like this and that's what I was showing when I was looking on the desktop so these are the single pieces of geography that are visible and then I can add to my desktop software, sort of as one layer that covers the entire state.

And this is a public page.

So they can actually go through and select and sort through this.

So this is the commenting page and these are all the ones that have been placed up there so allow people to comment on things.

I'm just go to the test one because I don't want to mess up their actual plans.

So this is the online tool for placing comments and we use Google maps as the background.

So within here, they can select the typical Google map backgrounds.

If you select the District, the software will zoom into it and highlight it.

It's the same thing as if you select it on the table.

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The tables are designed to be very basic so we don't put anything other than population on here.

You have your District number and target and deviation population.

That's all that's here.

>> KIM BRACE: That is definable, depending upon how you want to set up your site.

>> FRED HEJAZI: Correct.

But as I said, most everybody as far as Public Commenting goes, they just want to put up the basic population, but we can put more information, obviously.

>> KIM BRACE: Right.

>> FRED HEJAZI: To add a comment I click on the map and select the location where I want to place my comment and provide my opinion and something like that. Whatever my comment happens to be.

And then the comments are validated so I will get an email that will basically say please validate your comment.

So there's my validation.

And once I validate my comment, then the comment becomes published.

So that's -- this is the one I just placed.

There it is.

And, of course, because this is all seamless, if I go to my desktop application and I open that up, it will show up now.

It's all sort of -- it's all connected with each other.

So that's the commenting side.

So let's go to the actual online redistricting.

So this is the main page of the portal.

You put in your username.

If you don't have an account, you register.

You click submit.

On the first page is a message Board.

So if there are messages from the administrator, I can click them and see what the messages are and depending on how you configure your system, we can allow users to communicate with one another.

These are all the plans that I have created.

This is the equivalent to our desktop plan manager, but as you can see, it's much simpler.

And if I select a particular plan, I can open it.

I can validate it and I can submit it for consideration.

So the submission process is somewhat formalized so when a citizen draws a plan and they want to submit it for consideration that the software goes through a validation process and once it does the validation, based on whatever the settings are, you will come back and taillight say your plan is validated and continue to plan Commission.

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Those are the settings -- things that Washington wanted checked before a plan is eligible for submission.

Once a plan is submitted, then it gets locked from further edit before a plan is reviewed and if it's accepted, the plan is done.

If it's rejected, you get comments back -- that what these remarks are.

You get comments back from the person that reviewed it as to why it was rejected.

If I want to open the plan, I click the open button.

So the first time you opened this plan it was a cloned plan and it hasn't been opened yet.

It takes a little bit of time to fill the screen but the second time it opens it up much quicker.

So this is the view that we have.

This is the data that they wanted to show.

At this point it's showing the state calculated population and then the ACS numbers.

If I want to zoom to a District, I can select it like that.

I can also zoom in on the map itself.

I can choose to -- as I move the mouse over, you can see these numbers change and I can show different information.

I can show the 2020 population and maybe A CSB lack and now as I move it, it shows that information for me, for the geography that I highlight.

As I mentioned, the same as the other tool, we have a number of map backgrounds.

It's a little bit more limited but I have the imagery.

Again, this is Google.

You can see it's kind of the nationwide Google map.

There's one with a blue background if that's your preference.

There is a black background with labeling and then there's one that has a lighter brown and then the default one we use is this white one.

And then you also have the default Google ones.

Which is this one and this one.

These are the ones that are from going to the will.

You can also search by address.

Again, this is Google functionality.

To make assignments, you zoom into the map.

You select the geography that you want to assign.

You select the District that you want to assign it to.

You tell it what you want to assign.

I can select what District I want to assign it to and then click assign.

And that basically is the functionality for assigning and that's all the functionality that exists for managing plans and making edits.

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There are basic reports that you can run as well as displaying any comments that you've asked for.

One thing I didn't mention is on the plan manager, you can set up a plan to be commented on.

If somebody on the website decides they want to get comments on their plan from others that they're working with, they can comment, they can set up a plan for commenting.

They can also share their plans between various users.

If three or four people want to work on the same plan in a group, they can share the plan with whomever they want and then that plan essentially becomes a shared plan.

Any questions?

>> COMMISSIONER CLARK: Fred, this is Commissioner Clark.

If we choose to utilize the web based one, would we be segmenting off of that where they wouldn't see all of our development efforts?

>> FRED HEJAZI: Any plans, whether you create them on the desktop or the web are your plans until they are published -- let me explain the process and then maybe that will explain the answer.

Whether you're on the desktop or the web version, when anybody logs in to the system, then whether it's on the desktop or the web, the plans that you create are your own plans.

They become public any time you decide to make them public.

They're not automatically public on either platform.

>> COMMISSIONER CLARK: But when you say they're public, they're open to anybody that has an ID or can we just restrict that in our development efforts to the Commission and our vendors?

>> FRED HEJAZI: It is -- what I'm saying is when you log in, each account, each person that creates plans, their account is user email and password protected.

So you have a username and password.

Your plans are your plans.

These are my plans.

Unless I go in here and I say I want to make this public or I want to share it.

If I want to get comments on this and I make this public, then it becomes public.

Until then it's not public.

Bass so you could end up sharing your plans as Commissioners with another Commissioner, for example, in that regard.

And it's not until that plan is made public that the public sees what you're doing.

>> COMMISSIONER CLARK: Could I share my plan with all 12 other Commissioners?

>> FRED HEJAZI: Yes.

So that was the so this is one way you can share it.

So, for example, if you decide you just want to get comments from them, you can just send them this link and this is not a public link.

So then they can just look at that particular plan.

>> JULISANNE PASTULA: Madame Chair?

>> VICE CHAIR SZETELA: Yes.

Was that you, Julianne?

>> MS. JULIANNE PASTULA: Yes. I apologize for the brief interruption.

I want to highlight that the plans are subject to FOYA as well.

So while the Commissioners are independently working and not sharing, if a hypothetical was sharing with the 12 other Commissioners, that would need to be made public as well and then any of the plans would be subject to FOYA.

Hopefully, that clarifies the issue.

>> VICE CHAIR SZETELA: I was actually going to ask you to chime in on this as well.

So if we were to share plans, isn't that also subject on the open meetings act where we would need to be publicly sharing -- couldn't we create a quorum.

If Doug creates a plan.

>> MS. JULIANNE PASTULA: The Constitution sets the core requirements.

Subject to the conversations among Commissioners and the things you're familiar with and the map drawing would also fall under that and it's contemplated that that work would be done collectively in open session with microphones on and dialogue and discourse occurring in full transparency.

Certainly nothing precludes from individual Commissioners, would be on their own maps singly but, again, we should always be subject to transparency and not only the open meetings act but the Constitutional requirements as well.

Thank you.

>> Thank you, General Counsel.

Thank you for that interruption, Fred.

The software can do it.

It's just that we probably shouldn't do it.

>> KIM BRACE: That may be the case.

Always follow the lawyers' advices.

>> I did a follow-up question to you, Julianne.

So if I were to have a map that I'm working on independently, for example, on my own, and I send it to one particular Commissioner and say what do you think of that, is that a violation of the Open Meetings act because there's not a quorum at that particular point or should I not do that at all whatsoever?

>> MS. JULIANNE PASTULA: That's an interesting question because if you view it independently you say no, what would the problem with that be but the second you start

to extrapolate it with all of the Commissioners doing that potentially with those types of things, it could be problematic.

>> Thank you.

>> COMMISSIONER ORTON: Just to clarify this in my mind -- this is Commissioner Orton.

Obviously, we're going to be working on these ourselves to learn and get used to it. So if I come up with a map that I think is good or a part of a map, then at our next mapping meeting, I could present that to everyone?

>> MS. JULIANNE PASTULA: Through the Chair to Commissioner Orton that sounds exciting.

That sounds exciting and then all of your colleagues would be able to share their perspectives and the public would be able to share their perspectives as well and then you can have group discussion and have the benefit of wider feedback.

>> VICE CHAIR SZETELA: We can set up meetings for that purpose is where we can have one meeting and if anyone want dollars to bring a map, we can have a show and tell day.

>> KIM BRACE: There we go.

>> COMMISSIONER VALLETTE: I have a question.

This is Commissioner Vallette.

Is there a number we get to when we've suddenly violated that rule? I mean, is it one person I can share it with? Is it two people?

>> MS. JULIANNE PASTULA: So Commissioner Vallette, the response, a quorum of the Commission is nine Members.

But a quorum of the committee – comment, you have one committee that is still in effect.

So a quorum of that submit would be three Members.

So, again, it depends on who the Members are that would be engaging in the conversation or the activity.

And I would also highlight consistent with my past caution is that the round robin or the polling or those types of behavior can be problematic as well.

There can be a magic number.

The quorum is nine but that can be achieved in various ways whether other than having a conference call with nine of your colleagues which you should not do but you're already aware of that, I'm sure.

>> KIM BRACE: Julie, let me play devil's advocate with you on behalf of the general Commission on that side.

We've talked before about having regents and we had talked about the potential of people maybe working about -- working on a given region or some concepts like that. What would Commissioners need to be cognizant about if they broach that kind of mechanism to draw via region areas?

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>> MS. JULIANNE PASTULA: It's my understanding through the Chair -- it's my understanding the recommendation was to not work in that fashion, that the work would be done collectively with the full Commission present.

>> KIM BRACE: Okay.

>> FRED HEJAZI: So while everybody is asking questions, I guess I can ask a question as well.

Would the plans be made public every time you share it, would that solve your problem? If two people want to share their plan, and share through the open list of plans, like I have here right now, every time in Washington every time a plan is shared, even if it's between Commission Members, it shows up on this list which anybody can see. Has if that was directed toward me Mr. Hejazi, I would say that is something the Commission can certainly decide to do.

>> FRED HEJAZI: I'm offering a technology solution to the problem of sharing because you can set it up to that each time you share something with someone it shows up on a public page.

So technically it's open to anyone to look at.

It's nothing that is -- should prevent the public from having open access.

>> VICE CHAIR SZETELA: Thank you for that suggestion.

I think it's good to know the software has the functionality to make it public and we can decide as a Commission if that's one way we want to solve that problem.

I don't think we need to make that decision now but it's good to know the software has the functionality to make things public.

>> Even if you do that and you submit it to nine or ten other Commission Members, you then have forced a quorum and you're going to run into a problem.

Don't you think, Julianne? Certainly Commissioner Web.

That could be an issue with how the plans are designed.

I know Fred went through a few different levels and options and if you start having a chat online and by chat, I mean if a draft plan was published to the public and the public was commenting on it and then the Commissioners were commenting on it, then yes, that could qualify as a quorum discussion.

>> VICE CHAIR SZETELA: Any additional questions out there, Commissioners? Fred did you have more that you were going to present.

>> FRED HEJAZI: No.

I've covered he was.

I guess what I will leave it with is whatever you guys decide, Erin Wagner. Rebecca the developers of all the stuff you guys saw today.

If there is a need for modifications or things to make it work from either a legal perspective or even just an administrative perspective, we're happy to entertain that and make it happen.

Obviously, the sooner the better because we're rapidly approaching the deadline.

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>> VICE CHAIR SZETELA: And then in terms of the Commissioners themselves you're looking for feedback from us and we can probably funnel that through our Executive Director rather than reaching out to you directly. With respect to do we want the software and if we want the software are we going to the city gate desktop or just the internet version. You need that from us as Commissioners; is that correct?

>> FRED HEJAZI: Yes, and there's nothing to prevent you guys from changing your mind.

If you decide you want to go with the desktop version and midway through decide I just want the web version, that's fine.

As well as the other way around.

>> VICE CHAIR SZETELA: Okay. All right.

Last call for questions.

Anyone have questions? Thank you very much Mr. Hajezi and Mr. Brace.

Is there anything you want to add before we allow you to continue on your day?

>> KIM BRACE: No.

Other than I'll be back at 1:15 on another subject.

>> VICE CHAIR SZETELA: You will, we're a little ahead of schedule so that's fine.

We're supposed to take a recess starting at 12:15.

Why don't we go ahead and start that recess now and everybody plan on coming back at 1:15 and we will continue with our presentations today.

Thank you, everybody.

[Break]

[Music]

>> VICE CHAIR SZETELA: Good afternoon, everybody.

Let me find my sheet here.

Welcome back to the meeting of the MICRC for the purposes of the public -- actually.

Let me say, we are beginning at 1:30 p.m. and we are resuming our session.

I will turn to the Department of State Staff to take note of the Commission's presence.

>> MS. SARAH REINHARDT: Hello Commissioners. Please say present when I call your name.

If you are attending the meeting remotely, please identify your physical location and the state where you are attending the meeting.

Doug Clark?

>> COMMISSIONER CLARK: Present.

>> MS. SARAH REINHARDT: Juanita Curry.

>> MS. SARAH REINHARDT: Anthony Eid.

>> COMMISSIONER EID: Present.

>> MS. SARAH REINHARDT: Britany Kellom.

>> MS. SARAH REINHARDT: Rhonda Lange.

>> MS. SARAH REINHARDT: Steve Lett.

>> COMMISSIONER LETT: Present.

>> MS. SARAH REINHARDT: Cynthia Orton.

>> COMMISSIONER ORTON: Present.

>> MS. SARAH REINHARDT: Commissioner Rothhorn.

>> COMMISSIONER ROTHORN: Present.

>> MS. SARAH REINHARDT: Rebecca Szetela.

>> VICE CHAIR SZETELA: Present.

>> MS. SARAH REINHARDT: Janice Vallette.

>> COMMISSIONER VALLETTE: Present from Reed County --

>> MS. SARAH REINHARDT: Richard Weiss.

>> COMMISSIONER WEISS: Present.

>> MS. SARAH REINHARDT: Dustin Witjes.

>> COMMISSIONER WITJES: Present.

>> MS. SARAH REINHARDT: Erin Wagner.

>> MS. SARAH REINHARDT: Nine Commissioners are present and there is a quorum.

>> VICE CHAIR SZETELA: Thank you, Ms. Reinhardt.

Before we begin to the next agenda item.

I would like to let the public and my fellow Commissioners know that I will be leaving at 3:00 p.m. this afternoon and at this time I would like to designate Commissioner Anthony Eid to take over as active Chair for the meeting when I am absent and I'm assuming that is accept obviously to you Commissioner Eid.

>> COMMISSIONER EID: Yes, that is fine by me.

>> VICE CHAIR SZETELA: Moving onto new business agenda item 7B, without objection I would like to ask our director Sue Hammersmith to lead the discussion about Communities of Interest.

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Hearing no objection, please proceed director Hammersmith.

>> Director Hammersmith? It looks like there might not be a microphone at the stand. Let us find one and we'll bring it to you in just a moment.

>> MS. SUE HAMMERSMITH: Is that better? Okay.

Yes.

Okay.

I'm good now.

So, I am waiting for Moon to come on because she is very time limited today so I want to make sure.

Here she is.

So we all know Moon Duchin from MGGG.

She is going to show us a little bit of how the Communities of Interest look on the map.

So I'm going to let you take it away, Moon, before I go into my PowerPoint.

>> MOON DUCHIN: Great. Thank you.

Happy to be joining you again today.

I want to give you a bit of an update on how the portal is fairing and particularly how the Community of Interest submissions are coming in, show you what that looks like, see if you have any requests for ways that will be compiling this data for you on a weekly basis and open it up to discussion.

So the first thing that I'll do is share my screen and show you what the weekly report looks like that my group has been starting to prepare and will be turning over on a weekly basis.

So this has already been shared with the Commission through Sue Hammersmith and Sarah Reinhardt and Kim Brace.

This is a public feedback overview of the submissions through July 4th.

So we're breaking this off every Sunday to give a digest week by week.

You saw an earlier example of this but now as things have shaped up, we get to see more of a trend of how this is going.

The report contains a week by week overview and coverage maps to help you to understand would be the COI submissions are coming in.

I'll start with a summary table which I think is a really helpful way to see something fairly remarkable that's happened in the last week.

The most recent week, which is week nine since the portal launched, take a look at these numbers and you'll see things are, you might say, exploding.

Week nine had more submissions, more than twice as many as previous weeks.

This is a great sign of public engagement.

We're seeing people with all kinds of things to say, written commissions, Districting plans, COI maps.

You'll notice that we've classified the written submissions into what we're calling theory and COI style.

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What that mean inside our classifications is the theory submissions are people telling you how they think it ought to be done and what they think is fair and what they might think is unfair.

Theory of Districting and they're telling me what they think are the principles properly used to make a fair process.

On the other hand, a style that you see this week a style that's taken over in volume is a COI style of written testimony.

What that is a person's testimony that is completely verbal and they're describing a place and they're telling you what makes it a place.

They're telling you what its community attributes are and they're telling you how they would like to you handle it, whether it's keep these areas together or keep these areas apart.

Particularly with the uptick in COI style written testimony, my advice is that it's time to reach out to the submitters because you have the contact information for everyone who submitted written testimony and to invite them to come to training session -- they can learn to put their community literally on a map.

I'm show you the process to try to get them to submit their testimony into something map based. I'll walk through -- week by week we try to tell you what some of the theme right side and there are links to examples.

When you get the report, and as I understand it, this will be posted and publicly available from the Commission's website, when you click these links, it will take you right into the submission and you'll get to see exactly in the person's own words what they are talking about.

So in week seven we start to see quite an uptick in the number of submissions that are talking particularly about partisanship and representation and we hope that you'll page through and see a few of these.

The search feature in the portal make it's possible to search by keyword.

Hopefully we're giving you enough information to dive into the submissions themselves and get a feeling for the kinds of things that people want to tell you.

The last two weeks with week eight and nine that's where you see the huge uptick in the number of submissions.

Partly we think driven by certain Zoom based training sessions that have been going on. Our lab has been helping out and staffing those and they seem to be enormously successful in driving comments to the portal.

Some comments that you'll hear.

This week, in week nine we heard a number for the first time, an emergent thing this week was people talking about service areas such as utility service areas and shared water and sewer and fire services.

Here's an example but if you page through, you'll see this comes up as a theme.

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There's this interesting split between exploding number of people that want to describe their Community of Interest to you and some people suspicious of the use of COIs and think it's an improper consideration in the redistricting process.

In this case it's a Constitution at requirement but it's still important to hear the testimony from the public.

This part of the report contains a summary where we try to pull out some themes and then we have coverage maps.

So I want to show you what a few of these coverage maps look like and then I'll switch to a different screen and show you what a few more look like and ask you if you have particular areas where you would like to see insets to see more detail of the coverage coming in.

I think this is one of the keyways that you might see what part of the state can stand to have more outreach.

These two that you're seeing on the screen now or these four are statewide.

So the top row is submissions that just came in over the recent seven day span and you see on the bottom the cumulative submissions.

The left is an overlay of the individual areas identified in COI submissions and to the right is a heat map where the darker colors of purple show you areas that have been more frequently included in someone's described community.

In the report we also include the Detroit metropolitan area if you just focus on the MCD or major civil division where we are seeing submission coming in the last week and cumulatively.

I hope you see in this picture you're getting engagement and responsiveness who have things to tell you about Detroit.

Before opening it up to you for questions and comments, I'm going to switch to a different screen share to show you what some more of these insets look like and open up the question to you of what focus insets you would like to see in these upcoming reports.

Okay so we picked a few.

Here are just some samples, submissions coming in from Ann Arbor and this repeats the example from Detroit.

These flint.

This should be Grand Rapids as you should probably recognize.

And we have the capacity to make as many insets as there are areas that you want to be are well covered by submissions.

Each week we make available to you in password protect the folder all of these visuals that were produced for the last week and cumulatively and all the data that goes with it.

The only reason to password protect that is that we have contact information for all the submitters contained in those spread sheets and that information, presumably everything else you'll want to make public.

That's a good place for me to pause and throw it to you and ask if you have any questions about the COI input that's coming insofar or any requests about ways, we can slice the data to make it the most useful for you to take into account.

As you think about that, I'll just give you also the qualitative report.

You're doing really well.

We've just been enormously pleased with the responsiveness and engagement and the civility and high level of engagement and constructive crosstalk that we're seeing.

I want to congratulate you as a Commission what you're doing and it's translating into a source of beautiful data.

>> COMMISSIONER CLARK: This is Commissioner Clark.

Here's the question I have.

When you put Communities of Interest on the map like the ones you just showed us, does it get down to the street level? And if it does or doesn't, how did you determine the boundaries for the individual Communities of Interest?

>> MOON DUCHIN: Great.

Yeah.

So it certainly does get down to the street level and in the I am animals I was showing you, you were seeing a base map and if you zoom in enough you can see at street level.

To the question of what's the resolution? It's a units based mapping tool so you paint over individual tiles and we chose precincts as the tiles that people can paint in.

So when people paint an area of interest, they do so by selecting a collection of precincts.

And sometimes that's not enough resolution.

If someone really wants to tell you this is the street where everything changes.

On this side of the street you're in one neighborhood and in this side of the street, you're in the other, that's going to emerge from the narrative of the map.

The alternative that we had was to present the tiny evident sensor units called sensing blocks.

When you draw your block, it will go to block granularity.

They're so small and the tools behave less responsive lease and slowly -- what we found when we focus this with users it made it less intuitive and easy to use and we selected precinct resolution for both Communities of Interest and the Districts plans that people are submitting.

>> COMMISSIONER CLARK: Based on the comments that you have, how do you decide which experiences to use and not to use?

>> MOON DUCHIN: You see all the precincts in the state.

Why don't I pull that up and we can look at it.

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I will share my screen and if we go to happen map of community interest, what we'll see is a whole state with a base map that the more you Zoom into an area, the more detail you get.

So if I zoom in far number, I can see not only the names of streets but I can see here's the zoo and if I zoom in farther, I should start to see parks and pubs and all kinds of other features that will help me orient in community terms to where I am in the city or region of the state.

And then if I want to draw, I choose the paint tool.

If I take my brush size down, it will let me pick individual precincts.

So just to give you a sense, this is roughly the size of a precinct with respect to the streets.

They're not quite as small as a city block.

But we find from focus testing a lot of users that they're adequately detailed for most people to be able to say what they want to tell you about what they consider to be their neighborhood or community.

Does that help clarify?

>> MS. SARAH REINHARDT: This is Sarah Reinhardt.

Just to add to that, the heat map that Moon just showed it it's unfiltered in the sense that she does not select which communities Central Ohio or not show.

That's an accumulation of all of the communities that were mapped and submitted through the portal.

So she does not select which one to see include and not include.

The determination of how to include Communities of Interest in your electoral maps are based on community interest.

>> MOON DUCHIN: Thank you so much, Sarah, for clarifying.

What you're seeing are all the data that came in.

The darkest are precincts selected more often as someone's community.

No filtering has been applied to that.

Ultimately, one of the tasks that we've taken on is to try to give you themes and aggregations at this end.

We'll try to give you synthesis and we'll tell you what kinds of keywords are being used in what parts of the state but you will always have unfiltered access to all the data that came in through the portal.

And there's a lot.

>> COMMISSIONER EID: Commissioner Eid here, and thank you for being with us here today.

I look forward to reading that report that you just put up.

I have a question regarding the -- it seems like there's a little bit of incongruence between the number of people submitting written testimony on the Communities of Interest versus the people actually drawing a map of that community.

I think in the last week you showed a hundred comments that were just verbal comments and 18 that went ahead and drawn a map.

Do you know any reason there might be for this rather large difference?

>> MOON DUCHIN: That's exactly right and that's something I was hoping to high light for you today.

I think the reason is that this is the first redistricting cycle in which there's free and public mapping software.

So while the idea of telling you about one's community is fairly familiar to folks, the idea of drawing it on a map is a little bit newer.

And that's why I was hoping with your permission to be able to have you reach out to the folks who submitted written testimony and invite them to attend free public trainings that show them how to connect that testimony to a map.

Actually, that gives me a good occasion it say why, right? Our hope is that this will ultimately come to you in a very visible, visual, usable form.

And when we do our clustering techniques to figure out what kind of commentary is coming from what parts of the state we would like to have it in a congratulate format so this summary can take as much of the community testimony into accounts.

There are techniques called natural language data processing that people use to summarize and cluster written testimony.

There are techniques people use to summarize and cluster spatial data.

What we're trying to do here which I think is a fascinating and I hope useful task is to bring those together and do both at the same time.

I would love for you to encourage those who have taken advantage of this side to go back to them and say thank you for telling us about your community.

Now can you show us about your community.

>> COMMISSIONER ORTON: This is Commissioner Orton.

I have a question about that.

Considering what you're hoping we can do, reach out to these people, is there any legal constraint with us reaching on you the to these individuals and if so or if not, would individual Commissioners be able to do the reaching out? Or would it need to be Staff or how can that work? Madame.

>> MS. JULIANNE PASTULA: Madam Chair?

>> VICE CHAIR SZETELA: Yes.

>> MS. JULIANNE PASTULA: If I understand, the question is the follow up on the Public Comment portal whether the Commissioners can conduct that outreach, the answer is no.

A violation of subsection 11 of the Constitution.

>> COMMISSIONER ORTON: Would Staff be able to do that reaching out?

>> MS. JULIANNE PASTULA: Yes.

I believe in the past and I apologize for jumping in like this.

I believe in the past when there was additional information needed on some of this prior submissions before the portal was activated that the M.D.OS was able to facilitate that batch email process going out and I would certainly defer to Ms. Reinhardt to go into detail, if necessary, about that, but that would not be appropriate for Commissioners to have one on one conversations with Members of the public in that fashion.

>> VICE CHAIR SZETELA: Thank you, General Counsel.

Yes, we do have the ability to reach out to the individuals and send customized emails to individuals requesting that they provide additional comments or map out the areas that they provided comments on.

You'll recall the Commission instructed our department as well to reach out to individuals who had submitted emails to us before the Public Comment portal was open referring them to input their information into the Public Comment portal in a similar fashion.

>> MOON DUCHIN: Thanks to both of you for the clarification on process.

I think that, of course, it's really important to do that credibly.

What I want to emphasize is that as part of this, we can assist by helping to provide trainings.

We already provide multiple trainings per week on how to connect narrative testimony to a map and also that we're launching Spanish language on the 19th of this month and are open to extending more languages and it's our goal to make the portal process and the mapping process maximally accessible.

>> COMMISSIONER CLARK: This is Commissioner Clark.

I really like the idea of reaching out to these people and getting that extra information.

I think what's imperative in doing that is how we carefully word the email that goes back out to them so that we get the appropriate data that you're looking for.

To be able to accomplish the objective that you're talking about.

I would suggest that maybe you and Sarah and the Staff develop that verbiage and let the Commission take a look at it before it goes out and I think that would be helpful to us.

>> MOON DUCHIN: That sounds like a perfect order of operations.

>> MS. SARAH REINHARDT: It is Sarah Reinhardt again with the Department of State.

Commissioner Clark this is somebody I'm happy on working with.

I think sending the emails on the sooner rather than later so the Commission can get the information as quickly as possible.

Possibly something we draft and provide to the Commission as early as tomorrow.

>> COMMISSIONER CLARK: That would be great.

Time is of the essence as we begin our work.

Thank you.

>> MOON DUCHIN: As you heard, I'm a little time limited today and I'll have to go.

I want to say I think you're light years ahead of other states in your public feedback. We've just been very impressed with the volume and quality of the feedback and we're on hand if you have requests.

As I said, if you want to see particular areas of the state or detailed maps of particular areas of the state or if you have other requests on how you would like to information handed over every week, we're really pleased to work with you and make it maximally user for you.

>> VICE CHAIR SZETELA: At the very much, Moon.

>> MOON DUCHIN: Okay.

Take care.

>> VICE CHAIR SZETELA: All right.

Executive Director Hammersmith, do we have someone else speaking? There you are.

>> MS. SUE HAMMERSMITH: I am here.

Kim Brace will be speaking.

I think I'm going to go partway through the PowerPoint and then we'll bring Kim on before we get to the end of all of our question dollars.

That will work for everybody everyone and I'll put my PowerPoint back up on the screen.

There it is.

Magic.

So let's see.

So we talked a little bit about Communities of Interest, six to eight weeks ago easily.

So I just wanted to refresh a little bit and let our public know, again, a little bit more about Communities of Interest and how we can look at these.

So as you are all keenly aware, Communities of Interest are the third criteria in our Constitution.

So it is very important that we give great consideration to Communities of Interest.

Whether the Public Commenters believe it's important or not -- we can listen to that certainly -- but, again, our Constitution says it's the third criteria after our federal and geographically -- reflecting the diverse Communities of Interest, keep common interest groups intact so they have opportunities to vote for people who will be representative to their unique interest and to encourage continuing interaction and civic engagement among community Members and hoping to start communication where people will start to dialogue about things that are important in their communities.

This is what criteria three says: Districts shall reflect the state's diverse population and Communities of Interest.

They may include but shall not be limited to populations that share cultural or historical characteristics or interests.

They do not include relationships with political parties, incumbents, or political candidates.

I received a list of several questions and questions you've asked along the way and compiled these and the questions are, what are Communities of Interest and what are they not? The Constitution tells us what they are and what they are not.

I'm going to go to the next slide briefly.

When we talked earlier, the Commission agreed that Communities of Interest are self-defined.

So they're defined by people that come to us and share their community of interest. They are affiliated with a contiguous area on a map so that people can actually vote together.

And they include shared common bonds that would be linked to public policy issues and invited so share with the legislative District.

That's what we agreed on early on as a definition.

But one of the questions or description.

One of the questions we had is, is it possible that the Commission can change the definition and does changing the definition open the MICRC to litigation.

>> VICE CHAIR SZETELA: General Counsel?

>> MS. JULIANNE PASTULA: Thank you so much.

As director Hammersmith just noted, the definition that was provided for in the Constitution is very broad.

Its limitation is contained in the second sentence.

I would highlight that this is the first state level criteria following the federal mandated criteria and that's a very, very long way of saying no, the definition cannot be changed. That the -- I would encourage the Commission to think of that definition as guide -- guardrails, guide rails to kind of frame how they will be examining that issue, being Communities of Interest.

I would also suggest that the Commission consider both objective and reliably subject factors outlining guidelines that could be helpful to the public in how the Commission would assess taken the Communities of Interest.

As of data, the Commission has already received compelling testimony and it will only continue to receive compelling testimony from local community Members so that would be my recommendation at this time.

But no, the definition cannot amended.

It can be clarified.

There's a host of information available to the Commission to support its decision inside this regard and I think it would be well advised to take advantage of all of that.

Thank you.

>> VICE CHAIR SZETELA: Thank you, General Counsel Pastula.

>> COMMISSIONER CLARK: This is Commissioner Clark.

I want to point out something.

Districts shall reflect the state's diverse community population of interest.

It says may include.

This doesn't mean we include every Community of Interest that we heard about.

We have to be selective, do we not Julianne?

>> MS. JULIANNE PASTULA: To Commissioner Clark's question, what may include refers to, certainly the Communities of Interest certainly rests solely in the Commission as a body but it may include populations that share historical and cultural and economic interests.

It may include cultural, historical, and economic are examples of Communities of Interest.

And nationwide what you'll find is that the Communities of Interest language differs.

So some states have Community of Interest with political boundaries.

Some states have Communities of Interest defined voting or schools, education, all kinds of different parameters for lack of a better word.

And in Michigan what we have are the examples of cultural, historical characteristics or economic interest but it's not limited to those three categories.

I would answer that those three categories are examples to start the conversation of potential Communities of Interest.

But that the Commission is not limited to those categories and neither is the public.

>> COMMISSIONER CLARK: Let me go back and further refine my question.

Let's say you get a Community of Interest and it's 30 people.

I mean, is that relevant for us to work with or are we looking at something 500 or greater or something from that impact?

>> MS. JULIANNE PASTULA: Commissioner Clark, I believe that you had raised that similar question and concern some months ago.

>> COMMISSIONER CLARK: Uh-huh.

>> MS. JULIANNE PASTULA: And my response has not changed.

No, there's not a population limit at all with a Community of Interest.

What you might find are adjacent communities of interest that share commonalities or common beliefs and I would caution communities with whole -- the data which would include the testimony received, the data can include the ACS data that will help and assist the Commission in making those determinations.

No, I would not advise, again, putting any numeric aliment for limits.

It's the bonds and shared common interests and those types of things.

>> COMMISSIONER CLARK: Thank you.

>> MS. SUE HAMMERSMITH: So we've talked a lot about Communities of Interest and how important they are but before Communities of Interest is listed in that definition, it says the District shall reflect the state's diverse population and Communities of Interest.

So my question of you is, how will Commissioners assure that the Districts reflect the state's diverse population? What are some of the ways that you will utilize, may utilize in that regard? MC, you look ready? Worth you want us to answer that now?

>> MS. SUE HAMMERSMITH: I do.

I want answers where we can look at statistics and traditionally. If the population of the demographics in the state are broke up, like do we have Communities of Interest that are drawn for us that are -- (inaudible) for example.

The Chaldean Community may not actually be represented on the demographics.

I think we have to define diversity and we have to recognize able bodied and people who don't have -- yeah, abilities or have all sorts of abilities -- how do I say that?

Recognizing diversity in as many forms as possible and saying this is how big it is.

How will we act and what can we do? Ability and disability -- is that something we can raw draw maps around? We had Public Comment in Warren and flint and maybe midland.

Visible disabilities and invisible disabilities.

Abilities that aren't able to be seen and that was something matricidal to understand how will we reflect that in a map and how does that look? I'm suggesting I think we have to somehow create a brainstorm list or generate some sort of list, something that says this is what we can or this is the expended version of diversity.

This is what diversity can look like or all of the ways that we as human beings are diverse and then somehow say how can we represent that and do we have populations that have already represented themselves or -- yeah, in Public Comment tools.

That's my best answer.

>> MS. SUE HAMMERSMITH: They have and they've talked about service areas so that we have congressmen service areas that serve us as people.

So some of that we've heard.

Yes.

Doug?

>> COMMISSIONER CLARK: This is Commissioner Clark.

Let me add on.

My opinion is that it should be quantitative because in some fashion, you know, whether we got so many responses from this group and this is where they live and if we call some quantitative data off the census.

If it's not quantitative it's subject to criticism because it's something we can't support through numbers or comments that we've gotten.

That's why I think we're better off doing it quantitatively if we can at all.

>> And I believe our mappers and VRA Legal Counsel and legalized polarized voting analysts.

There's lots of ways that we can reflect diversity.

>> COMMISSIONER CLARK: Exactly.

The work Bruce will do will support that thing and this is where we get the quantitative data to support what we come up with.

If we can't justify with quantitative data, I don't think it should be included in my opinion.

>> VICE CHAIR SZETELA: I don't understand what you mean by quantitative data. Just taking the example that you give earlier, if it says we're a group of 30 as a Community of Interest and you're saying if we can't statistically verify that you're saying we ignore that without quantitative base?

>> COMMISSIONER CLARK: That or comments we've gotten with the work that Moon is doing -- we get twenty, 30 comments from an individual group, that would be quantitative in my opinion.

I think we have to be a little flexible on that.

But I think a lot of it is going to come from Lisa and Bruce's work?

>> MS. JULIANNE PASTULA: Madame Chair?

>> VICE CHAIR SZETELA: Yes --

>> COMMISSIONER CLARK: What I want to avoid is there's this group here south of Saginaw and they're a Community of Interest, but we have no communication to back that up.

I think that's what we want to avoid.

>> VICE CHAIR SZETELA: Julianne Pastula did you mean to comment?

>> MS. JULIANNE PASTULA: I did.

This would assist in organizations or Communities of Interest that are not as well organized or as populated.

A large population as Commissioner Clark had already noted.

The census data that I referenced, the ACS data that Kim and Moon and many others have talked about will provide a lot of that empirical data on the population density, race, national origin, income, registration, income, house hose size -- those can appointed to characteristics that would either support or allow the Commission to question further or dig a little deeper into areas that have self-identified as Communities of Interest or more importantly, where there's gaps in that information.

If we notice an area in the State of Michigan is not submitting a high level of Public Comment, the Commission can turn to that data for that area and try to ascertain some identifiers about that population and focus in on some outreach in that manner as well. So it could be helpful to dill in the gaps.

It could be helpful if there were conflicting set of information between two personal communities much interest.

It would assist also -- an example, so when California -- I'll look at my notes because I don't want to misspeak.

It can also two to partisanship or fraud concerns as well.

I know that in southern California, the prior Commission had received a bulk of testimony about sore even town and it's a commercially business District and all of the

testimony they received was that it was a Korean majority and when the Commission turned to the ACS data in particular, it found it was a mixed community with a higher percentage of Hispanic living there so that obviously the testimony was important but that the data gave additional insight that this they could proceed on.

Again, that would be my recommendation that the data be used with set guidelines so that those factors could be identified.

Thank you.

>> COMMISSIONER CLARK: This is Commissioner Clark.

The example you gave Julianne is supported and the end result is supported by quantitative data which is I think what we're looking for.

Something to support the decision as we move forward.

>> MS. JULIANNE PASTULA: Actually, the data supported that it was not a Korean majority and that there was other considerations that needed to be taken into account. Also, another caution is about the assumption that certain Communities of Interest with different identifiers, be whether they be socioeconomic or race related and, again, I don't want to get too deep into Mr. Adelson's or Dr. Handley's area but for voting purposes, that traditionally, Mexican Americans or Puerto Rican Americans tend to vote Democratic and Cuban Americans tend to vote Republican.

Assuming because they share a commonality because their behaviors manifest in the same way and I would have a word of caution in that.

all the decisions have to be supported with data and clear explanation with the data.

I think I was going somewhere but I apologize Commissioner Clark.

I lost my train of thought.

I apologize.

I'll stop talking.

>> VICE CHAIR SZETELA: Yeah, I wanted to chime in and make sure we're not getting too far into the weeds on this.

Because something that concerns me is it's almost, Doug, like you're making an argument that we shouldn't take the community's word for what their interest is unless we have corroboration.

My perspective is I wouldn't want to get too bogged up on this, particularly with small groups.

If someone comes to us with a small group of 30 Members, as you mentioned -- I guess my point on that would it be, does it even matter that much? We could easily accommodate the 30 people in any District we're drawing so why would you intentionally deliberately split them up.

I want to make sure we don't get too bogged down with that.

M.C.?

>> COMMISSIONER ROTHORN: I think this gets to Moon's point and it will respond to qualitative and quantitative.

We need to have deadlines.

I think if we have a qualitative, let's just say that we as the Commission say there's a qualitative submission that they feel is a Community of Interest, we have to then say who will respond to this person and say we need quantitative.

Help us understand in a quantitative way.

Give us numbers or help us understand and give us more feedback and we have to have a Staff person or vendor.

We, the Commission, have to help understand how or how long we give.

Is that a two week process? When is our cutoff date? When do we tell our folks that are giving us comment that thank you for your comment.

We've taken it in and we've done the best we can with it but it doesn't have enough quantitative data for us to act on it and I don't mean to be disingenuous and say so sorry.

What I want to do is say let's engage and who is going to engage.

We just established that we as a Commission can't do that.

We've got limited Staff.

I'm concerned that this is an overwhelming task and I want to understand if we can give ourselves a deadline and say, are we going to do this in phases, right? And that I think is what he with want to talk about is how will we actually interact and get quantitative information and in what time frame so that we can use it to put these maps and if it doesn't fall into that time frame, we say thank you for your interest or whatever you've given us but we can't use it.

Something like that.

>> COMMISSIONER CLARK: This is Commissioner Clark --

>> VICE CHAIR SZETELA: Commissioner Clark, can we let Commissioner Witjes go? He's had his hand up for quite some time.

>> COMMISSIONER CLARK: Okay.

>> COMMISSIONER WITJES: I wholeheartedly disagree.

I feel we're adding something we didn't have as a requirement for submitting any kind of Public Comment in charts to communities ever interest or anything.

If we didn't find those people who are let's say Jackson or port Huron and if we say now prove it, I don't think that would be a very good approach in my opinion and it makes no sense because now we're adding another layer of complexity that not only are we going to have to deal with, but we're going to potentially have people saying that's too much work.

I'm not going to do it anymore.

Even if it's -- let's say 30 people come in and say this is a Community of Interest, fine.

One person says this is a Community of Interest, great.

They should all be looked at the same way.

We should not be going now you need to prove what you said is in fact true.

That's not okay with me.

>> COMMISSIONER ROTHORN: I'm not saying that.

I'm suggesting that in order to use the information, do we have what we need.

I agree with you.

It's not about changing or making new rules. It's saying we're learning and we're in this process together, right? It's a process.

I'm not saying we throw anything out.

I'm trying to make sure we don't throw anything out.

I'm suggesting we as the Commission -- how are we going to -- we have to make a significance.

We have the reports from Moon and she suggested to us, let's reach out to them and give them training and turn that narrative description of a Community of Interest, turn that into a map.

People of Grand Rapids wasn't nothing but the truth and south.

What is the divided line.

I'm suggesting in a in order to not throw out whatever was given us the whole way -- in other words, who is going to up for all of the submissions we have, the 100 # zero -- I don't know how many we have but that was in the report from Moon.

We need to set that timeline up.

If we're going to draw maps and use that information, when do we need to have it? We need a suggestion.

I'm not saying prove it.

I'm saying help us use it better.

Help us use exactly what you want.

We have a vague idea of what you want in the narrative but we want exact so we don't have to make that narrative, the 13 of us and they gave it to us.

>> MS. SUE HAMMERSMITH: I believe that was what Moon talked about with M.D. on.

I said they would create something to get back to people to get additional information.

A comment is one thing but putting it on a map helps us did I certifies what a community of Interest might be.

I think that was the goal.

>> VICE CHAIR SZETELA: Commissioner Clark?

>> COMMISSIONER CLARK: I fully support what MC said and when I take a look at it quantitatively, I mean, I would go back to justify that, go back to my notes from the Grand Rapids public hearing and say we had ten people talk about the north south division but then we had 15 people talk about Metro six and both of those to me can be quantitatively be justified because they may or may not have put it into the tool but we have record that it brought up.

So to me that would be justified.

But exactly what MC said is I think how we should proceed.

Yep.

>> COMMISSIONER WITJES: So we're going to reach out to everybody that put in comment and say you have two weeks to tell us what we want on a map?

>> COMMISSIONER ROTHORN: I'm hoping we can have the Staff to help us. We have a road map and we need to know is there a drop dead time and there isn't. I'm agreeing with you, Dustin.

I'm not saying there should be but what are the difficulties we will encounter and how will we assure -- the word assure -- how can we assure or ensure that the folks that are submitting, when it's September and we have to finalize something or give something, right, because we're going to be on the road again in October, right? Again, using the road map.

I would hate to not have a deadline if people -- not that we can't use it but it seems like we have to give some kind of parameter to be able to use T I would hate for someone to say why didn't you use my comment? You gave it to us October 1st.

If we don't give them a deadline.

I think the Staff should give us that with the consultants.

They will help us understand is there a best practice or something that we, the Commission, need to give direction but we need a recommendation.

>> MS. SUE HAMMERSMITH: We will accept Public Comment until we're done, right? Isn't that what the Constitution tells us? Until the job is.

>> COMMISSIONER WITJES: Okay.

I get that.

This is what the second round of public opinion is for so people can say this is what we meant to.

I still wholeheartedly disagree with it.

I don't think it's necessary.

Even the ones that are just words, we can kind of sort of figure out what it is cents by reading it.

If they say this is at community of interest that goes X to Y to Z and makes this thing here to here to here, we can kind of sort of figure that out and once we have our draft maps, at that point in time people can comment and let us know if that is what people actually meant to and if they don't, we can assume that we did the right thing and we took all the Public Comments into account.

That's my opinion worth I'm with you and I am.

I would rather them interpret it.

We can figure it out but what I'm thinking is we have a better process if we say we need you to help us figure it out.

We'll figure it out.

Absolutely.

I agree with you because we don't want to throw away these comments and if they're interpreting it, that feels better than us interpreting it.

Their comment.

It's the kind of sort of, it's the trying to make sure we're assuring that it's as accurate as possible.

We have a back and forth with the commenter -- we get it as exact as possible so we're not interpreting too much.

We have to interpret some things and I agree.

I don't want to throw any comments away.

It's just trying to make sure you're not doing a kind of, sort of, each time.

>> MS. JULIEANNE PASTULA: Madame Chair?

>> VICE CHAIR SZETELA: I would just say the point that's concerning me and Commissioner Witjes, I think the thing that's eating at you too is the concept that we're disregarding or throwing away comments.

I have no intention of dogs that, even if they don't respond.

If our Staff follows up and says give us a map and they don't, I would not disregard the expert opinion testimonies.

I would still consider them and I think we should make our best effort to see consider them.

I think the diving down into validation should come to conflicting of interests identified. In most cases we're not going to have that.

Looking at the maps that I have in Communities of Interest, it's not going to come up very often.

I think in those situations we're going to need to do the deep irrelevant dive and Commissioner Clark and MC, that you're talking about.

It makes me uncomfortable that we're talking about requiring additional information and for primavera to enter maps.

We said you could do written testimony but now we need to see a map.

I think we're dancing on the knife of losing public trust if we take that position and it makes me very concerned.

Commissioner Eid, I saw that you had your hand up.

>> COMMISSIONER EID: Yes.

Our General Counsel want today say something, so I'll let her go first.

>> VICE CHAIR SZETELA: General Counsel Pastula?

>> MS. JULIANNE PASTULA: Thank you so much, Madame Chair and Commissioner Eid.

Just very briefly, for receiving Public Comment, there is no deadline.

The public is invited and encouraged to participate at any point in the process.

However, again, as Executive Director Hammersmith indicated and some of the Commissioners that the sooner we receive the feedback, certainly the better.

But there is no deadline to submit.

Commission would be taking Public Comment and even the prospective maps or the map drawing process throughout that entire exercise.

Thank you.

>> VICE CHAIR SZETELA: Commissioner Eid?

>> COMMISSIONER EID: Yes, this is Commissioner Eid.

I think the problem we're having now has mainly to do with the uncertainty that we're facing regarding the census data.

I have faith that once we do receive that data, the comments we're getting both at our Public Hearings and on the Communities of Interest part of our Public Comment tool, once we have the data, those can be reconciled and we'll be able to track it because the data will be there and, you know, I have faith that we're going to find that it's going to make sense.

And yeah.

That's all I have to say.

>> VICE CHAIR SZETELA: Thank you, Commissioner Eid.

Any other comments at this time? I will hand it back to you, Executive Director Hammersmith.

>> MS. SUE HAMMERSMITH: Okay.

>> Getting back to the original question, how will the state's assure the diverse population? The answer to that, is goes back to the process that we're undertaking. Everything we've did not in the process for the last eight, nine months has done to ensure this.

I hope the public has confidence that we're doing it.

I mean, we've heard just today from our mapping vendors and from our data experts different ways that we're going to use that data to incorporate it into our decision making process.

So I think thus far, you negotiation we've been following the process that's going to ensure that it's followed.

And let's trust the process.

>> MS. SUE HAMMERSMITH: Thank you.

Moving on, then.

So, the Constitution mentioned cultural characteristics so I thought I'm going to go right to Webster and see what cultural means and it says pertaining to culture.

I used to be an English teacher and they told me never to define a word by using the word again.

I looked up culture.

Webster Chaired pursuits -- ways of living transmits one generation to the next, form or stage of civilization, behaviors or beliefs and characteristics of social, ethnic, or age group.

So that was how Webster describes culture but what are some of the examples of cultural characteristics that we've heard in the Public Hearings that come to mind? Or shall I share a few? I'm happy to.

What about Native American tribes? Certainly they would fit in under culture.

Visually performing arts District.

Neighborhood associations.

Racial or ethnic groups.

All those would fit as cultural characters, wouldn't you agree? Are there others you've heard with those thought starters that might fit? This area?

>> Common language.

>> MS. SUE HAMMERSMITH: Common language, uh-huh.

Sure.

Others?

>> COMMISSIONER ORTON: Lakeshore areas.

>> MS. SUE HAMMERSMITH: Okay.

It could be a culture, the lake culture.

>> MS. JULIANNE PASTULA: Executive Director Hammersmith?

>> MS. SUE HAMMERSMITH: Yes.

>> MS. JULIANNE PASTULA: I was going to observe that many of the examples, again, will be looked at also through the lens of the voting rights accident in addition to the third criteria so I wanted to highlight that for the benefit of the public.

>> MS. SUE HAMMERSMITH: Thank you.

And then let's look at historic.

Past events and times relating to people, country, or a time period, aggregate or a record of past events; notable past, accounts, ideas, or events that shape the future.

So this is a historic process in the works that will shape the future.

Other examples that might be historic areas that you can think of? I mean, surely, we've talked about ancestry where different people and groups have settled in Michigan.

>> COMMISSIONER EID: Commissioner Eid here.

We've also heard from a lot of people the history of red lining that's taken place.

>> MS. SUE HAMMERSMITH: We have.

Historic issue facing people, yes.

Economic -- production distribution of income wealth and commodities, affecting or apt to affect the serial resources.

We've heard about some of these economic areas could be everything from farmers to tourism areas, health system, economic development groups, state has economic regions and those can be looked at but also our human service community is mentioned, different ways they're regionalized.

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So, refresh her recollection a community action agency would be common to every County in the state.

They have County alliances so those are other ways that we can look at economic interest.

Media markets.

That would be Edwards Bailiwick and any other thoughts on economic interests?

>> I'm thinking of the utility.

>> COMMISSIONER ROTHORN: Agreements that certain municipalities have engaged in.

This seems like something where we would take that into consideration.

>> MS. SUE HAMMERSMITH: Shared services.

Police, fire, utilities, you name it.

Yes.

Commissioner Clark?

>> COMMISSIONER CLARK: This is Commissioner Clark.

I think in my opinion we've had the perfect example.

When we're in Detroit and people on the far east side of Detroit don't want to be in the same Districts because there's such a disparity in income and they are today and they feel the female in gross point get all the benefits and they don't so.

I think that's an excellent people in gross point get all the benefits and I think that's an excellent example of this.

>> COMMISSIONER WITJES: I was going to say almost the exact same thing but reference to down river area.

That going up to north is going to be a big giant swing in economies as far as I can tell. Another one I was thinking of is areas angrier by -- I guess you can call this economic suds but areas affected by any kind of disaster, whether it's natural or a man main disaster, that's going to have a huge economic impact in the community that happened in.

>> MS. SUE HAMMERSMITH: Yes so, we talked about the flood.

We've heard about the flood in the thumb area and pollutants in the war in southeast Michigan and those would come into effect here.

And then you get to Districts may include but shall not be limited to -- so how do you think about that? Are there other Communities of Interest or groups of people that you've heard about that may not be cultural, economic, or historic but people are lifting them to the fore front?

>> COMMISSIONER ROTHORN: This is M.C. I'm thinking about the environmental and I guess that could be the watershed but I'm thinking of the environmental pollution. Right in the Detroit area and some of the places that were traditionally red lined also had environmental cleanup efforts they were talking about and sort of the pollution and I'm not sure if that's economic.

It may be one of those [Ringing sound] things yeah.

>> MS. SUE HAMMERSMITH: Yeah, or a Commission of many.

Commissioner Witjes, did you have something more there.

>> COMMISSIONER WITJES: I think MC hit it right on the head, actually.

But one thing to add is, I mean, everyone is going to have their own include as to what may include but not limits to is, so --

>> MS. SUE HAMMERSMITH: It opens the door, doesn't it.

>> COMMISSIONER WITJES: It all depends on what the definition of is, is.

>> VICE CHAIR SZETELA: Yeah.

>> MS. SUE HAMMERSMITH: Okay.

Commissioner -- Kim Brace was supposed to pop in here.

And help us and I don't know if he's on with us at this point or not?

>> KIM BRACE: I am here, yes.

>> MS. SUE HAMMERSMITH: I hear him.

So he was going to talk about some philosophical differences in redistricting and he thought he might have a little bit to add.

Take it away.

>> KIM BRACE: Thank you, Sue, by all means.

I will be raising some of those similar questions of which you have.

I don't know that I necessarily have all of the answers for you but I do have some thoughts on some things.

So let me share my screen with you so that so that you can see my PowerPoint.

You know me.

I'm always doing PowerPoints on that side.

Oak.

Can you all see that? Yep? All right.

Good.

So I'm going to do a philosophical discussion on redistricting.

I don't know if anybody has ever done that so I'm going to give it a try and see how it goes.

What we have in terms of redistricting for today's talk -- one parameter that we also have to recognize.

There is no right position.

But there's also no wrong position in terms of redistricting.

Why is that? You'll be asked all the time to take information on this issue.

As you make your decision outside redistricting.

You've already heard this from the public at your hearings.

Keep us whole.

Don't split us apart.

How do you make this many decision? Is the question for all of you.

There's an additional parameter when you think about this.

Erin Wagner. Rebecca a majoritarian society.

We're not a proportional representation governmental structure.

Oh government is based on majority votes.

It's the Winner of 50% of the votes plus one that carries the election and wins the District.

So redistricting is governed by numbers and locations.

Two concepts that are so important and why I have been trying to pouch Moon to give us more mapping stuff.

She's pushing that too.

Location is key but numbers are also key.

Think of numbers as how many multiples of X can fit in an area and what is X?

Anybody recognize these numbers? I gave them to you before so I'm hoping you recognize those numbers.

Ideal Districts of Congressional, State, Senate, and State House.

Those are the numbers that we need to be cognizant of and so how much multiples of X can at this time in an area is one mechanism we looked at before.

We with you need to also look at location.

Where in the state is this located? So am I on the edge of a state? Am I in the middle of the state? Where in the state am I? That's going to partly govern your redistricting and what is around us.

What's around us is going to make the determination because many times my fate is governed by who is next door and who is going around me, what Districts are governed and how they come into my area.

So location is key on redistricting and understanding that.

That's why I spent so much time on just the geography of distichous you have that background.

Philosophically, where do we have influence in some higher body? As an individual voter people are always saying my vote won't make a difference, so why should I vote?

As some of you know, I was Al Gore's expert witness in 2000 in Florida.

In their 537 votes out of many millions made a significance difference.

So population influence is very much important but it is down to the individual also.

But it also is a question of how many people turn out and certainly small elections, your votes are more valuable because there are less of them to proud out and be around.

So for city Council elections, ward elections, those courts of things, your vote is probably more influential if you vote.

You'll have greater influence in a State House District compared to a State Senate or Congressional District.

Our three levels of gee geography that we're dealing with but your individual share is governed by how dig that entity is.

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It comes back to the question of our steppingstones.

All of this is going to govern what we're dealing with and how we're playing with the data.

We're very much governed by all of the mix of the steppingstones that dictate and govern what kind of the considerations do we have to have.

Because they are an important part of that whole redistricting process.

Philosophically, where do you have some influence in some higher body? From a community standpoint -- we just talked about best of my knowledge -- but from a community standpoint.

Say that you're the City Mayor.

You're seeking funds from the state legislature.

Is it better to have one voice in the legislature or two? That's a fundamental question that you're going to be faced with.

Your governed by the numbers.

Say you're in a City of 50,000 people saying you're seeking the influence of state rep to do something for your city.

The state Rep has 91,000 people in the District.

I could make up 54% of his District.

I would probably get a good entree in calling him up and he's going to answer me because I'm 54% of his District.

But if I had two reps in my District, yeah, I would only be 27%, but could I have enough influence? I don't know.

There's no right and there's no wrong position here.

Or I could be 40% in one District and 14% in another District.

Which one is right and which one is wrong? Which option is better for the community?

For the mayor in what he's going to do, and for the voter? All three of those are important considerations to keep in mind when you're doing the redistricting.

Let me give you another example.

Ann Arbor that's 120,000 people.

If you seek to influence a state rep who has 90,000 in a District? I'm the mayor of Ann Arbor and I'm entitled to 1.3 seats and I could have some influence there, definitely.

But how do I provide that 1.3 seats? Is it one whole Seattle and a third of a second? Or could I have 70% in two Districts? What's better for me? What's better for my community? What's better for my voters? What about if I was split into three part inside would I have more influence? I'm looking at the higher body above me.

What options are better for the community? For the mayor? For the voter? You're now all re- Districters.

That's what you're going to do.

You'll be called upon to make that decision.

Remember, there's no right position.

There's no wrong position.

It's philosophically you're choice on that side.

But you need to know the numbers and you need to know the locations so clearly in your discussions today in terms much Communities of Interest, you got to know where it is.

You have to have a feel or map and you have to have some idea of where thing right side and then you can start seeing how you as re-Districters can start drawing those new Districts.

There's no right.

There's no wrong.

There's just all sorts of options before you.

And you'll have loads of them.

So that's a real quick but philosophical discussion that is an important part of this whole redistricting mix that you've gotten into.

So I'll be happy to answer any questions.

>> VICE CHAIR SZETELA: Thank you, Mr. Brace.

Does anyone have any questions at this time?

>> COMMISSIONER CLARK: This is Commissioner Clark.

I would like to go back to one of the first comments you made relative to people saying don't split us apart.

The -- I think every hearing I went to, that was one of the major themes that came across.

Don't complete up our city, township, county.

And some people look at that as a Community of Interest.

They look at their city as a Community of Interest because always those people have much in common, even in their way of life.

And I'm almost of the opinion that that's one of the primary premises that we should keep in fact going along with keeping the cities together and don't split them up.

I've heard negative comments about it too at the Public Hearings about that.

So based on your experience, Kim, what do you think is the better way to approach it? To keep them intact or -- and I know you can't do it 100% or do we disregard that and look at separating them into multiple Districts and so forth?

>> KIM BRACE: Well, it is -- I've listened to all of almost all of your Public Comment sessions and you're correct.

You get hammered on that frequent which is why I made that one of the first points on my slide but there really is no right position or wrong position.

But the things you have to keep in mind making that decision is you're going to be governed by where the location is.

If you're down in the southeast corner of the state, you're only able to draw Districts going, you know, up and out.

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But if you're in the middle of the state and you haven't started in the middle of the state, then you're going to be influenced by how those Districts start being created and moving over you.

So this of it as a tsunami coming on that side.

You may not have a choice in whether you split it or not split it.

It's a matter of the numbers.

It's the Districts and how you want to create them.

But keep in mind that you have lots of different options and that's what's intriguing with redistricting.

You can draw districts any which way.

You can start one place and reflect that city's interest in everything you've heard but when you go out from that city and start trying to create other Districts you may have painted yourself into a corner, even though it's the middle of the state.

It's going to be a question experimenting.

That's what's so nice about the re-Districts now than when I started in -- as I think I mentioned early on, when I started, I could create ten Districts during the entire legislative session or ten plans.

Well, now I can create thousands of plans.

I can experiment and I can see what makes sense and is there some combinations of all of these issues that have as much as possible more says in satisfying people.

It's not going to be possible to satisfy everybody.

I know that.

I've told you that before but it's --

>> MS. SUE HAMMERSMITH: Okay.

Well, I think we lost Kim but I did have one more slide that has four questions on it and we have five-minutes so --

>> VICE CHAIR SZETELA: Tech Rhine technical issues and I'll connect with Mr. Brace and bring them back.

>> VICE CHAIR SZETELA: Executive Director Hammersmith, because we have had a few people leave and I need to leave at 3:00 o'clock, I'm going to actually enter that you hold your slide until after the recess and that we take a recess now so that everybody can tend to their personal needs and that we can reconvene at 3:10 at which point we can have the Roll Call and Commissioner Eid can take over as Chair and I can leave otherwise we're going not going to take the break and I apologize for the interruption.

We'll recess now and we'll reconvene at 3:10 and Commissioner Eid will take over and you can finish your slides.

Sorry about that.

Everybody be back here at 3:10.

Thank you very much.

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[Break]

>> VICE CHAIR SZETELA: Welcome back, everybody.

[Music]

>> VICE CHAIR SZETELA: All right.

Thank you, everything.

Welcome back to the meeting of the MICRC.

It is 3:10.

For purposes of public watching and the public record I will turn to the state Staff to take notice of the Commissioners present.

>> MS. SARAH REINHARDT: Hello, Commissioners.

One moment, please.

All right.

Commissioners, please say present when I call your name.

If you are attending the meeting remotely, please disclose your location.

I will start with Doug Clark.

>> COMMISSIONER CLARK: Present.

>> MS. SARAH REINHARDT: Juanita Curry.

>> MS. SARAH REINHARDT: Anthony Eid.

>> COMMISSIONER EID: Present.

>> MS. SARAH REINHARDT: Brittini Kellom.

>> MS. SARAH REINHARDT: Rhonda Lange.

>> MS. SARAH REINHARDT: Janice Vallette.

>> COMMISSIONER VALLETTE: Present from Reed County --

>> MS. SARAH REINHARDT: Steve Lett.

>> COMMISSIONER LETT: Present.

>> MS. SARAH REINHARDT: Cynthia Orton.

>> COMMISSIONER ORTON: Present.

>> MS. SARAH REINHARDT: M.C. Rothhorn.

>> COMMISSIONER ROTHORN: Present.

>> MS. SARAH REINHARDT: Rebecca Szetela.

>> VICE CHAIR SZETELA: Present.

>> MS. SARAH REINHARDT: Richard Weiss.

>> COMMISSIONER WEISS: Present.

>> MS. SARAH REINHARDT: Dustin Witjes.

>> COMMISSIONER WITJES: Present.

>> MS. SARAH REINHARDT: Erin Wagner.

>> VICE CHAIR SZETELA: Thank you very much.

We will proceed with Executive Director Hammersmith's presentation.

At this time I will be leaving the meeting.

Commissioner Eid I will be handing the duties of Chair over to you.

Have a nice day.

See you tomorrow.

>> COMMISSIONER EID: Okay.

Without objection, we will turn it over to Executive Director Sue Hammersmith.

>> MS. JULIANNE PASTULA: Unfortunately, with the loss of quorum, the Commission cannot take action.

The Commission would be able to receive the training from Mr. Adelson on implicit bias, but the Commission will be unable to discuss or deliberate any matter of public policy for the Commission's business being redistricting in the absence of a quorum.

>> COMMISSIONER EID: Okay.

So do recommend we move straight into the implicit bias direction?

>> MS. JULIANNE PASTULA: Director Hammersmith --

>> MS. SUE HAMMERSMITH: My final slide had four questions and I was going to leave the Commissioners with the questions.

>> MS. JULIANNE PASTULA: Perfect.

I believe that would be appropriate Mr. Chair.

>> COMMISSIONER EID: Okay.

Well, without objection, the floor is yours.

>> MS. SUE HAMMERSMITH: Okay.

So I have four questions that I was going to pose but I just want you to think about these.

How will the Commissioners handle conflicting input? How will the high volume of Public Comment and overlapping Communities of Interest Districts be handled? How will the Commission take into consideration one person versus many providing input on a Community of Interest? And what about better resource groups versus those with fewer resources and you how does the Commission envision the approach to honoring the Constitutional CIY criteria now that we're beginning to see the data.

These are things that you can think about and I'm sure we'll have future discussion on these and I thank you for your great comments today.

>> COMMISSIONER EID: Thank you Executive Director Hammersmith.

I will invite VRA Legal Counsel Bruce Adelson for his educational implicit training on bias.

>> BRUCE ADELSON: Thank you Mr. Chair.

Good afternoon.

Today we're going to be talking about implicit bias and when me slides on are the screen I can begin, give you a little bit of my background regarding -- not today.

Sure.

That's okay.

That's okay.

This is a pause right and every time I'm at a podium I feel like I'm in a courtroom.

If I say thank you, your Honor, please bear with me.

Well, I would do that by however many times sequentially I need to.

It's like doing the Supreme Court.

No.

I provided my presentation.

That's okay.

No problem.

Thank you.

>> MS. JULIANNE PASTULA: For the benefit of the public, we're loading the PowerPoint now so it should be a few more moments.

>> I talk to my students all the time about dealing with unpredictable situations and I've been planning this.

For any of them that might be online, see, this is exactly what I've been talking about.

There you go.

That's right.

>> BRUCE ADELSON: That's right.

Okay.

Thank you.

So what do we do now? Bias race intolerance at work, school, and in society.

And is this -- this is okay.

>> MS. SARAH REINHARDT: If you could indicate when you want to switch slides?

>> BRUCE ADELSON: I indicate? Or I don't do it myself?

>> MS. SARAH REINHARDT: You can indicate to me.

>> BRUCE ADELSON: Okay.

All right. Let me tell you a little bit about my background in this area.

As you can recall I'm a faculty Member at University of Pittsburgh school of law where I teach cultural awareness, organizational culture, implicit bias and civil rights and as you know with my background, having been with the Department of Justice as a Senior trial attorney, I've had interesting opportunity to see observe what we're going to be talking about today play in real time, sequentially in many different parts of the country.

So my orientation with teaching implicit bias is dealing with it from what I would like to describe is a productive standpoint and really emphasizing the biological origin of bias. Next slide, please.

It is important to realize and you'll see the screen in a minute that not only have we been witnessing an increasing number of bias and hate incidents as described by the FBI but as I said a moment ago, bias is a chemical reaction.

Every human being as bias.

It is impossible to be unbiased.

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I think looking at it from that perspective moves us in a direction where I think we can have a more productive outlook about this.

It's not something that's judgmental and right or wrong.

This is biochemical.

Next slide, please.

We all have them and this is here at the beginning of the presentation intentionally to really emphasize pick your bias.

Pick your reaction.

We all have them.

What's interesting in conversations I've had with my medical school colleagues is really accenting where the science has gone to date so that scientists and doctors can actually see in real time brain scans, the brain accident elevating in a biased way.

It's remarkable.

So that I know that when we have a biased reaction that's akin to the fight flight reaction, it comes from the same region of the brain.

What I want to leave you with -- next slide, please.

What do we do with that? As you can see here, these are all responses in studies and suggestions about how to deal with bias.

Suppressing what we're thinking.

Suppressing that we're having a bias ought and thinking we can all be color-blind and pretending there's no difference between us and we're not having a bias reaction.

That doesn't work.

If the goal is to alleviate and more positively deal with bias, having awareness that we all have it, having an awareness that we may be reacting to someone, seeing someone we don't recognize, making a decision, studies have found that bias plays out in these scenarios.

What I say it is bottom -- it's not whether you have biases, it's about which one is your bias and as I said earlier, what do you do about it? Next slide, please S this is an Article in the addressing the elephant in the room micro aggressions in medicine that was published last year in the Annals of emergency medicine.

A lot of aspects about bias and a lot of new studies and analysis.

One of the focuses of my scholarship is micro aggressions which what we're going to talk about today.

Micro aggressions are pervasive in society and everyday conversations; however, they're not as innocent as the term may suggest.

Micro aggressions have a clear connection to hostile work environment, hostile learning environment, and all kinds of discrimination all of which are illegal.

So the comments that you'll see that you may yourself have experienced all have very significant both personal ramifications but from my standpoint as an attorney, liability consequences too.

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As you can see, sex and racial biases in particular are unconscious ones and often manifest in the form of micro aggressions.

Next slide, please.

So what are micro aggressions? Subtle stunning often automatic and nonverbal exchanges which are put downs.

Micro refers not to go incision of these exchanges but to they're being commonplace daily inter changes among people.

Alternatives business a comment may not be intended to offend or cause harm, this does not change the effect on the receiving party.

I've experienced this directly and indirectly and I'm betting the majority of you have also experienced micro aggressions from both sides.

There are comments that may not be seen with the legal intent of being harmful in a sense.

But with the work that I've done in public schools, for example, and at the graduate level now, I've really seen almost at a -- on an emotional level, the extreme impact, negative impact that some of these comments can have on children and young adults in particular.

Next slide, please.

So alternatives business micro aggressions occur at all kinds of levels, personal levels, micro aggression levels occur in institutional levels.

On institutional or systemic they manifest as bias, discriminatory policies, governance, and other practices.

The concept of whether or not these comments like where do you come from? You speak English so well -- which we'll see that in a moment.

Where did you learn English? Comment to someone who was born in the United States and speaks English as well as I do.

Comments about ethnicity, race, name, race, color, national origin.

Organizations depending upon how leadership of an organization deals with hostile work environment and micro aggressions as a whole informs the how employees are going to feel about coming to work.

How they're going to feel about staying at work and whether or not this is a place in of work we're I'm going to want to stay for any length of time and also getting into any bailiwick, whether they said sued for hostile work environment.

I have a client in an employment discrimination case.

African Yeung woman who was subject to the most egregious intolerable treatment by her employer.

When she first told me about it, it was stunning.

This was someone at the beginning of her professional career.

This affected how she saw her colleagues, how she saw her chosen field, and it took a lot of this constitution and internal fortitude to decide, you know what? No more and I'll see you in court.

Which actually we're going to be doing next month.

She's an example of real time example of how these comments which are not I innocuous and they're not without ramifications, the impact they have on people.

Next slide, please.

So as you can see here, that talking about the unconscious or bodies generally or the definition accepted in the field.

Attitudes will certain groups, women, social minorities, LGBTQ people that affect understanding actions and decisions unconsciously.

I know when I'm having a bias reaction most of the time.

I know it.

This is something I've been working in for years.

It's okay, I know that I'm having this.

What am I going to do, if anything? In concert with that.

And hopefully most of the time I'm successful in not doing anything.

And processing what I have to process so that nobody gets hurt.

But that's the challenge here.

Since these reactions are instantaneous so that if you're -- when you go ohm home later and you see somebody in your neighborhood that you don't recognize, you may have some tine of bias response.

But then what do you do with it? If I see somebody walking down the street whom I don't know, I may have a bias response, but I don't pick up the phone and call the police.

I don't run out of my house and say or do something that I'm going to regret.

It's realizing, wait a minute, I know why I'm thinking that way so I have to make sure what I do next doesn't hurt anybody.

Doesn't hurt my family.

Doesn't hurt the people out in the street and doesn't lead me to be the lead story on Facebook.

Next slide, please.

The reality in medicine is from residency or mainstream press there are mentions of female physicians being called sweetie or honey.

In response many become well versed at reminding patients and colleagues of their qualifications as physicians.

They're often thought of as a custodial group.

You're here to take notes.

There was a he story a few years ago that a female physician on an airline responded to the packager in distress, the flight crew didn't believe she was a doctor.

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Even though she kept a laminated card in her purse of her medical certification, they still didn't believe it.

They thought it was phony.

They there was a male physician on the plane and guess what they didn't ask him? When the flight landed, she filed a complaint and the CEO of the airline was in touch with her to try to alleviate what had happened.

Next slide, please.

This is a great Article in the New York Times last year as I was just referencing about female physicians of color, micro aggressions are all too familiar, as you can see about being here to take the trash out acid indicated a few moments ago.

Next slide, please.

Next slide, please.

Thank you.

So what do you do? That's my favorite question.

I ask that of everybody.

Except my family.

I ask that of me, I ask that when situations arise.

I ask that of my students.

I ask that of all my audiences, what do you do? I guarantee you, if you have not, that you've experienced these situations and you will experience them again because bias is a natural biochemical reaction.

But then, what do you do about it? And that's where things start to get complicated, painful, and dicey.

Next slide, please.

This is one of my favorite examples.

All of the stories I'm going to talk to you about today are true.

The quotes are true.

Stories like this are true.

This is -- my students love this.

This was an advisement on twitter by the St. Louis Cardinals a couple of years ago about a promotion they were running at a baseball game.

You can see the man and woman and man is wearing a baseball Jersey and woman is not and the woman had a ring on her finger.

The promotion involved jewelry.

I don't remember what the details were, but there's a clear disparity between the two of them.

So she's holding out her hand and looking at the jewelry on her finger.

He's looking out at the field.

So one of the things that I like to do in these conversations -- I like to throw it out to you -- what's your first thought? Seeing this picture of the man and woman situated the way they are? The woman holding her handout and the man dressed as he's dressed. What do you think about? [Laughter].

Okay.

So what do you think about this? Well no because if she catches an elbow, I guarantee she's going to break the finger.

Trust me, this has happened to me.

>> MS. SARAH REINHARDT: I remind you to turn on your microphone as well.

>> I think they're thinking about different things.

>> BRUCE ADELSON: What are they thinking about?

>> He the game and she, her jewelry.

>> BRUCE ADELSON: It certainly seems that way.

Anybody else? Did you have something? No.

What does this tell me? What have my students all commented on this, particularly the women who say why isn't she wearing a baseball cap and are they saying we shouldn't go to baseball games and they're telling us all we care about is what's on our finger and does he not carry about jewelry and are they marketing to women for jewelry and men for baseball? Not surprisingly there were a lot of twitter comments about this, the Cardinals apologized about this and they pulled it off of twitter.

But I want to leave you with a thought.

Our brains record images from our lives.

Your brain has recorded this image and that image may influence or affect your responses to certain stimuli.

Which, if you look at all of the thing that's we have encountered in our lives, it's very interesting if you look at old movies, old television shows from when you were kids.

When I look at these programs with my son, one of the first things he said is whoa, it's so obvious there is XY and Z whether it's an agenda or stereotype or something else.

Why do you think about that? How did that happen? It's interesting to do to look at older media and see how things were portrayed and compare them to how they're being portrayed now and I'm not suggesting that everything now is good or vice versa.

They're different and it's interesting to see the differences.

Next slide, please.

I was a PTA President in my son's high school when he was in high school, Montgomery County Maryland, the largest school District in the state.

Our school and school District experienced significant hate and bias and racial profiling incidents and as you can see, one involved one of the schools with two students who have white taking a picture of themselves and posting it on social media with a blackface and using the N word.

The principal said at the time all of this was on private social media and he can't do anything about that.

Looking at the County -- bins was up and as the Fox reporter asked is this because there were more incidents or more empowerment and more awareness so that there were more reports.

Next slide, please.

I would suggest that there were more incidents.

Certainly in my own experience and I saw these play out in various ways and this is a great example.

This got national coverage that at our high school -- students were mostly tenth grade students and primarily white.

N word passes to grant the students to receive the paper permission slip to see use the N word in conversation in school.

Passes were issued by students and that was the name of the high school.

Happened during lunch period.

It wasn't the only incident at the school.

There were swastikas graphics for a few years.

This was from the Bethesda --

Through students involved in creating the passes were dealt with the student code of conduct and it seemed cut and dry and unemotional and I had conversations with several students, both shades of color and white students and I spoke to the attorney for one of the parents who was representing the student who was disciplined and they were challenging this.

I asked him what duping about that and there are a lot of people upset about that and his response is we think of this being politically correct and we think the school is overreacting and people talk like this all the time.

Why are these students being suspended and it's going to go on their record and it may affect their collegiate aspirations and I said in your community people talk like that? The sense is that you think this is an overreaction.

Yeah, you know, we're always so concerned about people.

I talked to students of color about this.

To say that they disagreed is as much of an overstatement or understatement is as much as I could come up with.

This incident involved a lot of fascinating discourse with students and administrators.

For example, white teachers telling black students, I don't know why we're even talking about this.

This can't important.

Let's get into class and prepare for the AP test.

Or a white administrator telling a black teenager don't ever do this.

Don't ever use the N word and the teenager responded, well you know, our community may look at this differently than you do and her response was I don't care how your community views it.

I don't care how you view it.

I'm telling you, you cannot use that word in school.

So this was a really interesting opportunity to see different perspectives, students, administrators, attorney for the parents and the parents too that no big deal do you have a thought about that?

>> It says a lot about the parents if you ask me.

>> BRUCE ADELSON: That's a great comment.

I had two conversations with the attorney.

The first one was more pointed than the second one.

But, yes, it does say a lot about the parents because their children who were tenth graders were of the mind that it's no big deal.

And as a parent, myself, I think a lot of what our children do at this age as minors comes from us and what we talk about at home and how we talk about things at home.

It's possible that some of the parents use the N word in the house.

Why that is, he didn't really have an answer to that.

Anybody else have any comments about this? Yes.

>> A lot of the push back that I've seen in my practice before I retired was on political correctness and there was -- and, of course, I dealt primarily with law enforcement -- so the political correctness was always forefront.

Language was very much paid attention to.

And I would also talk with minorities who were good friends of mine and I would ask them a question.

You know, you don't want to use the N word but where least myself, I see it used most is by your race.

And that's hard for some people to get over, just as you said.

Well, they used it at home.

Well, we use it.

When the minorities use it, it means something different.

In my mind, at least, it does, I think.

Because they -- you can correct me if I'm wrong, but my opinion is that they see it as it's our word and we can use it however we want.

When you, a white person use it, you're using it in a derogatory fashion.

With a derogatory meaning.

And that is still playing out today only on a larger stage.

>> Anybody else before I jump in.

>> There's something about the rights and responsibilities, right? The idea that so much of this bias and so much of the language is just something that's an indication of something deeper.

And when we just monitor and police our language, we actually can miss the point which is to go deeper into the bias and understand something that actually says as individuals, right, we do create the culture that is in that institution and that it's not just education that happens in the school.

The education in the home comes into the school.

There's a culture.

And there's something about -- I think that's where -- there's something about, I guess, this conversation as we try to understand it as a whole country, it get identity, right?

And we talk about identity politics and redistricting and it's so much about identity politics and it feels to me there's something about self-love, too.

How do we not condemn ourselves for being a bad person if I'm raised and I have to acknowledge that I'm bias and that I'm still a good person.

I'm going to work on my behaviors, but at the core that's not who I am.

I think you're trying to get at this but it's so hard because we have jobs, right? When we're here to re-district and this is personal work that takes decades and ultimately calls into question am I a good person?

>> BRUCE ADELSON: There's a lot there from both of you and I've had similar conversations and I think that one of the responses that I always have is each one of you has your own ethnic background, religion, national origin -- we're all different -- as do I.

And you can ask yourself, if I call you, refer to you, act in a bias way toward you something that stereotypically is viewed as your national origin, religion, sex, how you would feel about that?

Now, I know that in my house we don't use slurs and derogatory language about our national origin, about our religion.

We don't do that.

I know that there are distinctions among a lot of people about terminology.

But, again, I go back to what I just said.

We all know the terms concerning gender, religion, ethnicity that apply to each one of us and apply to you individually.

So that whether or not something as we perceive it is objectionable or not -- the fact is it isn't normal respectful discourse which is a big priority for me in my teaching -- but I'm pretty sure we're not going to talk like that in the normal course of business.

I don't.

I don't use slanted terminology and slurs in any conversation so I would suggest, why would anybody do that? Because those are the micro aggressions that I mentioned earlier that begins a spiral of conduct that isn't going to work out very well.

It's going to create a hostile learning environment like it did in my County.

Hostile work environments like the situations I described like my client.

There's this ongoing belittlement and minimization and disempowerment in a sense of people just by using the basis most person language and words.

Whether it's about men, women, people of certain religions, race, you know it as well as I do.

How you -- and you may have experienced this.

How it feels but worse, how it manifests itself.

To your point, we all is a bias reaction. That's not a bad thing.

It's a human thing.

It's a biochemical thing and it's a reality.

But what do we do? Using the N word, for example, and using the conversation that I had with parents, students, administrators.

White teacher said to a Black student, I don't even know why we're bothering to talk about this.

Let's prepare to the advanced placement exam.

What do you think that student thought? Fifteen-year-old student.

I told you what she thought.

She cried.

She didn't want to go back to that class.

She's already one of the few Black students in the classroom and she has a teacher saying you know what you can do with this and why are we bothering to talk about this.

What does that say to her about how the teacher values her? I know I don't talk to my students about that.

I've taught from kindergarten to u through graduate school and I would question why anybody would.

That is a micro aggression and it has significant connotations for a minor, for a 15-year-old.

Next slide, please.

These are all also quotes because they're actual comments.

The first one -- you are too nice a girl for Engineering school.

Let's look at something else.

Girl had top grades, top everything.

Shed dreamt about being an Engineer.

She ran crying out of the counselor's office after the counselor said this.

Fortunately her parents supported her and said, if this is what you want to do, we don't agree with that.

Apply to Engineering school and we're behind you.

She did.

She got in, and she made a great speech in her graduation.

These schools are not right for you.

Comments made to several Black students interested in a particular school.

The white students who had seen the counselor a few days before -- the students all had about the same academic records.

The counselor recommended that we apply there -- maybe we can all go together?

That's not what the counselor thought.

Now, her saying that, she knew the students' records.

They were right in front of her.

But for her to say it's not for you but it is okay for the white friends of yours who came just a few days ago who recommended that they consider the same school -- you're supposed to be good in math, comment directed at an Asian student.

Stereotypically, you're supposed to be good in math.

Well, the student struggled in math.

In part because he felt the pressures of he was supposed to be good in math.

This is what a teacher told him.

Let's say the agreed on the exam was a C.

So with a C, you're an Asian student and you're getting a C in math.

I think you know the students' reaction to that.

That was a minor in high school.

To children? To minor children? Oh my God.

And I remember when I heard about that.

It was just stunning.

And then the comment, Asians are not a real minority.

Well, you're not really a minority.

Not like the other people, you're not a minority.

You're more like white people.

So by administrators, of the public high school that has a significant academic reputation.

Next slide, please.

The other example is in Northern Virginia, students told to be slaves for Black history month gym activity.

These are elementary school students.

The class had a significant number of Black students.

When I read about this, I can't say that it shocked me that it was something that I had never heard about.

But, again, as an educator, think about what message you're sending to eight, nine, ten-year-old children.

Let's pretend to be slaves for Black history month activity.

The first comment here is one of the comments my medical school colleagues talked about.

She is Asian and born in the United States and fluid in English as I am.

And alternatives business admittedly alternatives business my New York accent may come out, I speak out accent, as does her.

Every single time she goes to a place outside of school she is asked that question every single time.

She's kind of sloughed this off, but she's come to realize after talking about micro aggressions, dam, that really bothers me.

Because do you think they ask anyone else? They don't ask her.

They've never asked me.

No one has ever said to me, you speak English so well.

Where did you learn to speak English? No one.

She has been asked dozens of times and it's clear why.

What the perception is and those are great examples of micro aggressions and the comments may seem neutral and make they're not even delivered in an intentional way alternatives business I would question that.

But they've had a real significant negative impact on my friend.

To the point that she's reluctant to go to conferences.

The second one is you look illegal.

That's based on skin color that you're not here legally.

Nobody has ever asked me if I'm here legally.

No one.

And I'm pretty confident that nobody will be.

Why are you asking someone just because of his skin color or race? How does he look illegal? Think about what that means and maybe also think about situations where you've been involved in where you've thought that.

Situations where I've been involved in and I thought that.

It's one thing to think that and have that reaction in the part of the brain we're going to talk about.

It's another thing to say this and do something about it.

Like call the police.

Call immigration.

Call the person's boss and suggest that it be terminated because he's illegal.

This particular person was not undocumented so the situation did not fit him the way it was presented, yes?

>> Going back to the speak English, what about and you brought up your New York accent.

New England accent, southern accent, and some of those are asked where are you from because they want to know what part of Tennessee, you're from -- it comes with a Billy bob connotation.

Is that not different?

>> BRUCE ADELSON: One of the things I've enjoyed since working with you and being in Michigan and being involved with Michigan as much is I get to hear all of your cool Michigan accents.

Whenever you're on the computer at home, and I'll tell my wife or son, hey, listen to this. This is a good midwestern accent because there are obviously differences and you know as well as I do that sometimes we say words differently and we just sound different generally.

But that's been a really cool aspect of watching you all so much.

I'm reliving the time when I lived in Flint and I was just introduced to wait a minute -- what is that? How are you saying that? So I think, yeah, I mean, clearly, that we can identify regionalisms and differences about where we grew up.

But that's not the same as what was given here and I think the differences are obvious in the context of the situation.

So if I ask you, are you from the Midwest, that's not the same as what they're asking my colleague.

Because they are recognizing as has been often the situation with many people, many Asian Americans that they're really -- they're viewed as hard.

Different.

Even though you saw that comment earlier about Asians aren't a real minority.

So it's going to depend on context.

I think that if you -- you know, if you asked me -- you're obviously not from Michigan and you're from -- whether it's New York, just don't tell me I'm from Boston -- then, I mean, that's obvious.

Because I know where all of you are from or where you're living now by how you speak. Next slide, please.

This is a bad case.

This involved transgender teen named Tyler who was transitioning to male and hospitalized with severe mental health issues at a hospital in San Diego that was renowned for dealing with transgender sexual identity issues.

So that's you can see at the top of the screen, the Staff would refer to him by using female pronouns, even though his mother said please don't do that.

He's at a difficult stage right now and this could tip him over the line and as you can see in the part that's underlined, the complaint, the lawsuit, alleges that one hospital employee told Tyler, honey, I would call you he, but you're such a pretty girl.

There's a lot of issues here.

I did a presentation in Michigan a couple of years ago where I used this as an example and I asked the audience, why do you think the hospital is reacting this way? And what would be your reaction if you were in a similar situation? Next slide, please.

What do you do? Now, again, comments may seem innocuous, but I think one of the differences here is this is a minor child.

He's 14.

And his mother asked the Staff, don't do this.

And I will tell you that if -- when my son was a minor, if I asked somebody not to do something, and they did it, to say that I would react strongly would be an understatement.

I am the parent of the minor child.

So whatever views you may have about transitioning, about people who are transgender, have sexual identity issues, why would somebody do that? Next slide, please.

So I'm going to answer that question in a few minutes.

This is from the old NBC show the Office and it's really reflective of organizational culture issues generally.

From all of the experience I've had in dealing with different organizations, I can tell pretty quickly from the leadership what the organizational culture is.

So as Michael Scott is saying here, no, you don't just put all the complaints in the complaint basket.

If management takes something serious and deals with these comments and issues, micro aggressions and other things we're talking about in a productive way, then you're going to have a serious significant change in attitude, how people work together, living together, and talk to each other.

Next slide, please.

That brings up the importance, right here.

Having an increased awareness and understanding of these behaviors and comments that they're inappropriate and disturbing and that they may be illegal under our civil rights allows are essential.

It is simple reality that is borne out in study after study after study.

Micro aggressive behavior is part of a macro organizational pattern that we talk beside earlier that enables and informs hot tile work and learning environments and indeed forms illegal discriminatory environments.

Next slide, please.

You'll see the answer of what happened to Kyler.

In this particular case, his mother became so concerned about these repeated comments that she called the hospital regularly, begging them to stop hurting her son. The Staff, frankly, got tired of her tired and so they blocked her phone.

As a result of the Staff's conduct, these repeated comments, Kyler suffered. His emotional distress became worse and his mother became more and more concerned about what was happening to him.

I want to you remember, this was a hospital that had a reputation of being transgender friendly and being able to deal with the mental health issues that may be attendant to teenagers who are transitioning.

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Next slide, please.

Despite these concerns, his doctors discharged Kyler, even though he was in significant distress.

Why? Because they thought it was worse for him to be in the hospital.

It was worse for him to have to deal with these supposed experts.

He was becoming more depressed.

His mental health was worsening so they decided let's just send him home because he's worsening in the hospital.

Next slide, please.

Kyler killed himself six weeks after he was discharged.

The Judge in this case, to say that he was apoplectic about what happened is not an understatement.

You ask yourself, no matter what your personal opinions may be, why would you make these comments which are clearly micro aggressive at a minimum.

When a mom says no, you see your patient deteriorating and you see his mental health worsening and that's why he's in your hospital to begin with.

Next slide, please.

Any comments, questions before we go on? Yes?

>> Me, again.

>> BRUCE ADELSON: Lack of foundation laugh.

>> We have a -- case in the news involving a journalist and the University of North Carolina.

Nicole Hannah Jones who is a Black, Pulitzer prize winning Journalist.

Applies for a job at UNC and the tenured Chair -- I forget who the Chair is, but no person before her had ever been questioned about receiving tenure.

So they end up offering her a job without tenure.

Now, me sitting here up in Michigan but having a daughter go to school in North Carolina not very far from UNC, I'm sitting here thinking, what were they thinking? I mean, that's about as politically incorrect as one could get.

And of course, they offered her the job and that put her in the position to be able to snub her nose at them and say no, I'm going to go to Howard where they appreciate me.

I would credit that macro aggression and political craziness, I guess.

I don't have a word for it.

>> BRUCE ADELSON: I would say I agree.

Macro.

Micro.

Let's use all the other terms that we can.

Because it's clearly disparate treatment.

I start with my law students drawing inferences from the facts.

I'm pretty confident they would draw the inference because as you said, that had never happened before.

Why are you treating this person differently.

There were a lot of comments that buttress an indication of discriminatory conduct.

I agree.

Micro, macro, systemic, institutional.

And you would kinds of things.

I wonder in situations like that, what is your lawyer telling you to do.

Because it's so obvious how you're treating this person differently.

Are you being advised and if you are being advised, what's your lawyer telling you?

Because clearly, you're not getting good advice.

If this is something you're going public on and UNC has been in the news a lot.

They got slammed because of how they dealt with COVID a year ago with their student population.

Why would you do this? Why would you possibly think this is a good thick to do.

But this begs the point you weren't thinking and you reacted the way you reacted for the reasons that we've been talking about.

That has generated a lot of attention and I don't think it's over with yet.

Here.

>> How much do you think the settlement is going to be [Laughter]

>> BRUCE ADELSON: If I find out anything, I'll let you know about that.

I suspect if there are proceedings, this will not be an insignificant sum of money.

That's even better, yes.

So this goes to the point of what I was saying before about organizational culture.

It is all about organizational culture.

Federal courts have found several times as this court did here, supervisors' use of unambiguous racial epithets -- the is he vary factor is right here.

This is a health care facility where a patient made a racist request that he not be treated by people of a certain race.

That is illegal.

It still surprises my colleagues in medical school, at least some of them, that that is illegal, but it has been illegal since at least 1964.

I'm sorry? Did someone say something? As you can see in the second paragraph, you can see how the employees were treating the employee chain.

Next slide, please.

And management knew all of this was going on but they didn't stop it.

And abetted it but how they dealt with patients that make racist requests.

In this case the patient says I don't want anybody Black coming into my hospital room and they said okay.

Can you imagine what the Staff felt like? If the hospital goes along with this then I guess we can to and say anything we want and I guess they did and that was why Ms. Chaneay sued and won in the hostile work environment.

Next slide.

This is another employment situation.

I use them a lot because they are often the worst most egregious examples of what we're discussing.

Here you can see the story of Muhammad.

All of these comments were made on the main floor in front of the manage miles per hour.

This is not a situation where the management should have known that these comments were being made.

They knew but they let them continue.

Not surprisingly the US equal appointment opportunity Commission found reasonable cause to believe this was a hostile work environment and there was a settlement and I don't know offhand what it was.

Look at the terms.

These terms are used from the employees and in front of the public and in front of management and management did nothing.

Next slide, please.

So this is from psychology today and it's along the lines of what we've been talking about with the first step being understanding where bias comes from.

Education and awareness are absolutely essential in moving forward with how to deal with bias effectively and this is from psychology today.

Next slide, please.

This is the amygdala is the emotional center of the brain and that's one of the areas of the brain that scientists have seen the brain firing with bias type responses.

Remember, I talked about the fight flight reaction.

Scientists have found measurable correlation between the amygdala activity and racial bias.

We didn't know this 30, 40 years ago, to see this is a biochemical reaction that every human being has.

But the amygdala is not the only part of the brain involved bias.

The frontal cortex is identified in being important in forming impressions and that connected to the baseball advertisement I showed you earlier.

Forming impressions in ways that we may not perceive.

So that the second paragraph comes into play.

Memories such as dates and facts subconsciously influence us and steer people into making decisions.

Next slide.

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From my colleagues at Georgetown you can see more of the same time about the biochemical instinctive reactions that manifest or reveal bias.

Next slide, please.

These are some really good, I think, not strategies but dispelling -- myth dispellers about reactions.

Our bias responses are increased by stress.

Time pressure.

Multitasking.

Lack of clear criteria for various forms of decision making.

Ambiguous or incomplete information or a lack of familiarity with the people with whom we're having a bias response.

If we're under stress we're not thinking clearly and not responding in a way that was the most constructive.

That we may respond when we're not under stress.

Bias responses are not decreased by thinking you're a good person or having good intentions or somebody telling you, you know, you have to not have bias.

Just eliminate all bias which is impossible.

Suppressing bias.

Having no response.

That doesn't help the process at all because we all have it.

Know it, understand it, deal with it.

Rather than pretend that it's something that you shouldn't be reacting that way.

That you avoid people.

That you know you're biased against a group of people and you just don't see them and you just avoid them.

That's -- to say that that's pushing things under the rug is a mild metaphor for the uselessness of doing something like that.

And then the last part, the last one, thinking you don't have bias -- again, we all do.

And prejudice is a great time saver.

You can form opinions without having to get the facts.

If you manifest a bias reaction and you just go with it, you're not going to be aware of the whys and how's and what's happening and what's important in many ways the impact on the individual with whom you're interacting.

How people think.

Not to keep driving this home, alternatives business I think I do intend to drive it home -- relying on stereotypes and images that our brain has from 1965 or wherever in your life where you were growing up.

Next slide, please.

This is one of my favorite cases.

Federal Court of Appeals significance involving the City of Apopka, Florida.

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Small town, railroad track separating the town.

Part Black and the other white.

The white part of the town got much better municipal services than the Black side of the town.

They sued and claimed it violated Title VI in the civil rights act of 1964 and the -- trash pickup schedules and public part maintenance schedules and he would exam epidemic them to see if there were any disparities based on race.

The court made a create point.

Discriminatory intent is cumulative evidence of action and inaction which objectively man tests discriminatory intent.

It's not that bias appears but what happens because of it.

This is something that I always find and I always use with my students -- think about and evaluate when you think you are experiencing bias -- do you treat people differently? In a negative way because of who they are, how they look, how they sound, what place of worship they go to, what language they speak? Next slide, please.

So the court here found that the city had engaged in the systemic pattern of cognitive acts and omissions.

Kind of like North Carolina macro and micro.

Positive.

They were aware of what they were doing and they didn't do anything about it onto continue with discriminatory behavior and it got to the point of this lawsuit and the disparities were so stark for a trial court and an appeals court to agree uniformly that this is discriminatory and in violation of the Constitution.

This is one of the better examples and it comes from the EOC and involves a national retailer.

It involved an employee Chanasa, who have promoted and you could see her ancestry was Nigerian. I don't know and she speaks English with a Nigerian accent of which her boss was too strong for her colleagues to understand.

He made comments about her family background and achieving so much success and that it must be new for you given where your family is from.

Interestingly, all the people she supervised had no trouble understanding her.

They all said and testified we understood her and we understood what direction she was giving us and we understood what she wanted of us.

But her boss felt she was a poor fit and laments that she did not speak more like an American.

So great examples of micro aggression.

Big case at Burlington coat factory.

Micro aggression behavior manifesting itself in organizational behavior.

The executive took the action and made the comments that he did.

Next slide.

What do you do? Part of it is what we're talking about.

Understanding where all of this is coming from.

Having some awareness of disparities and discrimination.

And acquiring the skills to effectively communicate and navigate across groups and various cultures and as one doctor asked me -- are you saying I have to know 500 language to see communicate with my patients and if I'm not and I don't, that's illegal and I'm being discriminatory? No.

But I'm saying have an awareness that your patients are from different backgrounds and they may react differently.

What may work for me may not work for someone else from a different culture and a different part of the world.

It all starts with that awareness.

And in response to you'll of this as PC and why should we care about it? Diversity is a driver of money, business, innovation.

It's been shown in the Harvard business review over and over and over again.

To the rant diverse workplaces and schools are more objectively successful.

They have more long-term productive and employee loyalty and they make more money for businesses.

You can see the difference in companies with diversity in the Boards of Directors.

More women.

Look at the percentages, how much more income they have and how much more successful they are.

53%.

42%.

6%.

Women Board of Directors outperform the companies with the least by omit 70%.

Think about what that means for a route of return.

Next slide, please.

Next slide, please.

This is a great study that asked the question -- why do white men get rewarded in business for more diverse workplaces? And why aren't women and people of color awarding at the same amount? Next slide, please? Because they're punished.

The conclusion actually shocked the authors of the study.

So they concluded that in testing, ethnic minority and female leaders who don't know diversity and inclusion are penalized with worse performance ratings.

They're not given promotions.

They earn less money.

Who is rewarded? White and male leaders who do engage in diversity values behavior.

This is also big shocker to the people involved.

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This was in the New England Journal of Medicine and reported in the Harvard Business Review to summarize the Warren Rabinowitz was a Senior resident, supervising a male resident who was, I believe, African American.

The family believed that he was the Senior.

That he was the resident and not her.

Next slide, please.

What was interesting is they had all gone through bias training but they never really looked at bias training as certain their interactions with each other.

They only looked at it from the patient side and so that Dr. Rabinowitz said at the bottom -- they knew all the stuff we're talking about.

They had gone through the training.

They tried to implement it regarding patients.

But they never thought about it with each other.

This is similar to numerous studies you may have heard about where you put two people in a room.

One man, one woman.

Both wearing white lab coats with badges that say doctor.

Who do you think in a completely random test, who do you think most people went to when they're told there's a doctor in this room.

Ask the doctor your question.

Who do you think they went to? The man or the woman? Overwhelmingly.

It was just stunning and they dealt with different races and they dealt with where people stood in the room.

They dealt with how long the lab coats were.

The answer was always the same.

It was a gender based selection that also asks the bias that we talked about.

Only here, the people who were interacting with the man and woman were manifesting their own bias in the decisions they made.

Next slide, please.

>> I have a follow-up on that.

There's a study that was done with symphony and they were picking first Chair violin.

When they were doing it to start with, it was a personal interview and men were getting picked more than women.

They decided well, maybe we're doing it wrong.

So we will do it blind.

So we'll have them come in and sit do you want and we won't see them.

We'll pick them.

They were still getting more men than women.

They figured out that they heard the heels clicking on the floor of the women and they didn't the men and so they took that out and then it evened out.

>> BRUCE ADELSON: That's a great study.

That reminds me about studies regarding letters of recommendation.

That even when you take out the name, there is still bias gender based because they found that people were reading the records of the people who -- wanted the letters of recommendation that there were gender references and there were also in other situations racial references, whether it was assumptions based on whether someone went to school or where someone was from and they found that also impacted what was contained? These letter inside a very subtle way.

Instead of saying assertive, aggressive.

Instead of saying ambitious, combative.

And when they looked at the gender race of the students, they found that these comments were more directed at students who were recommend or students of color. I said what do we do about all of this? The first step as we talked about, addressing, recognizing that they exist.

Biases exist.

The second step is addressing strategy to see counteract, one being developing frameworks and this would be more in the workplace on how to respond to micro aggressions.

One of the things I told a client who was having a difficult workplace situation that you tell all of your employees that comments like the ones that we're talking about will result in disciplinary action and could lead to termination.

Guess what? The workplaces over a relatively short period of time became more tolerant.

The amount of these comments, the number of them went down.

Employee satisfaction went up.

So it's not like this is a very difficult calculus.

Sometimes it takes a little fortitude to decide no, we're not going to do this anymore.

The example I gave you earlier about my son's high school alma mater.

If the principal had come out and said right away no and explained why, then the micro aggressive comments from the white teachers -- who cares about this -- why are we wanting to talk about it -- would not have happened.

Ongoing effort to see diversify the workforce.

One of the studies I read is that in female heart attack victims have a better chance of survival if their doctors are women than men? Because there's some male physicians who don't have a lot of experience working with female patients.

So they don't know what to do.

Don't know what to say.

Don't know what to look at.

That's what the study says, not what I say.

I think that's nuts.

You're telling me you kill women because they're women and you don't know how to treat them? I'm sorry.

That's just too insane.

Some of my students reacted even more strongly than that.

But that's a relatively recent study that stunned me when I read it earlier this year.

Next slide.

Buying is likely to occur -- heavy workload, fatigue, tight deadlines, stressful situations. It's not a judgment call or good or bad.

It's biochemical and that's how our bodies respond to stress. Next slide, please.

So these are also just some in looking at way to see deal with bias -- not thinking that someone is bad because someone is bias.

And also understanding that it is up to us to figure out how does this bias manifest itself and what can we do about it? Again, my rhetorical question -- are you treating people differently or negatively because of any of these categories? I include these because these are federally protected civil rights category.

Federal law prohibits discrimination based on all of them.

Next slide, please.

Do you have any comments or questions or anything that I can add to what we've been talking about?

>> I have a few.

More anecdotes than anything.

We've been on this Public Comment tour and we have received a few comments that came from a biased lens.

A few times in particular we've heard comments such as quote I want to make sure every legal vote is counted.

Unquote.

And you know stuff like that's correct coded language that, you know, can be seen from a biased lens.

And personally, I've had interactions with people in the public -- I mean, this happens all the time where people ask where are you from and I say I'm from West Bloomfield and they say no, where are you really from.

And that happens all the time.

And I think the key here, as you said, is acknowledging that bias.

Something I struggle with is interacting with people that don't want to acknowledge it.

And do you have any advice on dealing with those people?

>> BRUCE ADELSON: Well, I've dealt with those people for a long time, both personally, if they say, make a micro aggressive comment to me or you know as my son experienced in school.

And then as a Lawyer or DOJ investigator, I think that I always find that being able to which is difficult -- have somewhat of a poker faced response and just say excuse me?

And sometimes that response surprised people because, you know, when people make comments like that, they're often saying comments to shock, to hurt, and to intimidate. So I have found that sometimes just saying, excuse me? You know, sometimes -- and I know this may sound fantastic al, never mind and just walk away.

I don't view it as my -- whether it's a professional or personal responsibility, to try to influence people's students broadly.

So that if someone is openly racist, hostile, intolerant, that I don't see it as -- I don't see my having a lot of potential success in trying to change their opinion about that base attitude.

More that, saying, even if it's saying, you know what? I don't appreciate that comment and just leaving.

Because, invariably people don't follow me.

You know, I've had people continuing to yell at me and I just -- it's hard for me not to respond to that, but okay.

Alternatives business, it's not the same thing.

One of the things that and -- if she's watching I think she's going to enjoy this.

When my wife and I were dating and we had visited my family in New York, I used to opine loudly out the window of the car when someone would cut me off or run a stop sign or something like that.

And I looked at her and it's just a matter of course.

And I turned to her and she is like stunned.

We were dating and we weren't even engaged and so I promised her before our son was born that I would never do that again.

I have kept that promise.

Believe me, it is really hard.

Sometimes too that and there were times when you know I may, like, roll up the windows and say something. But in a way I look at it as being similar.

You're doing something I know I don't like it.

But I don't gain anything by directly confronting you by screaming out the window.

It's the same with these interactions.

Saying I don't appreciate that and leaving.

Saying excuse me in the best poker face and best noncommittal tone that I have has had a surprising impact.

If people keep screaming at me, there's nothing I can do for it.

As I said, even though it's difficult, I walk away.

I can't say I would have done that at another point in my life.

When I lived here, I would not do that, but that's a good story for another day.

That's a good teaser for later.

That's what I would say.

If it's in an institutional situation -- whether it's in school or work, I am a very powerful advocate in complaining and going up the line.

Because I've had students of color who were told by people in various positions of authority, don't complain.

Because you will be perceived as a troublemaker.

This is something that you just have to put up with.

That's the reality of going to school here and they've asked me about that and my response is that's -- I won't use the word I used.

That's ridiculous.

You file a complaint.

I will help you file a complaint and I think you have to push this as far as you're comfortable.

Because, no, it's not something that you have to tolerate.

No, it's not part of the getting an education or advancing in your profession.

No.

So I know that may be a little more long winded and I apologize, if that's what -- to your question in answer to your question but I think it's hard not to respond as much as you would like to, perhaps.

But I just -- encounter with people you don't know, that's fraught and it could be potentially dangerous and it's not worth it.

But the excuse me, if you do that, tell me about it.

Because I have found, man, that really works.

It surprises me how much it seems to work.

Anybody else? Yes? Yes?

And then over here.

>> I like the question -- what do we do now and I'm thinking about bringing it to us as a body that wants to work.

I'm thinking about the Robert's Rules of Order and thinking about the ways that we can hold each other -- accountable is the not right word.

I want us to have the courage to have these conversations and potentially make mistakes and hurt someone potentially and somehow have a container and again Robert's Rules of Order doesn't address this but somehow that we ask ourselves, can we say, like, excuse me? And, again, that might not be the way to do it but sort of like, ouch.

Something that feels like, again, what do we do now? Coming to your question, what do we as 13 of us to make sure we're talking about this thing that brings up bias. We have bias.

So dealing with it, right, being aware of it and not being afraid to talk about it.

>> BRUCE ADELSON: I think that last point is really key.

Not being afraid of it.

There are so many people who shy away from discussions of religion, language, national origin and race because they're afraid.

I think that fear is it might in their mind they might say something that somebody else doesn't like.

But frankly, until we get to the point of not being afraid and talking about it, then the problems are just going to fester and go on.

If we all take that first point that we all have bias, it's the human condition.

We have it.

So then realizing; okay, well, when I think a certain way, react a certain way or to your point, if someone says something, well, what do I do about that? You know, I tend to be -- it's rare that I -- I don't want to say that it's rare but I have encountered situations where people on a body that I'm leading or part of or in a group or whatever where someone says something.

And I do remember when I was with justice, being in meetings where someone would say, make a blatantly racist comment and I often thought -- okay, so how, what am I going to say now? And with justice it was easy because then I could say, you know why I'm here and you know where I'm from.

I'm here because there are allegations of you talking like this to other people.

So you're now talking like this to me.

We're going to have a longer meeting.

But seen putting that aside, even just in the situations that I'm in now and encountering higher education, no, we're not talking like that.

Or if a student said something that was micro aggressive.

I make it very plain at the beginning of the semester, we don't do that.

Period.

But if something happened, I'm not calling out the student.

I'm going to ask the student, I would like to talk to you after class.

And the conversation isn't going to be what's wrong with you.

It will be kind of like what we're talking about that there are bias responses.

What you said may hurt other students.

And when I've had that conversation, the response always has been whoa, I didn't mean to do that.

Okay.

I know that.

Let's not do it again.

And let's just be aware that people are different and people feel differently and come from different places and in all the times I've had those conversations, nothing has ever happened again.

Yes?

>> This was excellent, I thought.

>> BRUCE ADELSON: Thank you.

>> And while you were going through it, my thought process was, how do I apply this to the redistricting and I saw it from two perspectives because we have two major tasks or responsibilities.

One was gathering Public Comment and understand the public in Michigan and the other was actually doing redistricting.

So on the first one, what you probably don't see when you look at the YouTube videos or even when you're on Zoom when we're talking with people and at the Public Hearings, we're just sitting and listening.

But there's times we're not.

An hour before the meeting, we're usually one on one with individual people, we walk around the room and talk to them.

Get to see what's on their mind.

We do the same thing when we have breaks.

So I saw that as one way we can apply this.

You know, our interaction with the public because we do have those one on one conversations and these types of situations may come up at some point.

>> BRUCE ADELSON: You know, I think that one of the diamonds of this subject is when you go home tonight or if you happen to stop at the grocery store or get gas, you may be in a situation -- it's not -- I'm not suggesting something bad it going to happen but you'll encounter someone you haven't seen before or someone doing something that you don't really understand.

And if that happens, think about what you're thinking about.

Because I know that certainly happens to me, that whoa, this person is blah, blah, blah. Okay.

But, Goodbye it's like almost in a way, it's like a we are reacting, you're reacting in a certain way and the next scene hasn't happened yet and depending on what you do the next scene might be pretty bad or nothing may happen.

I think it's important to stress if you have that bias reaction, the answer isn't to apologize for having this reaction.

It's not to run over to someone that you're having a bias reaction to in your brain and say I'm so sorry that I thought this.

But that's the key.

That you thought it.

You thought it.

I did a law enforcement training in Maryland a few years ago and one of the things that came up in talking with the officers were there biases.

What do you think about it? They went on at some length of how they viewed certain communities and certain individuals and we talked about a little bit of what we talked about today.

While it's here, it's cool.

Because it's like we think -- you're thinking what you're thinking now and I'm thinking what I'm thinking.

You don't know what I'm thinking I don't know what you're thinking unless we act on it, and that's the key.

It's not feeling bad or apologizing or feeling guilty because you think something.

Or you can talk to your amygdala if you want or have a conversation with your frontal cortex before you go to bed tonight but they happen over and over again.

They've been happening all of your lives and all of my life.

It's the key, what do you do now? Are you reacting and if you do react in a way that manifests bias, how do you deal with it? So I think it -- but I really do think -- just think about your everyday interactions.

Going to your car.

Driving home.

Getting takeout.

And if you do experience something where you know you're having some reaction to someone, or something someone did in a biased way, just think about oh, wow; okay. I know why I'm doing that.

And then perhaps not doing the something that you might see on TV or read about some situations that get to be tragic.

But this is, to the larger point, this is about everyday life.

It's challenging.

It takes time.

It takes effort.

Because these reactions are like instantaneous.

The bias reactions.

Not the manifestations.

So it's a long journey in the sense that it's not something where you walk out and it's like man that was great.

I'm not biased anymore.

Cool.

I'm not going to discriminate against anybody.

It would be great if it was true but it's not, but having the awareness.

Thinking about it.

If you start consciously thinking about it, I guarantee you your reactions will be different.

>> The other area I thought it may apply is when the 13 of us get into the redistricting and discussions and some of them may be ethnic discussions based on Communities of Interest and such, the things that you talked about, I think we very well need to be aware of as we go through these discussions.

>> BRUCE ADELSON: Again, just looking at our society in general, that the – we are all from different backgrounds.

We likely have mostly come -- our national origins are from different places.

So we all have different cultures and stories in that way.

But then we also know stereotypes about certain people and certain groups.

We all have them.

It's a bias response here until we do something about it.

But the key is not acting on stereotypes which can be difficult.

Stereotypes can be very painful and hurtful to people like Kyler.

Like Chanasa.

Like my friend in medical school.

These are very painful -- and I know that if any of them happened to me, these are not something you just slough off.

Yeah, it doesn't matter.

It doesn't matter.

I thank you.

Any other -- yes? Ore this is Commissioner Orton.

Thank you.

This has been really helpful.

>> COMMISSIONER ORTON: This has been helpful.

One thing that stuck out to me is near the end.

One of your last slides that showed a person with the computer overhead, all of the things you listed with time constraint and deadlines and pressure and things like that.

We're going to face all of those as we're trying to work together as a Commission drawing the lines and so I just thought we should think about that.

>> BRUCE ADELSON: To your point, I was recently interviewed and someone asked me about channeling the stress that has come up with handling the stress of COVID and I said I think it's something that my wife has come to accept and celebrate about me.

But one of my favorite things is music.

And I particularly like rock music, blues, soul, Motown, and I like to play it loud.

Very loud.

Now, I did when I was a kid or I had a stereo at my parents' house.

My mother liked it.

My father did not.

What I did is I like to drive around our neighborhood and I turn it up and I bang on the side of the car and I play the air guitar and I'm doing all kinds of things.

But it's a great -- it takes me away from whatever is going on.

I don't even think about whatever the issue is and I think of all the organizations we've worked with in so many ways and thinking about the PTA and the N word situation and

thinking about and not feeling badly about whatever it is that is our muse and our way to deal with stress.

I think sometimes people can feel guilty and feel like I shouldn't be doing this after work. No.

Whatever your version of my driving around the neighborhood with the music listening loudly, I strongly advocate that they get in touch with whatever that is and do it.

And do it and do it and do it.

Because yeah, things can be stressful and difficult and I find that without these -- an acknowledgment of that and thinking about bias too, because in the slide, clearly the gentleman was not following his muse.

And was too caught up in the stress.

That could be easy to do and sometimes it's hard to say no.

Get up from the computer, walk away, and do whatever.

But, you know, I strongly endorse it.

I've been there.

I've seen it.

I understand it.

And that's why when I go back to my hotel, you know what I'm going to be doing with my iPhone.

That's a great point and I completely agree with you.

I look forward to talking about that more.

But that is as essential as anything else.

Anyone else.

>> Okay.

Well, I would like to thank Bruce for putting on the training.

Very informative and gave us you will aa lot to think about.

With that, the training is complete at 4:52.

And the meet meeting has been Adjourned and we are all free to go.