

TRAINING ADVISORY COUNCIL
July 11, 2018
PPB Training Complex
6:30 -8:30 p.m.

MEMBERS PRESENT

Sushanah Boston, Co-Chair
Shawn Campbell
Danielle Droppers
McKay Fenske
Edward Hershey
Jeffrey Klatke
Judy Low
Sylvia Zingesser
Anne Parmeter
Sarah Suniga
Kezia Wanner
Dave Hoffman
Robert Fisher
James Good
Gary Marschke

MEMBERS ABSENT

TRAINING STAFF PRESENT

Captain Bob Day
Lt. Leo Besner
Valerie Crumley
Jody Halia
Liesbeth Gerritsen
Gabe Hertzler

PPB STAFF PRESENT

Lt. Craig Dobson

GUESTS PRESENT

Dan Handelman
Megan Mohler
Richard Mohler
Debbie Aione

CITY OF PORTLAND
Training Advisory Group

Interview Date: 07-11-2018
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Recording starts here

CAMPBELL: All right. Let's go ahead and call this meeting to order. We do not have a quorum today due to some reasons that I will find out later. So, we can still continue to go through our, basically through our agenda. We just can't vote or pass anything.

MALE: Unless somebody comes.

CAMPBELL: Right, if we get two more people to arrive, then we'll have a quorum.

MALE: How many?

CAMPBELL: Two more.

MALE: Oh.

CAMPBELL: We require ten for a quorum. My apologizes to the people who did come here today, but thank you very much for taking the time, especially given the very nice weather. All right, I think to start off I'd like to thank everybody for electing me to be your Chair for the next two years. Maybe thank you and curse at you at the same time. I haven't decided which yet. And I imagine you'll decide later how, whether you'll curse or cheer for that decision yourselves, so. I'd also like to thank everyone who joined the Steering Committee this year and of course everyone who continues to be part of the TAC. Real quick. Just so we know who is also here in the room with us. Would the guests mind going one by one just saying your name and if you represent somebody. Just saying that real quick just so we know who's in the room.

FEMALE: You're looking at me, so.

CAMPBELL: Well, yeah. Sorry, I can't look behind me.

TRACEY: I'm Jennifer TRACEY. I'm with the Unitarian Church and the Stop Racist Policing subgroup, subcommittee.

DOWELL: I am Barbara DOWELL. I'm with the same group.

HANDELMAN: Dan HANDELMAN with the Portland Copwatch.

BUCKLEY: Mary Claire BUCKLEY with the Portland Police.

HEIBERGER: Ashley HEIBERGER, COCL.

DANIEL: Heather DANIEL, COCL.

(INAUDIBLE): League of Women Voters, and if possible, if people could kind of talk a little louder, that would be appreciated.

DEBROWSKY: Peggy DEBROWSKY. Copwatch and Hazelnut Grove Homeless Camp board member.

LANDSMAN: Carol LANDSMAN, League of Women Voters.

(INAUDIBLE): (Inaudible), Citizens Southwest.

LEVIN: Elaine LEVIN, Citizens of Southwest Portland.

APRIL: April, Pacific Northwest Family Circle.

LOUISE: Louise, Pacific Northwest Family Circle.

CAMPBELL: Thank you very much.

MALE: What is COCL?

53 **MALE:** Compliance officer and community liaison.
54 **FEMALE:** Out of the DOJ settlement.
55 **MALE:** Oh, okay.
56 **FEMALE:** They are the monitors.
57 **MALE:** Sorry.
58 **CAMPBELL:** No worries. All right. To start out today we originally
59 had in our, we have a couple of changes in the agenda. Our 6:35 to
60 6:40 special thanks to the past Chairs will not occur today since
61 they are not here, but of course, thank you to them for all the hard
62 work they put in over the past two years. It's not a - it's not an
63 easy job, especially when you start getting busy in your own
64 personal life and everything, and it's always greatly appreciated
65 the work people do. Of course, we cannot approve the minutes today
66 from the prior meeting due to not having a quorum, but I would
67 welcome if somebody would like to read our mission statement. You
68 can find it on the back of the agenda. Don't everybody jump forward
69 at once.
70 **ZINGESER:** I'll read it.
71 **CAMPBELL:** Thank you, Sylvia.
72 **ZINGESER:** Mission statement. The mission of the TAC is to provide
73 ongoing advice to the Chief of Police and the Training Division in
74 order to continuously improve training standards, practices, and
75 outcomes through the examination of training philosophy, content,
76 delivery, tactics, policy, equipment and facilities. The mission of
77 the Portland Police Bureau is to reduce crime and the fear of crime
78 by working with all citizens to preserve life, maintain human
79 rights, protect property and promote individual responsibility and
80 community commitment.
81 **CAMPBELL:** Thank you, Sylvia.
82 **ZINGESER:** You're welcome.
83 **CAMPBELL:** I saw Judy just walked in so we actually have only one
84 more for a quorum, to keep everybody up to date. Okay. Next part
85 of our meeting is comments by members on the review of dry run of
86 the Portland Police Department's implicit bias training. For those
87 who need a little refresh on I believe it was May 11? May 12. The
88 members of TAC were invited to attend a dry run of the implicit bias
89 training that the Portland Police Bureau put together for the last
90 in-service period. During that, we made several comments on what we
91 thought of the training and ways that we wish that it would be
92 changed and improve it, suggestions to improve it, and I would kind
93 of like the people who were there to make some comments about some
94 of their thoughts they had while during the training.
95 **HERSHEY:** We did speak at the session itself about some of our
96 initial comments. By the time I decided to take pen to paper
97 electronically speaking, both you, Shawn and Bob, had sent your own
98 comments to I guess ALLEN CHIVAN (sp?) and you so spoke for me that
99 I pretty much endorsed what you said, and I sent that around. I
100 will read my one paragraph and then make a couple of comments on top

101 of that. My overriding concern is that the way the curriculum has
102 been devised and presented amounts to so soft a sell that it carries
103 an understated message that the Bureau fears our goal of achieving a
104 police force that acknowledges and adjusts to bias so as to minimize
105 prejudicial attitudes and actions and maximize fairness and
106 understanding is distant if not unattainable. I found it ironic
107 that the first slide portrays the elephant in the room, and a good
108 deal of the two hour presentation avoids mentioning the elephant,
109 the demonstrable impact of implicit bias on how we relate to
110 segments of our community impacts them. Captain, I think that as
111 Bob put it in the first lines of his comments, and I hope you read
112 them, the notion that we have to be so careful not to somehow offend
113 or off-put these officers which we bring into this building to talk
114 about implicit bias has a counterproductive. I think risking
115 offending them, if that's what it takes, and I hope they're not
116 offended. That's called engaging, and I think, and I don't know
117 what has happened since. I know that the dry run was on the - on
118 the eve of the very first group that came in. I don't know if any
119 changes were made, but I urge the division to consider taking a
120 stronger approach and sort of tackling this head on a little more
121 than we saw that day as a matter of fact, and if somebody is
122 offended, that should be part of the discussion. Thank you.

123 **CAMPBELL:** Good. Sarah, would you like to add any comments or?

124 **SUNIGA:** I was really thankful that I was able, that we were able to
125 attend, and I appreciate the efforts being made around conscious
126 bias. I'm not a (inaudible), I'm a psychologist, and so I'm used to
127 kind of deep diving around some of these, and so I found it to the
128 beginning of what I hope is an ongoing series of trainings, because
129 it's definitely not a one-and-done kind of a thing. Studying human
130 behavior is also kind of my life's passion, and there's a lot of
131 things that I realize need to be taken into account to keep ears
132 open and minds open, and I support all the comments that were made.
133 The community portion with the community youth that were present I
134 found particularly powerful and really hope that's a long-term
135 component with the facilitation with the community member as well as
136 they set boundaries around that that I found to be very important.
137 I'm really curious to find out how our feedback got incorporated and
138 hope we get a chance to do that again. I think there wasn't -

139 **CAMPBELL:** Thank you. Bob, do you have any comments?

140 **FISCHER:** Well, I think Ed sort of summed up. I thought it was a
141 very soft soft approach, and I'd rather kind of share also my - my
142 follow-up thoughts on it. I mean, I've talked to several police
143 officers now and just incidentally kind of bumping into them. "Hey,
144 by the way, did you have that, you know, implicit bias thing?" and
145 they go, "Oh, yeah, yeah, we did that." "What did you think of it?"
146 "Oh, well. We, you know, we sort of know that stuff." It was - it
147 was - it was - these are two officers that I spoke to sort of passed
148 it off as, well, you know, we already know that stuff. This kind of

149 idea of the unconscious having almost a dictatorial role in some
150 cases over our - our rationale processes. It's the elephant in the
151 room and one - one neurologist that I'm aware of sort of said it's
152 the elephant in the room and the rationale brain is sort of the
153 rider on the elephant, okay. It - a lot of what the rationale brain
154 does is rationalize what is already kind of there. The real test to
155 me, and I don't know whether you folks can follow up on it, but the
156 real test to me would be how many officers took that training
157 seriously enough to actually go do the test and see how bias they
158 were. You know what I mean? And that - that - you didn't - you
159 didn't program them to. You didn't alert them that this might be a
160 follow-up, but I think you'd find that - both of the officers that I
161 talked to said no they hadn't bothered, they hadn't done that.

162 **HURLEY:** Since after having taken the class?

163 **FISCHER:** After having taken the class.

164 **HURLEY:** And that to me would be an indicator of how seriously that
165 class was taken. Did they follow up and at least check themselves a
166 little better.

167 **HURLEY:** Okay.

168 **FISCHER:** I did not put that in the comments because that was not -
169 that was not there at the time. It would be an interesting thing,
170 because the two I talked to said no they hadn't, but they weren't
171 against it. It was just kind of like, no, I'm a busy guy.

172 **CAMPBELL:** For myself, I am in agreement with everybody else said.
173 I was excited to see an implicit bias training to that level and I
174 was glad to be able to see the dry run, and I appreciated what you -
175 what was trying to be done, but in many ways it did feel like it was
176 trying to be sugar coated too much. Where I can understand it's a
177 difficult thing to talk about. It's an extremely difficult thing to
178 talk about for people because you have to open up and examine
179 yourself ways that's just really uncomfortable, but it feels like if
180 we can't make ourselves uncomfortable, then we're never going to go
181 anywhere with it, and that was kind of. We did put together a
182 summary of the comments that did go to the university program folks
183 who are in charge of the class as well as to the Training Division,
184 and that's basically what the summary said overall.

185 **CLARK:** Yeah, and that's the overall feeling from it for sure that we
186 took.

187 **CAMPBELL:** I guess, we - we're missing out to let you guys make any
188 comments back at us as far as the things that we said here today.
189 If you wish.

190 **CLARK:** Yeah. First off, I'm Lieutenant Jay CLARK. I'm new to
191 Training. So, I'm playing catch-up on all this stuff, but I think
192 the important part is this was not a one-and-done class. This is
193 the very first step in a process that we're developing. So,
194 there's, yes, a bit of a soft sell on the front end to get people
195 kind of engaged. Not to chase them off right off the bat, but we're
196 building on that. So, there's this fall in-service there will be a

197 procedural justice component that's going to be both classroom and
198 we're going to tie that into our scenarios, and then from there
199 we're bringing in, posting I think next week, the position.
200 **HURLEY:** Oh, yes. Two weeks.
201 **CLARK:** Two weeks.
202 **MALE:** What's that?
203 **CLARK:** We're posting a new position for an officer assigned to the
204 Training Division.
205 **HURLEY:** Well, it's actually it's been posted.
206 **CLARK:** Go ahead Captain.
207 **HURLEY:** I'm sorry. It's been posted and we already have people
208 that have put in for the position.
209 **CLARK:** Got you.
210 **HURLEY:** So, we have a position for ethics and procedural justice.
211 So, there will be an officer that will be in charge of developing
212 training directly related to these things, and not training - the
213 idea of the position is not just stand-alone training like the class
214 we had but a holistic training so that it will work into all of the
215 training we do. How do we work procedural justice into our
216 scenarios? How do we work procedural justice into other things?
217 How do we work all of that into all of the training we do? So,
218 that's the piece of that. So, that's been posted. We had people
219 put in for it. We are beginning the process to interview them, and
220 they actually will have to do a presentation for the interview
221 panel, and they're getting the interview panel put together, because
222 obviously there will be multiple people on that panel, and then
223 we'll be able to go ahead and choose that person to begin that
224 program. So, I apologize. I got a phone call from a minor child
225 who was lost. So, I had to take that and explain to her where she
226 needed to go. So, this is - this class was one piece of the class.
227 We have had a very specific discussion about having the hard
228 conversation in the fall and what does that look like and how do we
229 incorporate that in the fall. There was a very deliberate decision.
230 I'll be honest. Neither one of us were involved in the creating of
231 this bias class. It was the first one. It was obviously my
232 predecessor, and I know that Captain DAY did a lot of research. He
233 brought in specialists. He brought in, you know, Dr. Khan, and they
234 really believed that bringing it in this way as, yes, a little bit
235 of a soft sell but something that gets people thinking as opposed to
236 turn off in anyway will be more likely for them to listen when fall
237 comes and we have a more robust conversation around some of this.
238 So, it was a deliberate act on their part of the people who are the
239 experts in teaching this to do it in this manner, and that's why it
240 was brought out the way it was.
241 **MALE:** Could I suggest one other thing that maybe even you two could
242 look at yourselves. I, in my reading of Comey's book, you know, I
243 saw where he was real proud of the fact that they had, during his
244 tenure there, had started an implicit bias course for FBI, and I

245 called the FBI Training Division and asked them where is that
246 course? Can we see that course? And they said, well, it's online.
247 It's for sworn officers. You know, any sworn police officer can
248 look at it. They have actually two - two courses. One about
249 implicit bias and then another course how to overcome that, which
250 was not an area that could be very well addressed in this first
251 course.

252 **CLARK:** Not in that one.

253 **MALE:** Huh?

254 **CLARK:** Not in that one.

255 **MALE:** Yeah, that's right. I understand that.

256 **CLARK:** We're building.

257 **MALE:** But - but it might be good for at least your new officer who
258 is going to be involved with this to look at what the FBI has done
259 in this area. It's apparently available online and you can, it's.

260 **HURLEY:** Yeah. They absolutely will do that. We'll be - it's one
261 of the purposes of the job, right, is we will look at PERF, because
262 I know they have done some training. We will look at the FBI. We
263 look at IACP. There's multiple groups out there.

264 **MALE:** There are multiple groups out that.

265 **HURLEY:** Yeah. That have done a lot of research in this, and so we
266 can look at that and figure out what to bring back and how to bring
267 that here or how to send our trainers there to get training to come
268 back.

269 **CLARK:** Part of our budget is to send our people to these trainings
270 across the country so we can take stuff from them and bring that
271 back. It's part of this organizational excellence piece we're
272 trying to get to is we have to reach out and find the best and bring
273 it back. We do not have all the answers here at the Portland Police
274 Bureau, so we got to go find them.

275 **MALE:** Yeah, we saw that.

276 **CLARK:** I know.

277 **MALE:** I'm just joking.

278 **CLARK:** I'm being brutally honest here.

279 **FEMALE:** So, one other thought that this conversation does bring to
280 mind is I'm sort of wondering on the front end of the screening
281 process, is there any kind of standardized set of interview
282 questions or screening process that includes any discussion about
283 biases, stereotypes, racist inclinations? I'm just wondering on the
284 front end before people even get into the Bureau, like is there any
285 of that screening process happening on the front end?

286 **HURLEY:** So, there is an oral board that is given to all of our
287 recruits that they have to pass obviously in order to make it
288 through to the next piece of the test in order to become an officer.
289 I haven't sat on the oral boards for probably a year, so the
290 questions have changed since I sat on it, but they go through the -
291 I'm sorry, WEATHERBY'S title, the equity.

292 **CLARK:** Office of Equity

293 **HURLEY:** Office of Equity. I'm losing that one. Sorry.
294 **CLARK:** And diversity.
295 **HURLEY:** Yeah, office of Diversity and Equity. They go through those
296 questions and help vet those questions and look at them. So
297 historically, yes, we have had questions or scenarios based
298 specifically around that stuff. I don't know exactly what they're
299 doing now. That would be a personnel question, but, yes, they do
300 have a vetting process with questions for that.
301 **CLARK:** Part of the psychological too is.
302 **HURLEY:** Yes, and the psych test.
303 **CLARK:** The psych test is looking for those kind of hidden biases in
304 there. I mean, it's hundreds of questions asked in different ways
305 trying to pull that information out.
306 **FEMALE:** Do they use the California Personality Index.
307 **HURLEY:** I think there's actually three tests. There used to be
308 three tests that they took. I don't know what all of them were, but
309 there were three that then were reviewed by a psychologist and then
310 they have an individual interview.
311 **FEMALE:** Okay, because I actually did look into the California
312 Personality Index and that actually was not normed on a very diverse
313 population, which seemed a little problematic to me, but thank for
314 sharing part of that process. That's helpful to know.
315 **CAMPBELL:** Any other comments or?
316 **FEMALE:** We have a quorum.
317 **CAMPBELL:** Yes, we do.
318 **MALE:** Let's start voting.
319 **MARSCHKE:** I serve a purpose.
320 **MALE:** Let's start voting.
321 **MARSCHKE:** Yes or no?
322 **GROUP:** [laughs]
323 **CAMPBELL:** Let's just close out this topic of conversation before we
324 move back and approve the minutes and things that we can now do that
325 we have a quorum.
326 **FEMALE:** Let's get one more comment.
327 **CAMPBELL:** I just would like to say real quick thank you very much
328 for being in the firing line when we bring this stuff up, and I do
329 look forward to watching more dry runs of the training and working
330 with you guys in the future. On a personal note, I would suggest
331 for everyone here in TAC, and I'll send out the link. If you've
332 never taken these IAT tests, which are the implicit bias tests, I
333 would say take them. I took about ten or twelve of them and I
334 learned things about myself that I didn't like to think about, and I
335 don't think it would be true, it would not be right for us to expect
336 the Portland Police Bureau to be able to take these tests if we
337 ourselves are not willing to take them ourselves.
338 **FEMALE:** Fair enough.
339 **MALE:** I would like to.

340 **CAMPBELL:** Yes, and I will send you the link from the original
341 implicit bias training. All right. Real quick, we're going to go
342 back since we now have a quorum. First of all, do I have a motion
343 to approve the minutes from last meeting?
344 **MALE:** I so move.
345 **CAMPBELL:** Do we have a second? Second by Ed. All right. All in
346 favor, say I.
347 **GROUP:** I.
348 **CAMPBELL:** All opposed? Motion passes. All right. On the
349 conversation that we were just having about the Training Advisory
350 Council coursework comments and suggestions for the introduction to
351 implicit bias - ah - implicit bias training. What we've done is the
352 comments have already gone to the training department, like we said,
353 as well as the Equity and Diversity program, but what we'd like to
354 do is officially accept the comments so that they're officially.
355 **FEMALE:** I'm not nuts to throw this out, but I'm wondering if
356 actually you want to combine the other comments that the group made
357 from looking at the curriculum into this same document? You can say
358 no.
359 **CAMPBELL:** I think right now just because this is something that
360 we've put together already. Let's go ahead and then if we use these
361 comments moving into the future, if that's all right with you folks.
362 **MALE:** That's fine.
363 **CAMPBELL:** All right.
364 **MALE:** I mean, this was just general discussion. This was not
365 official comments.
366 **CAMPBELL:** Yeah, and the way this works is these aren't exactly
367 official because they're put together and given soon after we do the
368 dry run of the coursework because it's a time issue. We have to get
369 them to them. So, they're not official recommendations in the way
370 that we normally do them. They are just comments and suggestions
371 and mostly we at this time will just vote to officially record them.
372 They've already been made, so there's not really acceptance. It's
373 that we're putting them into our this is what we've done. Do we
374 have a motion to officially record the Training Advisory Council
375 coursework comments and suggestions for the introduction of implicit
376 bias?
377 **MARSCHKE:** I.
378 **CAMPBELL:** Gary, and do we have a second?
379 **ZINGESER:** I second.
380 **CAMPBELL:** Sylvia seconds. All in favor.
381 **GROUP:** I
382 **CAMPBELL:** All opposed.
383 **MALE:** Where will be sending these, Shawn, now?
384 **CAMPBELL:** I believe it's already been sent to the Training
385 Division.
386 **HURLEY:** So, this particular one because again, as you know, I'm new
387 here. We took these comments and I gave them directly to Captain

388 DAY and to the instructors for that class, because they are really
389 the ones who would behoove from having that information. So, it
390 went directly to them. So that's how we handled it in this
391 particular case.

392 **FEMALE:** I have a question. Since this has now become an official
393 document that has been recommended from TAC to the Training
394 Division, will a copy of this be sent to Chief OUTLAW?

395 **HURLEY:** Yeah.

396 **CAMPBELL:** Yes.

397 **MALE:** Clarification, Shawn?

398 **CAMPBELL:** Yes.

399 **MALE:** Do we need, since you made it very clear that these are
400 suggestions very early on in the process, not recommendations like
401 we would normally make to an existing policy or program. Is it
402 important for us to make sure that we continue to make that
403 distinction that these are suggestions?

404 **CAMPBELL:** Yes.

405 **MALE:** Not formal recommendations because of where we are in the
406 process?

407 **CAMPBELL:** Yes.

408 **MALE:** Because, I mean, Sylvia, you did use the word
409 recommendations.

410 **ZINGESER:** You're right. I didn't say suggestions.

411 **MALE:** I just want to make sure that we keep that language straight
412 if that's going to be important.

413 **ZINGESER:** Thank you.

414 **CAMPBELL:** Of course.

415 **MALE:** I think it's also important, because it's happened in the past
416 and maybe it's happened already for the trainers, to have the
417 trainers be able to comment on the context of.

418 **ZINGESER:** Yes.

419 **MALE:** On paper as we have.

420 **ZINGESER:** Right.

421 **MALE:** To say pretty much I guess what we've said here tonight, but
422 I think that, I think Sarah's question was a very pointed one when
423 she asked if our comments have any impact, and so I think that would
424 go a way to answering that question.

425 **CAMPBELL:** That's only fair. All right. So, going into the future,
426 we are going to have the opportunity to do more dry runs, and so
427 basically we are going to follow a similar formula moving forward on
428 those kind of dry run suggestions and comments as we get to see
429 coursework. Now, of course, these comments and suggestions should
430 not be used in replacement of official recommendations. They must
431 be pertinent to the course that you see as opposed to going off on
432 some other venue that should really go towards an official
433 recommendation. Are there any questions or comments about that?
434 All right. Towards that, I am excited because Captain HURLEY has
435 actually put it forward that as we move forward into the next in-

436 service period, we are actually going to be able to see dry runs for
437 many courses when they're available, not just implicit bias ones,
438 which will give us a new avenue of not only making comments and
439 suggestions as training moves forward, but also for us to look into
440 being able to see things more how they're being done, which might
441 lead to more official recommendations or areas that we look into in
442 the future. Would you like to make any comments?

443 **HURLEY:** So, the only thing that we, and we discussed this a little
444 bit in the Steering Committee. The dry runs are done usually a week
445 or two weeks before in-service actually begins, and the dates and
446 times of when those are are a little bit random and a little bit
447 last minute. So, we're going to put that out to the TAC so that you
448 guys are aware of what they are as soon as we know when they will
449 be, but I just wanted to let you know that they sometimes are a
450 little bit of, okay, our instructor has this time allotted, so it's
451 going to be next Tuesday, right. We don't, we're not going to
452 necessarily going to be able to give you a whole lot of time in
453 order to know when those dry runs are going to be done, because
454 they're, just because of the way that they're scheduled. But, yes,
455 we will get those out to you, so you guys are welcome to come and
456 sit in and watch what the courses will be and then make comments to
457 them. The recommendations or the comments or good suggestions.

458 **CAMPBELL:** And basically what would happen in that kind of stuff is
459 after that meeting, after the dry run occurs, the people who
460 attended would meet real quick so you can put all your questions
461 together or comments together. Someone will put it into a document
462 like this. I have a template that we will send out for whoever
463 needs it, because that makes life easier for everybody, and those
464 would then be sent to the Chair to have them looked over, and then
465 they would be sent on to the Training Division from there, and then
466 at the next meeting we would officially record them. Yes, Bob?

467 **FISCHER:** I brought this up before and I'm not sure I've had an
468 adequate answer. What's wrong with us sitting in on some actual
469 training? It's different than - the dry run is different than what
470 actually happens, the dynamics of it. For example, the implicit
471 bias thing. What was in fact the dynamic of the group as they were,
472 you know, doing some of the group exercises and so on. Is that an
473 impossible thing?

474 **HURLEY:** There's a reason we don't do that and we actually have done
475 some research on the reasoning behind that, and I'll explain that to
476 you. When officers are in the room, especially having conversations
477 around things like implicit bias. Things that are difficult
478 conversations and they have people in the back of the room that they
479 don't know. They don't know how you're going to take the comment
480 that they make. They don't know how you're going to take the
481 conversation that will happen. The lack of conversation is what
482 actually happens, right. They're not willing to - to delve into
483 having those hard conversations and those back and forths.

484 **FISCHER:** That kind of inbredness is - is - is really.
485 **HURLEY:** It's not actually specific to policework. If you - if you
486 look at just the research on any group that gets together to try to
487 do a training and learn new things and kind of work outside of the
488 box and they have strangers in that room, they are much less likely
489 to speak up. They are much less likely to have a dialogue because
490 there's people in the room, and so we want our training to be as
491 robust as it can be. We want people to have those hard
492 conversations. We want them to feel safe in their training so they
493 can get as much out of it and sometimes have those conversations
494 that they would worry would offend somebody that was outside of that
495 room, and so we do not. We limit the people that are allowed in to
496 watch those classes.
497 **FISCHER:** Thank you. I still think that's an inadequate answer,
498 but.
499 **HURLEY:** I apologize.
500 **FISCHER:** I mean, I just. I guess I've been involved in all kinds of
501 very sensitive meetings. I'm sorry that the police department seems
502 to think that the public is an outside group. I mean, I work with
503 the fire department a lot. They don't treat us like outsiders.
504 **HURLEY:** But it's they don't know who you are as opposed to anybody
505 else in that class, right, so.
506 **FISCHER:** They can be introduced. We're part of the - we're part of
507 the Tactical Advisory Council.
508 **HURLEY:** True.
509 **FISCHER:** We're here to help the Training Division.
510 **HURLEY:** True.
511 **FISCHER:** What's so off-putting about that? I'm beating a dead
512 horse. I'm sorry. I'll be quiet about it, okay, but I do want to
513 raise that point.
514 **CAMPBELL:** Thank you, Bob.
515 **MARSCHKE:** Could I?
516 **CAMPBELL:** Yes.
517 **MARSCHKE:** If I could just provide a little bit of additional
518 perspective or different perspective maybe, because I work for the
519 National Alliance on Mental Illness, okay. We have support groups
520 on a regular ongoing basis that are people with lived experience who
521 come together to share their thoughts, their feelings, their
522 challenges, their issues with people who have that lived experience,
523 because that particular context is incredibly important to them as a
524 piece, just a piece of their recovery. It's not the only piece, but
525 it is a piece of it. I see a parallel between that and what we were
526 talking about here as far as a group that gets together around
527 implicit bias. Implicit bias, bias of any kind is an intensely
528 personal thing, and for me to be able to make myself, especially as
529 an officer, a police officer, vulnerable to the extent that I'm
530 going to even address much less admit that I have some of this bias.
531 Then that's really a very personal sensitive thing that I need to be

532 able to be comfortable to do in a safe environment. I see that
533 parallel as being the support groups that we deal with in our
534 particular arena. So, whatever that's worth, you know, that's the
535 kind of context where I see a parallel.

536 **MALE:** There may be a mental ground, and by the way, we're talking
537 about implicit bias. There are a whole lot of other parts of
538 training that occur to me.

539 **MARSCHKE:** That's right.

540 **HERSHEY:** Particularly the training that speaks to whether and how
541 an officer takes that other beat before deciding when she or he or
542 the public is in danger and resorts to use of force at a level. It
543 seems to me that these things can be taped. I was involved at a
544 university in which we did focus groups for over ten years, and we
545 taped them. That was part of it. Because people watching later
546 could see it, because I assume most training is not a one-way
547 street. It involves give and take with the students, and I think
548 that's very instructive. I think that's probably something Bob is
549 getting at and Gary too. That it would be interesting to see how
550 that reaction is and how it works. So, I don't, again, maybe that
551 would be off-putting too knowing that a tape was going on, but I
552 think it's something that could be considered.

553 **HURLEY:** Okay.

554 **ZINGESER:** I'm sorry. It's Sylvia. Are talking about during the
555 implicit bias?

556 **HERSHEY:** Videotaping the class.

557 **ZINGESER:** Yeah, taping the class.

558 **HERSHEY:** That's what it was.

559 **ZINGESER:** And then having the officers look at it?

560 **HERSHEY:** No, having - and, but I'm talking about having us look at
561 it, because that's the question that's being raised. We're the
562 advisory council.

563 **ZINGESER:** But I'm also wondering if it would be helpful for
564 officers to see that class with the interaction themselves, because
565 that might be helpful for them.

566 **HURLEY:** To see the interaction of other classes?

567 **ZINGESER:** No, their class.

568 **MALE:** Their class.

569 **HURLEY:** I don't understand.

570 **ZINGESER:** It's such a deep subject that if they could go back and
571 have a second chance to go over what they went over with and you
572 have, you have a video of it. They could have a second chance to
573 look at what their answers were, what their interactions were,
574 without judgement. That any of them could say I'm not comfortable
575 with this or I don't believe that. Whatever it is that they come up
576 with, and they would have an opportunity to see what their own
577 reaction was. Not to be judgmental but to see how implicit bias can
578 creep into our lives, because we all have it. It might just be
579 beneficial.

580 **CAMPBELL:** Are there any other comments going forth? All right.
581 Thank you, and of course if there, if we want to look more into
582 this, as well, we can also please talk to a member of the Steering
583 Committee or myself and we can discuss it further. All right. Next
584 on the agenda. Captain HURLEY said she would give us an overview of
585 some of the next steps that they're going to do as far as implicit
586 bias training in the PPB. She did already bring up some of it.
587 **HURLEY:** I think I already did. Yeah, I think we already kind of
588 discussed what we're going to do in the fall and obviously we have a
589 new member coming to work with us and to make more training. So, I
590 think I kind of covered what we were going to discuss.
591 **CAMPBELL:** Okay, is there any questions that anyone has about kind
592 of the next steps moving forward? Man, you guys are an easy group.
593 All right. I guess then my understanding is we will be able to see
594 dry runs of that training as well.
595 **HURLEY:** Correct, yeah.
596 **CAMPBELL:** As we move forward and then, because what I'm really
597 curious personally is, like, and obviously that's what this new
598 position will be doing is holistically how it is going to be
599 introduced throughout the training such as during the actual
600 scenarios and different training or even just reminding officers
601 when they're on duty about some of those things.
602 **CLARK:** Yeah. That's the key piece moving forward is you have to
603 have your classroom time to go over the concepts and to get a basis
604 of knowledge, but it's taking that and putting it in the practical
605 that - that's really important. So, that's one of the goals of this
606 position is finding ways to take this knowledge and impart it into
607 our scenarios. Impart it into our normal everyday training and just
608 make that a piece of everything we do, so, you know, I fully
609 understand what everybody's saying. We're a new team here. We have
610 ideas, and that's one of them is just to incorporate it all
611 together, so.
612 **CAMPBELL:** And of course we all understand with the new Chief being
613 brought in just last year, there's always a lot of changes and
614 moving around of hats in those kind of situations.
615 **MALE:** Shawn, could I?
616 **CAMPBELL:** Yes.
617 **MALE:** So, if I hear what you're saying, might we expect as an
618 example downstream if - if you get what you want, that there would
619 be one or more scenarios in the scenario training that would have
620 implicit bias built in as a lesson learned or?
621 **HURLEY:** I think it would be more than one or two. I mean, there are
622 things that we - so, we actually just had this conversation today on
623 the upcoming in-service. We're going to have things called drills
624 versus things called scenarios, right. So, drills are something
625 that is much faster. We're working on kind of one aspect of
626 something, right. So, it's not a full-blown scenario. It's a drill
627 to work on maybe one area that we need to work on. So, those

628 wouldn't necessarily have it, but in every scenario, I don't see a
629 reason why we in our debrief of that scenario can't have the
630 conversation of how did you use procedural bias? Did you take that
631 through your head of your process while you went into that? And the
632 reality is even if that scenario ends up in a use of force, there's
633 no reason that the front end of it, that conversation can't be had.
634 Now, maybe there's some scenarios that the time isn't there, because
635 you walk in the door and you're onto whatever that scenario is, but
636 did go through your head in your car ride on your way there? Were
637 you having that conversation? Were you thinking about those things?
638 Were you thinking about the implicit bias piece as you walked into
639 that scenario just with what you were you faced with, right. So,
640 the hope is that these pieces end up being in every debrief we do so
641 that it's not - it's kind of like the CDM, the critical decision
642 making model. Make a plan, have a, you know. I mean, we already
643 have those things that we're trained in that theoretically we should
644 be thinking about at every single call we go to, right. So, why is
645 it that procedural justice and bias, implicit bias, can't be in
646 everything we do, and so moving forward the hope is that these
647 officers will - it won't. It will be normal. It will be just what
648 they do, right, because it won't be seen as this scenario is our
649 procedural justice scenario so we don't have to think about it in
650 everything we do. That's what I don't want. I want it holistic. I
651 want - the other officer that we're getting is a leadership officer,
652 so we have an officer that's going to come on and bring leadership
653 and bring leadership training and do a whole leadership piece to the
654 division. I want that the same way, right. Just because you're an
655 officer doesn't mean you don't take a lead on a call. How did you
656 think about that? What are some the things that we talked about in
657 our leadership training that will be brought into that also imparts
658 into this scenario. It needs to be much more holistic in the
659 scenarios that we do because there's - I believe already there's a
660 million things going on in these officers' heads that before they
661 get to the call and as they get to the call. We already know that.
662 Can we make sure that they can articulate it, that they can think
663 about it. That we give them a way to articulate it. A way to think
664 it as a process a little bit, because sometimes if you put it in
665 that, right, then it's easier to tick through those, even though I
666 think probably a lot of those conversations in their head are
667 already being had. How do we put it in something that they can
668 articulate and that they can really make into a process for
669 themselves as they go to these things? So, we're trying to really
670 make it a much more holistic issue. That was probably way more
671 information than you needed.

672 **MALE:** No, thank you. Really, that was awesome.

673 **FEMALE:** May I ask what something means? I don't understand.

674 **CAMPBELL:** If you - if you just need a clarification, we can give
675 you that.

676 **FEMALE:** Yes. What is procedural justice? I don't know what that
677 means.

678 **HURLEY:** So, procedural justice is the way we treat people. It's a
679 word that we - well, we didn't create it. The word was created
680 somewhere along the way, and so it's about how we interact with the
681 people, with our community, right. So, we treat everybody with
682 respect, right. No matter who they are or what area of the
683 population they are in or why we're interacting with them. Do we
684 treat them with respect? Do we listen to them, right. So,
685 sometimes that's listening to what their needs are. Sometimes
686 that's just at the call listening to what happened, right. So, are
687 we listening to our community. And then why are we doing what we
688 do, and are we - are we making sure that they understand that we're
689 doing it for the right reason. That we have a good motivation for
690 what we're doing. That we're doing it for an ethical reason. That
691 we're making decisions for, you know, with - with them. There's a
692 word I'm looking for that I've lost. Basically, for the right
693 reasons. I'm sorry. There's a word there that's in there. I
694 can't.

695 **MALE:** The right procedures. The right procedures to follow, you
696 know.

697 **HURLEY:** Well, it's not about. It's less about procedure.

698 **CLARK:** Well, it's not - it's so much procedure. It's you have a
699 series of steps that are going to happen and are they treated fairly
700 and justly throughout each one of those steps. No matter who they
701 are, where they're from, or what. Just is everybody getting the
702 same treatment throughout those steps.

703 **CAMPBELL:** Just as a note, usually we don't let comments from
704 visitors until there is a portion at the end where we do, but since
705 it was a clarification. If you do want to just ask what like an
706 acronym means, I'm okay with that.

707 **FEMALE:** Thank you.

708 **SUNIGA:** I do have a question.

709 **CAMPBELL:** Yes, Sarah.

710 **SUNIGA:** I was wondering if you could give us a sense of some broad
711 strokes around what robust conversation or robust discussion if
712 that's what was planned for the fall. It sounds like it was part of
713 a bigger picture, but.

714 **HURLEY:** Yeah, and I can't give you that now because we're in the
715 middle of, and so I would hate to say something and then have us
716 change it. So, I would prefer not to go on the record as to what
717 exactly we're doing. We already have a committee that's together
718 that is our Training Division. Dr. Khan is involved. We have
719 another professor that's involved that are coming together. Trying
720 to put together the curriculum of what we will do in the fall. So,
721 one of - one of the directions to them from me has been we need to
722 have the conversation about the elephant in the room. We just need
723 to hit it head on and we need to deal with it. I don't know what

724 that's going to look like yet, because way smarter people than me
725 are going to tell me how to make that look.

726 **MALE:** For the sake of people that don't know and those of us
727 (inaudible), we need to have our memories refreshed occasionally.
728 Could you explain who Dr. Khan is?

729 **HURLEY:** Dr. Khan is a professor with Portland State University and
730 she is an expert in implicit bias and -

731 **CLARK:** Procedural justice.

732 **HURLEY:** Yeah.

733 **MALE:** Restorative justice. Basically, that field of study.

734 **HURLEY:** She has a long Ph.D.

735 **MALE:** She has a contract with the City? How does that work?

736 **HURLEY:** She does, yeah.

737 **CAMPBELL:** All right -

738 **FEMALE:** Could you just clarify the elephant in the room?

739 **CAMPBELL:** The elephant in the room is how hard are you pushing
740 implicit bias in the training. The elephant in the room is implicit
741 bias exists, how hard do we show it exists.

742 **FEMALE:** Okay.

743 **CLARK:** Race.

744 **CAMPBELL:** Race.

745 **FEMALE:** Thanks.

746 **CAMPBELL:** All right. Last, one last question from me. With this
747 new position, is there any idea roughly about what time that
748 position is going to be filled?

749 **HURLEY:** So, we're hoping to get the interviews done by the end of
750 August and have it filled. There's a process to everything, right.

751 **CAMPBELL:** Right.

752 **HURLEY:** We are government, right. So, they, the people have
753 applied. We've got that. We got their resumes, so we looked over
754 the resumes. We created questions. Those questions have gone out
755 to the equity group to take a look at and to kind of decide whether
756 or not they have a good holistic, what we want asked to make sure we
757 get the information we want out of everybody. We are putting
758 together a request for them to also do a fifteen or twenty minute
759 presentation to that board. We have also put the request out to
760 some community members, to the Office of Equity, as well as some
761 other commands to do the actual panel for who is going to sit on
762 that panel to do the interviews. You might see, there's a process,
763 right. So, it's trying to get all of that lined up and then
764 obviously picked the dates that nobody else has anything to do, and
765 then we'll do those interviews, and so, and they'll give their
766 presentations at that time, and then after that, we will make -
767 there's a scoring rubric. It all goes through BHR, and when all of
768 that is done, then we'll make our choices. So, we're hoping by end
769 of August.

770 **FEMALE:** I have one last question. With the representation of the
771 community members that are part of that interview panel, is there
772 any criteria in terms of diverse representation among those folks?
773 **HURLEY:** We will. We will have a diverse representation.
774 **FEMALE:** What does that mean to you?
775 **HURLEY:** Well, so right now, of the people that I know have been
776 asked. We have an African American woman on that, in that group,
777 and I think she will do it. She's helped us out in the past. We'll
778 have another female that's on that group. So, we'll have at very
779 least those two, and they'll probably be four in the group I'm
780 guessing.

781 **CAMPBELL:** Any other questions on the subject before we move on?
782 Okay. Well, we're actually pretty on time. This is a miracle and a
783 half for these meetings. All right. Next moving forward, we're
784 going to go into an overview of the new recommendation process
785 that's being performed by the Steering Committee. I sent everybody
786 an email about this and I hope everybody had a chance to read it.
787 Basically, in the past, historically what we've done is every - at
788 the start of every year, we've chosen between one to three subjects
789 that we're just going to concentrate on for the entire year, and
790 then we work on those over the year and give our full
791 recommendations in the summer before the, what's it called? The
792 needs.

793 **HURLEY:** The needs assessment.

794 **CAMPBELL:** Right. The needs assessment is due for the Portland
795 Police. Now, while this system has some certain benefits, some of
796 the disadvantages of it historically have been the fact that some
797 groups depending upon what they're working on can get done quite
798 quickly while other groups if it's a bigger thing are much slower,
799 and so one of the things that we want to do is to be able to
800 basically break off these groups to be able to work more
801 independently on their own time scale so that if say we have some
802 easy recommendations for the use of force reporting, we can make
803 those recommendations and then get those people working on something
804 else, and I'm hoping that by doing this we're going to be able to
805 speed up the process and increase the amount of recommendations we
806 do. As well, the hope is that we will be able to be more dynamic in
807 dealing with recommendations as things change moving forward,
808 because obviously what we're interested in one year might not be
809 what's actually really important or what's on people's mind that
810 year six months down the road. To kind of give you an overview,
811 basically what I expect is where most of the ideas for
812 recommendations are going to come from are from, A) some of the dry
813 run of coursework that we'll be able to see, B) the presenters we
814 have in these meetings, and the presenters are usually chosen by the
815 Steering Committee, and if there's ever an area that anybody is
816 interested in specifically or you want to see a speaker at one of
817 these meetings, please speak to a member, either myself or a member

818 of the Steering Committee, and we'll see what we can do, because
819 obviously we're here to serve the TAC board, not the other way
820 around. Sorry, not TAC board. I'm working on that nomenclature.
821 It's TAC. Training Advisory Council board is just too much. And
822 then what was the third? And then just kind of in general any other
823 area where people might have an area they might be interested such
824 as the use of force reporting. As you know, we are required to make
825 these recommendations, both by the Portland City Council's mandate
826 and the mandate of the Department of Justice agreement, and that
827 includes not only making recommendations but also if we see any
828 patterns in use of force reporting to report those patterns to PPB,
829 which I'm hoping that we'll be doing as we move forward. Hopefully,
830 everybody got. We did put together a checklist because basically
831 one of the things we're going to have to make sure, and it's going
832 to be my duty as Chair to make this happens is that we have to make
833 sure all of our recommendation steps are taken in the correct order,
834 and all the steps that are needed to be done to make sure that these
835 recommendations are done as well as possible are done. Just to give
836 you a quick overview, obviously the first step would be the creation
837 of a committee or a task force by the TAC. We can't do
838 recommendations until the TAC puts something, asks us to start
839 putting together a recommendation. The expectation is if you have a
840 - if you want to move to create a task force, you're expected to be
841 on that task force. Historically, we've put a lot of weight on the
842 Chair and the Steering Committee to create our recommendations and
843 that's caused some issues in the past. So, I really want to give
844 everybody here the chance to really be involved in the process as
845 far as writing and creating the recommendations. After we get the
846 approval for the task force, then the task force is expected to
847 create an initial list of questions and information needed to gain a
848 better understanding and then update it as needed. So, before we
849 can ask questions, we have to actually meet and decide what
850 questions we want to ask and what information we need to know.
851 After that, we will inquire with the PPB concerning the proper PPB
852 personnel to interview, either through the Training Division or Jody
853 or somebody who obviously know better than we do the people within
854 PPB who are actually involved in the various segments of the
855 training. As well, we would need to know relevant PPB documents to
856 look at and relevant PPB directives, which are what direct the
857 police force how to run all of their operations. As well, we would
858 then assess community groups that may be impacted by reviewing
859 existing data and any relevant reports from community based
860 organizations. So, basically, we would also look outside of the
861 Portland Police Department for any information that might come from
862 another group that basically has a dog in the fight. Excuse the
863 terrible old analogy. After that, we would interview PPB personnel
864 and then repeat as needed, as well as review the relevant directives
865 and documents, and if applicable, we would also interview community

866 organization groups and/or members on the area of inquiry and repeat
867 as needed, obviously. After we are done with the data collection
868 stage, we then move in to formulate our recommendations. So, this
869 would be basically creating the recommendations that we think we
870 need to have moving forward. Now, it might be after all this we
871 aren't going to have any recommendations. We're fine with how
872 things are going. If that's so, please just inform the Chair and
873 we'll move it forward so that it gets closed in that manner. And
874 basically we'd have a vote similar to if we did have a
875 recommendation just to record the TAC saw no issues that we feel
876 would need official recommendations in this area at this time. After
877 we formulate our recommendations, obviously we're going to solicit
878 feedback both from the members of PPB that we talk to as well as any
879 community groups or organizations that we talk to. Now, this isn't
880 them directing what our recommendation should be. This is just us
881 giving them a chance to say any comments or suggestions they might
882 have based upon them. obviously, then if you feel - if the task
883 force felt it was necessary, the recommendations would then
884 reformulated to match that. Once that process is done, we would
885 write the draft recommendation. Obviously, the members of the task
886 force would do that. Similar to the comments and suggestions, we
887 have an official template now so that they all look the same and
888 obviously that will get sent out and I will make sure that everybody
889 has that. I believe I sent out the one template to everybody. I'll
890 send out the other one, as well, so you guys know how it will look.
891 Once we have the draft recommendation, those will be sent to the TAC
892 Chair for presentation to the Steering Committee for further
893 feedback and review. Basically, the Steering Committee will give
894 back any feedback before we move it forward. We then edit the draft
895 recommendation as needed. We would then share the draft
896 recommendation with the PPB Training Division for feedback
897 concerning current PPB practices, areas where more detail may be
898 needed, and constraints that may limit PPB's ability to implement
899 recommendations. This is not to say they're going to say, no, you
900 can't make this recommendation. This is basically for them to say,
901 look, according to our union rules, we cannot do this. You can
902 still recommend that we do it, but legally our hands are tied.
903 Something along that matter. Or, for instance, if they just want
904 more information like, okay, you said this in your recommendation.
905 We don't know what you mean by that. Can you just give us more
906 information. After that, we would then obviously edit the draft
907 recommendation again as needed to create a final, and then when the
908 final recommendation is created, it would be presented to the full
909 TAC for approval. Once it's approved, it would be sent to the
910 Training Division as well as the Chief of Police and we would move
911 on. Close it and move on to the next recommendation. One of the
912 things personally I would like to see as we move forward is
913 historically we have done very broad topics, and I would like to

914 narrow things in where we can offer specific solutions. Basically,
915 I want to see this is the problem we saw. This is how we think we
916 can solve the problem. Or if we're not experts on it. Let's say we
917 believe this should be an area where somewhere with better expertise
918 looks at it. What I don't want is something where it's so broad
919 that our recommendation committees are spending years to work on it
920 or even a year. I would like to see these things be able to just to
921 be really put together and put out as quickly as possible, because
922 one of the things we have to understand is with the Training
923 Division the stuff they put out, a lot of it starts eighteen months
924 ahead of time I believe.

925 **HURLEY:** Yes.

926 **CAMPBELL:** So, if we wait an entire year to put out a
927 recommendation, that recommendation isn't going to have any effect
928 on the training until a year and a half after that, and I want to
929 close that up. So, it means that we have to be a little more on the
930 ball on our part, and it's, I'll be honest, it's going to be asking
931 for more work from the people of the TAC, but I think that we can do
932 it, and I'm hopeful that we can really create some more work as we
933 go forward. Well, not work, but results as we go forward. Are
934 there are any comments or questions? I always know Gary will have
935 one.

936 **MALE:** So, I want to say there are two probably little things. When
937 you had mentioned the year-to-year reader, go back to PPB and say,
938 and you used the example, which I think is a great example. Well,
939 you know, the union rules are such that we are actually forbidden
940 from doing that. All right. Now we've got a task force that says
941 but that needs to be done. So, in that particular instance, knowing
942 full well that the, it's against union rules or regulations and
943 therefore cannot be implemented until those change, the
944 recommendation could then be coming back saying, hey, we think that
945 the rules should change. That's the actual solution. Not that you
946 do this. It's against the rules. That the rule needs to change and
947 make that recommendation. Is that -

948 **CAMPBELL:** Absolutely.

949 **MALE:** How you see that feedback being utilized. As opposed to
950 let's just say necessarily automatically saying, well, if the union
951 says no then we just won't make the recommendation.

952 **CAMPBELL:** Right. I believe absolutely if we feel strongly enough
953 about it and the task force feels strongly enough about it, then
954 they can absolutely say we think this rule is keeping some important
955 thing from happening.

956 **MALE:** Okay, and I forgot the second thing, so come back to me
957 later.

958 **CAMPBELL:** All right. Any other questions or comments?

959 **MALE:** You said you were going to send the recommendations to the
960 Training Division and the Chief of Police.

961 **CAMPBELL:** Yes.

962 **MALE:** Did that word through get out?
963 **CAMPBELL:** Yes. We'll go into that.
964 **MALE:** That's another issue.
965 **CAMPBELL:** Yeah, we have an update on the bylaws.
966 **MALE:** Fine.
967 **MALE:** Oh, I think I remember what I was going to say. Sorry.
968 Actually, based on past experience having been involved since day
969 one with TAC and certainly a lot of the recommendation process the
970 last time. The biggest challenge and frustration I had with the
971 recommendation process had less to do with the broad picture, but I
972 agree that was a challenge. It was the fact there were no, how do I
973 put it? There were no specifics in it. There was no
974 accountability. There was no, well, all right, here's what we want
975 you do and here's maybe a little bit of how, when, and how we're
976 going to track that. There was none of that there. There was just
977 these broad recommendations that said, well, you have got to do
978 this. Okay, fine, and we'll go away.
979 **CAMPBELL:** Yeah.
980 **MALE:** So, I really appreciate the fact that not only is this a very
981 a systematic or systemized process but that you've also taken that
982 into account and it seems by boiling it down a little bit and being
983 more focused, that we'll be able to get some specific
984 recommendations and we're have timelines and some accountability
985 there so we can track progress. So more power to you.
986 **CAMPBELL:** Thank you, and I would like to say we're not looking at a
987 very - it's not a huge change, but it is a change that will shift
988 things a little bit.
989 **MALE:** Procedural justice transparent.
990 **CAMPBELL:** Exactly. Any other comments or questions? All right.
991 Moving on. We now have time for the discussion regarding the use of
992 force reporting. Just to kind of give you an idea of what we are
993 looking for here is as you know we have about four of our meetings
994 every year, which is quite a few since we have six meetings. We
995 have the inspector come in and present use of force report data, and
996 historically we've also had them present information on such as how
997 all that information is online and how to look at it online and
998 stuff like that. One of the things that I wanted to question going
999 forward is how do we want to, what kind of stuff are we inspecting
1000 as TAC for the inspector to give us during these presentations?
1001 What kind of information do we want them to give us?
1002 **FISCHER:** Why? I know they're supposed to, but what are - what?
1003 **CAMPBELL:** We are required by the -
1004 **FISCHER:** To look at it.
1005 **CAMPBELL:** Department of Justice mandate.
1006 **FISCHER:** To look at it and that's it.
1007 **CAMPBELL:** Yeah. Well, we are required to look at and if we see any
1008 problems that we feel should be brought up, we're supposed to bring

1009 them up, and if we see any patterns that we are concerned with, we
1010 are supposed to bring that up, as well.

1011 **MALE:** For as long as I can remember, and I've been sitting here
1012 almost six years. The one area of frustration that has transcended
1013 the various iterations of this council is a sense that we never
1014 really connect use of force reports to Training Division's role and
1015 reaction. We know that we're told every time that Training Division
1016 is doing it. They're getting all the reports. They're scanning.
1017 They're trying to, but as an advisory council, it strikes me that
1018 that's the most crucial thing we can do. There are two kinds of
1019 research, quantitative research, which in this case is of very
1020 limited use. Three month periods don't give you very much in terms
1021 of data. And qualitative research, i.e. are there key uses of force
1022 in the past three months or whatever three month period is being
1023 reported on that have an implication to training. Now, every major
1024 use of force is investigated multiple times. Internal Affairs,
1025 Command, IPR, sometimes the DA, and there's some implications about
1026 the law and what we can or can't know, but at some point it seems to
1027 me that we need to be plugged into when training looks at a case and
1028 says was that officer appropriately trained and did that officer
1029 carry out how we trained her or him? Or is there an area we should
1030 be training that this particular circumstance suggests that we're
1031 not training at all or enough? It seems to me there needs to be
1032 some way for us to take a qualitative look at the key uses of force
1033 in a period, not just a quantitative look.

1034 **CAMPBELL:** Sylvia.

1035 **ZINGESER:** That goes back to collecting the data for a quality
1036 assurance, which is the qualitative. In order to collect data on
1037 near misses. Not the things that went wrong. Or somehow or another
1038 developing a question that can be put on their report, whether it's
1039 a checkbox or just maybe a one or two line description of I almost
1040 had a use of force situation. I didn't have it. This is why I
1041 didn't - didn't have the use of force, because I did blah, blah,
1042 blah. Do you see what I'm saying?

1043 **CAMPBELL:** Yeah.

1044 **ZINGESER:** The point is if you can pick up the near misses, then you
1045 can reduce the number of uses of force. That's - that's part of the
1046 qualitative. Not qualitative - yeah, qual - qualitative area of
1047 doing the job, and it's not just, you know, manufacturing does this.
1048 The medical community does this, and it's a type of measurement, and
1049 it might be a little bit hard to collect for police officers, but
1050 that means that hopefully that the police officer when they write,
1051 he or she writes their reports, then they can actually write what
1052 really happened and not skip over the situation, and it's that piece
1053 in there that would be critical to catching the near misses and that
1054 would help the Training Division to hone in on how to make that,
1055 continue to make that happen.

1056 **MALE:** Follow-up for a second. In other words, when your misses are
1057 success stories.
1058 **ZINGESER:** Yes. Yes, that's right.
1059 **MALE:** And there should be some way. And every time this has been
1060 brought up over the years, your predecessors have always said, oh,
1061 we do that. We need to figure out some way of making those
1062 circumstances, of examining those circumstances to see why we
1063 succeeded. Why it didn't turn out to be a suicide by cop when it
1064 could easily have been.
1065 **ZINGESER:** Yes.
1066 **MALE:** Why someone was treated with a lower level of force than he or
1067 she might have been, and there should be - I know you've got plenty
1068 of work to do just examining the failure. Well, not failure, but
1069 just examining the uses of force, but there should be some way to
1070 collect information about things that worked that went well. Not
1071 just say 99 percent of the time it goes well. We only see the ones
1072 that don't. That's not a good answer, because like Sylvia just
1073 said, that's not instructive, and your job is to be literally
1074 instructive.
1075 **HURLEY:** Well, I would disagree that we don't look at the positives.
1076 So, the large instances that we have, right. Sometimes we have CERT
1077 callouts or we have CNT callouts, and most of the time those end up
1078 positively, right. We end up being able to talk somebody around and
1079 not using force in doing that, and those are looked at. We do look
1080 at those things and they look at them as a team. We look at them as
1081 Training Division. We look at what well and what didn't, and we do
1082 move forward on those. So, I would disagree that we never look at
1083 the positives, because we do look at the positives.
1084 **MALE:** Do you train on the positives?
1085 **HURLEY:** Well, of course we do. So, if we look at those and then we
1086 determine that based on kind of doing it in this manner and look, we
1087 had a positive outcome, then sure we're going to take those and say,
1088 you know, that worked. It may be the hope is that it's something
1089 we've already maybe trained on. So, look, we gave you this, this
1090 model of how to deal with a person in crisis, and look, we used it
1091 on this particular call, and look, it worked. I mean, the hope is,
1092 right, that we show that, but we do critique those. We do look at
1093 those as a Bureau.
1094 **ZINGESER:** I believe that you do look at those and that you do, you
1095 know, incorporate that in your training. What I would like to see
1096 is a way to collect the data on those. That does mean going back to
1097 the reports and, like I said, on the report if there was a little
1098 box where the officers could actually say this worked well because.
1099 **HURLEY:** And so I'm not a statistician or any of that thing. So,
1100 please, I apologize first for the how to collect data thing because
1101 I don't - I don't do that. But -
1102 **ZINGESER:** I'm not either, but I've had to live - I've had to work
1103 under it and I understand it.

1104 **HURLEY:** Okay.

1105 **ZINGESER:** What I know is that if you can take that data and you can
1106 take it to your higher ups and say this is why I need to have this
1107 amount of money to do this particular thing.

1108 **HURLEY:** Well, but what I, my point to that is, is we do that in that
1109 we look at how many times we put hands on somebody that doesn't end
1110 up in force. We look at how many - I mean, we have those numbers.

1111 **ZINGESER:** You have the numbers.

1112 **HURLEY:** Yeah. So, we look at those as wins, right. But there's no
1113 way to quantify that Officer JONES spoke in this particular manner
1114 with this quiet voice with this and therefore it worked, versus
1115 Officer SMITH used these words and so it worked. There's no way to
1116 quantify that I'm looking at it to say - to say that it's because
1117 they spoke in this manner or because they did this that it ended up
1118 not being force, right. I'm not sure there's a way to quantify what
1119 in the interaction with that particular person ended up making it
1120 not end a force.

1121 **ZINGESER:** It might be difficult to do and I'm sure it is, but I
1122 think that we could probably maybe capture some if it, because if we
1123 could put that into the collection of data around those instances
1124 that you have, you have a better way of showing for yourselves what
1125 really happened, but you also can put that in so that the community
1126 can see.

1127 **HURLEY:** Well, so I think what in order to answer your question
1128 better there's two things. One. So, we do our needs assessment
1129 which all of our force is used in in making the determination for
1130 what the training needs are for the following year. I mean, that's
1131 part of what our needs assessment is, and so I think that maybe when
1132 the force inspector comes to give his presentation to you, you need
1133 to ask some of those questions about how those numbers are done,
1134 because admittedly I'm not, you know, I'm not part of the numbers
1135 group. So, I have an idea of what SSD does, Strategic Services
1136 Division, and how they gather and what they do. He would be much
1137 more versed in being able to answer to you how those numbers are put
1138 together if that would.

1139 **ZINGESER:** That helps.

1140 **HURLEY:** Okay.

1141 **ZINGESER:** I mean, I understand that.

1142 **HURLEY:** Yeah.

1143 **ZINGESER:** But I have, since we're discussing it, I needed to.

1144 **HURLEY:** No, no. Absolutely. I'm not. I'm just - I'm just trying
1145 to get you a better answer.

1146 **ZINGESER:** Yeah.

1147 **HURLEY:** Because I feel like I'm not necessarily giving a complete
1148 one.

1149 **CLARK:** Can I, just so I'm clear, I think one we typically look at
1150 this is we have the specific number of arrests.

1151 **ZINGESER:** Yes.

1152 **CLARK:** And we have the specific number of force events.
1153 **ZINGESER:** Right.
1154 **CLARK:** And so we - we kind of use that as a correlation.
1155 **MALE:** Yeah, 95 percent of those arrests don't involve any force.
1156 **CLARK:** It's higher than that.
1157 **MALE:** So, in that sense there's a massive number of good stories
1158 out there.
1159 **CLARK:** So, just so I'm clear. We use that now, but what you would
1160 like to further refine that is out of that high 90 percent where we
1161 don't use force, how many do the officers think they could have and
1162 didn't. Is that kind of what you're asking?
1163 **ZINGESER:** Yes.
1164 **CLARK:** So, like a checkbox to indicate that.
1165 **ZINGESER:** Right.
1166 **CLARK:** To further refine that data.
1167 **FEMALE:** I think Sylvia are you suggesting that there's a narrative,
1168 a narrative question? So instead of like a yes/no, check the box,
1169 it's like the story? It's like this is what I did to prevent a bad
1170 situation from happening. Is that what you're suggesting?
1171 **ZINGESER:** I think what you can do, if you look at the reports when
1172 they - when they have an interaction or they have an arrest or
1173 someone in custody. There is a report that goes with that and that
1174 officer does write. You would have to - Shawn and I just talked
1175 about this before the meeting. It would take a team that knows how
1176 to read that to pull out some of that information.
1177 **FEMALE:** A qualitative team.
1178 **ZINGESER:** But if you had a small, one little checkbox where it won't
1179 take up the officer's, all of his time, his or her time when they
1180 write on that report where they could say, I was able to make this
1181 happen. This outcome was positive because I did such and such.
1182 Things happen so fast for them that sometimes they have trouble
1183 remembering exactly what they did. I believe - believe that happens.
1184 **CLARK:** The narrative is there for what you're asking.
1185 **ZINGESER:** Yeah, I know it's there.
1186 **CLARK:** It's there. They're writing all that stuff.
1187 **ZINGESER:** Yeah.
1188 **CLARK:** I would agree with you, there's - there's not a little
1189 checkbox that indicates this specific incident.
1190 **ZINGESER:** No, yeah.
1191 **MALE:** If the goal is to find 5 percent that could have been use of
1192 force but weren't to match against the 5 percent that have use of
1193 force, one thing we might consider, meaning the city, you all, is to
1194 create a system that encourages commanders to create, to pursue
1195 commendations in these cases that would effectively go in the record
1196 of the officers who performed this well, and that would begin to
1197 give us narrative. Just the - just the evidence proposing the
1198 commendation would then affect that other 5 percent.

1199 **HURLEY:** We do a lot of commendations, although we can always use
1200 more, and we also do a lot of EIS entries. So, the EIS system
1201 allows us to do positive comments on officers and what they do, and
1202 I know personally myself as a command staff member I use it all the
1203 time. So -
1204 **MALE:** Acronym?
1205 **HURLEY:** What's? Oh, EIS is the Employee Intervention System.
1206 **MALE:** Thank you.
1207 **CLARK:** Information system.
1208 **HURLEY:** Information, sorry. We've changed the name I think a few
1209 times.
1210 **CLARK:** It's just cause with me it's always an intervention.
1211 **MALE:** The union - the union - the union thinks it's an intervention
1212 system.
1213 **CLARK:** With me, it's always an intervention and that's why she's.
1214 **HURLEY:** That's why I guessed it. When I put it in his, right. So,
1215 we do do that. We add those things to the Employee Information
1216 System a lot. So, we do record how people are doing and what
1217 they're doing well. So, I guess what I would say, because this is
1218 actually a fairly robust conversation and you guys have some really
1219 great ideas on this is there's your committee, right, is to create
1220 one to have those conversations with SSD, with the force inspector,
1221 to have and do that research for us and find out how that works,
1222 because to me that's kind of what you guys do, yeah.
1223 **CAMPBELL:** This is what I'd like to propose. It seems like we have
1224 an area that we would like to ask the inspector basically some
1225 questions about how this would be done, and they're going to be at
1226 the September meeting. Would it be okay if we table this until the
1227 September meeting so we can get some questions and then at that time
1228 if it's felt relevant then TAC can create a task force to look into
1229 that.
1230 **FEMALE:** Okay. That sounds great.
1231 **MALE:** Might I suggest that some thought be put into those questions
1232 so that if there is some specific preparation.
1233 **CAMPBELL:** Yes.
1234 **MALE:** That the person just presenting might require that we get
1235 that information out as early as possible.
1236 **CAMPBELL:** Yes.
1237 **MALE:** And when the public comment comes, I'd love to hear from the
1238 COCL people because I know this is something that obviously has
1239 probably come up outside this room.
1240 **CAMPBELL:** All right. So, this is what I basically have at this
1241 point where we basically as a Steering Committee wanted to know what
1242 we should be asking the inspector for, and it sounds like for this
1243 next meeting we have ability to report on successes. How does use
1244 of force affect the training? Do we have any examples of that?
1245 What resources would the inspector need or would the inspector want

1246 to have to do a better job, and how were some of the numbers
1247 collected. Are any of those?
1248 **MALE:** And you said in the reports of these incidences, there is a -
1249 the officers do provide a narrative?
1250 **HURLEY:** Well, they have a narrative in all their reports. So, if
1251 there's an arrest, there's a narrative.
1252 **MALE:** Okay. All right, fine. So, it's how to collate and use that
1253 narrative is what we're talking about, is that right?
1254 **HURLEY:** Mm-hmm.
1255 **MALE:** Okay.
1256 **CAMPBELL:** Gary?
1257 **MARSCHKE:** So, and to put that into perspective, and then I have a
1258 question. Is it - it sounds like what we're doing is we're
1259 developing a pool of information to develop some real best practices
1260 from. I think that's what I see happening. So, one of the pieces
1261 of information that would be most useful to me having sat through
1262 what seems like countless use of force reports, are trends, all
1263 right. I don't want to have to pick up on the trends and go back
1264 over three months and sit there while it's being presented. I want
1265 to know what those trends are. So, you give me a three month
1266 window. That's a point in time, but do you know as the statistician
1267 that's presenting that. Not you guys, obviously, but, you know,
1268 what's really happening. You know, I want, you know, up front. I
1269 want to know what the real trends are. Now you go back six months,
1270 twelve months, eighteen months and say, all right, so here's where
1271 we're seeing a trend. Even if it's a temporary blip. Maybe we have
1272 no explanation for it in this point in time yet, but we're seeing a
1273 blip or we're seeing a trend or we're seeing a shift. That to me
1274 personally at least is the most important information I would look
1275 for out of use of force is the trends.
1276 **HURLEY:** So, again, I would ask these kinds of questions you put in
1277 a document to me to give to the inspector before he comes to speak
1278 to you so that he can intelligently, you know, articulate that,
1279 because sometimes we don't have it in the back of our head. We have
1280 to have a little research before we can - we can get it.
1281 **DROPPERS:** Hey Shawn.
1282 **CAMPBELL:** Yes.
1283 **DROPPERS:** The other thing that I would put on the list also. The
1284 last several times we've had the use of force reports presented,
1285 I've asked for City demographic data to be included so that there's
1286 context to the numbers that we're looking at so we can see where
1287 certain populations are over or underrepresented in certain areas,
1288 and I think in order to put the numbers into context, we have to be
1289 able to see, okay, even though, you know, two percent, only two
1290 percent of our population is African American, they are
1291 overrepresented by twice that in a certain category. That's
1292 critical for us to be able to put some of that data into context,
1293 and we absolutely have to have that as part of those reports going

1294 forward, and several times I've made that recommendation and it
1295 never happens, so.

1296 **CAMPBELL:** I think at that point -

1297 **DROPPERS:** I'm going to make a very direct recommendation that that
1298 happens.

1299 **CAMPBELL:** I think at this point with that we are probably going to
1300 have to move towards an official recommendation.

1301 **DROPPERS:** Okay, thank you.

1302 **CAMPBELL:** If you'd like, we can have a motion right now.

1303 **DROPPERS:** I'd appreciate that. Oh, so I, so I make the motion.

1304 **MALE:** That means you're going to write it, you know.

1305 **DROPPERS:** What's that?

1306 **FEMALE:** That means you're going to be in, you're going to take the
1307 lead.

1308 **MALE:** Shawn has told you.

1309 **DROPPERS:** That's right. I'm all right with that. I'm good with
1310 that.

1311 **CAMPBELL:** Okay. So, would it be comfortable to say you move to
1312 create a task force. I don't want to put words in your mouth.

1313 **DROPPERS:** Sure. I'll make a motion. Create a task force to look
1314 at developing a recommendation to standardize demographic data in
1315 all of these force reports moving forward.

1316 **MALE:** Pretty simple. That doesn't change a lot does it?

1317 **CAMPBELL:** No, do we want to broaden it to include like if we have
1318 any other use of force report recommendations, because that's a
1319 pretty narrow window for the time you're going to put in. I guess
1320 what I'm asking is would we like the motion to be able to, if
1321 there's more stuff that comes up from the task force on it, to be
1322 able to concentrate on that as well.

1323 **DROPPERS:** Oh, absolutely. I don't. Yeah. I'm not sure how I
1324 would motion that. So, task force to look at demographic data
1325 related to the use of force reports. How about that? And any other
1326 related.

1327 **MALE:** That's broad enough.

1328 **MALE:** Any other relevant information.

1329 **MALE:** Demographic and any other relevant information in use of
1330 force.

1331 **FEMALE:** I like the way you originally motioned this, because if we
1332 make that into a recommendation and we have something that comes
1333 from that. It's like what we talked about in Steering Committee.

1334 **DROPPERS:** Well, hold on. I think. Sorry. Judy, were you saying
1335 something.

1336 **FEMALE:** No, I was.

1337 **CAMPBELL:** In the end, it's your motion. Put it however you want.
1338 Sorry. I didn't mean to.

1339 **MALE:** Can't we help her?

1340 **FEMALE:** Okay, you're on the committee.

1341 **CAMPBELL:** What I have right now, the motion is to create a task -

1342 **DROPPERS:** I think it's okay to make it more broad. If we decide we
1343 want to keep it narrow, that's fine too.
1344 **CAMPBELL:** Exactly.
1345 **DROPPERS:** So, we'll make it broad and then we can keep it narrow if
1346 we need to.
1347 **CAMPBELL:** Okay. We have then a motion to create a task force. Let
1348 me write this down.
1349 **DROPPERS:** Don't make me repeat it.
1350 **CAMPBELL:** Task force to look into the inclusion of demographic-
1351 demographic and other data in the use of force reports. Is that?
1352 **DROPPERS:** Sure.
1353 **CAMPBELL:** If I'm saying it wrong, please correct me. The worst
1354 thing you can have is a Chair that changes things on people.
1355 **MARSCHKE:** I'll second it so we can move it forward.
1356 **CAMPBELL:** There we go. We have a second to create a task force.
1357 **FEMALE:** Thank you, Gary.
1358 **CAMPBELL:** To look into the inclusion of - ugh - a task force to
1359 look into the inclusion of demographic data. Demographic and other
1360 data into the use of force reporting. Do we have any discussion?
1361 **FEMALE:** Will this request be forwarded to the statistics people
1362 before the next meeting so they'll have a heads up?
1363 **CAMPBELL:** In this kind of thing, it would be where the proper thing
1364 to do would be to set up a meeting with the inspector and not go
1365 after them in the public meeting necessarily.
1366 **MALE:** But we're just creating a task force, so does Danielle have
1367 to recruit?
1368 **CAMPBELL:** Right. One of the things we need is there anyone else
1369 who would be interested in being on this task force.
1370 **FEMALE:** Bob FISCHER opened his mouth.
1371 **FEMALE:** It's exciting.
1372 **MALE:** Since we only have ten people (inaudible, multiple talking at
1373 one time).
1374 **FEMALE:** Come on, Ed.
1375 **CAMPBELL:** All right. Who do we have? We have?
1376 **FEMALE:** Sylvia and Sarah.
1377 **SUNIGA:** Sure.
1378 **CAMPBELL:** Danielle and Sylvia, okay.
1379 **BUCKLEY:** I want a clarification on behalf of the inspector who
1380 couldn't be here today and that's why it's on your agenda.
1381 **CAMPBELL:** Yes.
1382 **BUCKLEY:** Is he provides you the quarterly reports in advance and has
1383 always asked if there were specific questions or items related to
1384 that report that you get those questions to him in advance. So, to
1385 your question, in order to be able to meet your needs, there is
1386 demographic information in those reports it talks about, you know,
1387 and so are you wanting it to be compared to the City's?
1388 **CAMPBELL:** Yes.
1389 **BUCKLEY:** Okay.

1390 **DROPPERS:** Yes, just simple City demographics.
1391 **BUCKLEY:** So, because there's demographics as to who receives the
1392 force. You want to have somewhere in that report that African
1393 Americans are ex percent of Portland, Asian Americans, whatever.
1394 So, you just want basic information in there in addition to the who
1395 force is used upon, which is already in there.
1396 **DROPPERS:** Right.
1397 **BUCKLEY:** Okay. To be frank, I got to tell, you know, with all due
1398 respect for the process. I'm not sure you need a task force for
1399 that. If you make a request of, you know, I think we can add a
1400 column or a sheet that gives that information.
1401 **CAMPBELL:** We've made it several times and it's been brought.
1402 **BUCKLEY:** It seems a pretty simple.
1403 **HURLEY:** Has it been - has it been officially asked in like a - in
1404 like an email?
1405 **CAMPBELL:** It's never -
1406 **HURLEY:** Or just asked during the meeting?
1407 **CAMPBELL:** It's never been officially asked in an email has it?
1408 **DROPPERS:** So, I've asked several times in multiple meetings. I've
1409 also finally after saying, okay, we can do it then was told to put
1410 it into writing. So, the recommendation has been made multiple
1411 times. It seems like a very simple - to your point, it is a very
1412 simple thing. Like, I can easily pull ACS data and do it myself,
1413 but some reason it just is not happening and so it does feel like
1414 there's a need for a formal recommendation to happen, and it is
1415 unfortunate that it would have to be through the work of a task
1416 force to get such simple information.
1417 **BUCKLEY:** And I think part of the problem, if I remember correctly,
1418 is there have been a couple different people that appeared on behalf
1419 of the Inspector's Office, you know, since this came about. It was
1420 Captain KRANTZ at one point. It was Lieutenant DOBSON. So, it
1421 might just have got lost in the translation. So, I will, you know,
1422 I can assure you I will go back and ask them to add that and save
1423 your task force for something that would be a little bit bigger
1424 unless there are other things you want to look at, but if that was
1425 the purpose of your task force, I think.
1426 **MARSCHKE:** Having made the second on the motion, I might at least
1427 for a point of clarification maybe suggest we add the word
1428 comparative demographic data. Since it sounds like that's really
1429 what we're after is the comparative data. The data is there, and
1430 the data is there, but we don't have the context for comparing it.
1431 **DROPPERS:** But the data's not there.
1432 **MALE:** Well, it will. The data is available, but.
1433 **MARSCHKE:** Well, I mean, the data is available so we want it in the
1434 report.
1435 **DROPPERS:** Right.
1436 **MARSCHKE:** But I would just make a suggestion that we add the word
1437 comparative demographic data just so it's clear what we're looking

1438 for. Not just demographic data that already exists. Do you know
1439 what I'm saying?
1440 **CAMPBELL:** Sarah?
1441 **SUNIGA:** Is it possible to see a list of all the variables of data
1442 collected so that way we know what is available?
1443 **CAMPBELL:** As far as like data collected by for the use of force
1444 reports?
1445 **SUNIGA:** Yeah. I assume that we've been getting all of the data but
1446 if we're not actually getting all the data. I'm not saying that I
1447 want all the data, but the variables. (multiple speakers in the
1448 room).
1449 **HURLEY:** I think you are getting all the data. The question she's
1450 asking is for us to take data that is City data brought by someone
1451 else. That's not something that we collect in our force reports,
1452 right, because that's just, that's separate. So, she's asking for a
1453 comparison from what we - what we collect to what the City has.
1454 **SUNIGA:** Right.
1455 **HURLEY:** And so that's - that's separate. It's not that we're not
1456 giving you information. That's not something we really put
1457 together.
1458 **SUNIGA:** Right, right. The question I mean to more being separate
1459 from.
1460 **HURLEY:** Yeah, and what I would recommend, which is a little bit
1461 kind of what Marie Claire said is, again, task force is fine, but if
1462 you were to put these questions into an email and send it to the
1463 force inspector before your next meeting. Give him a chance to
1464 answer to them and then if you feel like they aren't answered to,
1465 then - then the task force goes forward. I just think part of this
1466 is a clarification of exactly what you're asking for before the
1467 meeting so that those numbers and that information can be put
1468 together might just solve your problem easier.
1469 **MALE:** Maybe the next year end committee meeting can finalize that
1470 kind of a request?
1471 **CAMPBELL:** We could if that's what the TAC wishes.
1472 **MALE:** That's a good reason to have a Steering Committee.
1473 **CAMPBELL:** Danielle, you made the motion. How do you feel on it?
1474 **DROPPERS:** Yeah. I'd rather not do a task force. If we could just
1475 put the numbers into the report, that would be fantastic. Like,
1476 that's all that I'm asking is that we have City demographic data so
1477 that we can have some context to the numbers that we're looking at.
1478 **MALE:** Just and that data should be of people 18 and over and 20 -
1479 people of arrest age, because the data skews considerably if you
1480 start counting kids.
1481 **HURLEY:** So, then my, with the request that you have, you need to be
1482 very specific on what you're asking for. And it's, you know, you've
1483 already voted on a - on a task force. You can keep it and then
1484 decide -
1485 **CAMPBELL:** We haven't voted on it yet.

1486 **HURLEY:** Oh. Well, I mean, you can keep it and decide to not need
1487 it in advance or if you get your answer, as well. I mean, that's
1488 obviously for you all to decide.
1489 **CAMPBELL:** Judy?
1490 **LOW:** I'd like to ask Danielle if I could amend the motion to request
1491 the TAC Chair, Steering Committee Chair to make the formal request
1492 to reinspect their department to provide the data that you requested
1493 in the September report.
1494 **CAMPBELL:** In that case, it wouldn't be an amendment. It would be a
1495 different motion.
1496 **LOW:** No. Her motion was to have the data provided in the report.
1497 **MALE:** Back to the Robert's rules of board meetings.
1498 **CAMPBELL:** It's - it's a task. It's the motion is for creation of a
1499 task force.
1500 **MALE:** Oh, come on.
1501 **CAMPBELL:** If you want a motion for the Chair -
1502 **LOW:** Oh, I see. Okay.
1503 **CAMPBELL:** For the chair to send an official request, then you can
1504 put it that way.
1505 **LOW:** Oh, okay.
1506 **CAMPBELL:** It's separate.
1507 **LOW:** In that case, I'll just wait since we have a motion on the
1508 floor.
1509 **CAMPBELL:** All right.
1510 **LOW:** And we'll wait until that one is disposed of.
1511 **MALE:** So, what if we. Just real quick. What if we amended the
1512 motion to say but the first step is.
1513 **CAMPBELL:** You can do that.
1514 **MALE:** So, if you amend the motion to say but the first step to
1515 establishing the task force is to have the Steering Committee do
1516 that.
1517 **FEMALE:** I believe everything after the word but.
1518 **MALE:** Then we can amend the motion. I can - I'll accept that if she
1519 accepts it and we can move forward.
1520 **DROPPERS:** So, if the first - I'm sorry.
1521 **CAMPBELL:** So, what it would be.
1522 **MALE:** It's a two step process.
1523 **DROPPERS:** I'm just having a hard time with how difficult this is.
1524 **FEMALE:** It's a long process.
1525 **DROPPERS:** I mean, can I just make a quick comment here. Like, this
1526 is a very simple request. We have - there are very big problems
1527 happening in the City, and we are wasting so much time. This is
1528 such a simple request.
1529 **FEMALE:** I agree.
1530 **DROPPERS:** So, I am going. Can I just. So, I'm going to withdraw
1531 my motion from the task force.
1532 **CAMPBELL:** Okay.

1533 **DROPPERS:** And I am going to make a motion that our Steering
1534 Committee Chair make a formal request that for the next use of force
1535 report and for future use of force reports moving forward that City
1536 demographic data is provided for individuals 18 and older.
1537 **FEMALE:** Comparative.
1538 **MALE:** And we will have a task force if that doesn't happen.
1539 **GROUP:** [laughs]
1540 **CAMPBELL:** That's - so, is there is a second to - is there a second
1541 so we can move forward?
1542 **FEMALE:** I second it.
1543 **CAMPBELL:** Thank you. Any discussion on this motion? It gets
1544 easier. I promise.
1545 **MALE:** ((Inaudible, multiple speakers)).
1546 **CAMPBELL:** Right, and I don't mind. All right. Seeing no
1547 discussion, all in favor?
1548 **GROUP:** I.
1549 **CAMPBELL:** All opposed? Not even me. So, it passes. I will put
1550 together an official request that demographic data for the City.
1551 **FEMALE:** Comparative.
1552 **CAMPBELL:** For people 18 and older be included in the report.
1553 **FEMALE:** Comparative. Comparative demographic data.
1554 **CAMPBELL:** Right. Comparative demographic data.
1555 **FEMALE:** And if it doesn't happen, you now have a hammer.
1556 **CAMPBELL:** There you go.
1557 **DROPPERS:** Thank you.
1558 **CAMPBELL:** Let me just write this down so I don't screw it up. All
1559 right. Is there any other discussion on regarding the use of force
1560 reporting? I have one last thing to bring up and I really hate
1561 bringing it up now after, but we'll get better at this. As many of
1562 you know, I spent when I first jointed TAC it was mostly to look at
1563 the use of force numbers and do statistical analysis on them. That
1564 was kind of the big, I think that's what got me on it over some
1565 other people. During that time, a lot of patterns were noted and
1566 were discussed in Steering Committee, but we never officially did
1567 anything with it, and what I would like to be able to do is put some
1568 of those patterns together to present to the TAC at the next
1569 September meeting so that we can then decide if we feel a need we
1570 can push them forward as officially forwarding these patterns we
1571 noticed. So, basically, we just need a movement requiring me to do
1572 that, and I will do it.
1573 **MALE:** I move that you make you do it.
1574 **CAMPBELL:** Yeah, I - I - here, I'll just do it for myself.
1575 **MALE:** You move that you do that.
1576 **CAMPBELL:** I move that I -
1577 **MALE:** You told us you're going to do it.
1578 **CAMPBELL:** I move I would provide an analysis of some of the patterns
1579 noted in the use of force report by the next meeting.
1580 **FEMALE:** I second that.

1581 **CAMPBELL:** Thank you. All in favor?
1582 **GROUP:** I.
1583 **CAMPBELL:** All opposed? The motion passes.
1584 **MALE:** Not even you.
1585 **CAMPBELL:** You'd think I'd know better. All right. Moving on. This
1586 will be a quick one. Our 2017 recommendations have finally
1587 completed the process to be finalized. These are the
1588 recommendations we made a year ago. The process slowed down due to
1589 some people having some, basically their personal lives got busy and
1590 so things kind of fell - fell behind, and basically at this point we
1591 are just looking to be able to finally formally give these 2017
1592 recommendations to the Training Division as well as the Chief of
1593 Police and all we need is a passage by the TAC.
1594 **MALE:** I move.
1595 **FEMALE:** I second.
1596 **CAMPBELL:** So moved, so seconded. Any discussion?
1597 **MALE:** One quick question.
1598 **CAMPBELL:** Yes.
1599 **MALE:** Do we have any idea if any of these recommendations have
1600 already been addressed?
1601 **CAMPBELL:** I believe that most likely some have at this point.
1602 **MALE:** Okay, but we don't know that at this point.
1603 **CAMPBELL:** Yeah.
1604 **MALE:** Okay.
1605 **CAMPBELL:** I would - I would say when we send it we will have the
1606 caveat that we understand that it is extremely late compared to our
1607 normal time table.
1608 **FEMALE:** We just need to submit it because we never formally
1609 submitted it.
1610 **MALE:** I hear you. Amen.
1611 **CAMPBELL:** Right. Any other discussion? All in favor?
1612 **GROUP:** I.
1613 **CAMPBELL:** All opposed? Motion passes. Thank you. So, we will
1614 officially put in our 2017 recommendations at last. All right. A
1615 quick update on the TAC bylaws. As many of you know, we have been
1616 working on our new bylaws for two years. They have been with the
1617 City attorney being reviewed. They have finally been reviewed and
1618 been in the Steering Committee. There was a little hang-up on a
1619 single word which has now been fixed and clarified and we will
1620 probably be able to vote on them in the next meeting, which will be
1621 another one of those just kind of housekeeping things that's been
1622 falling behind for so long but now we'll finally get it done. Okay.
1623 Let's see. Other new business. In TAC announcements, we have put
1624 together some orientation materials. That was brought up in the
1625 Steering Committee. The fact that none of the new members truly went
1626 through an orientation. We will be sending those out. They have
1627 been designed for self study, but I encourage you if you have any
1628 questions to either team up with a senior member or myself or

1629 anybody else that would be able to clarify any questions for you if
1630 that's all right with everybody.
1631 **MALE:** I have a question about communication.
1632 **CAMPBELL:** Yes.
1633 **MALE:** When we get communication from the Bureau usually through
1634 Jody. They're on a blind list so we just have our communication.
1635 But there is a - there are communications that you have sent to
1636 everybody, so we see everybody's email.
1637 **CAMPBELL:** Okay.
1638 **MALE:** Once or twice over the last year I've seen something in the
1639 news that I thought would be of interest and I've passed it on to
1640 everybody. Is that something that's appropriate and something that
1641 could be encouraged to others, or are people's emails so full that
1642 they don't want to hear anything? I - it seems to me it's a healthy
1643 thing, but I don't. I'm sitting home at my computer retired, so it
1644 may not be the right.
1645 **CAMPBELL:** Is everybody okay with using the public email?
1646 **MALE:** If I didn't like it, I'd respond please don't send this to
1647 me, so.
1648 **FEMALE:** Yeah.
1649 **MALE:** Google made a delete button.
1650 **FEMALE:** I have 19,000 emails. If I miss one from you.
1651 **MALE:** And I encourage others to do the same.
1652 **CAMPBELL:** So, basically I would say as long as until it becomes a
1653 problem or someone needs to feel like it gets brought up as a
1654 problem, like there's somebody sending like twenty things a day
1655 maybe or something.
1656 **MALE:** That's called spam.
1657 **CAMPBELL:** Everybody's okay with that. Okay, from here, unless
1658 there's any other announcements, we will move on to the public
1659 comments section. In this section, please feel free to say whatever
1660 you like. We usually ask to keep it within the three minutes and
1661 especially today since we have a lot of people with us. If you want
1662 to start, I can start with this side of the room this time.
1663 **FEMALE:** That would be great.
1664 **LOUISE:** I don't even know if the questions I have if they're even
1665 appropriate or not because this is the first meeting I've ever been
1666 to, so I have no idea.
1667 **FEMALE:** Ask them and we'll tell you.
1668 **LOUISE:** One of the reasons I came here was about the force, the use
1669 of force, and I was thinking about, you know, the kind of training
1670 that the officers take, and they all go through the same training.
1671 So, I would assume that their thinking would be all the same way.
1672 Like, we do this, this, this, and this, right. So, I talked to a
1673 couple of officers and they always say, well, we remove the threat.
1674 That's their answer to using force, some force. You know, like
1675 maybe shooting them or whatever steps or whatever. So, I'm kind of
1676 wondering what you guys are using or what's going to change in the

1677 force since I haven't been to any of these meetings. You've
1678 probably already gone over this, but what's going to happen where
1679 it's going to be different in the future with training these
1680 officers. You know, I think of why don't you have a crisis team?
1681 Like a mental health person who's in crisis. You know, (inaudible)
1682 a lot of them get shot and stuff. Well, what can - what can you do
1683 to change that situation for someone who is in a mental health
1684 crisis? What can you do, what can the officer do or how can you
1685 teach officers or maybe get a crisis team to come out? I don't
1686 know. I just have all these things, and I watch stuff on the news,
1687 and I'm wondering, well, why did that happen? Why did? Where's the
1688 crisis team? Where's the mental health workers? You know, why -
1689 why did this have to happen, you know, so that's kind of what goes
1690 through my head.

1691 **MALE:** Could I - could I make a suggestion. That you identify
1692 yourself so we know who you are if you're comfortable with that.

1693 **CAMPBELL:** They did it at the very beginning of the meeting.

1694 **MALE:** Oh, all right. I'm sorry.

1695 **LOUISE:** Shame on you.

1696 **MALE:** I wasn't here then. Never mind. Never mind.

1697 **LOUISE:** My name is Louise. I'm with Pacific Northwest Family
1698 Circle.

1699 **MALE:** Thank you.

1700 **CAMPBELL:** The amount of your questions would be difficult to answer
1701 in a short time period.

1702 **LOUISE:** I have a lot.

1703 **CAMPBELL:** But I encourage you to continue coming to the meetings.
1704 That would be one of the best ways to learn a lot about these
1705 questions as well.

1706 **LOUISE:** Have these already been answered that I just talked about?

1707 **CAMPBELL:** Many of them, yes, or have been discussed over time.

1708 **MALE:** Been addressed.

1709 **LOUISE:** Been addressed.

1710 **CAMPBELL:** And I'm sure there's also members of PPB who might be
1711 willing, if their organization reaches out to answer some of the
1712 questions they might have.

1713 **CLARK:** Oh, yeah, absolutely. Most of what you talked about we
1714 have, frankly. So, yeah. I'll give you my card if you'd like. You
1715 can call me and I'll - we can go through that.

1716 **LOUISE:** Okay, thanks.

1717 **FEMALE:** Shawn, and I can't remember your first name.

1718 **LOUISE:** Louise.

1719 **FEMALE:** Louise. I'm with NAMI as is Gary, the National Alliance on
1720 Mental Illness. I have personal experience with my son. So, if you
1721 would like to talk with me, I'd be willing to tell you what I know
1722 about the crisis intervention training and the E, the enhanced
1723 crisis intervention training, and how that's come about. If you'd
1724 like to sit down and talk with me, I'd be willing to do that.

1725 **LOUISE:** Well, I'd appreciate that, but it also isn't limited to
1726 mental health but it's situations like maybe someone who's under the
1727 influence of something.

1728 **FEMALE:** Sure.

1729 **LOUISE:** Or they're - or they're just stressed out, or maybe they.

1730 **FEMALE:** There's lots of different situations.

1731 **CAMPBELL:** All right, okay, guys. Please have those sidebar
1732 conversations. Just so we can move forward.

1733 **LOUISE:** Okay.

1734 **CAMPBELL:** Sorry.

1735 **FEMALE:** I can talk to you afterwards.

1736 **CAMPBELL:** Yeah. This seems like a one-on-one conversation.

1737 **FEMALE:** It is.

1738 **CAMPBELL:** Thank you.

1739 **FEMALE:** Yeah, it's bigger than a one-on-one conversation, but I'll
1740 pass.

1741 **FEMALE:** I think it's easier to pursue excellence on an individual
1742 level and I think it's almost impossible to pursue excellence by the
1743 entire department. The Portland Police Bureau needs to attain or
1744 achieve some form of excellence that the citizens are asking for and
1745 we can't seem to find the right vocabulary to get our message
1746 across, but we are concerned when inhumane conditions attain and a
1747 person ends up dead. It seems as though most often a person ends up
1748 dying for noncompliance, and the training seems to be, remove the
1749 threat. Use deadly force to remove the threat, and that's what
1750 people are struggling with. The other thing that people are
1751 struggling with is the fact that police officers have legal immunity
1752 and so it becomes really difficult for us to be able to ask the
1753 right question and get the right answer to what's really on our
1754 heart, and what I think is really on our heart is if a shooting, if
1755 a use of force seems to be immoral and unethical, why can't the
1756 community be heard expressing that concern? It's not that we're pro
1757 police or anti police. It's that we want Portland to show up well
1758 in the world. Portland gets reported internationally as well as
1759 nationally, and our police incidents show up all around the world,
1760 and my relatives from everywhere ask me about Portland. So, I
1761 recognize that much of what has been discussed here is the need to
1762 pursue excellence openly and honestly and collaboratively, but that
1763 seems to be a little bit lumpy. I am assuming that this group over
1764 time will become sufficiently familiar with one another so that
1765 trust can develop and that trust can then expand and extend to the
1766 community, because trust is asked for, requested all the time, but
1767 even when it is attained, trust can be destroyed and we can once
1768 again lose ground, and I am thinking about command staff members
1769 driving under the influence or shooting someone in Hardy County
1770 under the influence, and a lot of ground gets lost when excellence
1771 gets lost. So, all of these conversations are difficult and all of
1772 these conversations require courage on our part, but more than

1773 anything else, we have to be brave enough to tell the truth to one
1774 another, just plain and simple. Thank you all very much for your
1775 service.

1776 **CAMPBELL:** Thank you.

1777 **MALE:** I pass.

1778 **FEMALE:** Me too.

1779 **FEMALE:** I'm here just a second time and I must admit I'm a bit
1780 dismayed because last time we heard about how the use of force
1781 statistics turned up on a page and what buttons you would push to
1782 link to certain data. So, the content of the report didn't get
1783 discussed and today still backing away from discussing the content.
1784 I'm really glad to hear that you will get a round up and next month
1785 that use of force will get discussed. Portland has deserved its bad
1786 name. Our country has a deserved bad name. I am very close to
1787 Donna HAYES whose grandson Quanice HAYES was murdered by the
1788 Portland Police, so I see the avalanche of police killings going on.
1789 Three yesterday in Ohio or Monday. Anyway, so I think that when a
1790 police force has changed then the examples of here's what could have
1791 happened and here's what did happen now become evident, and I've
1792 heard the testimony, very moving testimony on the part of police
1793 officers who are getting it, who have woken, and who are not killing
1794 and say, you know, two years ago I fought with everybody that I met.
1795 I was always having to put people down with violence and now, I talk
1796 to folks. Started to act like a human being, and so if we can get
1797 that kind of training going, we'll have millions of those examples,
1798 but I don't think you can formulate it on a data table, because it's
1799 too subjective. You know, it would, however, I think be helpful in
1800 terms of ongoing training for an officer to have to state was there
1801 - was there a risk of violence in this encounter? If so, how did
1802 you avoid it? And then you make the officers think. Every time
1803 there's an encounter with a citizen, what I am doing that's keeping
1804 this peaceful? Yeah, that would be a good thing I think to have on
1805 your form, but I don't think you can collect it as data, because
1806 it's not objective. It's not like, yes, I discharged my Taser or I
1807 didn't.

1808 **CAMPBELL:** Thank you.

1809 **FEMALE:** So, I appreciate your explanation of how you were going to
1810 be sending recommendations from the TAC to the Training Division and
1811 the Chief, but one thing that wasn't clear is there any obligation
1812 for the Police Bureau or the Training Division to respond to the
1813 recommendations, and I think about how with the Community Oversight
1814 Advisory Board, you know, they submit a lot of recommendations to
1815 the Police Bureau and for the most part got no response, and so I'm
1816 curious, and I know this isn't the time for you to answer, but maybe
1817 at a future meeting you could finish that, explain and talk about
1818 what happens after the recommendations get to the Bureau.

1819 **CAMPBELL:** There is a formal response, and on our website for the
1820 past recommendations, we do have the formal responses that have come
1821 from the Chief's Office.

1822 **FEMALE:** Okay. Thank you very much.

1823 **HANDELMAN:** I'm Dan HANDELMAN with the Portland Copwatch. I'm going
1824 to stand up because it's really hard to hear in this room, and I
1825 don't know if you all appreciate. I know you're around the table,
1826 but some of us around the fringes can't always hear the people at
1827 the table. So, I've been going to a lot of these kinds of meetings
1828 for a long time, and the community police relations committee, which
1829 is now defunct, helped create what is now the implicit bias
1830 training. I think they put it in place like 2013 for the commanders
1831 and then the lieutenants and then the sergeants all got it, and I'm
1832 a little concerned that we're starting to train the line officers
1833 and we say we've got this initial thing that's kind of soft sell and
1834 then we're going to do something else and at the end they're going
1835 to have no bias, but we don't know what the middle thing is yet.
1836 It's like we've been working on this a long time and the middle part
1837 isn't designed yet. We're hiring a new person to help design it.
1838 That makes me a little frustrated about how slow things go around
1839 here. The IPR kind of did the same kind of thing. They did a - I
1840 don't know if you all saw. The IPR did a report about crowd control
1841 techniques and they talked about there were people at a protest last
1842 June and there was a lot of problems, and then at the end they got
1843 kettled and the police shouldn't have done that, but they didn't
1844 talk about the part in the middle where there was a lot of violence
1845 used, and so that's one of the things too. Mr. Chair, you brought
1846 this up before that I was hoping you would talk about should be
1847 added into those quarterly reports. I think you informally asked
1848 for the crowd statistics to be not just the annual but in the
1849 quarterly reports, but I didn't hear anybody talk about that today.
1850 Also, I think you also asked about putting deadly force reports into
1851 the quarterly, not just the annual reports, as well, because I think
1852 the community wants to know when those things happen. I am
1853 wondering if a quorum of TAC members go to these trainings if it
1854 becomes a public meeting then, just out of curiosity, because you're
1855 meetings are all supposed to be open to the public according to the
1856 DOJ agreement. Let's see. I have a bunch of other comments. I
1857 will try to touch up some of them up, but make sure when you're
1858 asking for things that you're looking at for your recommendations
1859 you also in addition to the directives, you're looking for the
1860 standard operating procedures too, which is a different document,
1861 and also look around the country for best practices. Although
1862 sometimes I think we can come up with better practices, sometimes
1863 other people have good ideas. I think it would be helpful if the
1864 committee members introduced themselves in the beginning in addition
1865 to us around the edge, because we don't know your names. Even
1866 though you have a nametag, it's hard to see them all. John

1867 ELIFRITZ. I think his name came up indirectly several times, but I
1868 think a lot of people are concerned about many years of DOJ
1869 intervention around deadly force and/or use of force and people in
1870 mental health crisis, and we had somebody surrounded and killed by
1871 twenty police officers with twelve of them using weapons. Also, I
1872 was thinking that my theory that I might be the only person in
1873 Portland reading the compliance officer's report might be true,
1874 because I'm in the middle of reading the current compliance
1875 officer's report and he specifically talked about we should do data
1876 collection about all the cases where an officer could have used
1877 force but didn't. They recommended doing that already. So, just so
1878 you know, that's in that current compliance officer's report, and
1879 there's a community forum tomorrow night at 6:00 o'clock at the
1880 commonwealth building downtown if people want to go that. Okay.
1881 I'm going to try to rush through the rest of these. We noticed
1882 after the Oregonian's report came out, about 52 percent of arrests
1883 were of people without addresses. Let's just say that the reports
1884 you get show that 44 percent of the people who received force were
1885 also listed as transients. So, I'm hoping that you kind of make
1886 that connection. I'll reserve my comments about Inspector JONES and
1887 his DUI for another time. Use of force may also happen, it
1888 definitely happens on people under the age of 18. So, I'd be
1889 careful about the demographics not only reflecting over the age of
1890 18, because there have been shootings of, you know, Quance HAYES
1891 was under the age of 18. And just in terms of the email that we
1892 share with each other. There may also be public meeting, laws,
1893 rules about that. I mean, you're only advising the Police Bureau
1894 but maybe those might be discoverable documents, or if you're doing
1895 business on those emails to each other. You know, think about the
1896 implications, and if anybody didn't get the May People's Police
1897 Report last time, I've got copies over here.

1898 **CAMPBELL:** Thank you, Dan.

1899 **DOWELL:** I'm Barbara. This is my first meeting so I don't have a lot
1900 of comments. I'd like to thank you all around the square table for
1901 doing this and all the onlookers or peanut gallery. Whatever you
1902 want to call the rest of us. The only thing I want to say is I
1903 heard not too many weeks ago that the mission of the best SWAT teams
1904 in the country is for everybody to go home safe and I've been
1905 thinking about that. I don't know anything more about it, but it's
1906 a very interesting idea. So, thought I'd throw that out or in.

1907 **FEMALE:** I just had a couple comments. Sarah, you mentioned getting
1908 all the variables that the use of force people collect and looking
1909 at those, and I want to just say that I think that's a really really
1910 good idea. Even if they're presenting all the data in the report,
1911 you might see those variables and think of other ways you'd like to
1912 see the comparative analysis, so I just wanted to give my
1913 encouragement for you to pursue that. And I don't do data, but I
1914 work with people who do data, and when I ask for things I send them

1915 the list of the variables I want, because I don't know, because it's
1916 confusing when I just say I want to try to know this, but anyway,
1917 all that to say, like, if you're sending the email, I would list out
1918 the variables you want them to add. I also wanted to speak to the
1919 question that Danielle mentioned about the background checks for
1920 people, and I recently did a background check for someone applying
1921 for the Gresham Police Department, and it was a really interesting
1922 form and hard to fill out because I think this person is racist.
1923 Even though they haven't explicitly said anything racist to me, they
1924 said racisty things, and the way the form was written and the way
1925 that I was supposed to talk about this person, it was really hard to
1926 be able to explain that. I think this person is very sexist. I
1927 think this person has a lot of bias against people who are LGT -
1928 LGBTQ. You know, it was hard for me to figure out how to talk about
1929 that because the way the form was written just was very vague, and
1930 it said bias towards certain groups instead of bias against certain
1931 groups. So, anyway, I just want to encourage for the hiring,
1932 whatever, I don't know if this is in the purview of this group, but
1933 the background checks for family members probably could be a little
1934 more detailed and give them more opportunity to talk about, you
1935 know, we all talk and say stupid stuff and we all say racist stuff,
1936 and we all have racism, and we're all dealing with implicit bias,
1937 and this form did not do a good job of allowing me to explain how
1938 this person's bias was different than the average person's bias.
1939 Or, hey, this person is averagely biased, but, and I also don't see
1940 this person actually giving a crap enough to work on that. I don't
1941 see them as the kind of person that's going to be interested in
1942 learning about implicit bias in a way that will impact them, versus
1943 the kind of person that's racist like we all are in some ways but is
1944 willing to change that. And the last thing I want to say is this
1945 person has also gone through the training in Salem and it's been
1946 interesting to hear them talk about. And to your point, ma'am, I'm
1947 a hundred percent with you about what is legal is not what is right,
1948 and this person - I'm so upset about this. This person justifies
1949 the shooting of that man in Sacramento because it was okay under the
1950 law, and that is bullshit. And so for this person that's going to
1951 be a police officer now to think that's it's okay for them to use
1952 deadly force on someone because the law allows it is wrong, and I am
1953 frustrated that these trainings are not helping people understand
1954 that they have a responsibility as a person who carries a gun and
1955 has a right to kill someone to make sure that they are not just
1956 taking a life because they are allowed to do it.

1957 **CAMPBELL:** Thank you.

1958 **MALE:** I'm just going to respond to that. In my six years on the
1959 Independent Police Review Board, I cannot tell you. Well, I can
1960 tell you because I did twenty-six of them, but probably half of them
1961 involved cases that were in policy but did not go down well, and I
1962 think that's exactly what the Training Division is all about.

1963 Clearing somebody because technically it was in policy, this use of
1964 force, even though it didn't have to happen is where the Training
1965 Division needs to be.
1966 **FEMALE:** Well said.
1967 **HERSHEY:** Amen about the SWAT team.
1968 **FEMALE:** Amen.
1969 **HERSHEY:** I don't know if either of you have ever drawn your weapon
1970 let alone fired it in the line of duty, but every officer I've ever
1971 met and gotten to know was perfectly happy for their entire career
1972 never to have it happen.
1973 **CAMPBELL:** Thank you, Ed.
1974 **HANDELMAN:** Mr. Chair, can I add one more thing?
1975 **CAMPBELL:** Yes, Dan.
1976 **HANDELMAN:** Could you have the chairs set up next month on the other
1977 side where there's not that pole that forces you over here, because
1978 it makes for really tight quarters. There's a lot more room on that
1979 half of the room where you now have your square can be a little bit
1980 more whole room.
1981 **CAMPBELL:** Is that something we can do, Jody, or?
1982 **HALIA:** Yeah.
1983 **MALE:** Sometimes we have to use the screen.
1984 **HANDELMAN:** A screen works too.
1985 **CAMPBELL:** All right. Is there any further business to bring before
1986 the TAC at this time?
1987 **MALE:** I wanted to thank all these lovely people for coming.
1988 **CAMPBELL:** Yeah.
1989 **MALE:** This is a larger crowd than I've seen in god knows when, so
1990 thank you very much.
1991 **GROUP:** [claps]
1992 **CAMPBELL:** And I encourage everybody who came here today to please
1993 continue coming, because your input is important and it does help us
1994 keep in mind things that are important.
1995 **FEMALE:** I just have a fun note announcement. The Lents fair is
1996 happening on August 5 and y'll are invited.
1997 **FEMALE:** What's that?
1998 **FEMALE:** The Lents fair. We've separated from the neighborhood
1999 association. It's being run independently this year. So, it's, I
2000 have some flyers if people want them.
2001 **CAMPBELL:** All right.
2002 **FEMALE:** But you're all invited. It's on a Sunday.
2003 **CAMPBELL:** All right. Do we have a move to close?
2004 **MALE:** I so move.
2005 **CAMPBELL:** Second? All in favor?
2006 **GROUP:** I.
2007 **CAMPBELL:** Meeting is closed. Thank you very much.
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