

TRAINING ADVISORY COUNCIL
July 10, 2019
PPB Training Complex
6:30 -8:30 p.m.

MEMBERS PRESENT

Shawn Campbell, Chair
Leslie Bruner
Sara Carlson
Dave Coates
Karen Daniels
Daniel Droppers
Robert Fischer
Walter Hull
Gary Marschke
Richard Mohle
Edna Nyamu
John Paulke
Christopher Rossi
Frank Santos
Sarah Suniga
Venn Wilde
Sylvia Zingesser

MEMBERS ABSENT

Kezia Wanner
Tyler Hall
Britton Masback

TRAINING STAFF PRESENT

Captain Erica Hurley
Lt. Greg Stewart
Liesbeth Gerritsen
Emma Covelli
Jody Halia

PPB STAFF PRESENT

Mary Claire Buckley
Lt. Jeff Niiya
Shannon Smith
Laura Leonard
Amanda Trygg
Calista Gomez

GUESTS PRESENT

Julie Ramos

PORTLAND POLICE BUREAU
Training Advisory Council
Training Division

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6 **Meeting Date: 07/10/2019**
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8 **CAMPBELL:** Come together, and we'll get started. Do we got that thing
9 running, Jody?

10 **FEMALE:** Do I need to turn it on?

11 **HALIA:** I think I just did it.

12 **CAMPBELL:** All right. Thank you, everybody for coming tonight. I call
13 this meeting of the Training Advisory Council to order. As a
14 reminder, we transcribe our meetings via recordings, so when you
15 speak up, please say your name so the transcribers can attribute the
16 words to the correct person. They're pretty good, but they aren't
17 that good at guessing what everybody's voice sounds like. Let's start
18 with somebody reading the mission statement. Do we have a volunteer?
19 Bob.

20 **FISCHER:** The mission of the TAC is to provide ongoing advice to the
21 chief of police and the training division in order to continuously
22 improve training standards, practices, and outcomes through the
23 examination of training philosophy, content, delivery, tactics,
24 policy, equipment, and facilities. The mission of the Portland Police
25 Bureau is to reduce crime and the fear of crime by working with all
26 citizens to preserve life, maintain human rights, protect property,
27 and promote individual responsibility, and community commitment.

28 **CAMPBELL:** Thank you, Bob. Let's start with approval of the prior
29 meeting transcript. Do we have a motion for the approval?

30 **MARSCHKE:** I'll move.

31 **CAMPBELL:** Gary moves. Do we have a second?

32 **HULL:** Second.

33 **CAMPBELL:** Second from Walt. All in favor?

34 **MULTIPLE:** Aye.

35 **CAMPBELL:** All opposed? Motion passes. All right, opening
36 announcements and reminders. To start, thank you everybody for coming
37 tonight. I know it's a pretty nice day outside, and it's the middle
38 of July in summer, so it's much appreciated to see so many faces here
39 tonight. Other reminders: I know we had the new member civilian
40 academy recently. Thank you to everybody who attended. As a reminder,
41 everyone is required to do on police ride along per year, so if you
42 have not done yours, you need to do it at some point. Please contact
43 Jody to help set it up. She just needs to know what precinct and kind
44 of the shift you would be interested in. All right. Moving forward
45 into new business. We'll start with an overview of the presentation
46 of the -

47 **FEMALE:** Hang on, Shawn?

48 **CAMPBELL:** Yes. Oh, Walt, yes.

49 **HULL:** Before we get started, I would just like to make a comment. I
50 don't know how many of you attended the thing on Saturday where we
51 went through the training process, et cetera, et cetera, but I just
52 want to say that it was probably one of the most valuable days that I
53 have ever spent. I've been at this - I'm working on 14 years being
54 involved with the Portland Police Bureau, and I want to tell you that

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55 everybody that had anything to do with that should be congratulated.
56 I don't know whether this group has sent any kind of a written
57 commendation or anything about that particular event, but I
58 definitely think that we should do that. I think it was very, very
59 worthwhile, and I was really impressed with the preparation, all of
60 the things that were dealt with, et cetera, et cetera. And I can't
61 express my -

62 **MALE:** Appreciation.

63 **HULL:** Appreciation. That's a good word. My appreciation for what
64 went on that day.

65 **FEMALE:** Thank you.

66 **CAMPBELL:** Thank you, Walter. Would anybody else like to make a
67 comment on the training they took this past Saturday or two Saturdays
68 ago? All right.

69 **CARLSON:** Yeah, this is Sara Carlson. I'll just add they really did a
70 phenomenal job. The amount of effort that they put into making the
71 training relevant, the number of people you had there from all of the
72 different divisions, and for anyone - and I'm new to the council, but
73 if anyone hasn't done that, I mean, it was really enlightening to
74 have more of a sense of the scenarios that the officers experience. I
75 know in my life, like, I have my idea of how you're supposed to
76 behave, and it was very unnerving to have people behave differently.
77 Like, they didn't all get raised in a Catholic military family where
78 you do what the officer says. It was really, really interesting, and
79 they were - the officers - everyone involved in the training was
80 super engaged; very, very helpful. They just did a dynamite job. I
81 can't say enough good things about it.

82 **MULTIPLE:** Thank you

83 **HURLEY:** Thank you. They do work really hard to put those together
84 and do that, and to your point, we do them twice a year. So, if
85 someone hasn't been able to get through them, we'll put out the next
86 day when we do them again early next year, and people can sign up if
87 you haven't - if you weren't able to make the one that happened. So,
88 thank you, again because they - and I'll let everybody know. They do
89 put a lot of time and effort into it. I know Greg was here that day.
90 I was in Boston but - so, thank you.

91 **CARLSON:** And the acting skills of the officers was really good.

92 **HURLEY:** Right? Sometimes I think the guys like to do that because
93 they just get to do that.

94 **CARLSON:** Exactly. Be something different. Yes, it was very eye
95 opening. It was just - it was, yeah. It was enlightening and very
96 interesting.

97 **CAMPBELL:** Excellent. Well, thank you for putting on another
98 excellent civilian (inaudible). All right. Moving forward. Just to
99 give a quick overview of some of the stuff that we've been doing.
100 Recently, I had the opportunity to speak before the PCCEP which is
101 our sister organization that is in charge of community - what would
102 be the correct word for that would you say, Captain? Community - not
103 interaction but outreach?

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104 **HURLEY:** It's advisory.

105 **CAMPBELL:** Yeah. Community advisory. They're basically - PCCEP, P-C-

106 C-E-P. Do not ask me what it stands for.

107 **HURLEY:** Don't ask me either.

108 **CAMPBELL:** Police Community -

109 **HURLEY:** Mary Claire?

110 **BUCKLEY:** Maybe Community Engaged Policing?

111 **CAMPBELL:** When they changed it over, they decided they needed a much

112 longer acronym which complicated my life to no end. But I spoke

113 before them about what we've been doing here at TAC, and we really

114 focused on the Officer Wellness Program and what we were hoping for

115 it, and I would say the overall response was very positive from both

116 the PCCEP and the community members that come to the PCCEP meetings.

117 One of the more positive things that I saw that was there was people

118 from groups that are fairly more combative with the police, and even

119 they boast a lot of support for it. So, all together, I think it was

120 good effort and a good opportunity. Yes, Bob?

121 **FISCHER:** Yeah, Bob Fisher here. Shawn, where did you get access to

122 the video of your presentation and the video of that meeting?

123 **CAMPBELL:** Every PCCEP meeting, by their bylaws, is recorded and put

124 out on You Tube, and you can find them on their website.

125 **FISCHER:** But you - you sent it out, did you not?

126 **CAMPBELL:** Yes. It's a You Tube link.

127 **FISCHER:** Because people ought to look at that and see how that

128 meeting went generally, but then what a good job, I thought, the TAC

129 did there. The TAC presentation struck me as particularly effective.

130 **CAMPBELL:** Thank you. Any other questions or comments on that? It was

131 just kind of a brief interlude. All right. Let's move on to updates

132 on the current status of task forces. Let's start with the Emotional

133 Intelligence Task Force, Venn?

134 **WILDE:** Yes. This is Venn Wilde. The Emotional Intelligence Task

135 Force, we have interviewed Sergeant Tackett and Officer Harris, and

136 in the process uncovered a bunch of opportunities for further

137 research that might well produce a significant number of additional

138 specific recommendations for training programs to implement. The

139 volume of the reading that might be involved in pulling together

140 those recommendations is really significant: a couple of books, a

141 140-page report. You know, it's not - it really reminds me of, you

142 know, being back in college. Anyway, what we have started to do is

143 assemble a high-level overview of the state of emotional intelligence

144 training within the Portland Police Bureau and the beginnings of a

145 roadmap for further development of that training. And so, we're

146 expecting to have that ready to bring in September We're going to

147 continue working on developing that, and we'll probably also be

148 suggesting that TAC or a new task for to stay with the Emotional

149 Intelligence component of the wellness program and just to sustain

150 contact and support the ongoing development of that program. You

151 know, the meeting every other month is not really enough when you're

152 rolling such a really significant bunch of training, and the folks

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153 that I've met with on the task force to talk about this said, you
154 know, we'd really like to see this be much more deeply connected with
155 our council and our community as a whole because it's really
156 important to work with them.

157 **CAMPBELL:** Thank you, Venn. Are there any questions about the work of
158 the Emotional Intelligence Task Force? All right. Moving forward,
159 Patterns of the Use of Force Task Force led by me. The update is that
160 the report is finished and will be presented to the group tonight,
161 and so we will have that done. On a - are there any questions about
162 that, which seems kind of strange because you're scheduled to be able
163 to ask in a little bit. Moving on from that, I did want to just raise
164 a comment that was raised at a steering committee meeting about the
165 fact that we're still waiting on comments on many of our
166 recommendations, that some of them are getting close to a year old at
167 this point. And so, we're -

168 **HURLEY:** I have a meeting tomorrow. Don't quote me on that. It might
169 be early next week. I think it's tomorrow with the chief to sit down
170 and have a conversation (inaudible). Yes. I have a meeting tomorrow
171 morning with the chief to sit down and have a conversation about
172 where they are and what we're doing and what works best.

173 **CAMPBELL:** Perfect.

174 **HURLEY:** So, we're working on it. Thank you for your patience.

175 **CAMPBELL:** Thank you. Yes?

176 **DROPPERS:** This is Danielle Droppers. Will that conversation cover
177 all of the outstanding recommendations that are -

178 **HURLEY:** Yes .

179 **DROPPERS:** Oh, okay. Thank you.

180 **ZINGESER:** This is Sylvia. Can you let us know the basics of that
181 conversation?

182 **HURLEY:** So, we've - I'm hoping that she's just going to give me some
183 feedback to tweak what has already been done -

184 **ZINGESER:** Okay. Okay. All right.

185 **HURLEY:** And then we'll be able to actually get it out really
186 quickly.

187 **ZINGESER:** Okay. Thanks.

188 **HURLEY:** But I'll get something out.

189 **ZINGESER:** Something out. (Inaudible).

190 **CAMPBELL:** Perfect. Any other questions or comments? Yes.

191 **MOHLE:** This is Richard. How many tasks forces are there?

192 **CAMPBELL:** Currently, there are only two open tasks forces.

193 **MOHLE:** Okay. Those are the two?

194 **CAMPBELL:** Yeah.

195 **MOHLE:** Okay. Thank you.

196 **CAMPBELL:** One of the things we're going to hopefully do at this
197 meeting at the next one is kind of form ideas for other tasks forces
198 to move forward since this one is closing, and the Emotional
199 Intelligence Task Force is closing itself in September. So, where do
200 we go from there will be part of the discussion we have.

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201 **MOHLE:** Okay. Thank you.

202 **CAMPBELL:** Yeah. Any other questions or comments? All right. Let's
203 move onto the overview of the Needs Assessment by Emma Covelli. Did I
204 pronounce that right?

205 **GERRITSEN:** Would it help if I tried to turn off a bank of lights
206 that are right in front?

207 **CAMPBELL:** Yeah. That would probably be helpful.

208 **GERRITSEN:** Jody, do you want to try? I noticed that I'm feeling a
209 little (inaudible).

210 **HURLEY:** Yeah.

211 **GERRITSEN:** Yeah. That's much better. Yeah. Yeah. I know! Thank you.

212 **MALE:** Jody, do you know where the clicker is?

213 **HALIA:** Oh, no. I didn't pull that out.

214 **COVELLI:** Oh, that's okay.

215 **HURLEY:** I can click it for you, Emma. Do you want me to sit there?

216 **COVELLI:** No, I've got it.

217 **HURLEY:** Good.

218 **GERRITSEN:** You'd have to pull it all the way down to get it back up.
219 There you go.

220 **COVELLI:** So, for those who don't know me, I'm Emma Covelli. I'm an
221 analyst in the training division, and I work on our training Needs
222 Assessment and Evaluation processes. And I was asked to speak tonight
223 on the training needs assessment process. This is something TAC is
224 involved with, so it's been helpful in the past to be familiar with
225 this process and weigh into it. And Jody recently sent out the 2018
226 Needs Assessment link. So, some of you may have had a chance to
227 review it. It looks like this document here, and that one is online.
228 And it is the work of many, many people. I facilitate the process,
229 but you'll see in the document and in the presentation there's a huge
230 amount of people that are a part of this Needs Assessment process.
231 And for this presentation, I'm going to start out with just a brief
232 overview of the Training Needs Assessment process and then some
233 common things that come up specific to law enforcement and some of
234 our current findings and then how we tie in our training planning
235 with the Needs Assessment process. If I don't talk loud enough, feel
236 free to let me know. That's happened before, so don't worry. Just
237 feel free to speak up. And also, if you have questions, I'll stop
238 periodically to check if people have questions, but if something
239 comes up sooner, please also feel free to stop me and let me know.
240 Also, I know there is always in this committee people who specialize
241 in learning and analysis, and so I'm always a bit afraid of, you
242 know, people feeling like it's too basic for them. I go over the
243 whole information regardless just so that we can all be in the same
244 information and conversation at the same time. So, if some of it is
245 redundant, I apologize for that. And it looks like it's cut off a
246 little bit, but it's not too bad. So, there are various methods for a
247 Needs Assessment process, but in general, these are the components
248 they take into consideration. So, a lot of times it starts out first
249 with identifying gaps in skills and knowledge and attitudes, and then

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250 those are prioritized because oftentimes so many more training needs
251 are identified than we can possibly deliver all at once in training.
252 And so, for instance, for us for our general In-Service, we'll have
253 100 different training needs identified, and we only have 40 hours of
254 In-Service a year. So, we really have to take a close look at how
255 strong the feedback is and how strong of a gap and importance it is
256 and also work to prioritize those. And the causes - then we take a
257 look at the causes. So, sometimes it will be related to training and
258 something that training is the perfect strategy to fix, and if that's
259 the case, then we go down the path of curriculum development,
260 training, evaluating, and rolling the findings back into the Needs
261 Assessment process. But sometimes it's a different strategy that
262 needs to be dealt with. So, sometimes it can be down a supervisory
263 issue or a program specific unit issue that would be more applicable
264 to correct rather than delivering training, especially when we're so
265 short on training time. So, those are some of the things that we look
266 at. And then, also in the general Needs Assessment process, we're
267 looking at genuine training needs versus training requirements and
268 training demands. So, for us in law enforcement, we have DPSST
269 requirements and OSHA requirements and various other requirements,
270 and those need to be fulfilled, but we also want to make sure that we
271 spend a lot of time and priority on genuine training needs because
272 those are the ones that are going to be most closely tied to us
273 meeting our organizational polls. And there are a couple of things
274 that sometimes get confused in this area. This is actually occurring
275 less in our organization, but oftentimes, a gap is identified, but
276 the most effective strategy is not training, the type that we talked
277 about on the previous slide. And so, it needs to go down a
278 supervisory path or a unit path or, you know, email or some other
279 method to get the news out, or it's not a trend for the entire
280 bureau. So, oftentimes what will commonly happen is one thing happens
281 and then the whole bureau gets trained on it when it's not really a
282 training need for an entire bureau. And so, we're taking a closer
283 look at those and seeing - now just because it happens infrequently
284 doesn't mean it won't be applicable to the whole bureau, but we want
285 to look at other sources of information to see if they support a
286 bureau-wide training or if it really just needs to be an individual
287 conversation or training need. Then specific to law enforcement,
288 there are a couple things that are critical for us to understand the
289 additional challenges in law enforcement. Those of you who just went
290 through the training this last weekend probably, it sounds like,
291 connected with some of this, but the variety of characteristics that
292 are applicable to police calls are just huge. They're just immense,
293 and the type of crime types are immense. The type of people
294 characteristics are immense, and then within all of that, there are
295 all kinds of other environmental characteristics that come into these
296 calls. And so - and they all require a different skill level, and,
297 you know, different skills, different knowledge, different ways of
298 relating to people. And so, it's really a vast array of knowledge and
299 skills, and with our mission to reduce and the fear of crime,

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300 protecting and serving all members of the community, this vast array
301 of interaction types can really vary depending on if it's a welfare
302 check versus a robbery call or an active shooter. Sometimes they have
303 a ton of time to really take their time relating to people, involve
304 the people involved in the solution, building and all of that, and
305 then sometimes if it's an active shooter or something, more fast
306 paced, you know, they have to be making very, very quick decisions on
307 demand and don't have time for conversation. And both of those types
308 of encounters and everything in between take a huge variety of
309 different skillsets. And then another large contributing factor is
310 having to be prepared for these making decisions under circumstances
311 that are stressful, uncertain, and rapidly evolving. So, many law
312 enforcement skills are perishable, and sometimes people forget this
313 or don't realize this. They think that we can go through the law
314 enforcement training on the front end and teach people how to use
315 defensive tactics and firearms and all of those things and it will
316 carry through with them for the rest of their career. And it doesn't
317 work that way. Those are very perishable skills. And so, we do some
318 things around our retention rate - retention rates, looking at those,
319 but this is something we have to take into consideration. So, for,
320 like, me as an analyst, if I haven't ran, like, a particular type of
321 statistic, like a logistic regression model, in years or something
322 like that, I have the luxury of time, and I can look back at my
323 documents and get them out and review everything before I proceed
324 with my task. But in law enforcement, these particular types of
325 situations, they don't have that luxury of time. Sometimes we've also
326 used the example of riding a bicycle, and people, you know, will have
327 that automatic - oftentimes that skillset, but if you haven't ridden
328 a bicycle in a while, like 10 years or something like that, it can
329 take actually a bit of time to, like, get that balance back and get
330 back on your feet. And in these types of encounters, there isn't the
331 time to do that, and even if it only takes a few seconds or a few
332 minutes to develop that skill set back, that can really change the
333 situation and encounters you hear. So, that is something that we want
334 our officers to be prepared for these types of stressful encounters
335 and be able to, like, perform at their best at those regardless, you
336 know, whenever they come up, which we can't predict. And we also know
337 the physiological effects. Stress can weaken fine motor skills and
338 decrease task performance and the researchers have found that
339 overpractice and overtraining in these areas can actually help reduce
340 that stress impact. So, we try and balance that out with our
341 training. Oftentimes people will, you know, focus on those everyday
342 encounters, and we need to do that as well and increase the nuances
343 and skill level in those, but we also have to focus on these rare
344 encounters even though some officers may never encounter them. So,
345 any questions so far with that? Yeah?

346 **MALE:** Do you have a formal way - you have these hundred ideas that
347 seem to percolate in the system to start off with. Is there a formal
348 way of questioning or querying or getting input from the field as to
349 what they think they need training in?

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350 **COVELLI:** Absolutely. We'll get to that, but yeah, a lot of the
351 feedback actually comes from the field. Yeah. Good question. Yeah,
352 Venn?

353 **WILDE:** Thank you. This is Venn Wilde. I'm curious - at first, I want
354 to appreciate you calling out this piece about performing under
355 stress. The - I was looking at the previous slide and thinking this
356 doesn't at all reflect this really essential component of every
357 interaction, every encounter, is the internal state of being of the
358 officer in the encounter, and I feel like this is referencing that.
359 One, I'm thinking, you know, it would be great to see that on the
360 previous slide, but I'm not here to edit your slideshow. I hear you
361 talking about the performing under stress, and I'm curious about how
362 to dial in on aspects of training that are focused on this. It seems
363 like it is directly connected with what we are looking for in the
364 Emotional Intelligence Task Force.

365 **COVELLI:** Oh, right.

366 **WILDE:** So, it is - just, are those the words, *performing under*
367 *stress*? Because it - like, I - one of the things I'd love to see
368 officers having as a resource is a moment-to-moment availability of
369 their own awareness of themselves, right, in a way that supports
370 resolving fear as it arises, right, and allowing stress to drop away
371 (inaudible). Is performing under stress, the words that I've used -
372 maybe, Captain Hurley, you can speak to this. Like, I - I don't know
373 who I'm asking this question to, really.

374 **COVELLI:** It is definitely - I don't know if - like, if you're
375 looking for articles, I can, you know, find - like, write down some
376 key words that would be appropriate for that, but definitely,
377 everything you're saying applies to things that we're considering in
378 training and I think are really critical to the wellness program
379 right now that I know you all did a paper on as well, which was
380 excellent. And so, those things: The yoga classes, the mindfulness
381 classes, the emotional intelligence, the other interpersonal classes,
382 I think are a component. And actually, even the firearms and the
383 control tactics. Oftentimes, we don't think of those as a component
384 of being able to then be more calm in those situations, but they are
385 a critical component of that, and they are trying to incorporate into
386 those programs' mindfulness as well. So, we actually want - you want
387 the officer who has, like, extensive training in those tactical
388 skills - they actually have more cognitive availability during a
389 stressful situation, and that's what the researchers are finding is
390 that by providing overtraining in those areas, someone can actually
391 perform those skills more calmly in a stressful situation then. So,
392 does that help?

393 **WILDE:** It's definitely addressing some of what I'm asking for. I'd
394 love to have that list of articles you suggest.

395 **COVELLI:** Okay.

396 **WILDE:** And coming back to - is *performing under stress* what you call
397 it in the training division or are there other - I'm looking for the
398 keywords, not just keywords to search for in a library but the

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399 keywords to be asking about. Because I have language that I use for
400 this with my colleagues in the world of, you know, conscious life and
401 relationship skills, but I don't think that's the language that you
402 use here. And I'm wondering if - because I'm seeing it on your slide,
403 I'm wondering if *performing under stress* is how you tend to talk
404 about that or if there are other ways you tend to talk about that?

405 **COVELLI:** Yeah, people will relate to that a lot. The other wording
406 that we often use is split-second decision making in circumstances
407 that are stressful, uncertain, and rapidly involved, and that wording
408 gets used to describe those situations a lot too.

409 **CAMPBELL:** Edna, do you have a question?

410 **NYAMU:** Yes. This is Edna, and maybe I missed this, but at the
411 beginning you mentioned who were the participants, how many of them,
412 because I'm sitting as a community member, and I'm listening so that
413 I can provide feedback, or is it just to listen for what is being
414 done (inaudible) - is this just for police (inaudible) who were
415 involved in the Needs Assessment, or as a community member, what is
416 my - what is my involvement with that?

417 **COVELLI:** Yeah. We're going to get to, like, how the TAC is involved
418 in this process. So, there is community input as a part of our Needs
419 Assessment process, and Jody actually does a lot of the facilitating
420 part for the TAC. And then we also - I don't know if you've involved
421 in some of the other committees, but we work - sometimes we present
422 with the Behavioral Health Advisory Council, and we get feedback from
423 there, and then there's other community reports and surveys that we
424 get feedback from. And we're really - you know, as you get familiar
425 with the Needs Assessment process, if there's other venues that, you
426 know, would be helpful for, like, for writing - having an opportunity
427 to provide input, definitely let us know, Jody or I. Jody is really
428 the one who facilitates for the TAC, but, you know, as I'm here
429 today, definitely - yeah, Jody?

430 **HALIA:** I just want to add, if this helps answer it, this
431 presentation is largely for information for you on how we decided
432 what we train, and yes, as Emma said, there's a component that you
433 add to, but that's really the goal of this presentation is so that
434 you know how we decide what we train. Does that answer?

435 **NYAMU:** Yeah.

436 **CAMPBELL:** And, basically, all of our recommendations go into the
437 Needs Assessment process, and that's why we make the recommendations.
438 Danielle, you had a question?

439 **DROPPERS:** Yeah, I was just wondering if you could speak to the piece
440 about performing under stress and if there's any intersection with
441 the implicit bias trainings? And just as officers need to be able to
442 respond under stress and physical ways, I'm just thinking about
443 racial profiling and our implicit biases that get triggered when
444 things happen under high-stress situations. I'm just wondering if
445 that's a consideration for some of this piece.

446 **COVELLI:** Yeah. It definitely is a component. Those are one of the
447 things that officers then have more time and cognitive ability to

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448 take in information on and factors in their decision making when we
449 address situations like this. I wasn't - so, and it (inaudible)
450 implicit bias as well as other factors. I was not as involved in the
451 creation of the last implicit bias training, but Jody was. I don't
452 know if they made that tie in that (inaudible) -

453 **HALIA:** I was definitely addressed. Yes.

454 **DROPPERS:** Okay.

455 **COVELLI:** Yeah.

456 **MALE:** I think one of the things, too, Emma that is important on
457 about this, one of the things we talked about is - so, she talks
458 about cognitive load. You have a finite ability, sort of processing
459 just like a computer, how much information you can take it and how
460 rapidly you can make decisions is fixed. But when we do a lot of our
461 skills training, what we try to do is develop muscle memory because
462 the less we have to think about more tasks that we've sort of
463 offloaded to muscle memory, the more cognitive ability we have to
464 deal with things like what Venn is talking about, sort of a
465 mindfulness. So, if we're having to figure out, like, "Oh, my gosh.
466 I'm worried this person is going to do x, y, or z," and I have to
467 start thinking about how to access all of my tools if they attack me,
468 there's less ability for me then to think about the implications of
469 implicit bias. There's less ability for me to self-assess my own
470 mental state. So - and those skills are highly perishable. So, what
471 Emma is saying is as we go through this, when she talks about the
472 science of performing your best when it matters is really a function
473 of figuring out how much muscle memory we can develop on these - you
474 know, some skills are going to lend themselves to that development
475 and maintaining that muscle memory so that cognitively we can be
476 functioning at our best in those encounters.

477 **DROPPERS:** And so, that's worked into the - because I know there's
478 the unconscious bias training, like the classroom training, but is
479 that muscle memory the physical piece? Is there that connection with
480 the unconscious bias in the, like, I forget what you call it, but
481 physical trainings? The - what do you call it? Those scenarios that
482 officers train in?

483 **MALE:** I think -

484 **FEMALE:** Just sort of train that kinetic memory in different ways?

485 **MALE:** I'm not sure if I completely understand what you're saying.
486 So, like, muscle memory is going to be more physical skills. I mean,
487 there's going to be more, like -

488 **DROPPERS:** Right, but certainly they're connected, right? Your mind
489 is triggering you to react in certain ways.

490 **MALE:** We are working in things like our procedural justice in that.

491 **HURLEY:** So, I think one of the things that we are doing - a couple
492 things. As he is explaining and as Emma is explaining, the more of
493 the physical skills that we can set to memory to the point that it is
494 second nature - they don't have to think about how to do a control
495 hold. They don't have to think about how to put handcuffs on
496 somebody. Those things that are just easily - it's like when you

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497 drive a car, right? When you first start driving a car, you're trying
498 to figure out where the lines are and if you're doing the steering
499 wheel right and where your brake is, and you're very focused on all
500 of these things. And then a year later, you know, you're 17 and
501 you're driving 90 and you think you can do that. Putting that aside.
502 I do have teenagers. You don't think about those things anymore,
503 right, I mean, because gas pedal, brakes, all of that is just muscle
504 memory. You just do it without really consciously thinking about
505 driving that car. If we can get the skills part to the point that
506 they don't have to consciously think about those things in the front
507 part of their brain to take up all of that memory, they have the
508 ability to look at a bigger picture which is the implicit bias piece.
509 Implicit bias never going to go away. Everybody has it. The thought
510 process behind it though is if I can recognize it, my actions do not
511 necessarily have to reflect what my implicit bias may be. If I have
512 the ability to not have to think too hard about the skills part of
513 it, then I have that ability - mentally, I have room to access the
514 classroom skills and some of the other skills that we're talking
515 about which is the implicit bias. One of the things that we have
516 requested in the budget year of this budget year is a machine called
517 a Virtra Machine. It is a virtual training machine. And so,
518 basically, it's a huge video game, but you are in it. It is 300
519 degrees. So, it's screens that cover 300 degrees around you. You have
520 all of your regular tools that you would have. So, there is pepper
521 spray and a taser and all of the different things, and then the video
522 machine goes up, and it gives you your scenario, and in this
523 scenario, you do what you're supposed to do. So, you talk to the
524 person on the screen as though there was a person there. Based on how
525 you're doing, the person running the computer can actually change the
526 scenario. So, if you're doing a really good job in your communication
527 skills and the things that you need to do for de-escalation and stuff
528 like, he can change that computer to the point that whoever you're
529 talking to, right, on the screen changes their behavior based on how
530 you're reacting with them. However, if you are on the opposite side,
531 and you're not doing any of those things well, then they're going to
532 change it to the point of how somebody might react if you were not
533 communicating well. Now, in those, there's a couple different things,
534 right? So, it's great training. It makes people think about their
535 actions and their words and how it moves forward, but the other piece
536 of that is that there is a professor out of WSU Spokane that actually
537 has put together a whole group of training scenarios based
538 specifically on implicit bias. And so, what they do is they go
539 through these scenarios on implicit bias and it - I actually went
540 through them in one of the classes she did. It was very interesting.
541 You learn, kind of unintentionally, what some of your implicit biases
542 are, right? So, sometimes when we go to a call, we have a tendency to
543 look at the small female and think she's not a threat, right, because
544 she's little, and she's a girl, and, you know, they're not really
545 scary whereas you look at the big guy over here, and he's really
546 scary. Well, the little gal still has a gun, and she can still kill

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547 you, right? But you'll notice through some of the scenarios they've
548 kind of determined officers as a whole have a tendency to ignore the
549 small female, right, or they ignore the youth, or they ignore the
550 elderly, right, different things, and different people are different,
551 right? We all kind of ignore or pay attention to different things,
552 but the reaction from the screen will dictate a little bit about what
553 your biases - so, I went through that training. I learned that I have
554 a tendency to think females aren't dangerous. I got shot a couple
555 times. So, it didn't go very well for me. But I wouldn't have said
556 that, right? I wouldn't have said on the front end (inaudible) I'm a
557 girl. So, but I looked at a couple of the females on there, and I'm,
558 like, "You're smaller, you're sitting down. You're not a threat. That
559 big guy over there. That's who I'm paying attention to." And I got
560 shot because I didn't pay attention to the other side. So, it helps
561 us try to think about not just in the sense of our safety but also in
562 the sense of how are you treating them, right? Did you notice that
563 you pulled your weapon maybe sooner when you had this type of a
564 person versus this type of scenario, right? It's all of those things
565 that then we can have those conversations moving forward. So, that's
566 in the budget. We've asked for it for this next year. We'll see.
567 Hopefully we get it, but it would be a really good way to marry both
568 skills and implicit bias into one thing where you have some
569 scientific data that you can also kind of pull back out of that. Does
570 that make sense? And I'm sorry that was a really long explanation.

571 **FEMALE:** What's it called? Virtra?

572 **HURLEY:** It's called Virtra, V-I-R-T-R-A, Virtra.

573 **CAMPBELL:** Yeah, we got a little sidetracked there, and we're going
574 to run a little short on time. Can we maybe, like, get a thousand-
575 foot view of how the process works?

576 **COVELLI:** Sure. So, these are the main components of the Needs
577 Assessment, and these are DOJ driven. So, we started expanding our
578 Needs Assessment process with the DOJ agreement. And then - I won't
579 go through them all because we're short time, but this is where TAC
580 falls into it. It's under "Input from the community." And then we
581 also added, to make it a thorough Needs Assessment, the
582 recertification requirements more around the DOJ agreement and the
583 five main disciplines. And so, those are where a lot of the control
584 tactics and firearms and tactical-type skills come in, and we're
585 working on retention rates around those who are training Planning
586 Processes. And then these are the types of sources that we use. So,
587 we use a lot of different types of sources. Some are more hard-data
588 sources like use-of-force data, injury data, complaint data, pursuit
589 intervention technique data, things like that, and then we also
590 utilize interviews with people, so managers in the areas. We meet
591 with the Independent Police Review director every year, the Force
592 Auditing Team, the injury liaisons, and various people to collect
593 additional qualitative feedback around training needs from people.
594 And then we get a lot of survey data. So, the DOJ agreement has the
595 component of incorporating feedback from all members at all levels of

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596 the bureau. And so, we have a lot of survey and evaluation work to
597 collect feedback around how often they feel they need to be trained
598 in certain areas and where their greatest training needs are. And
599 then as far as our training needs, the top priorities coming up for
600 general In-Service, this is a list of those. We will have mental
601 health response refreshers every year. That's a part of DOJ agreement
602 and other state requirements. Policy updates, some things around
603 taser accuracy and distance. I know there's been a lot of discussion
604 around taser in the TAC committee. Knife defense, procedural justice,
605 and as well as having all of these individual topic areas, we also
606 try to weave in topic areas. So, part of maximizing training time and
607 increasing learning, we try to build other topic areas into these
608 subjects. So, for instance, for building searches where they're
609 having talks about building in team building and working together,
610 leadership, things like that. For procedural justice, that ties with
611 communication components of emotional intelligence. So, we want to
612 look at how we can, like, reinforce things that come, you now,
613 through the TAC or other areas into the trainings that we are doing.
614 For supervisors In-Service, again, we have a much more extensive list
615 of training needs available, but some are topics to general
616 leadership like setting unit goals, building internal legitimacy and
617 procedural justice. Others are more logistical like the time keeping
618 and the IA processes, and the others are very police specific around
619 crime scene management and managing critical incident scenes. So, we
620 try to give them, like, a good variety to support them. And I'm going
621 to keep going. There's just one more main slide rather than stopping
622 since we're short on time. Over the last couple of years, we've been
623 working on building bridges between our Needs Assessment processes
624 and our training planning. So, this is just an outline to show how
625 that works. So, the Training Needs Assessment filters into the
626 majority of the strategic training planning. And so, the strategic
627 training planning is a 3-year plan, and we have a document that goes
628 on that describes that process and also our current findings. And so,
629 I have a couple copies to pass around, and then we're going to get a
630 link out to you when we get it on the website. We don't have it yet
631 on the website. And this helps us to, you know, plan out retention
632 rates. So how often do officers need training in various areas and
633 making sure that we're not missing critical skills getting refreshed
634 over time, and then also helping training sessions build off of one
635 another. So, even within a discipline, they're working on doing
636 strategic training planning that helps - so, like, year one, they may
637 do one component of a critical incident or active shooter or high-
638 risk vehicle stops, and then they'll do another more advance
639 component the following year. And then they're also doing a lot of
640 work within the disciplines to complement each other and integrate.
641 So, while control tactics might be doing knife defense, then in the
642 Control Procedures Training, they'll reinforce that in Scenario
643 Training. And so - and then we have - we get information from the
644 specialty units on their yearly training plans. This part is a new
645 one for us, and that feeds into the annual training plan along with

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646 the strategic training plan. And we have a document on those on the
647 2019 Annual Training Plan. This one - it was our first year, and this
648 one is kind of a huge task because we're trying to capture all of the
649 training for tenured officers. So, we're trying to capture all of the
650 specialty units: SERT, explosive devices, K-9, air support. They all
651 have, like, very specialized training for their units that they do
652 regularly. And then we also have conference attendees and other
653 special training that's done throughout the bureau. And so, the 2019
654 annual training plan attempts to capture all of that plus all of the
655 main training division offerings, so detectives In-Service, Command
656 In-Service, Supervisor In-Service, and General In-Service. So, that
657 is what we're up to. Sorry that was really rushed. Are there any
658 additional questions that you have? Yeah, Gary?

659 **MARSCHKE:** And I understand that we're on a short - so, I just - but
660 this is Emotional Intelligence Task Force related, so I wanted to ask
661 it.

662 **COVELLI:** Yeah.

663 **MARSCHKE:** On the previous slide, there was a piece of the training
664 around reducing the stigma of accessing EAP.

665 **COVELLI:** Yes.

666 **MARSCHKE:** Okay. My sense is that that stigma is greatest when
667 accessing EAP for mental health concerns, trauma, et cetera. Is there
668 a specific component that you might - tell me, what does that look
669 like, that piece. Is there a specific piece that addresses that, or
670 is that built into other components of that supervisor training?

671 **HURLEY:** Okay. So, I guess - hold on. Let me double check to make
672 sure I'm hearing what you're asking.

673 **MARSCHKE:** Sure.

674 **HURLEY:** Which is you're asking if there is a specific training we
675 give that addresses the fact that people have a stigma to seeking EAP
676 -

677 **MARSCHKE:** Yeah. Tactics that I could use to reduce that stigma. I
678 mean, it sounded like a was a very proactive thing, reducing stigma.

679 **HURLEY:** Yes. That's exactly what that is.

680 **MARSCHKE:** Okay.

681 **HURLEY:** It is us trying to figure out a way to make it just normal,
682 right? To make it a culture of, "It's okay." And we actually have -
683 one of the things that the emotional task force asked about was some
684 things of - to ask (inaudible) proactive and stuff. So, I actually
685 have a new for you. We'll discuss it next time you all have your
686 thing, that we have our group. But just so you know, we're coming up
687 with more to figure out how you guys can help us do exactly that.

688 **MARSCHKE:** Okay. Thanks.

689 **MALE:** Captain Hurley, maybe this is directed to you. So, a lot of
690 training obviously.

691 **HURLEY:** Yes.

692 **MALE:** Do you folks use, like, Kirkpatrick evaluative tools to -

693 **HURLEY:** Yes.

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694 **MALE:** (Inaudible).
695 **HURLEY:** Yeah, we use the Kirkpatrick model.
696 **MALE:** You do?
697 **HURLEY:** Yes.
698 **MALE:** Okay. And do you use that across the entire curriculum or -
699 **HURLEY:** Yeah. Now, having said that, I need five more of her to do -
700 to truly do it all of the way through all of the levels of it, but we
701 do the best that we can. The ones that are, like, In-Service, the big
702 ones, In-Service, Supervisor In-Service, those ones we take to the
703 higher levels than we do some of the other ones. But, I mean, if we
704 could, if we had the staffing to do it, we would take all of them
705 through all of the levels of it, but it's a lot, and they haven't
706 given me five more of her yet. But, not, we do like it. It works, I
707 mean, yes.
708 **MALE:** Leslie, do you have a question?
709 **BRUNKER:** No, no. I was just thinking the comment that you were
710 making earlier, Mary, about the stigma. That's a cultural issue, not
711 really a training issue, so -
712 **HURLEY:** Well - sorry, please go ahead.
713 **BRUNKER:** Yeah. So, that's, I think, a different approach to culture,
714 changing culture.
715 **HURLEY:** But training changes culture, is one way of changing
716 culture, right? And so, part of the stigma behind getting help or
717 asking for help is what's the process to go through, and how many
718 people do I have to tell, and how many people know and all of those
719 people. So, part of the training is training about how EAP works and
720 how people can reach out and get help with no one knowing. And the
721 bigger issue, because I think one of the big concerns in the police
722 bureau about seeking help is, "If I ask for mental health, are you
723 going to transfer me, fire me? You know, everybody is going to know,
724 so I'm going not be called, you know, the one that can never get
725 promoted," whatever. That's a huge component of why people do not
726 seek help. And so, a lot of the education pieces around - that's not
727 how it happens. You can reach out and get these services where no one
728 knows. You can reach out and ask for a modification of where you're
729 working or maybe just a change in shift or something because of
730 concerns that you have, and no one needs to know that except the
731 commander that - and they don't even need to know why. EAP has the
732 ability call a commander and say, "So and so needs to be off the
733 street for a while, and we're willing to take him here," and the
734 commander goes, "Okay. Go do whatever." They don't even need to know
735 why. It's just - but a lot of people don't know that, or they don't
736 believe that, or they don't see that. And so, to have the training so
737 people understand that it's really that easy is just to have that
738 phone call and then to get into help and move forward and that 10
739 people don't need to know why or what or how is part of the training
740 to change the culture. And part of that too is bringing people in
741 that have sought help within the bureau to get up in front of these
742 people who are willing to say, "I did seek help, and I sought help X

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743 number of years ago, and I went through these processes and so forth,
744 and I'm here now as a lieutenant or a sergeant or whatever, and it
745 didn't ruin my career, and no one even knew I was going through it,"
746 right? So, it's those things that, training wise, right, education
747 piece can help us change that culture. That was a long answer. Sorry.

748 **CAMPBELL:** Sarah?

749 **SUNIGA:** Just one question of clarification - it's Sarah Suniga by
750 the way - about the EAP. I just got myself confused. So, for the
751 bullet point to confirm, are you saying that right now there is a
752 stand-alone training for that that's happening, and then the
753 recommendations that you look for is for a future training to build
754 on that training?

755 **HURLEY:** So, the recommendations that we've been talking about is one
756 of the things - we're totally getting down a path here. I apologize.
757 But the Emotional Intelligence, they have talked about what are some
758 of the barriers to that, and that's some of the things we've been
759 discussing in that task force and how they can help us overcome some
760 of the barriers. So, it's not necessarily specific to training
761 issues, right? EAP is also run out of the training division, so part
762 of it also is in policy or in different other areas. How can we help
763 make it easier and more accessible?

764 **MALE:** And I mentioned those other trainings, so part of that
765 evaluation process - you know she mentioned sometimes things aren't
766 amenable to training, and this is part of the Kirkpatrick model, is
767 it may be that we - that there is a barrier to somebody accessing
768 EAP. So, providing people training, "Hey, you should go to EAP,"
769 isn't necessarily going solve it or be as effective as removing that
770 barrier which is why, sort of in the slight, Emma was talking about
771 how sometimes things - we'll identify things in the training
772 evaluation that aren't necessarily - that are, like, impediments to
773 accepting the training, and then we'll try to work with people to
774 address those.

775 **SUNIGA:** I just couldn't tell if it was a training currently
776 happening or a training to come, but thank you (inaudible).

777 **HURLEY:** It's both.

778 **CAMPBELL:** All right. Given the time, is there any questions towards
779 what Emma has brought to us today before we let her not have to stand
780 up here in front of everybody? All right. Well, thank you very much,
781 Emma.

782 **COVELLI:** Thank you. And (inaudible), I don't know if we (inaudible)
783 your question, but as we get this information, feel free to
784 (inaudible).

785 **CAMPBELL:** All right. For the sake of time, we have on here Training
786 Input and Challenges where there was a couple questions that came out
787 of the Emotional Intelligence Task Force that went beyond what the
788 task force was doing. For the sake of time, would it be okay if the
789 steering committee pursued those questions and then reported back to
790 the whole group that way as opposed to spending the time here on it?

791 **WILDE:** Sure.

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792 **CAMPBELL:** Would that be amenable?

793 **WILDE:** This is Venn Wilde again. One question on that: One of the
794 things that we wanted back was a suggestion that we form a task force
795 to look at some of the specific challenges that were raised by bureau
796 members that we interviewed around staffing and payment policies in
797 the city contract, and I was just wondering if, like, - is there a
798 reason we're not moving forward to create that task force now or -

799 **CAMPBELL:** Well, that's the first we really - except for in the
800 document that you sent me that was a draft, that was the first I've
801 heard of the stuff with the overtime and stuff like that.

802 **WILDE:** I'm sure that I sent an email to the steering committee,
803 gosh, at the last - in connection with the last TAC meeting where we
804 had that interview and came back and said, "Hey, we're probably going
805 to be recommending a new task force on this overtime pay thing."

806 **CAMPBELL:** (Inaudible).

807 **WILDE:** What I'm hearing is it didn't land, so it's going to wait?

808 **CAMPBELL:** I'll say when we move into the small group, one of the
809 things that is going to come up is do you think there's certain areas
810 that need task forces, and that would be a good place to bring that
811 up if that works.

812 **WILDE:** Will do. Thank you .

813 **CAMPBELL:** All right. So, would it be all right if we skip over this
814 next item and have the steering committee get the answers to these
815 three questions and then report back basically through email what the
816 answers are? This will save some time.

817 **WILDE:** Sure.

818 **MALE:** Do we need a motion?

819 **CAMPBELL:** No. As long as nobody has any qualms about it. All right.
820 Next up, we have Use of Force summary with the Professional Standards
821 Division Team.

822 **NIIYA:** Hi. I'm the new force inspector. I'm Jeff Niiya. So,
823 (inaudible), and I'll introduce myself. So, real quick, I'll just
824 introduce myself. I'm the new inspector. My name is Jeff Niiya. I'm a
825 lieutenant with the police bureau. I've been with the police bureau
826 or over 20 years, a variety of assignments. I just took over this
827 position on April 20th. So, basically, all of this stuff was getting
828 worked on and done, so my team is here to back me up if there's a lot
829 of questions. I'll have more input probably on the next quarter since
830 I've been reviewing all of those reports and involved with those.
831 Since this is my first one, and I'm looking for input as well, I
832 basically just put a slide together, a slide deck, talking about the
833 quarterly report and taking stuff right out of the executive summary.
834 So, hopefully you have a link in your agenda items to review that.
835 So, this is kind of putting it in a slide format based on what we had
836 last year, end of quarter four up to quarter one. You can see we're
837 still - there's not a huge difference in what's going on between
838 quarters. Our citizen-initiated calls and officer-initiated calls are
839 roughly the same from time to time. The force cases did increase by
840 about 5 percent from quarters and calls for service decreased.

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841 There's a lot of factors that can play into this. The wintertime
842 weather and that kind of stuff. There's a lot of things that can play
843 into that. I don't have the answers, again, because I wasn't
844 reviewing those cases, but that's from historical perspective of mine
845 being around here. That does happen a lot. The force increases and
846 custody increases, again, those are slight increases, but we are
847 seeing an increase in our missions driven by the RUs. So, the chief's
848 office has asked the precincts to do quarterly missions and focus on
849 specific areas in their precincts to address crime and livability
850 issues, and I think that's probably the reason why you're seeing this
851 because of that focused effort. As you see there, a category 4, our
852 lowest level of force, still the driver of our numbers right there.
853 This, again, is kind of going from quarter one to quarter one, 19 to
854 18, and then 19 to 18 here as well. The force facts here, I think, is
855 probably the more interesting thing. The number of force cases, 186
856 for the quarter. You know, the force incidents there by the officers,
857 255. The collection report - we have a lot more in collection. We
858 still see multiple officers involved with a single event, right? So,
859 that's why you always have this large number of FDCRs because we have
860 multiple officers involved, which is a good thing, and many times it
861 has (inaudible) category 4, lower level of force, because there are
862 multiple officer there, but it does drive the numbers of the reports
863 that we have to review and read. This kind of breaks up at the
864 precinct for the quarter and where the force is being used and the
865 categories there. You see Central Precinct is kind of the higher end
866 there. Again, that is really driven because of their quarterly
867 missions. The Central Precinct was kind of the starter of those
868 missions and has kind of carried that through since last year. They
869 started basically in 2018 and then carried forward with the quarterly
870 missions, and their officers were very engaged. Their missions are
871 mostly around the Old Town area and some other high crime drug areas.

872 **CAMPBELL:** Do you have a question, Bob?

873 **NIYA:** Yes?

874 **FISCHER:** Quick question: Are the precincts roughly the same size?
875 Do they tend to the same size population?

876 **NIYA:** No. I would say no, and part of this is - like, so Central
877 Precinct or Downtown during Monday through Friday day shift, you can
878 have a large increase of population because people coming in for
879 work.

880 **FISCHER:** Oh, right. Right. Right.

881 **NIYA:** And then on Friday and Saturday nights, we have people coming
882 into the entertainment district and other events. So, Central varies.
883 You can get a varying population in Central. East and North, where
884 it's more of our homes and suburban, those are probably more steady,
885 but I would that the demographics of the population are spread out
886 there as well.

887 **FISCHER:** It's hard to compare the use of force in districts if the
888 districts have different population size, but never mind.

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889 **NIIYA:** Sure. I mean, we are talking very low numbers still, I mean,
890 overall. I mean, in the size of the departments involved, we're still
891 talking very low numbers here to this quarter. In the past, I think
892 you guys have been shown about weapons and perceived arms of weapons.
893 We had 58 subjects last quarter perceived to be armed with some type
894 of weapon or were armed. We still have a pretty good percentage of
895 people that are under the influence of drugs and alcohol. Seventeen
896 percent last quarter had mental health crisis involved with them, 33
897 subjects, but out of that 17 percent, 33 subjects, you can see,
898 again, the vast majority of that was a category four, control against
899 resistance, resistant handcuffing. You know, I think some of you
900 folks are new, like me, to the meetings, so that, again, the
901 handcuffing, someone is resisting getting handcuffs put on them. That
902 would be resisting handcuffing. Control against resistance, that's
903 where many times officers are helping medical or someone else hold
904 someone down during that time period. So, those are the numbers
905 driving category four. Not knowing kind of what you guys are looking
906 for, a very short slide deck. So, feedback - I would appreciate to
907 hear back kind of what you guys would like next time in the 15
908 minutes allotted, but I can answer your questions as well, and my
909 team is here to answer questions. So, I'll let you - since you're the
910 chair, you can go first.

911 **CAMPBELL:** Frank?

912 **SANTOS:** Well, how much of this information is available to the
913 public and translated in a way that the public would understand?

914 **NIIYA:** So, all of this information is in the quarterly report, and
915 that is on our website.

916 **SANTOS:** Sure. Sure.

917 **NIIYA:** And then we also have the open data which people can download
918 the data as well themselves. Now, you know, understanding is
919 subjective, right?

920 **SANTOS:** Yeah. Sure.

921 **NIIYA:** I mean, they understand it much better than I do. There's
922 probably some people in this room that are more educated than I that
923 can understand as well. So, I think that's very subjective. I
924 couldn't answer that question.

925 **SANTOS:** Okay.

926 **CAMPBELL:** Community members usually don't ask questions during -
927 keep any comments you have to the end. Sorry.

928 **NYAMU:** Yeah. So, I saw - this is Edna - one of the slides saying
929 summary report. It means there is a full report somewhere available
930 instead of just a summary that shows -

931 **NIIYA:** Yes. So, I believe - was there a link? Yeah. So, if you look
932 on your agenda, there was a link to the full report, and if you don't
933 have the link, you can go to the website for the Portland Police
934 Bureau in the DOJ tab. All of our reports are on there.

935 **NYAMU:** So, it's broken down to race, ethnicity, houseless?

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936 **NIIYA:** Yes. There's much more information on there. I just - I saw
937 on the agenda there's 15 minutes, and I wanted to make sure I
938 respected your guys' time.
939 **NYAMU:** Thank you.
940 **NIIYA:** So, yes. All of that information is available to you.
941 **MALE:** Do you present - do you ever reach out to the public to
942 present this material apart from must making it available like that
943 community group that Shawn went to? Do you go make a presentation to
944 them on this stuff?
945 **NIIYA:** Well, since I've only been in this job for about two months,
946 I am unsure if the prior inspectors have. So, I took over from now
947 Captain Dobson who was in that position for a very long time. And I
948 don't know how much community outreach he did. I'm not opposed to it,
949 but I'm also not - I'm not right now privy to what -
950 **MALE:** Yeah, I think this is the kind of - following up on Frank's
951 comments, this is the kind of stuff that should be - they should be
952 more forthcoming with, you know, "Well, you can read it on our
953 website."
954 **HURLEY:** Jeff was talking about PCCEP, and I believe that you give a
955 report to PCCEP -
956 **NIIYA:** PCCEP? Okay.
957 **HURLEY:** That's the community he was talking about, the group -
958 **NIIYA:** Oh, okay. I'm sorry.
959 **HURLEY:** And I believe you guys give a report to PCCEP?
960 **FEMALE:** Yes. I mean, PCCEP makes a determination of when they want
961 to hear about different topics. So, -
962 **FISCHER:** I'm sorry. That was Bob Fisher talking.
963 **CAMPBELL:** (Inaudible) Venn, and then we'll move.
964 **WILDE:** Venn Wilde. So, in the past, we've - part of what I've seen
965 in reports like the ones I think you're presenting right now - I'm
966 not sure because the format has changed a little bit - but I think
967 this is the Use of Force Reports as we've seen quarterly. They were
968 supposed to be here to review. In the past, those have included a
969 bunch of demographic breakdowns that aren't reflected on the slides
970 you shared with us today.
971 **NIIYA:** Sure.
972 **WILDE:** And I just wanted to say, like, that's important information
973 for us to see because one of the things that - there's a number of
974 TAC members who are concerned about racial inequities, for example,
975 in use of force, and I think - I believe there are other members of
976 the council who think that's important for us to see in the
977 presentation (inaudible).
978 **NIIYA:** Okay. I appreciate the feedback, and I'll (inaudible).
979 **CAMPBELL:** Danielle?
980 **DROPPERS:** This is Danielle Droppers -
981 **NIIYA:** (Inaudible). Hi.
982 **DROPPERS:** Sorry. Hi. I'm going to be extremely transparent and say
983 that I am admittedly a little bit frustrated. We've provided a

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984 significant amount of feedback, I think, over the last several years
985 about what we would like to see in these reports, and I think the
986 purpose of this training advisory council is to come together to dig
987 into these reports, and we end up spending so little time - we meet
988 once every other month which is a very small amount of time given the
989 enormity of the data that the Portland Police Bureau has on hand, and
990 we don't have the benefit of sharing time and space with each other.
991 So, I think maybe if we could help document - outline the things that
992 we would really like to see collectively as the TAC and use the
993 reports for the use of force. I know you don't have the benefit of
994 hearing those prior conversations, but we've had a lot of them, and
995 it does include the race and ethnicity data breakdown which is very
996 important to this group as well as home - you know, the impact to
997 homeless populations and people experiencing behavioral health issues
998 and how they're over represented in use of force. We've also talked
999 about the need to include use of deadly force in these reports. It's
1000 consistently left out every single time we come to meet, every time,
1001 and yet it's the most deadly type of force, and every time it's left
1002 out. So, I'm admittedly frustrated, not with you. Thank you for
1003 coming tonight. I appreciate this, but maybe if we could have a
1004 standing document so that we don't have to reiterate this every other
1005 month that we come together because it feels like a missed
1006 opportunity.

1007 **NIYA:** I will say that - thank you for that. I do know that in this
1008 quarterly report, I mean, there is officer-involved shooting
1009 information in there. I don't know if that's exactly what you are
1010 asking about. We are sometimes bound by internal processes that we
1011 don't have privy to. Our group does not investigate those reports in
1012 the detective division. So, that might be a barrier for us, but I'd
1013 be happy to look into it and see what -

1014 **DROPPERS:** Yep. See, we've had that conversation too a few times.

1015 **CAMPBELL:** I think that's a very good suggestion, and I'll make sure
1016 it gets carried out because I know that the office does ask us what
1017 we want to - what we want, and we don't always do the best of job
1018 telling them. So, if we have an actual document, (inaudible).

1019 **DROPPERS:** Well, and when there is changeover of staff, I think it
1020 would be really helpful. And the one last thing I would say is if we
1021 could get paper copies of the full report when we meet so that even
1022 though we are getting a snapshot or just a portion or a summary of
1023 the report, we have the full report on hand. That would be really
1024 helpful, I think, a paper copy.

1025 **CAMPBELL:** Let's see. Walt, you had a question?

1026 **HULL:** Well, I would like to just comment and reiterate what this
1027 gentleman said. I know that what you do, you have a mission
1028 statement, and you have an action plan. I would suggest that if you
1029 dig through the files of what's been going on in the past, et cetera,
1030 it's there. I would like to suggest that if it is not in your mission
1031 statement or action plan to get this material out to the public, I
1032 would suggest that this gentleman, I would agree with him that this

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1033 is a real priority, and there are so much - there is so much
1034 misinformation and stereotypic understandings of the public and
1035 misunderstandings that if - if you really made an emphasis, it seems
1036 to me that you would reiterate this information to the public. I
1037 think that you could calm down a lot of reasonable people. If you
1038 accept that you have unreasonable people and reasonable people,
1039 sometimes we have to talk to the reasonable people, and I think that
1040 would really be a very, very good step forward. Quick. Quick. Quick.
1041 **CAMPBELL:** All right. Quick.
1042 **HULL:** First, you get the press office. Get reporters putting this in
1043 the newspaper. That's the simple way, isn't it?
1044 **HURLEY:** They've done that.
1045 **CAMPBELL:** I'd just like to state a few things because I do look at
1046 this report every time, and I look at kind of the stuff that I would
1047 like to see and the stuff that I notice, and I just wanted to name a
1048 couple of them because I thought they were interesting. One of the
1049 things that I noticed per this report is that this is the third
1050 quarter in a row where force has been down extensively compared to
1051 previous quarters, and I think that's a good thing that should be
1052 brought up to us because it's - three quarters isn't a trend yet, but
1053 it's a good thing to see, and it's good for us to know that because
1054 we can recognize the difference between trends and - another thing is
1055 pointing a firearm is down. There was only 20 this - 20 subjects had
1056 firearms pointed at in this quarter which compared to in 2015, the
1057 average per quarter was around 98. That's stuff that I would like to
1058 know about as a community member. That's a good thing. Another one
1059 that is on here is if you look at the relative percentages between
1060 the number - the members of the black community who were taken into
1061 custody versus ones who have force used against them, that disparity
1062 between the two numbers is dropping, and this is only one quarter
1063 again, and I'm hoping it lasts, but that's a big thing. It used to be
1064 where you'd see 20 percent of the custodies be black, 30 percent of
1065 the uses of force. This time it's only 2 percent different, and
1066 that's a big thing that I think the community and this group should
1067 know about. On the negative side, we've had 8 shootings in the last
1068 12 months, 5 that have ended up in death. Now, we can't - I don't
1069 think we can say necessarily here whether or not those were justified
1070 or not, but at least we should talk about it and at least have that
1071 mentioned because that is something that not only affects us as a
1072 community, but I think it affects the officers too as a bad trend
1073 because I can't imagine the mental damage that happens to an officer
1074 who has to shoot somebody. So, these are the things that I think are
1075 important when I look at this, and I think some of these facts are
1076 important.
1077 **FISCHER:** Well, you use the word *justified*. Okay, every time an
1078 officer -
1079 **CAMPBELL:** Let's not crawl into that hole this time.
1080 **FISCHER:** Let me finish.
1081 **CAMPBELL:** Okay.

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1082 **MALE:** (Inaudible).

1083 **FISCHER:** The fact of the matter is is that every time somebody is
1084 shot, okay, there is an investigation, all right, and there is
1085 information, okay, about this shooting. That information needs to get
1086 out to the public because if we are going to rule - that is the
1087 powers that be are going to rule that this is a good shooting, okay,
1088 then that information needs to get out to the public.

1089 **CAMPBELL:** All right. Would anybody else like to comment on the Use
1090 of Force Report before we move on?

1091 **PAULKE:** Yeah, I would like - this is John Paulke here. You know, in
1092 looking at our mission statement and some of things - and you're
1093 right, I think we could go down a rabbit hole of discussing what's
1094 justified or what isn't. I'm more interested, this being a training
1095 advisory council, as to what maybe has changed to seeing those
1096 numbers drop. Has there been changes in the way that we're training?
1097 We saw the presentation with the trends. Did we notice something and
1098 then we adjusted? Because I think that our scope here, then, would be
1099 to recommend thoughts or ideas to train differently or to hold people
1100 accountable for that training. So, if we're seeing that drop, is that
1101 an anomaly, or can we change some things?

1102 **NIYA:** Yeah, and probably - honestly, again, since I'm in place for
1103 this quarter we're in right now, I'm reading all of the reports,
1104 every FDCR, every after action that comes through, I'm probably going
1105 to be more engaged in that conversation next time, and I will say
1106 that I have been talking to the training division already about
1107 things that we have been seeing this quarter we're currently in. So,
1108 yes, I will probably be better prepared next time.

1109 **PAULKE:** No -

1110 **HURLEY:** So, all of the reductions in force are due to good training,
1111 and anything that's (inaudible) - I'm just saying. In all honestly,
1112 John - this is Captain Hurley for the recording - we - last year and
1113 this year are the two years that we have gone back to real skills
1114 training. We had gone to a lot of classroom training or a time in
1115 order to get caught up on some of the things that were needed. We
1116 have focused on actual skills training in the last two In-Services. I
1117 think you have noticed that the force goes down for the two things.
1118 One of the things that Emma talked about, which is just a hard
1119 scientific fact, is that if officers are confident in the skills that
1120 they have, they actually use force less often and use less force
1121 because they're confident about the skills that they have to deal
1122 with whatever they are dealing with in the sense of a call and
1123 control the situation. Thank you, Bob. So, I believe - I can't
1124 obviously point to anything other than numbers. I believe that based
1125 on the fact that we've increased these hands-on actual skills
1126 training, we're seeing the result of that.

1127 **PAULKE:** Thank you .

1128 **HURLEY:** You're welcome.

1129 **CAMPBELL:** All right. Any other - yes, Christopher?

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1130 **ROSSI:** Just looking - this is Chris by the way - looking through the
1131 full summary, I think probably one of the sections applicable to this
1132 group would be the out-of-policy cases, the section on that, just to
1133 kind of highlight areas that might need future training or trending
1134 there, so, for what that's worth.

1135 **NIIYA:** I can tell you for the most part, and this is (inaudible) my
1136 head right now.

1137 **ROSSI:** Sure.

1138 **NIIYA:** A lot of the out-of-policy things we're finding are not
1139 around training. It is more procedural/administrative actions by the
1140 officers.

1141 **ROSSI:** Okay. Sure. Sure. Perfect.

1142 **NIIYA:** But if there is something, I'm more than happy (inaudible).

1143 **ROSSI:** Okay. Thank you .

1144 **CAMPBELL:** All right. Any other questions or comments on the Use of
1145 Force Report for this quarter? All right. Well, thank you very much.

1146 **NIIYA:** Thank you.

1147 **CAMPBELL:** All right. Moving on in the same vein. The patterns in the
1148 Use of Force Report for 2018. All right. So, just to give a little
1149 background, the program was first put together basically last year.
1150 It was requested that the task force basically look at the Use of
1151 Force Reports and do some statistical analysis to try to see if there
1152 is any statistical aberrations in the data, and my background is in
1153 economics. I used to do a lot of statistics, more than I ever wanted
1154 to, so I basically took a crack at it using the most basic of
1155 statistical tests which is known as a Z score. A Z score is a basic
1156 economic test that basically looks at two different groups and
1157 compares the things that are similar about them. So, for instance,
1158 here we have a group of people in green business suits, and there is
1159 a portion of them that had red hair. And then we had a second group
1160 in red business suits and a portion has red hair. Now, if we were
1161 asking which one of these groups had the most with red hair, it
1162 wouldn't really be a fair comparison because this group is obviously
1163 smaller than that group. So, the Z score basically uses a bunch of
1164 fancy math to account for the differences in sizes of populations
1165 that you are comparing. And the reason you do this is because if you
1166 add one more red-shirted person, it has a much larger effect on the
1167 percentage than if you add one more green-shirted person just because
1168 there's fewer red-shirted people. Make sense? You don't have to get
1169 too far into how it gets done. If you ever want to get into
1170 statistics, just Google and read a lot. All right. So, let's start
1171 out here with - the first thing that I did was I compared basically
1172 these - what we call different attributes that people who have force
1173 used against them are reported to have. These include things like
1174 being reported to be armed, being actually armed with a weapon,
1175 undergoing a mental health crisis at the time, being reported as a
1176 transient which can either be someone who is homeless or just refuses
1177 to give their ID, or someone who is under the influence of drugs and
1178 alcohol. So, basically, with each one of these attributes, I

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1179 statistically compared it to the people who had force done against
1180 them who had them versus people who had force done against them who
1181 had no - who did not have the attributes. So, for instance, with
1182 Reported Armed, we're comparing people who had force that were
1183 reported armed versus all of the people who had force that were not
1184 reported armed, okay? The yellow means that the group that was - the
1185 attribute group was statistically more significant and higher than
1186 the non-attribute group, and orange means that the non-attribute
1187 group was the higher of the two. So, for instance here, if you look
1188 at reported armed takedowns, it's orange which means that people who
1189 were not armed experienced more takedowns statistically than the
1190 people who were reported to be armed. Conversely, you'll look at
1191 pointing a firearm, and you'll see it's yellow which means that the
1192 statistical testing showed that the more - you're more likely to have
1193 a firearm pointed at you if you're reported to be armed. Makes sense?
1194 Now, the one thing that this can't test is people who have these
1195 attributes who never had force used against them because we don't
1196 have that data which is the one limitation in this. The more
1197 interesting things that we get into are when we start looking at
1198 things like force and gender. So, in this case, we are comparing two
1199 groups, men and women, and the forces used against them. If the force
1200 is yellow, it means that men were more likely to have that force used
1201 against them. If it's orange, it means that women were more likely to
1202 have force used against them. And as you can see, basically, men are
1203 much more likely to have most types of force used against them than
1204 women. In fact, the only group that women were more likely to
1205 experience was control against resistance which is a fairly low level
1206 of force. It also gets interesting when we then look at these
1207 attributes of the subject compared by gender. So, if we look, one of
1208 the things that we can see is men were more likely to be reported
1209 armed than women, the men that had force used against them that is.
1210 On the other side, women who had force used against them were more
1211 likely to be seen as undergoing a mental health crisis or under the
1212 influence of drugs and alcohol. Now, that's an interesting factor
1213 because if you actually look back at how those attributes break down
1214 and how force breaks down for those attributes, you can see that what
1215 types of force tend to get used, get used actually depend upon what
1216 type - what the officer is perceiving. So, if an officer perceives
1217 someone is being under a mental health crisis, they're less likely to
1218 pull their gun out and point it at somebody. So, if you're part of
1219 the group that is less seen as someone coming under a mental health
1220 crisis, you are more likely to have certain types of force used
1221 against you, statistically speaking. Any questions on this? I know
1222 this is a really dry thing, and I'm not the best at making it
1223 exciting. Another area that we can look at is force and race. This is
1224 the breakdown. Basically, in this one, we compared different races to
1225 the white group and saw whether or not there was a larger or less
1226 amount of force statistically speaking. From the yellow, you can see
1227 that the black and Hispanic groups had a statistically significant
1228 higher amount of force done compared to the number of custodies

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1229 compared to the white group. Conversely, the Asian group and the
1230 Native American group were not statistically different. Now, if we go
1231 into the different types of force, we can see that, for instance,
1232 with the black group, controlled takedowns, pointing the firearm,
1233 resisted handcuffing, and control against resistance and pit stops
1234 were all statistically more likely to be used on those groups being
1235 taken into custody. With the Hispanic group, it was takedowns, baton
1236 non-strike, and hit stops.

1237 **WILDE:** It looks like aerosol restraints - this is Venn.

1238 **CAMPBELL:** Oh, yeah. Yep, sorry, and aerosol restraint. Thank you.
1239 And as well, even though the Asian group was statistically overall
1240 not any different from the white group, we do see that within the
1241 different types of force, controlled against resistance and baton
1242 non-strike were both more likely to be used on that group for this
1243 year. Now, we also looked at use of force per subject by race and
1244 call type. So, we're asking the question if you are Hispanic, are you
1245 more likely to have force used against you if you are say on a
1246 dispatched call versus basically a self-initiated call, and no
1247 statistical difference was found. Another thing that we found was,
1248 again, looking at those secondary attributes, we found that members
1249 of the black community were less likely to be seen to be undergoing
1250 mental health crises, were less likely to be seen under the influence
1251 of drugs and alcohol. Now, both of these things are based upon
1252 officer perception, and, again, these can affect what types of forces
1253 get used, so it's interesting to look at. In the Hispanic group, we
1254 can see that the Hispanic group was less likely to be seen as
1255 transient but more likely to be armed, and the Asian group was more
1256 likely to be seen under the influence of drugs and alcohol.

1257 **FEMALE:** Can you remind me what (inaudible)?

1258 **CAMPBELL:** It is the stopping maneuver where you hit the back of the
1259 car and turn it around. I can't remember the exact acronym name.

1260 **MALE:** Pursuit in transition?

1261 **HURLEY:** Intervention.

1262 **CAMPBELL:** Is it intervention? Thank you. Now, one of the important
1263 things that we have to remember though is that this is only a single
1264 year's data which means that certain years can have - basically, we
1265 can have lower numbers for overall force. You can have certain years
1266 that you get higher. It's basically just like if you roll a dice a
1267 thousand times, you're going to get all six numbers at a fairly even
1268 percentage because that's how probability works, but if you only roll
1269 a dice 50 times, you have a higher chance of a certain number showing
1270 up more often. So, to combat that, basically what I did was I looked
1271 at multiple years for those areas of concern based upon race. So, for
1272 instance, this top one right up here is the multi-year analysis of
1273 the overall force for the black group comparing force to custodies,
1274 black versus white, and we can see for each of the past four years,
1275 that has been statistically significant, and what that tells you is
1276 this is something that should probably be looked more into because
1277 it's not just something that appeared one year and then disappeared.

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1278 It's an area of concern. If we look at the black group with pointing
1279 a firearm, we see again - all four years. We look at the other groups
1280 such as the Hispanic group, we only have two years. Aerosol restraint
1281 for the Hispanic group, just a single year. Strike (inaudible) for
1282 the Asian group, only a single year. So, these are things that
1283 suggest we really don't need to look at them yet because it might
1284 just be a blip this single year. Multiple years creates trends, and
1285 trends are where the concerns are. So, using that, what I did next
1286 was I actually went into the area of concern that I could have enough
1287 data to actually do stuff which was the pointing of the firearm for
1288 the African American group. And I broke that data down, and I did
1289 statistical analysis to try to identify areas of difference within
1290 that subgroup. So, the first thing I looked at was, okay, if we're
1291 looking at white and black, pointing a firearm, is there any
1292 difference based upon where the officer is stationed, what precinct
1293 they were a part of, and when looking at the data, it showed that for
1294 the various precincts, there was no statistical difference in the
1295 number of either group that pointing a firearm - experienced pointing
1296 a firearm. However, we did see there was a statistical difference in
1297 other departments with the African American group more likely to
1298 experience pointing a firearm from a member of one of the other
1299 departments. However, if you look at actually breaking those down to
1300 the other departments, none of the numbers are big enough to actually
1301 do a statistical analysis. So, that just might be a data aberration
1302 that might actually be something we don't know. Another thing we
1303 looked at is the pointing of firearm incidents for the number of
1304 officers. How many incidents was an officer involved in in a year?
1305 Yes, Venn?

1306 **WILDE:** This is Venn Wilde. Shawn, I just want to check that I'm
1307 understanding correctly and offer this sort of summary of what you're
1308 explaining with these individual close looks. So, the thing you just
1309 talked about of precinct and department data, I believe what you're
1310 saying is you looked to see if there was an influence of which
1311 precinct or department the officer was in in terms of that
1312 influencing whether, you know, it was this precinct or that precinct
1313 or this department or that department was more likely to be a source
1314 of the disproportionate pointing of firearms at black people in
1315 Portland. Is that -

1316 **CAMPBELL:** Yeah, I wouldn't say source, more was there a
1317 statistically significant difference in the number.

1318 **WILDE:** So, is it happening more in one of these places than another?

1319 **CAMPBELL:** Right. Right.

1320 **WILDE:** That's what you're looking at?

1321 **CAMPBELL:** Yes.

1322 **WILDE:** Is it does it seem to be associated with a precinct, and
1323 you're going to look at does it seem to be associated with this?

1324 **CAMPBELL:** Right.

1325 **WILDE:** Does it seem to be associated with this?

1326 **CAMPBELL:** Yes.

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1327 **WILDE:** Because you're trying to narrow in, "Where is this coming
1328 from?"

1329 **CAMPBELL:** Right. In the end, this data can't explain what is
1330 happening. It can just give ideas of places to look.

1331 **WILDE:** Yeah, you're turning over rocks and seeing -

1332 **CAMPBELL:** Right.

1333 **GERRITSEN:** Shawn, I have a question

1334 **CAMPBELL:** Yes.

1335 **GERRITSEN:** For clarification. So, when I see "Other Departments,"
1336 and then you have "Officer Other Departments." So, are you saying
1337 other departments not Portland Police Bureau?

1338 **CAMPBELL:** I'm not sure because that's -

1339 **GERRITSEN:** You're meaning other units within the Portland Police
1340 Bureau?

1341 **CAMPBELL:** I'm not sure because that's how it's reported within the
1342 department.

1343 **MALE:** SERT is another department.

1344 **HURLEY:** It's other units.

1345 **GERRITSEN:** It's another unit. So, it's confusing because the words
1346 "Other Departments" for me and maybe for some others suggests not
1347 Portland, suggests, you know, another department somewhere.

1348 **CAMPBELL:** I agree. It is confusing. To be honest, I use that because
1349 that's directly how it's reported within the raw data that is
1350 provided.

1351 **GERRITSEN:** Got you. Okay. I thought that's where Venn was coming
1352 from. That's why I was just clarifying.

1353 **WILDE:** No.

1354 **GERRITSEN:** No? Okay. Never mind.

1355 **CAMPBELL:** All right. So, any other questions? Okay. So, we also
1356 tested to see if, for instance, officers who might be involved in
1357 more than one incident over a year if there was any statistical
1358 difference in that, and there wasn't. Basically, there were officers
1359 who were involved in multiple pointing-of-firearm incidents over
1360 time, but there was no statistical difference based upon race. Then
1361 we looked at the tenure of the officers who were the ones who pointed
1362 the firearm, and we saw that within, there was actually a difference
1363 where officers earlier in their career were more likely to point
1364 their firearms at members of the black community, and officers later
1365 in their career were more likely to point their firearms at the
1366 members of the white community. Breaking down that 0-9 nine years so
1367 that the sweet spot was 7-9 years where there was a statistical
1368 difference. Now, we've got to be careful with this kind of stuff
1369 because there are a lot of other factors in there we don't know. For
1370 instance, this might just be basically because of a certain number of
1371 officers in a certain part of their career are more likely to do a
1372 certain type of work compared to others or be stationed or getting
1373 certain shifts or whatever else. We don't know. Another thing that we
1374 looked at were the ages of the subjects` who had the firearms pointed

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1375 at them, and statistically, we saw that members of the black
1376 community were more likely to be young when they had firearms pointed
1377 at them such as age 19 and younger and 20-29. Conversely, the white
1378 group was more likely to have firearms pointed at older members, 40-
1379 49 in age was the statistical sweet spot. Officers pointing firearms
1380 at each subject, so for instance, if we had multiple officers
1381 pointing firearms at a single subject, we saw no statistical
1382 difference in that between race. So, two officers pointing a firearm
1383 at a single subject, three or more officers - there was no difference
1384 between whether that was a member of the white community or the black
1385 community. Similarly, we saw no difference in the resistance recorded
1386 by the officer at the time of the incident. So, within the Use of
1387 Force Report, the actual report was the subject they used force
1388 against. Were they passive, were they aggressive, were they active,
1389 or where they deadly? In taking those into account, we see no
1390 statistical difference between what type of - whether or not firearms
1391 were pointed at them based upon any of those factors. We also looked
1392 at - they reported the distance that they saw themselves being
1393 between them and the subject at the time of the use of force, and we
1394 see no statistical difference until we get to 31 feet and over at
1395 which point people who are black who had firearms pointed at them
1396 were statistically more likely to have firearms pointed at them at a
1397 longer distance than people who weren't. Any questions on those four?
1398 Yes?

1399 **CARLSON:** Yeah. This is Sara Carlson. So, this is a question in the
1400 firearms training, and my expertise was, like, the one hour I spent
1401 in firearms training, but isn't it at a certain distance, you would
1402 use the - like, you would go from the Glock to a different weapon? Am
1403 I remembering, that right?

1404 **HURLEY:** So, not in the sense of a fire - a deadly firearm, right,
1405 but a less lethal? Yes. The less lethals change depending on the
1406 distance. And fire - well, that's not true. An AR rifle is going to
1407 do a much greater distance, right, than a handgun. We would be more
1408 likely to take that shot with an AR than with a handgun, and even
1409 with a shotgun, depending on your ability, right, would may be a more
1410 accurate weapon at a distance.

1411 **CARLSON:** Okay. And would you - because a situation was more, like,
1412 potentially dangerous, then you're going to be further back -

1413 **HURLEY:** Of course.

1414 **CARLSON:** And therefore, you're going to have the AR?

1415 **HURLEY:** Absolutely. And what the call is, right? So, if you have a
1416 call with a subject with a weapon and they're in X location and you
1417 know that you - so, they're in an apartment or they're in some place
1418 where you have distance, or even they're, you know, from a house and
1419 they're shooting from a house or they're pointing out of the house.
1420 We're going to take cover if that's available and use an AR which is
1421 a much more accurate weapon at a distance than a handgun is. We don't
1422 always have an AR available. Not everyone carries one, right? We
1423 would call for one, right?

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1424 **CARLSON:** Okay.

1425 **HURLEY:** I mean, we would also call for a less lethal. So, if you
1426 know that you have somebody within a park, and you are going to try
1427 and take them into custody, and they may or may not have a weapon or
1428 they're acting in a manner that you feel like you can't go hands on
1429 with them, right? A less lethal like our 40mm, you can touch them at
1430 a much greater distance than using a taser or an ASP baton or mace,
1431 right? So, based on how close we can or can't or want to get to
1432 somebody will dictate the tool that we use to try to take them into
1433 custody.

1434 **CARLSON:** Okay.

1435 **CAMPBELL:** Bob?

1436 **FISCHER:** So, the pointing of firearms includes the AR, it includes
1437 the handgun, and it includes the 40mm? It does not include the 40mm?

1438 **HURLEY:** It should - I believe - yeah, it does not include any - it
1439 does not include any less lethal.

1440 **FISCHER:** Okay.

1441 **COATES:** So, I- this is Dave Coates. I realize this might be a
1442 (inaudible) question. Pointing a firearm is physically pointing the
1443 firearm? It's not just drawing the gun from the holster?

1444 **HURLEY:** That's correct.

1445 **COATES:** Okay.

1446 **CAMPBELL:** Okay. The last piece of data that we looked at were the
1447 attributes of the subjects pointing the firearms. So, one of the
1448 questions we had were, for instance, were members of the black
1449 community more likely to be armed than members of the white
1450 community? And we saw no statistical difference in whether or not
1451 they were armed; however, we did see a statistical difference in the
1452 number of times they were reported to be armed. So, basically,
1453 members of the black community were more and more likely to be
1454 incorrectly reported to be armed compared to the white community,
1455 which is important because if you're an officer, you're basically
1456 going into the situation on the information you have going in, and if
1457 someone is reported to be armed, that is going to cause you to react
1458 differently than if they're not reported to be armed. Another thing
1459 that we noticed was that members of the black community who had
1460 firearms pointed at them were more likely to be involved in arrest
1461 misdemeanor compared to the white group and less likely to be
1462 released to medical or escape. Obviously, there are a lot of factors,
1463 and those are some fairly small numbers, so I'm not sure how much I'd
1464 look into those. The final thing that we asked was is there a
1465 difference between whether or not the calls were self-initiated or
1466 dispatched for the white and black members of the community who had
1467 firearms pointed at them, and it was shown that the members of the
1468 black community who had firearms pointed at them were statistically
1469 more likely to be because of dispatched calls while the white group
1470 was statistically more likely to be because of self-initiated calls.
1471 So, there was an interesting difference there.

1472 **WILDE:** Shawn, this is Venn -

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1473 **CAMPBELL:** Yes.

1474 **WILDE:** I want you to, because there's people in the room who might
1475 not know the difference between - what that difference is. Can you
1476 lay it out for us, or do you want someone else to?

1477 **CAMPBELL:** Dispatched is basically the 911 calls, and there's some
1478 other stuff thrown in there, but that's the basic premise of it. They
1479 are - someone is calling the officer and saying, "We need you to go
1480 there and do this."

1481 **WILDE:** So, you're saying that it's much more likely that we have an
1482 officer who is called on by a member of our community - somebody
1483 calls 911, the officer goes out, they encounter a black member of our
1484 community, and it's much more - that's the situation where they're
1485 more likely to encounter pointing a firearm at a black member of our
1486 community?

1487 **CAMPBELL:** Yes.

1488 **WILDE:** Whereas when an officer shows up and points a firearm at a
1489 white member of our community, it's much more likely that the officer
1490 initiated that interaction?

1491 **CAMPBELL:** Yes.

1492 **MALE:** Let's back up a step also. How many of those calls, dispatched
1493 calls, it was reported that the individual was armed or wasn't?

1494 **WILDE:** Yep. That's -

1495 **CAMPBELL:** We can break that down, but that is part of what the data
1496 shows is members of the black community are more likely to be falsely
1497 reported to be armed, and if you combine that with the dispatch - it
1498 doesn't necessarily mean they are together because you have to look
1499 at the data together for that, but it does bring something that does
1500 warrant more looking into. Yes, Frank?

1501 **SANTOS:** So, just basing - this is Frank. It may seem completely
1502 unrelated, but some of the things I'm learning about police work is
1503 that there seems to be an extreme amount of, for lack of better word,
1504 paperwork associated with use of force. I did some research, and I
1505 actually talked with officers -

1506 **GERRITSEN:** That's a good word.

1507 **HURLEY:** That's a good word.

1508 **SANTOS:** No, I actually talked with officers about the amount of
1509 hours that they spend on a single use of force incident -

1510 **HURLEY:** Yes.

1511 **SANTOS:** And I know there are many variables that contribute to use
1512 of force, so I'm not saying this is - but systemically, does internal
1513 process and administration affect this in any way?

1514 **HURLEY:** I don't know statistically if I can say that. Do I think it
1515 has? Yes.

1516 **SANTOS:** Okay. So, the simple fact that an officer may have to spend
1517 3-4 hours, and that's not an exaggeration -

1518 **HURLEY:** No, it's not an exaggeration.

1519 **SANTOS:** On paperwork -

1520 **HURLEY:** Right.

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1521 **SANTOS:** Could indirectly influence their decision on use of force?
1522 **HURLEY:** Yes.
1523 **SANTOS:** Oh, wow. I don't think most people know that that an officer
1524 actually is making a decision at times to not use use of force not
1525 simply for protection but because of paperwork?
1526 **HURLEY:** Yes.
1527 **SANTOS:** Oh, my gosh.
1528 **FEMALE:** And going to court.
1529 **CAMPBELL:** Walt?
1530 **HULL:** Well, I think it's also important - it's also important for us
1531 to realize that we accept the fact that the 911 call that goes out,
1532 right? That if there is a weapon reported, okay, the 911 people don't
1533 make that up.
1534 **CAMPBELL:** No, of course.
1535 **HULL:** All right? That's important. They do not make that up, all
1536 right?
1537 **CAMPBELL:** I don't think anyone thinks that.
1538 **HULL:** So, the fact is that the people that are actually out there
1539 involved in this incident, okay, they're calling 911. 911 is
1540 reporting to the officer of what is - what they know of is happening
1541 on the ground. And so, they're arriving, okay, with information that
1542 they absolutely believe is true, and there's no - we have to accept
1543 that.
1544 **CAMPBELL:** Bob?
1545 **FISCHER:** I think what you're saying is there's a cultural element
1546 here that's misperceiving the dangers of different people.
1547 **CAMPBELL:** Yes.
1548 **FISCHER:** That people who are calling for officer help are the ones
1549 that are saying, "Wait a minute. We think this person is armed." It's
1550 not the officer themselves who is -
1551 **CAMPBELL:** Correct. It's not the 911. It's not the officer. It's the
1552 people who make the call.
1553 **FISCHER:** It's the people who make the call. That's right.
1554 **CAMPBELL:** That fits as well if we actually look at what types of
1555 calls result in that type of force. It's more statistically likely
1556 that a member of the black community is going to have a call of
1557 disorder against them that results in a pointing of firearm. And if
1558 we actually break it down, you can look at these thing - the ones
1559 that really stand out are things such as disturbance, things like
1560 that. So, there's definitely, I believe, probably a community biased
1561 involvement in this.
1562 **WILDE:** This is Venn again. There is absolutely a community bias
1563 involved with this. I have not seen a clearer picture painted with
1564 numbers, and this is suggesting two things to me, just loud and clear
1565 on the screen here. One, is scenario-based training, and maybe you're
1566 already doing this, but scenario-based training specifically around
1567 the falsely reported weapon on a dispatched call involving a member
1568 of our black community.

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1569 **HURLEY:** So, I'm not disagreeing - this is Captain Hurley. We cannot
1570 go into a call after being told that a weapon is possible or should
1571 be there and assume that it is not because statistically it may not
1572 be there. We have got to go into the call for the safety of the
1573 officer and the safety of the community that we are sworn to protect
1574 with the assumption that the information that we're given over a 911
1575 call is accurate.

1576 **MALE:** You can't second guess that call.

1577 **HURLEY:** I cannot second guess that.

1578 **MALE:** Not in any instance.

1579 **MALE:** Too dangerous to second guess.

1580 **WILDE:** So, this is Venn again. I hear people speaking to the dangers
1581 of second guessing that, and I appreciate how important that is that
1582 the officers be trained to rely on the information they're getting
1583 from 911, and I think that a component of the implicit bias training
1584 might be an awareness of the biases of the public and then to know
1585 that "I'm on a dispatched call, and yes I need to be ready because
1586 I'm told there's weapon here, and as soon as I see that this is a
1587 black member of our community, I need to think to myself for a
1588 moment, like, there might be something else going on here." And it's
1589 one of those, "How can I use my control tactics to play for time to
1590 get a better picture of the scenario because I know that I'm in this
1591 situation that these numbers are pointing to."

1592 **HURLEY:** It would be inappropriate for an officer to assume at a call
1593 based on the color of the person that we are getting called on to
1594 make a determination of whether or not we pull our weapon or do
1595 anything in the sense of the use of force. We will react off the
1596 person that we are called on. The citizen that we are dealing with
1597 and their reaction to us will dictate how we react. If we get a call
1598 that there is a weapon, possible that there is a weapon involved, we
1599 may point our firearm. If that citizen, regardless of color, creed,
1600 or anything else, follows the direction that we give them, which is
1601 showing us their hands and where they are, that weapon will go away,
1602 and then we'll have a conversation. The piece that I think you're
1603 asking for, which we already train and we have scenarios based on it,
1604 is if you get that call where they're - in fact, we just recently had
1605 a scenario of this. They're playing ball in the park, and they get
1606 the call about the fact that there is a disturbance in the park, and
1607 the officer shows up, and there's a bunch of black kids playing ball.
1608 You're not going to pull your weapon on that call. You're going to
1609 say, "Hey, what are you guys doing? Oh, you're playing ball. Great."
1610 In fact, we had this scenario, right? And then the officer has a
1611 conversation about playing ball with the kids. They can show up on a
1612 call and see this isn't a disturbance. The kid are playing ball,
1613 right? And that's the expectation. And then for them to understand,
1614 "Okay, a community member called. I'm not going to kick them off
1615 playing ball. This is just kids playing ball." That is where we can
1616 recognize that the caller has a bias that is inappropriate, and we're
1617 going to react to that appropriately. It would be absolutely

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1618 inappropriate for us to go to a call that has a weapon and for us,
1619 based on the color of the person, to change the tactics or the way we
1620 respond to them then.

1621 **MALE:** Exactly.

1622 **WILDE:** Thank you. And I- the second thing that is jumping off the
1623 screen to me, and I think it connects with a lot of what you are
1624 speaking to, is - and this may be a much broader question is the idea
1625 that the bureau could engage in a public education campaign around
1626 implicit bias and that - because you're getting that data from the
1627 public, and our community needs change because there's people who are
1628 being harmed because of the color of their skin and that's terrible.
1629 It needs to end.

1630 **MALE:** And I didn't mean to interrupt you, Venn, but I -

1631 **CAMPBELL:** Sylvia is before, and then we'll move forward here.

1632 **MALE:** Okay.

1633 **ZINGESER:** My question is this is all going to get reported. So, when
1634 the officers make their report on a call like that they weren't -
1635 there wasn't a gun involved, when they make the report, do they
1636 report in their report that they were given a call from 911 that came
1637 in from a community member that the community member said there was a
1638 gun? So, I'm talking about collecting the data from the community
1639 member calling 911. I mean, maybe this could also be collected at
1640 911. You see where I'm going?

1641 **HURLEY:** So, the data is collected about the call saying that there
1642 is a person who is armed -

1643 **ZINGESER:** Right.

1644 **HURLEY:** And then the data is collected after the call is over about
1645 whether a weapon was found or not. So, yes, that data already exists.

1646 **ZINGESER:** You see what I'm saying. Yeah. So, that we can see.

1647 **HURLEY:** Now, you can't always statistically say, though, that that
1648 was an inappropriate call, the person wasn't armed. There is a
1649 possibility that the weapon was gotten rid of by the time the officer
1650 showed up, right?

1651 **ZINGESER:** That's true.

1652 **HURLEY:** I mean, so you can't go back to that citizen and say, "You
1653 were wrong" because they might not have been.

1654 **MALE:** There were some weird played things too where I think, you
1655 know, we've all seen that where, like, to get police there quickly,
1656 certain parts of the community like to say there's a gun because they
1657 know that, like, they'll have to wait a long time. So, you get these
1658 things where people will be, like, "There's a disturbance with a
1659 gun," and you can never prove it, but I know having been to those,
1660 we're all kind of - you get there, and you sort it out, and you're,
1661 like, "Boy, I wonder if that was just a move because they knew if
1662 they said that there's somebody being loud out here that we would
1663 take four hours to get there, but if they say there's a disturbance
1664 and somebody says they have a - because that's where the bulk of
1665 those are. It's, like, "I'm hearing a disturbance, and somebody says
1666 they have a gun," and then you're, like, "Wow. What do I do now?"

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1667 **HURLEY:** And then we have to respond faster.
1668 **PAULKE:** This is John Paulke again. I think you hit it too. I think
1669 the same thing is jumping off the screen to me is that we're really
1670 dealing with three biases in each one of these situations. You have
1671 the officer showing up on the scene that brings their biases, and we
1672 can impact that training in this group. The bigger issue that's
1673 harder that you brought up is the community, the people that are
1674 making the call. And then, you know, I think people react differently
1675 when confronted by the police as well. And those three different
1676 things are coming together. How do we impact outside of this room or
1677 the department? I don't have an answer for that. This is three
1678 different people all putting their biases out there, and some of the
1679 people have guns.
1680 **HURLEY:** One of the - Captain Hurley. One of the things that we have
1681 done in the sense of impacting kind of the reaction to is the YSDV
1682 services division has gone into the schools and talked to the youth
1683 about how to react to an officer when they show up. So, when an
1684 officer comes and asks you to see their hands, why are we asking that
1685 question. If you do these things, this is how an officer is going to
1686 react. If you get stopped on a traffic stop, if you do these things,
1687 then that will calm the whole situation down. And we've had those
1688 trainings for the youth because a lot of times they just don't
1689 understand when an officer says X, well he's just being rude. No, no,
1690 no. Here is why he's asking. And a lot of - it's just the
1691 understanding. A lot of times, if people just understand why we do
1692 what we do, they're happy to comply with what we're asking because
1693 they understand what it is. We also train our officers to explain,
1694 right? "I'm asking you to do this because I'm worried about this or
1695 that." So, there's education on both sides of that. However, for us
1696 to educate the entire public on this is a little - I mean, that's - I
1697 don't have the staffing for that. Sorry.
1698 **CAMPBELL:** Edna.
1699 **NYAMU:** Yeah. So, I mean, as a black woman sitting and listening here
1700 here, and I have a son that I'm always concerned even as I'm sitting
1701 here knowing what to happen when someone just call, make a phone
1702 call, 911 and the police is coming just because my son is walking in
1703 a neighborhood that maybe this person never knew that we lived here
1704 and is talking to my son and asking question, like, what are you
1705 doing here, but we live there. I mean, do the police take the time to
1706 ask, "Why are you calling" "What is wrong with this boy walking
1707 around?" I mean, those questions before you just drive out and then
1708 comes stopping the boy who is just walking and then (inaudible)
1709 questioning and then, you know, the reaction of that boy also can be
1710 different. I think that we are talking with life experience here
1711 that's very different, and it's good to understand that we really
1712 support, and we want police officers to be safe and come when we
1713 call, but some stupid phone calls, that don't make any sense. It's
1714 misusing of resources. It's good to find out maybe those people as
1715 they call, and just because someone is walking or dropping a flyer -

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1716 they should be also accountable. Like, don't just take some phone
1717 calls like that.

1718 **HURLEY:** So, part of the issue with that - totally agree with you,
1719 right? And it is a misuse of resources in my opinion, but BOEC, which
1720 takes the 911 call, is not the Portland Police Bureau. I don't train
1721 them. I don't control them. They do not run under the same bureau.
1722 They're not even under the same commissioner. So, for them to take
1723 the 911 call and ask the right questions to determine whether the
1724 officer then gets dispatched, I have no control over whatsoever.
1725 Yeah. Right? I know. And in a lot of agencies in a lot of cities,
1726 those are married. There are actually police officers up there
1727 helping train and work and take those phone calls. That's not the
1728 case with the City of Portland. And so BOEC has a different mission
1729 kind of, right? Theirs is to take the call and send the officer. It's
1730 not always to flush out when not to send an officer, right? And so, I
1731 have absolutely no control over how or when - we just have to respond
1732 when they tell us to respond.

1733 **MALE:** But to get to your point, so sergeants on the - it's gotten
1734 really bad, and it's a significant frustration for officers. They
1735 just send them to everything. We had - what was it? It was, like,
1736 basically, sergeants have now started cancelling calls. So, we
1737 cancelled 20,000 calls last year. The sergeants - and it is sort of
1738 those kind of calls where it's, like, "No, that's not" - and so,
1739 sergeants will just get on the air and say, "We're not going to
1740 that." We got to the point where we actually were sticking a sergeant
1741 in the dispatch center just to say no, like, "No, no, no." It was,
1742 like, 20-30,000 calls. The other point I wanted to raise because I
1743 think it's really important just generally is if you look at our
1744 Pointing of Firearms is about a quarter of what it used to be, and
1745 that's neat because that's - like, that benefits everybody. You know
1746 what I mean? It's let's - so, our pointing - and we have adjusted our
1747 tactics. We've sort of changed how we do some things to reduce those
1748 numbers, to drive that number down, and that is a real, real, I
1749 think, really related to some of this stuff that the firearms folks
1750 are doing with their training techniques so that we point fewer guns
1751 at everybody. And sometimes that's, like, you know - I mean, that's
1752 just good, generally, I guess.

1753 **HURLEY:** And for TAC to understand, too, the sergeant position that
1754 sits up there in BOEC to help - to get rid of those calls that are
1755 not crimes - I mean, that's really what he's asking for, right?
1756 People call and say, "There's a guy lying on the sidewalk. I need the
1757 police." Is he committing a crime, right? What is he doing that the
1758 police need to come? That's what that sergeant's job is for. That is
1759 an unfunded position. So, they have allowed it to go up there right
1760 now as a pilot project to see the kind of calls. It will not - and,
1761 in fact, I'm not sure it's still there. It was a pilot project. I'm
1762 not sure it still exists. I think it might have gone away because it
1763 was unfunded through - for the police bureau budget, and we took,
1764 just FYI, a \$4 million cut this year from City Council. And so, that

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1765 position is going to go away, and it's unfortunate because that's
1766 what that position was for is because we are getting sent to way more
1767 calls than we need to go to because there's not crime being
1768 committed. People just call.

1769 **CAMPBELL:** Danielle?

1770 **DROPPERS:** This is Danielle. I think, yes. We are in a time,
1771 literally, where we have passed a bill in the Oregon legislature - I
1772 don't know if you all are familiar with this bill that just got
1773 passed. I had to look up the number because I don't remember it. It's
1774 3216, House Bill 3216 where you can actually try to fine somebody for
1775 making these kinds of false accusations. And this is because we are
1776 in a time where - this came out of - Representative Janelle Bynum was
1777 out campaigning and got the - who is the only black woman in our
1778 Oregon legislature - who got the police called on her for going out
1779 and knocking doors to meet the people in her district. So, that is a
1780 reality, and we most definitely have a lot of racism that exists in
1781 our communities. Absolutely. I totally agree with that. I also don't
1782 want to lose sight of the fact that there is a slide up here in this
1783 summary that hits really hard that we cannot lose sight of that at
1784 the end of the day even though officers know what they are getting
1785 into, they're making the choice to use force. And I'm not just
1786 talking about pointing a firearm. It's the use of force, multiple
1787 different kinds of force, against black people. Consistently, they
1788 are overrepresented. Statistically speaking, your Z scores - like, we
1789 cannot ignore this. And I also want to remind us that these are not
1790 just numbers. These are not just Z scores. These are kids. This is
1791 not the kind of community that I want my kids to grow up in. This is
1792 not the kind of community that I want my friend's families, like
1793 Edna, to have to walk around and worry about her son being harmed by
1794 the people who are supposed to protect her. Like, we cannot lose
1795 sight of this. And so, I want to say thank you so much to Shawn for
1796 taking the time to do this statistical breakdown and present this to
1797 us because I think that this is exactly the kind of conversations
1798 that we need to be having, and I hope that in our next meeting that
1799 we can maybe start talking about solutions to some of these really
1800 pressing problems. Given the - I think that there are some much
1801 better ways of having community together, and I don't think that
1802 officers want it this way. I don't think families and communities
1803 want it this way, and I think collectively, we can get there and find
1804 some solutions, but we have to start talking about it and stop
1805 turning away from it because every time it comes up, we take the off
1806 ramp to talk about something else.

1807 **CAMPBELL:** That's actually one of the reasons I made sure to point
1808 out this 2019 quarter one where that difference number because if
1809 that number continues through the next three quarters, this year
1810 won't be yellow, and that would be a huge deal. Bob?

1811 **FISCHER:** Captain Hurley, you mentioned that extensive reporting is
1812 required, and maybe it's having officers sober up a little bit before
1813 they do some force (inaudible) -

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1814 **HURLEY:** I hope that they are (inaudible).
1815 **FISCHER:** Figuratively speaking. Is the reporting requirements of
1816 officers around use of force likely to change after the DOJ agreement
1817 is finished or whatever?
1818 **HURLEY:** Mary Claire could probably answer that better -
1819 **FISCHER:** I mean, are you - is this largely DOJ driven reporting?
1820 **FEMALE:** Yes. It is required by the settlement agreement.
1821 **FISCHER:** Okay. So, what seems to be maybe a good thing is likely to
1822 go away after this DOJ -
1823 **HURLEY:** No.
1824 **BUCKLEY:** No.
1825 **MALE:** Use of force had dropped five years in a row before the DOJ
1826 arrived. Use of force was dropped - use of force had been cut by 50
1827 percent between 2007 and the time the DOJ arrived.
1828 **FISCHER:** I'm following up on Captain Hurley's comment that it
1829 probably is a factor. Did I misunderstand you?
1830 **HURLEY:** Well, I think you're taking it out of context. He's
1831 explaining that we had already reduced force for five years running
1832 before DOJ came.
1833 **MALE:** And it increased reporting requirements before the DOJ came.
1834 **HURLEY:** Right.
1835 **MALE:** And that was - that was something that was really lost on the
1836 public and was a little bit frustrating for me was we had cut the
1837 volume of force in half between about 2007 and 2011, and all of these
1838 - like, if you're looking for causation - if you're doing a
1839 statistical analysis and you're looking at causation, timing is
1840 important. So, if you see a trend, like you see this a lot when
1841 people talk about jobs or whatever. If you see a trend going up, but
1842 it predates whatever your intervention is and then it continues to go
1843 up after the intervention, it's very difficult to attribute causation
1844 to that intervention because the trend prior to the intervention was
1845 what was going on. Well, prior to the DOJ coming in, force was going
1846 down. The DOJ came in, force continued to go down. It's very
1847 difficult then to attribute that causation to the presence of the DOJ
1848 because the actual phenomena you're observing was occurring prior to
1849 the DOJ's arrival.
1850 **CAMPBELL:** A good comparison would be it's hard to make direct
1851 comparisons because that data was collected over time, but 2008/2007,
1852 probably there was about 250 people who had firearms pointed at them
1853 per quarter. This quarter, it's 20.
1854 **HURLEY:** Right. But as he was explaining, that was going down prior
1855 to (inaudible).
1856 **CAMPBELL:** That's why I say in 2008. It was before the settlement
1857 agreement that this trend started.
1858 **HURLEY:** And that's training. We change, right? We have changed over
1859 the years how we train and how we react to different calls that we go
1860 to. I mean, that's - nationwide, I'm sure it's changed to some
1861 degree.

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1862 **FISCHER:** Training and policy changes in there for the officers or
1863 what do you call them?
1864 **HURLEY:** Lots of changes.
1865 **MALE:** But it is a little bit unfair to the officers who have been,
1866 over the past decade, have - you know, people talk, "Oh, nothing ever
1867 changes," and people get all upset. Well, our, like, pointing
1868 firearms is down, like, 90 percent in the last decade, and it is a
1869 little bit, I think, unfair to the officers who are working really
1870 hard to make those changes, that nobody ever recognizes that. Nobody
1871 knows that officers point firearms 90 percent less than they did a
1872 decade ago. And so, if you want Officers - like, if you're asking
1873 people to change, right, and you're saying, "Oh, the culture needs to
1874 change, and this needs to change, and we need all these changes," and
1875 the people make all of those changes, but then nobody ever recognizes
1876 that the changes were made.
1877 **FISCHER:** No. As Walter and I have been saying, you guys are not
1878 getting that information out.
1879 **HULL:** Exactly.
1880 **FISCHER:** Don't say, "Oh, they're not recognizing us." Come on.
1881 You're not reaching out enough on this stuff.
1882 **MALE:** I don't know. I can show you - I did a survey with PSU. We did
1883 a survey on this, and I can send it to the group. We put out the
1884 survey about the use of force, and this was done with PSU professors.
1885 Not one news station chose to run that survey. Like, if we put up a
1886 survey that said force was up 50 percent, I guarantee you that every
1887 news station in this city would have run it. And, again, this was
1888 independent of the police bureau. This was with the Criminology
1889 Department of Portland State. I totally agree though. Our
1890 communications needs to improve, and that is a legitimate concern.
1891 **MALE:** Thank you. Walter (inaudible).
1892 **HULL:** Well, okay, considering the population out there and who we
1893 want to communicate to, all right, there are groups of people that
1894 are essentially good people that we need to communicate to, right?
1895 Let's just consider a rotary club, all right. Most of the people that
1896 are in that rotary club, and I don't care where it is, all over the
1897 city, okay, because there are a great number of them, but the fact of
1898 the matter is that those people, when information is brought to them,
1899 they disperse that information in a very high degree. And it is
1900 important, it seems to me, okay, that those types of groups be talked
1901 to and presented with these positive statistics, et cetera, et
1902 cetera, that we're making a difference in this regard.
1903 **HURLEY:** So, Walter, I absolutely, completely agree with you. So,
1904 one, when I was the lieutenant in East Precinct a few years ago, when
1905 the community groups asked us to come speak, we would bring these
1906 statistics, and would talk to them. So, we got it out to the
1907 community groups. I know the other precincts are doing the same
1908 thing. I know that we give these kinds of statistics and positive-
1909 type media to the media all the time, every single day, and the fact
1910 that they do not broadcast that and fail to pick up these stories,

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1911 there is absolutely nothing that we can do about it. One of the
1912 things that we have discussed, but there is no funding for, is a
1913 communication team that would have the ability to get this out to the
1914 public in a better manner that would be on our own platform since the
1915 news media doesn't want to pick these things up. We don't have the
1916 staffing or the funding in order to put a team like that together
1917 like other agencies have. And then the other issue is officers
1918 bringing this out. I absolutely, 100 percent agree with you. I will
1919 tell you we are running 120 officers down right now. I will tell you
1920 in August 2020, I can retire another 150 officers, and I will tell
1921 you that I hire about four a month. Do you see the numbers? They're
1922 not working out. So, we have -

1923 **HULL:** We understand that.

1924 **HURLEY:** Well, so as much as I agree with what you're saying, there
1925 is no staffing for us to go to all of those community meetings to
1926 have that conversation. Now, having said that, as the Oregonian, I
1927 think, released yesterday, there is a new community group RU that is
1928 been created that's going to answer directly to the chief that is
1929 hoping to use some of that to get these community groups, to get the
1930 information out to them, to do it in a more organized manner so that
1931 hopefully we can move forward with that. It's just a resource issue,
1932 right. But, again, Acting Captain Chuck Lavelle will run this new
1933 communication - excuse me. Communications slash - Come on, help me
1934 out.

1935 **GERRITSEN:** Community engagement.

1936 **BUCKLEY:** Community services.

1937 **HURLEY:** Thank you, Community Services Unit, and they're going to be
1938 working much more closely with the community to hopefully get some of
1939 this information out, but it's really a resource-driven problem.

1940 **BUCKLEY:** Can I also make one point. I fully agree with you, but I
1941 think it's also incumbent upon our advisory councils to take it your
1942 people. I mean, you all have, you know, constituencies,

1943 **HULL:** Absolutely.

1944 **BUCKLEY:** And that's what we do with the Behavioral Health or all of
1945 the other advisory councils we have is we provide information, and we
1946 would hope that you would take that information and spread the word
1947 as well. I think that's really one of the tasks of any advisory
1948 council that the bureau has.

1949 **CAMPBELL:** All right. We're running pretty late on time, and we've
1950 got to respect the people who need to get home. Let's take two more
1951 comments. I know Sylvia had her hand up, and Sarah was the other one,
1952 and then we're going to close for later discussion.

1953 **ZINGESER:** I forgot what it was.

1954 **CAMPBELL:** Sylvia, do you remember?

1955 **ZINGESER:** No, I don't. Sorry.

1956 **CAMPBELL:** Okay. Sarah?

1957 **SUNIGA:** I really appreciate what you put together here, Shawn, and I
1958 am just noticing that I'm having really strong reactions and a
1959 mixture of ones. So, I want to try to be clear, and I'm going to look

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1960 at some notes too, because I have a lot of respect for our police
1961 department. I really do. You know, I have officers in my family and
1962 some - you know, I have respect for the role and the stressors and
1963 the intensity of it all, and I've heard some language that just is
1964 concerning to me and these statistics, you know, the comparisons. I
1965 know you're not trying to draw causality, but they're concerning to
1966 me, but when I hear things that are moving in the direction of color
1967 blindness when some of these numbers are letting us know that there
1968 needs to be some awareness and acknowledgement of race, like, there's
1969 - it feels good to want to be color blind. We want to believe that we
1970 are, and that's just not reality, and these numbers (inaudible) not
1971 the reality. And I realize that what I'm also saying is maybe that
1972 I'm having - that I have higher expectations of the police than I
1973 might have even of myself and that might be really unfair, right, and
1974 I kind of am okay with that, that it's unfair. And so, I like these
1975 ideas that are being talked about and the future directions, and I
1976 really want to support that. And the idea of - the importance of
1977 self-awareness, the importance of emotional regulation in order to
1978 allow our officers to make critical decisions because lives are on
1979 the line, their own lives, our lives. So, thank you for opening this
1980 conversation. I just wanted to -
1981 **CAMPBELL:** All right. How about we just close for today and let
1982 people kind of process. I apologize I didn't have time for the final
1983 part of the agenda, but we will put it first thing and actually carve
1984 out a larger period of time for it in September to discuss where to
1985 go from here .
1986 **GERRITSEN:** Shawn, I know it's late, but I am aware that there is a
1987 community member in the room who wanted to speak earlier, but she
1988 couldn't because that's not part of our process, but I feel like we
1989 do need to give her the three minutes -
1990 **CAMPBELL:** Oh, no, no. We're still going to do community comment.
1991 **GERRITSEN:** Okay. Okay. I didn't know if you were stopping the
1992 meeting.
1993 **CAMPBELL:** Yeah. I just wanted to close out the - this part of the
1994 meeting.
1995 **GERRITSEN:** Okay. Nope. Sorry. I didn't know if that was on your
1996 agenda. I didn't want people to get up and leave.
1997 **CAMPBELL:** I just need a motion to accept the report.
1998 **ZINGESER:** I make a motion to accept the report.
1999 **CAMPBELL:** Sylvia. Do we have a second?
2000 **WILDE:** Yes.
2001 **CAMPBELL:** From Venn. All in favor?
2002 **MULTIPLE:** Aye.
2003 **CAMPBELL:** All opposed? All abstained? Motion passes. All right. Just
2004 real quick to get people's minds thinking - is there a way to turn
2005 off that screen, Jody?
2006 **HALIA:** Yeah, actually (inaudible).
2007 **CAMPBELL:** So, this is what I was going to start out for the next
2008 portion where we are going to discuss basically where we as a group

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2009 want to go, and I'm just going to put this out here to start the
2010 juices flowing for the next meeting (inaudible). I'm going to quote a
2011 good period of time. We're going to do it first thing, so we don't
2012 miss it. This is what we've been doing over the last year and a half,
2013 and we've always focused on three key areas: Implicit bias and
2014 procedural justice, officer wellness, and data use and inclusion. And
2015 as you can see, there's been things that have kind of branched off of
2016 there. For instance, emotional intelligence is something that we can
2017 say branched off of both implicit bias and officer wellness. With data
2018 use and inclusion, we have the demographic recommendation we made
2019 where the demographic data would be included. Patterns in the use of
2020 force, which is what we just did today, and historical context is
2021 what we did at the last meeting basically kind of trying to get an
2022 idea of how these trends have changed over time. And the question is
2023 where do we want to go from here and even stuff that aren't related
2024 to these three things that we've done. So, that's what we're going to
2025 be discussing at the next meeting. So, kind of give those thoughts,
2026 and spend a little bit of time thinking about them.
2027 **FEMALE:** Can you send out your diagram to everybody?
2028 **CAMPBELL:** Sure.
2029 **FEMALE:** So that we can be thinking about it because that's really
2030 good.
2031 **CAMPBELL:** Yeah.
2032 **FEMALE:** Yeah. Thank you.
2033 **CAMPBELL:** All right? All right. Before we close, community comment?
2034 Any members of the (inaudible) - do anybody - community member, would
2035 you like to add any comment about today?
2036 **RAMOS:** This has been a really interesting meeting. Disturbing,
2037 encouraging, and it's a really complicated issue, and as a community
2038 member, I've been involved with community policing for a long time,
2039 and it's complicated. And so, I appreciate the diversity of opinion
2040 here. Some of the opinion was really hard to hear, but I don't know.
2041 It's a positive note. I mean, I'm glad you're all here working on
2042 this, and I guess that's all I wanted to say.
2043 **ZINGESER:** Can I make a comment to you?
2044 **CAMPBELL:** Is it okay with we do it outside of the -
2045 **ZINGESER:** Well, I wanted to invite her -
2046 **CAMPBELL:** Oh, all right.
2047 **ZINGESER:** I want to invite you to join the TAC.
2048 **FEMALE:** No. I'm already doing a (inaudible).
2049 **GERRITSEN:** She's been involved in a lot of stuff.
2050 **CAMPBELL:** I would like to invite you though if you ever do - if you
2051 would like to continue coming to the meetings.
2052 **FEMALE:** It's a little off putting to be, like, "Oh, no. You can't
2053 sit at the table. No, you can't speak." Just throwing it out there.
2054 **WILDE:** Thank you.
2055 **CAMPBELL:** All right. Anything else before we close?

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2056 **MALE:** I've got a question for our guest. Can I ask who you are? Do
2057 you represent a group or are you just interested in the community
2058 group?
2059 **RAMOS:** I'm just an interested community member. I do happen to be a
2060 community member on the police review board, but I came because I
2061 live in Portland, and this is of concern.
2062 **MALE:** Thank you for doing this.
2063 **ZINGESER:** Thank you.
2064 **WILDE:** And this is Venn, again, how did you find out this was
2065 happening?
2066 **RAMOS:** I used to be on another community board, so I'm on their
2067 mailing list.
2068 **NYAMU:** Thank you for coming.
2069 **HURLEY:** And I thought you just came to visit me. Just saying.
2070 **RAMOS:** I'm glad to see you too.
2071 **CAMPBELL:** All right. Thank you everybody for staying later than
2072 normal tonight. Can we get a motion to close?
2073 **FEMALE:** Motion to close.
2074 **CAMPBELL:** Second?
2075 **FEMALE:** Second.
2076 **CAMPBELL:** All in favor of closing?
2077 **MULTIPLE:** Aye.
2078 **CAMPBELL:** All opposed? Motion passes. Thank you very much.
2079
2080 No435_071119
2081 Transcribed 08/05/19 @ 8:25 p.m. Elice Turnbull