

TRAINING ADVISORY COUNCIL
September 11, 2019
PPB Training Complex
6:30 -8:30 p.m.

MEMBERS PRESENT

Shawn Campbell, Chair
Leslie Bruner
Dave Coates
Danielle Droppers
Robert Fischer
Edna Nyamu
Richard Mohle
John Pahlke
Christopher Rossi
Sarah Suniga
Kezia Wanner
Sylvia Zingeser

MEMBERS ABSENT

Sara Carlson
Karen Daniels
Tyler Hall
Walter Hull
Britton Masback
Gary Marschke
Frank Santos
Venn Wylde

TRAINING STAFF PRESENT

Captain Erica Hurley
Lt. Greg Stewart
Kate Bonn

PPB STAFF PRESENT

Commander Bryan Parman
Lt. Jeff Niiya
Shannon Smith
Laura Leonard
Amanda Trygg

GUESTS PRESENT

Ashley Heiberger, COCL
Julie Ramos
Vadim Mozyrsky
Dan Handelman

**PORTLAND POLICE BUREAU
Training Advisory Council
Training Division**

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6 **Meeting Date: 09/11/2019**
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8 **CAMPBELL:** Welcome. Thank you, everybody, for making it to the
9 meeting tonight. I know it's a pretty nice day out, so I almost
10 turned around myself and went home. All right. Can we have somebody
11 please read the mission statement? Oh, yeah. Can we maybe turn off
12 the basketball game?

13 **FEMALE:** Right? Thank you.

14 **CAMPBELL:** Would somebody like to read the mission statement?

15 **FISCHER:** I'll read it.

16 **CAMPBELL:** Thank you, Bob.

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

25 **CAMPBELL:** Thank you, Bob. All right. Let's start out with a little
26 housekeeping measure. Can we get approval of the prior meeting
27 minutes? Do we have a motion? Yes, Sylvia?

28 **ZINGESER:** I make a motion to accept July 2019 minutes.

29 **CAMPBELL:** Do we have a second?

30 **COATES:** I'll second.

31 **CAMPBELL:** David seconds. All in favor?

32 **ALL:** Aye.

33 **CAMPBELL:** All opposed? Motion passes. This is just a reminder, our
34 minutes are recorded, so please make sure to say your name when you
35 speak up just for the poor people who have to transcribe the thing.
36 We have a lot of people in the audience tonight, so I think it might
37 be helpful if we just go around the room real quick and introduce
38 ourselves and just say your name and who you are with. For instance,
39 I am Shawn Campbell. I am the chair of the TAC.

40 **SUNIGA:** I'm Sarah Suniga, also a member of the TAC.

41 **FISCHER:** I'm Bob Fisher. I volunteer with the TAC.

42 **BONN:** I'm Kate Bonn. I'm an analyst with the training division.

43 **COATES:** Dave Coates, TAC member.

44 **HURLEY:** Erica Hurley, Captain of the training division.

45 **STEWART:** Greg Stewart, lieutenant with the training division.

46 **WANNER:** Kezia Wanner, TAC member.

47 **NYAMU:** Edna Nyamu, TAC member.

48 **ZINGESER:** Sylvia Zingeser. I'm a TAC member. I'm also (inaudible).

49 **ROSSI:** Chris Rossi, TAC member.

50 **BRUNKER:** Leslie Bruncker, TAC member.

51 **MOHLE:** Richard Mohle, (inaudible).

52 **CAMPBELL:** All right. In our audience tonight?

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53 **MOZYRSKY:** Vadim Mozyrsky. I'm here for my own reasons, but I'm with
54 the PCCEP, the Portland Committee on Community Engaged Policing.
55 **HEIBERGER:** Ashley Heiberger, COCL.
56 **NIIYA :** Lieutenant Jeff Niiya, Force Inspector.
57 **PARMAN:** Bryan Parman. I work in Professional Standards in the police
58 bureau.
59 **TRYGG:** I'm Amanda Trygg. I'm an auditor for the Portland Police
60 Bureau.
61 **SMITH:** I'm Shannon Smith. I'm also an auditor for the Portland
62 Police Bureau.
63 **LEONARD:** I'm Lauren Leonard, and I'm also an auditor with the
64 bureau.
65 **CAMPBELL:** Thank you very much. Welcome, everybody. All right. Quick
66 opening -
67 **RAMOS:** Julie Ramos, community member.
68 **CAMPBELL:** Sorry I skipped you there. My deepest apologies. All
69 right. Opening announcements and reminders. Just a reminder, if there
70 is anybody who hasn't done a police ride along yet, you should get it
71 done by December. Contact Kate Bonn to set them up. Make sure that
72 you include what precinct you want to be, what shift, and what else
73 do they need on that one?
74 **BONN:** The -
75 **CAMPBELL:** The date.
76 **BONN:** Yeah. Exactly.
77 **CAMPBELL:** That would be good. And some suggested dates.
78 **BONN:** Yeah. Shifts that you would like to work if you want to do an
79 afternoon or an evening.
80 **CAMPBELL:** Yeah. As a reminder, this is a requirement of our bylaws,
81 and it's something that I have fallen behind on myself, so I'm going
82 to do it as well. All right. Moving forward in the new business, we
83 have Recruitment Taskforce. So, we're getting into that time of year
84 again where we have to start recruiting, and I kind of had - was
85 thinking about this on my drive over here today from Downtown. I had
86 a lot of time in the car, obviously, and kind of my thought at this
87 point is if it's okay with the TAC, the way I'd like to do this is
88 basically try to use everybody as possible as recruiters. We'll put
89 together some materials, and of course, we'll go through the usual
90 channels with the Portland police bureau, but basically, we're going
91 to try to sell ourselves as a group and maybe not just have a
92 recruitment task force that takes on that entire community
93 themselves. In the November meeting, we will create a task force that
94 will go through all of the applications would be the idea that I
95 would have, and then they would be the ones that forward on who we
96 think should be the members from there. Does anyone have a problem
97 with that idea or - okay. That's the way we will move forward. I just
98 didn't really want to compete with the recruitment task force with
99 the other task forces that we are going to try to form tonight. All
100 right. Moving forward, approval of - I'm going to try to steal two of
101 these because I didn't grab any for myself. Anyway. Sorry. Next,

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102 moving forward, we are going to have approval of the course dry run
103 comments. So, over the last month, the Portland Police Bureau was
104 kind enough to let us members come in and view two different courses
105 and give back comments and feedback based upon those courses. And
106 basically, this would just be a standard vote of acceptance by the
107 committee of these comments made by your fellow group members so that
108 we can put them up on the website. First of all, we had the HQPT
109 Wellness introduction training. This was a very interesting training
110 that was basically starting to do things within the Wellness Program
111 aspect of what the bureau was starting to create. It involved things
112 like breathing exercises to try to calm yourself between calls as
113 well as different physical exercises you can do that are really quick
114 or easy while you're on shift in order to keep your body moving,
115 loose, and ready to go. Is anybody - let's see, I and Leslie were the
116 two that attended that training. Leslie, would you like to say
117 anything about it?

118 **BRUNKER:** It was a really good training, well organized, well
119 presented, and good content for - it really made a lot of sense. So -
120 it was in an hour. They got a lot done in an hour. It was really
121 amazing.

122 **CAMPBELL:** Does anybody who read over it have any questions or
123 comments that they'd like to make about the comments that we put
124 together?

125 **FISCHER:** I thought they were well done. I thought you did a good job
126 editing what probably came in. I know you edited my stuff. Thank you.

127 **CAMPBELL:** Thanks, Bob. All right. Do we have a motion to accept the
128 comments and suggestions as made by the members who attended the HQPT
129 Wellness introduction training?

130 **MOHLE:** I move that we accept.

131 **CAMPBELL:** Richard so moves. Do we have a second?

132 **ZINGESER:** I'll second.

133 **CAMPBELL:** Sylvia. All in favor?

134 **ALL :** Aye.

135 **CAMPBELL:** All opposed? Carried. These will get put up on the website
136 as official comments of the TAC. The second training that we attended
137 was a procedural justice scenario which - I don't know. You do have
138 some officers in here. Do you want us to say much about it?

139 **HURLEY:** Is everybody in here - well, yeah, no, because people
140 haven't gone through training.

141 **CAMPBELL:** Hopefully the ones over there aren't reading it right now.
142 That would be dishonest. Basically, it was you got to watch a
143 scenario that involved some of the tenets of procedural justice that
144 we found very interesting. You can read them in the paper that we've
145 handed out as well as what I sent a few days earlier in an email. All
146 in favor of accepting those comments and suggestions? Oh, sorry. Do
147 we have a motion - it's been a very long day. Do we have a motion to
148 accept the comments and suggestions as given?

149 **BRUNKE:** I motion to accept.

150 **CAMPBELL:** Leslie. Do we have a second?

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151 **COATES:** I'll second.

152 **CAMPBELL:** David seconds. All in favor?

153 **ALL :** Aye.

154 **CAMPBELL:** All opposed? Motion passes. They will be put up on the
155 website, but we will grant that they should probably be put up after
156 the In-Service occurs.

157 **HURLEY:** Yes, please.

158 **CAMPBELL:** No problem at all. Is there any problem with the other one
159 being put up, or should that wait until after the In-Service?

160 **HURLEY:** That one is fine. Yeah. It's fine.

161 **CAMPBELL:** Okay. And for just kind of a little bit of context, the
162 scenarios, the officers go into it not knowing what to expect. And
163 so, if we put up stuff early, and they happen to read it, it would
164 kind of ruin the entire purpose of having the training in the first
165 place. So, hence, the kind of tongue in cheek not really saying all
166 of the details on that one. All right. Up next, we have a report from
167 the Emotional Intelligence Task Force. I believe we have a finalized
168 recommendation. Sylvia?

169 **ZINGESER:** This was a lot of fun, and (inaudible). It was interesting
170 - it was a little bit - you know, we were really busy during the
171 summer, and we've come up with a lot of ideas to begin with, and we
172 presented in July, but it left a lot of questions. And so, I decided
173 to look it up online, and I discovered that someone by the name of
174 Daniel Goldman has written quite a lot on it. He's written a book on
175 it, and how that affects you - how you do your work, how (inaudible)
176 to people, and there's even one company that is teaching this to
177 children in a private school setting, emotional intelligence. It made
178 me start wondering - many years ago back in the 70s, early 70s, my
179 sister gave me a book call Miss Manners, and I was a backpacker, I
180 had a couple of lively boys, and she was very direct with etiquette
181 and so forth, and I started thinking about this. And so, I looked up
182 the gal who wrote Miss Manners, and she's written a lot on civility
183 and dealing with people in Washington D.C. and other places, and one
184 of the things that - I just thought I would print it out for you. Her
185 name is Judith Martin. She has a long list of books, and this is what
186 she said - and it applies it to the same thing that if police
187 officers have emotional intelligence and they're using it all of the
188 time, and we do anyway, that you're going to have a better outcome
189 with people if you are aware of your own emotional intelligence. And
190 this is what she said: She said in an interview in 1995, "You can
191 deny all you want that there is etiquette, and a lot of people do in
192 everyday life, but if you behave in a way that offends the people
193 that you are trying to deal with, they will stop dealing with you."
194 And I just thought, "Well, my sister was right. I need to call up
195 that book *Miss Manners* and look at that." And this emotional
196 intelligence, Daniel Goldman, took it one step further, and so now
197 there is information out there about how to use emotional
198 intelligence in your job, and I can see where that would be very
199 helpful to be aware of it when you're dealing with different people

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200 and different situations that sometimes are pretty - well,
201 sometimes/a lot of times, they (inaudible) when it comes to dealing
202 with the work that police officers (inaudible). So, that's my
203 assessment.

204 **CAMPBELL:** With this recommendation, first of all, I would like to
205 thank Sylvia. She really picked up the ball. This was originally
206 really driven by Venn Wylde, a member who recently moved to Chicago,
207 and obviously, when you move such as that, the task force kind of -
208 the wheels came off a little bit. And Sylvia really picked up the
209 pieces and got it across the finish line which I'm glad to see. For
210 those of you who don't know, emotional intelligence as Sylvia
211 described it is basically the capacity of recognizing your own
212 emotions and how they affect how you act around people and
213 recognizing how maybe their emotions will affect you. And as we've
214 talked a lot about these different things such as implicit bias and
215 procedural justice, it seems like a natural fit in with everything
216 else.

217 **MALE:** I wanted to mention too, we will be previewing a training in
218 Washington state as part of our leadership program that touches -
219 there's a component - they've sent us some reading material,
220 Emotional Intelligence 2.0, and it's - we're exploring it as a
221 component for our leadership program. Sylvia and I are moving forward
222 on that.

223 **CAMPBELL:** That's perfect.

224 **BRUNKER:** Can I say something about that?

225 **CAMPBELL:** Yes.

226 **BRUNKER:** This is Leslie. I have trained in emotional intelligence
227 for a long time, and when I was reading this, you know, I was
228 thinking about how important it is that it's integrated into all
229 training no matter what the skills are. That's it's not just, "Oh,
230 today, we have emotional intelligence, and then now we have something
231 else," but that all of the training should have some component, you
232 know, that helps integrate the emotional intelligence. It's not a
233 stand-alone thing. But it can be - I mean, you can do a class just to
234 get people's awareness to be starting to pay attention to it, but
235 anyway, I'm sorry I was - I just joined too late to be on this little
236 task force because I would have been interested. Yeah.

237 **CAMPBELL:** I think it's important to mention too that with this
238 recommendation, the idea isn't that this is the last time that this
239 will be brought up, similar to things with officer wellness or
240 procedural justice or these other areas. We just use this as a
241 building block, laying a basic foundation to build a block. Do you
242 want me to summarize the basic recommendations, or are people
243 comfortable with voting on this?

244 **MALE:** Vote.

245 **CAMPBELL:** Okay. Do we have a motion to accept the emotional
246 intelligence training recommendation as written?

247 **DROPPERS:** This is Danielle. I motion.

248 **CAMPBELL:** Thank you, Danielle?

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249 **WANNER:** I second.
250 **CAMPBELL:** We have a second from Kezia. All in favor?
251 **ALL:** Aye.
252 **CAMPBELL:** All opposed? Motion passes. The recommendation becomes
253 official and will be sent up to the - obviously, the training
254 division and the chief's office. Thank you. All right. Next up, we
255 have an update on the current status of the chief's response to
256 recommendations. As most of you know, we have fallen fairly behind on
257 getting responses from the chief's office for recommendations dating
258 back to over a year ago at this point. And so, we're just kind of
259 getting an update from the captain about where we are now with that.
260 **HURLEY:** They're in her office. That's all I can tell you.
261 **CAMPBELL:** That's it?
262 **HURLEY:** They have been submitted.
263 **CAMPBELL:** Okay.
264 **HURLEY:** They're in her office, but they have not been signed.
265 **CAMPBELL:** And no timeline at all?
266 **HURLEY:** I don't have one. I'm sorry.
267 **DROPPERS:** This is Danielle. I would really urge that - because in
268 our last meeting, I believe there was a request to understand what's
269 happening and what the timeline will be, and I think there was an
270 agreement to bring that information back. So, I would like to know
271 what happened exactly.
272 **HURLEY:** I can only make an ask. I can't make her tell me a timeline.
273 So, I can't help you with that. They've been sent up the chain of
274 command. I can't make my chain of command above me move on my
275 timeline.
276 **DROPPERS:** I appreciate that. Thank you for honesty and transparency,
277 and I just want to note on the record how disappointing this is. As a
278 member of the public, we have spent copious amounts of time
279 discussing this issue and working with people on this issue,
280 developing the recommendation for this issue, and it doesn't bode
281 well that I spend my time away from my family to come here to do this
282 important work, and we get no response from the chief of police.
283 That's disgraceful, and it's really really discouraging as a member of this
284 TAC, and it makes me question if my time is well spent here. It makes
285 me question my value as a member of the public that I'm spending my
286 time in this way or spending - I'm really - I'm physically frustrated
287 right now, emotionally - as we're talking about emotional
288 intelligence, I'm feeling very frustrated right now because we seem
289 to be going in circles, and when difficult conversations and issues
290 come up and we get stonewalled and no response, I feel like this is
291 window dressing. I feel like my roll here is window dressing.
292 **HURLEY:** I'm sorry to hear that.
293 **DROPPERS:** And I hope that you take that message back to the police
294 chief and you share that because I recognize in my positionality as
295 an individual that I hold a lot of privilege to be here and to do
296 this work, and I take it very seriously. And there are other members
297 of the public who should be at this table who are not for very

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298 obvious reasons. There is a history of people leaving this table for
299 things like this. So, if we are not representative of the people of
300 Oregon at this table, which we are most definitely not, I think we
301 should reflect on that, and I think we should reflect on the fact
302 that our time may not be well spent in this group. And it's really
303 discouraging because Shawn has done a great job as a chair. I have
304 members around this table who have spent countless hours doing really
305 great work, but it feels like the second that something controversial
306 comes up, something that comes up that is an issue in the community,
307 we get stonewalled. We get nothing. We get radio silence. This is a
308 very straightforward issue. Why are we getting no response?

309 **FISCHER:** I second that motion.

310 **HURLEY:** So, all I can say to you is we went before the chief. We
311 gave her what you have asked us to do. She asked for some changes to
312 it just in our response. We made those changes, and it's been back up
313 there. I can tell you that the chief's office is incredibly busy. I
314 can't answer to what her schedule looks like. I know though that she
315 is incredibly busy. I don't think that she wants you to feel
316 minimalized at all because I know for her the community is incredibly
317 important. So, none of that is meant to be that it minimalizes what
318 you guys do here. I think it's important work, and I think she knows
319 that it's important work, but I also can't tell you on her timeline
320 of all of the things that she has on her desk where this sits. I
321 can't answer that for you. And so, you're asking me to put a finite
322 on something I can't put a finite on it, but I don't think any of it
323 has to do with her lack of appreciativeness that the TAC is here or
324 that they do their job or that they put these recommendations before
325 her. I don't think that that is in any way her intent.

326 **DROPPERS:** And I appreciate that, and I do recognize that you have no
327 control over that, and I appreciate you and your role here. And, you
328 know, you come, and you share information, and you're transparent
329 with us, and I want to appreciate that and you, so thank you. And
330 also, if the police chief values our work and what we're doing, she
331 will responsive to it, and she will prioritize it. This has been over
332 a year. This is unacceptable. Unacceptable. And it makes me not want
333 to come back here. Thank you.

334 **CAMPBELL:** Bob?

335 **FISCHER:** Yeah. Erica, is she aware of the delays that have - I mean,
336 apart from the issues that are in the papers that are on her desk and
337 that you've discussed, is she aware of what the delay has been? Is
338 she aware of the importance that the committee have given this lack
339 of response?

340 **HURLEY:** I don't know the answer to that?

341 **FISCHER:** Well, did somebody explain that to her?

342 **HURLEY:** Does she have - I mean, she knows the -

343 **FISCHER:** She's looking at the papers. They're just other papers that
344 are on her desk.

345 **HURLEY:** Well, they're - I mean, I think she knows the importance of
346 them. I think it just hasn't gotten completed yet.

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347 **CAMPBELL:** I don't think we're going to get very far just taking
348 Captain Hurley to the grill on this.

349 **FISCHER:** No, I'm not taking her to the grill.

350 **CAMPBELL:** Can I put my in my cents real quick, Bob?

351 **FISCHER:** Please.

352 **CAMPBELL:** If I can make a suggestion because I'm frustrated too
353 because it has been far too long. I mean, I think we first started
354 talking about how long it's been in July, and this is - we're beyond
355 - before that, I think in May, and I can understand obviously that
356 the people here from the bureau have no control over what the chief
357 does, but I think we as the TAC can also send a message to the chief
358 directly. What I would like to suggest is let's draft up a message,
359 and we will vote on it in November, and if we don't have anything by
360 November, we will send it to the chief saying how discouraged and how
361 unhappy we are with this situation. Because I can understand the
362 chief is obviously a very busy person, it's a very large city, but
363 it's a signature. Just to get a response written. And I get that she
364 likes to have stuff written - you know, read everything that she
365 signs, but there's a certain point where it's been a year, and it's
366 getting a little ridiculous at this point. Do we have - yes,
367 Danielle?

368 **DROPPERS:** Shawn, I think for the record, can you say a little bit
369 about what it is specifically we're asking in this recommendation
370 because I think that context is very important?

371 **CAMPBELL:** What we're looking for is basically we are missing -
372 usually when we send in recommendations, we expect a response from
373 the chief's office. Now, historically, we have only sent in
374 recommendations once a year in a big chunk, and they came back to us
375 within a few months with some kind of response. At this point, we
376 have recommendations that we passed in May 2018, which were the 2017
377 recommendations that had a delay. We have a demographic data
378 inclusion recommendation that was made in, is that early 2019 at this
379 point, as well as now we have newer recommendations with both the -
380 the Emotional Intelligence, obviously that one is way too early
381 because we just passed it, but we do have an officer wellness one
382 that we haven't heard back on either, and that's why there's people
383 that are upset.

384 **HURLEY:** Yeah. And the officer wellness one, I'm going to take
385 responsibility for. It did go up through my chain of command to the
386 assistant chief and has been approved. Because we have accepted all
387 of the changes and are already doing them, I think the urgency for
388 that one was not really put before her.

389 **CAMPBELL:** Okay.

390 **HURLEY:** Because we agreed with all of them. We're actually already
391 implementing them all. So, I apologize for that. That will be on me,
392 and I will ask for her to get that one signed as well.

393 **CAMPBELL:** All right. In the meantime, is everybody okay with the
394 plan of I'll draft something up and send it out, and if we don't hear

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395 a response in November, then we will voice our discouragement? Is
396 everybody okay with that?

397 **ZINGESER:** Do we need a vote on it?

398 **CAMPBELL:** You know what, I think with something like that, we should
399 have a vote on it. Do we have a motion to draft up a letter for
400 possible release in November?

401 **ZINGESER:** I make a motion that we draft a letter for November to
402 send to the chief to let the chief know we're discouraged for the
403 recommendations that have not been reviewed and sent back to the TAC.

404 **CAMPBELL:** Do we have a second?

405 **DROPPERS:** Second.

406 **NYAMU:** Second.

407 **CAMPBELL:** Well, you two figure out who wants it. Edna and Danielle
408 second it. Let's recognize that. All in favor?

409 **ALL:** Aye.

410 **CAMPBELL:** All opposed? Motion carries. Let me just write myself a
411 note. All right. Next on the agenda, we have an overview of the
412 training division audit with Shannon Smith of the from the Use of
413 Force Auditor. Sorry. Is that the correct title?

414 **SMITH:** It's Analyst Auditor.

415 **CAMPBELL:** Perfect. Sorry. Just for a little context, the training
416 division went through an audit in 2017, and one of the things that
417 has continually come back in reviews about what the TAC does is that
418 we need to go over this from the DOJ.

419 **SMITH:** Good evening. I am presenting on this. It's the 2017 Training
420 Division internal audits. We now have been reorganizing within the
421 bureau underneath the new office. It's the office of the inspector
422 general, and they will be conducting internal audits on various areas
423 within the bureau. I am in this office with the inspector, Inspector
424 Lieutenant Niiya, and I have (inaudible). Just some background on
425 internal auditing, kind of what we're doing here, we follow specific
426 rules and standards as referred to in framework and auditing. There
427 are different frameworks in the government sector. We utilize what's
428 called the yellow book. It's one of the best practices for internal
429 auditing. Internal auditing is utilized to improve efficiency and
430 ensures the clients to rules and regulations. That's the approach
431 that we took when we audited the training division to - there's a lot
432 of words here, but this is just to show you paragraph 85 from the
433 settlement agreement. We'll go through the different pieces, so don't
434 worry if you can't read this. But essentially, there's seven specific
435 standards that the DOJ has specified that the training division needs
436 to adhere to and task the inspector to be auditing and to ensure that
437 they are being completed. Something to keep in mind as we go through
438 this, we started this process in spring 2017, developing the
439 methodology for it, to assess things like the development of the
440 Needs Assessment and how that feeds into the training plan and how
441 that informs the In-Service. We had to look at an entire year. So,
442 because we started this in early 2017, we looked at 2016. So, we're
443 going back in time a little bit in the training division. And so,

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444 you'll recognize how things have changed probably just from
445 (inaudible). You'll recognize how things have changed. Also, in 2018,
446 in late fall 2018, we conducted a follow-up audit, and because we had
447 made many recommendations of this audit - I don't know if anyone has
448 had a chance to look at it prior to this presentation, but there are
449 a lot of recommendations in there. We conducted a follow-up audit in
450 2018 that examined whether or not those recommendations had been
451 implemented or not. And that, unfortunately, hasn't been pushed out
452 to the public yet, hopefully soon, but I can at least go over 2017
453 (inaudible) recommendation for. So, starting with the 2016 Needs
454 Assessment Report, we evaluated - so, the paragraph states that you
455 have to evaluate the comprehensiveness of the source material.
456 There's a whole separate paragraph in the settlement agreement about
457 what needs to go in the Needs Assessment, and there's about 11
458 criteria for sources used to develop that product. We dug into the
459 data, examined the sources, verified that the Needs Assessment
460 included all of those, and also, I'm sure you're all very familiar
461 with the Needs Assessment, but you'll note that it's extremely
462 comprehensive. So, within each source, there's, like, a lot of
463 different sources. So, especially in 2016 where they didn't have as
464 many resources in the training division to put this together, one
465 analyst was essentially, for the most part, compiling all of that
466 data to make the 2016 Needs Assessment. We also evaluated the process
467 for including those needs in the training plan of 2016, and there is
468 a specific directive that provides guidance. (Inaudible) look at the
469 directive. We examined whether or not this occurred, conducted
470 interviews with those, put together the training plan, and then we
471 formed our recommendations. So, what we found on the Needs Assessment
472 is they needed to improve the timeliness of the production of it
473 because one analyst compiling huge amounts of data, and our
474 suggestion was largely around assigning additional analyst personnel
475 to assist in that to make it more timely because we found that it
476 wasn't utilized in the development of the training plan that year
477 because the training plan was being developed at the same time that
478 the Needs Assessment was. Just timeliness basically was a huge issue.
479 We also did not find a process specific to reviewing the Needs
480 Assessment during the development of the training plan. I mean,
481 there's - it says it has to inform it, but there wasn't a specific
482 process about how this would occur. So, that was our other
483 recommendation on that. Then we looked at the training plan, and we
484 evaluated the practices. So, we interviewed those who put together
485 the training plan. We compared it to the directives and SOP and
486 settlement agreement about what was required. Again, a lot of
487 recommendations and auditing about developing processes and
488 documenting things. In the 2016 training plan development, the
489 training plan was fully developed, In-Service was about to occur,
490 they got a last-minute third-party recommendation to make changes to
491 the training plan which sort of changed In-Service the very last
492 minute. Again, the problem was is that it wasn't being (inaudible) by
493 the Needs Assessment which was this very methodical, organized, data-

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494 driven document that examines all of the possible needs of training
495 that brings in lots of different sources. So, the main changes the
496 last minute - we also did not find a formal process to review
497 recommendations, so there really wasn't any way for anyone to sort of
498 push back when you got last-minute recommendations to say, "This is
499 against best practices. We have this process in place that is
500 (inaudible) best practices, and unless there is some really strong
501 reason, we're probably going to stick with best practices here." So,
502 there was no formal process to review those recommendations. We also
503 suggested since the Needs Assessment includes lots of historical
504 information, right. It's tracked time and was this training this year
505 or that year, you know, tracks (inaudible) that then developed a
506 strategic training plan, and at that time, there wasn't one because,
507 again, we're looking at 2016. So, it was a - it seemed like a very
508 easy recommendation and definitely (inaudible). The next standard
509 that the DOJ wanted is for the - it says the inspector, but for our
510 group to evaluate whether the training division is evaluating the
511 effectiveness of training. There is, again, another paragraph in the
512 settlement agreement that talks about the standard and the criteria
513 that must be met. It's paragraph 80. And we took two approaches to
514 this. To evaluate the effectiveness of training, the training
515 division has developed a survey. That survey, again, was developed
516 using best practices. It's called the Kirkpatrick method regarding
517 survey development. So, we looked into that. We documented that that
518 occurred. And then in 2016, we evaluated what data was collected for
519 the different trainings that the training division provided, and we
520 also looked at what analysis was done on that data. We found that
521 there were two areas where only portions of the training were being
522 evaluated for the effectiveness of training. So, our recommendations
523 were around expanding the training evaluation because the process to
524 collect the data and analyze the data was sound and in place and
525 performed by best practices. But, again, to evaluate that, this is
526 2016, they were lacking resources to help in developing that
527 evaluation, to evaluate those programs, analyze that data, and things
528 of that nature. There are two areas in that big, long list that I
529 gave you that's around records management in the training division.
530 We combined them into one area during the audit, and it's the
531 maintenance and accessibility of training records. And to audit this,
532 we reviewed training records to a random sample of officers. So, we
533 used best practices for determining our sample size. We literally put
534 together a list of all of the required trainings as of 2016. We took
535 into account specialty units, specialty skills, so any requirements
536 for certain certifications. We took into account whether or not they
537 were supervisors versus officers because they also have specialty
538 training. And we literally went through these records and verified
539 that they had or did not have in their training record these classes
540 or the hours, the amount of hours, that they had to have (inaudible).
541 We then also assessed practice compared to directives and the
542 settlement agreement and SOPs. Settlement agreement also has a
543 specific paragraph for records management within the training

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544 division so that they have (inaudible) everything. It's a (inaudible)
545 interested, I'm sure - you've probably read it at some point in this
546 whole process of (inaudible), but they're - the recommendations
547 around this were to - as far as the records management piece of
548 managing all of the materials from the training records themselves to
549 lesson plans and things like that, we found a gap with lesson plans
550 around specialty unit trainings. And that was largely because
551 specialty unit trainings came in through a different process. They
552 were in a different format, so they didn't end up in the same record
553 (inaudible) process because the trainings at the training division
554 was initiating. We also made a recommendation around developing a
555 standardized (inaudible). In 2016, they were utilizing a records-
556 management system named Skills Manager, and it has since been replace
557 with LMAS (sp), but it was manual data entry. And when we were going
558 through that process of trying to verify if these trainings occurred
559 or if they didn't occur. It was somewhat challenging because they
560 were entered in all different sort of naming conventions, and
561 sometimes they were shorter, and then you had to - it was hard to
562 determine if the training was there or not. So, for your records
563 management, let's name everything in a standardized way so it can
564 always be located. Skills manager also had the ability to track
565 certifications. So, when an officer has a specialized skill that
566 requires a certification, it can keep track of - or could. It can
567 keep track of when that certification was about to expire and notify
568 so that that required certification and training would be completed.
569 Not all certifications were tracked in the software. There are some
570 certifications based on the way that they are - I guess, the way
571 that they occur or the way that they are structured that wouldn't be
572 able to be tracked in the software, but there were some that could.
573 And so, our recommendation is to expand that and utilize the software
574 that way. Another standard that we evaluate was training on areas
575 specific to officer responsibilities. There are many programs in the
576 training division we could have evaluated. In 2016, we chose the FTEP
577 (sp) program because it was well established. It had a lot of data.
578 It had a lot of documentation. So, it was a good, solid program to
579 evaluate for this topic. We, again, assessed practice and compared it
580 to what's documented in SOPs and directives, made sure everything is,
581 you know, cohesive. And then we also reviewed data to assess whether
582 all required trainings, timelines, and evaluations were completed.
583 And what that means is there's a - so the FTEP program exists in the
584 training division. There's a part of it that exists in the training
585 division. There's also a part that that exists in patrol, and that
586 follows the FTO officers and recruits. So, we evaluate just the
587 training division side, but part of what the training division is
588 doing as far as evaluating whether or not the recruits are meeting
589 what they need to do, their objectives (inaudible), and as far as
590 what the FTOs are doing, if they're evaluating their recruits
591 correctly is that there's a self-reporting, pardon me, process where
592 they're required to fill out evaluations. So, the recruits are
593 required to fill out an evaluation, and the FTOs are required to

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594 filled out an evaluation. This is important because in our
595 recommendations, we found that there were evaluations missing. It was
596 hard to do the portion of the FTEP coordinator because they didn't
597 have all of the recruit evaluations, or they didn't have all of the
598 FTO evaluations. And it was suggested just by asking, like, "Why do
599 you think this occurs," is that it might have been a resource issue
600 because they're in a car. There's one terminal with a computer, and
601 perhaps if they purchase things like a laptop or tablet for perhaps
602 recruits - there were 20 recruits in 2016 - that they would have
603 their own terminal, basically, to complete these reports that were
604 necessary to assess this process. The other portion that - or the
605 other recommendation that we found (inaudible) around FTEP
606 coordinator documentation. So, the FTEP coordinators do perform
607 specific roles, at least in 2016, that were pretty much (inaudible)
608 from one another. So, they had very specific responsibilities as well
609 as their general responsibilities, and we identified that if someone
610 were to move on, because sometimes in this world, people promote or
611 they transfer, that there would be a loss of continuity in the
612 program for a bit until someone (inaudible). So, instead of the
613 program sort of coming to an end and having someone come in and
614 catch, up, we suggested that they document (inaudible) so that
615 someone could just come in, look at the documentation, look at the
616 procedures, and just continue (inaudible). We also suggested that
617 they update directive 1501. We found some discrepancies between what
618 people were saying they were doing versus what was documented in
619 1501, and that's just a typical audit thing. It had just been a while
620 since directives had been updated and (inaudible) progress and change
621 processes and things like that. So, that was another one of our
622 directives there. Regarding the acknowledgement of directives, there
623 are basically three things that are required to be tracked in terms
624 of our directives process. The first one is that a member receives a
625 directive. So, that has to be tracked, and everyone got a directive.
626 The second one is that the member has to sign and acknowledge that
627 they had the opportunity to ask questions regarding the directive.
628 The third one is that the directive is that these things have
629 occurred, this (inaudible), have occurred within 30 days of the
630 directive being released. To assess this, we compared practice again
631 with what is adopted in policy, and then we also reviewed data. So,
632 at the time, the bureau was using a directives acknowledgement
633 system. They now do this through LMS, but they were using a directives
634 acknowledgement system. Our recommendation (inaudible) at this point.
635 So, we found that when - for directives that were being acknowledged
636 or completed within that 30-day timeline that there were no more
637 notifications sent. So, let me back up a little bit. So, as a
638 directive is coming new for a member, they would receive an email
639 notification as an automated process. They would receive an email
640 notification about 14 days before. On the time that it was due, they
641 would receive another email notification saying, "Hey, it's 30 days.
642 You need to get this done. It's overdue." Their supervisor would be
643 copied on it, but then there would be no more notifications. So, 100

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644 days passed. There would be no more notifications. It would just sort
645 of, like, slip off everyone's radar. The other thing that the bureau
646 had in place in time was on our intranet system, sort of like the
647 internet, but it's internal to the bureau. You would log into your
648 workstation, and on the main page, there would be a list of
649 directives that were coming due. And, again, once those passed 30
650 days and you hadn't acknowledged them, it disappeared from your
651 internet page. So, those were some gaps in - we felt there needed to
652 be some process (inaudible) and gone 30 days. The other thing is
653 there wasn't an accountability process. So, if you missed your 30-day
654 timeline or if you disappeared, there was no accountability process
655 at the time to address what to do about it. Sorry, my voice is - so,
656 again - that was our last one. In 2018, we did an audit of
657 recommendations and followed up on what had been implemented or not
658 (inaudible). Do you have any questions? I know that was gone through
659 fast. Yes?

660 **CAMPBELL:** A minute you mentioned - in the audit, it mentioned
661 several times interference with third parties. Who were those third
662 parties?

663 **SMITH:** So, the third parties at the time, I'd have to look
664 specifically at the audit to see who it was, but oftentimes it can be
665 anyone from, I hate to say this - it seems a little political, but
666 I'm not trying to say it to be political - it can be politicians or
667 things of that nature. It could be the mayor's office. It could be
668 community groups. It could be things like that were there's a major
669 event or something, and they feel like the bureau needs to train on
670 that major event that year. You know what mean? So -

671 **CAMPBELL:** Kind of a reaction.

672 **SMITH:** It's sort of reactive. Sort of, this major event occurred,
673 and let's train everyone on it. But, again, I'd have to look at the
674 specific and see what that was in 2016.

675 **CAMPBELL:** Jeff?

676 **NIYA:** I think it would be important too to have the follow up after
677 we get that sort of (inaudible) have been made.

678 **CAMPBELL:** That was the other thing I was curious about was how many
679 of these recommendations have actually been carried out?

680 **SMITH:** Right.

681 **CAMPBELL:** Because it's been a long time.

682 **SHURLEY:** Yes. Yes, it has.

683 **CAMPBELL:** Any other questions?

684 **NYAMU:** So - this is Edna. Those (inaudible) lack of resources. What
685 is the recommendation about that?

686 **SMITH:** The lack of resources around personnel was just bring in
687 additional analyst personnel to help with things like the development
688 of the Needs Assessment, to collate all of that data, to put together
689 all of that data because of the Needs Assessment so that it could be
690 completed in a more timely method or manner, so that it would be
691 completed before the start of the training plan development. So, it's
692 supposed to feed into the training plan. So, yeah. So, that was what

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693 that was about. There was also the resource - the (inaudible)
694 resource again for analysts regarding the expansion, evaluation of
695 the effectiveness of training because they weren't (inaudible) at
696 that time.

697 **CAMPBELL:** Any other questions? All right. Well, thank you very much.

698 **SMITH:** Yeah. You're welcome.

699 **CAMPBELL:** Well, for once, we're ahead of schedule. So, before we
700 move into the next portion, let's take a 3-minute break if anyone
701 needs to use the restroom or anything. Mostly, I'm talking about
702 myself.

703 **BREAK**

704 **CAMPBELL:** Now we're going to do something a little bit different
705 than what we usually do. Usually, we kind of sit here, and we pass a
706 lot of recommendations, and we listen to a lot of presentations, but
707 we've really hit a point now where we have to start looking ahead to
708 what we're going to do now going forward. All of the task forces have
709 completed their work, and so it's kind of time to move on. I
710 apologize to the people clear on that end of the room, but I
711 basically, based on the documents that were handed out, created a
712 little thing to kind of show what we've done so far over the last
713 year and a half, and I don't think it's small. We've done - in what I
714 call the area of kind of mindfulness and resiliency, we've had
715 recommendation on officer wellness, comments, and other issues with
716 implicit bias and procedural justice, and we just created a
717 recommendation for emotional intelligence. The reason all the lines
718 are drawn is because I think all of these things are interconnected,
719 and they all build upon each other and help each other. And I think
720 it's also worth mentioning that in all of these, we have not
721 necessarily been the starting point for them. A lot of these, we are
722 just showing support for things that the bureau already started
723 themselves, and I think that's important to mention because there is
724 a lot of emphasis on change even if we're not necessarily getting
725 everything we want immediately, things are building. The other area
726 that we've kind of concentrated on are data and transparency which
727 includes things like historical context, the presentation we gave
728 back in July; the use-of-force patterns that we went over last
729 meeting; as well as the demographic data inclusion presentation. So,
730 basically, what kind of data can we take in, what did we learn from
731 it, and how can we put stuff back out? So, the question we're going
732 to try to get to today is where do we go from here, and to start
733 this, what we need to do is break off into some small groups because
734 small-group discussions kind of help things in ways that big groups
735 don't because that way a lot of people might be able to communicate
736 that don't necessarily get to at the time. So, if we could break into
737 groups of four or fewer. Four, then I'm sure there's going to be a
738 little hanger on. I'd like to invite anybody from the community if
739 they would like to join, but for this portion, I'd prefer if the
740 bureau isn't part of the small groups. So, why don't we just go - you

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741 guys are a group. You can make your little area. Would you like to
742 join us?
743 **FEMALE:** Sure.
744 **CAMPBELL:** Okay. One, two, three, four. There's a small group right
745 there. One, two, three, four. There's a small group. Go ahead and get
746 together. Would anybody in the community out here like to join small
747 groups? Dan? All right. So, anybody, please go ahead and just jump in
748 one of the groups that have formed, and we'll have a few that have
749 five in them.
750 **FEMALE:** Shawn, would you like the recording to stay on or turn off?
751 Turn it off? Okay.
752 **BREAK**
753 **MOHLE:** My name is Richard. This is group A. We discussed it in great
754 detail.
755 **FISCHER:** Is this going to be a three-word thing?
756 **MOHLE:** You've got to know what's going on. You've got to -
757 (Inaudible) family policeman. He wants to know - he wants to know
758 what it's like these days. I want to know how I can get answers to
759 things that happen. Student One wants to know how it works with
760 mental health crises, and this lady wants to know how whether we're
761 going to get emotional sensitivity into that. Is that a good answer?
762 **CAMPBELL:** So, would you call that something along the line of
763 transparency or - would transparency work?
764 **MOHLE:** Thank you.
765 **CAMPBELL:** Anything else besides transparency?
766 **MALE:** I think understanding, you know.
767 **CAMPBELL:** So, it's an issue like people don't have enough
768 understanding of what the police do or -
769 **MALE:** Just the - well, the police - just the different opinions and
770 viewpoints.
771 **CAMPBELL:** Okay.
772 **MALE:** Seeing the different perspectives.
773 **FEMALE:** (Inaudible).
774 **MALE:** Did I say that right? Yeah.
775 **CAMPBELL:** Okay. Anything else from group A? Okay.
776 **MALE:** I think dialogue. I'd like to see some information going back
777 and forth.
778 **CAMPBELL:** Okay. (Inaudible) dialogue?
779 **MALE:** Yes. Somebody - (inaudible) community here and had somebody
780 care and then get some answers to take it back.
781 **CAMPBELL:** Okay. So, there's no dialogue, one-way dialogue?
782 **MALE:** One-way dialogue (inaudible).
783 **CAMPBELL:** Group B?
784 **DROPPERS:** I'm the notetaker and the recorder owner. We talked a lot
785 about accountability, so accountability through education and
786 training. Accountability also just in general, but also specific to
787 profiling and police brutality. We talked about representation of
788 under-represented populations.

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789 **CAMPBELL:** (Inaudible) so, kind of - so, an accountability but also
790 kind of an equity part of it? Would that be a good way to put it?
791 **DROPPERS:** Sure.
792 **CAMPBELL:** Okay.
793 **DROPPERS:** Representation of under-represented populations.
794 **CAMPBELL:** Okay. Do you want that separate from equity or do you -
795 okay. Let's see how to put that.
796 **DROPPERS:** Because equity is basically making sure that everyone has
797 what they need.
798 **CAMPBELL:** Right.
799 **DROPPERS:** And representation is different in that it's kind of -
800 **RAMOS:** Making sure everybody is heard.
801 **CAMPBELL:** Okay. So, it's not just making sure everyone is treated in
802 a similar manner but also making sure everyone has a voice at the
803 table.
804 **DROPPERS:** Yes. A voice.
805 **CAMPBELL:** Okay.
806 **DROPPERS:** Oh, and then we also talked about responsiveness. So,
807 responsiveness to recommendations.
808 **CAMPBELL:** So, kind of responsiveness to the public?
809 **DROPPERS:** Yep. And then also - we did also talk about transparency,
810 and in addition to transparency, the other end of that spectrum,
811 which is the action that goes with it, should hopefully also go along
812 with the transparency. So, once there's an acknowledgement of areas
813 for improvement or gaps or what not, there's also the responsive -
814 beyond responsiveness but in action also. So, responsiveness beyond
815 verbal responsiveness.
816 **CAMPBELL:** Okay, so -
817 **DROPPERS:** Concrete action. How about that?
818 **CAMPBELL:** So, we can put, like, actual responsiveness. Not just
819 paying lip service, actually doing something. Would that work, or do
820 you want it separate?
821 **RAMOS:** Action.
822 **DROPPERS:** I think action.
823 **CAMPBELL:** Action? Okay. All right. Anything?
824 **RAMOS:** I think you've got it.
825 **CAMPBELL:** All right. What about group - no, we're going to call you
826 Group G because why not skip some letters here?
827 **FISCHER:** Well, we're all four very different people, so we each had
828 kind of a different cut on this thing. But the group did focus on
829 what was of concern that the - the group that volunteers themselves
830 needed a better orientation as to what work with the TAC was going to
831 be that - better to set expectations early on with the TAC
832 volunteers. There was some sense that we'd be much more intimately
833 involved in training, but we've done a lot of other things.
834 **CAMPBELL:** Yeah.
835 **FISCHER:** That was one of the main things that came out of this.
836 That's - it was kind of an inward-looking group as opposed to -

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837 **CAMPBELL:** Okay. Anything else?
838 **FISCHER:** Well, I mean, I can say what I thought, but no. We decided
839 we would just focus on that if we can.
840 **CAMPBELL:** Okay. All right. So, now I'm going to give everybody three
841 votes, and you get to vote for three of these that you think are the
842 most important. It's going to be really hard for me to keep track of
843 three votes (inaudible). All right. So, who here thinks that equity
844 is one of the most important things as far as an issue with the
845 community and police today?
846 **DROPPERS:** But, I mean, I think you need to say what (inaudible).
847 **FISCHER:** Wait, yeah, I agree. Fairness.
848 **DROPPERS:** I don't know if there is a standardized understanding of
849 equity to be able to vote on that.
850 **CAMPBELL:** I think - how about for what you think it is.
851 **RAMOS:** Can I make a comment?
852 **CAMPBELL:** Yes, please.
853 **RAMOS:** So, for me, if equity isn't infused in everything that
854 happens, then there's really no point in (inaudible). It's not a
855 stand-alone issue. So, I don't know how I would vote on that .
856 **CAMPBELL:** Okay.
857 **RAMOS:** Because it seems to me that it's part of everything.
858 **CAMPBELL:** Okay.
859 **FEMALE:** And just a process question, why are we voting on these? I
860 mean, what is the outcome of a vote?
861 **CAMPBELL:** I'm just kind of looking at the ideas of the group, but I
862 can see how it's not needed.
863 **FEMALE:** But we're voting for what purpose? I'm not understanding the
864 process.
865 **CAMPBELL:** The purpose in my mind was just to kind of give an idea of
866 where the group really has its focus.
867 **FEMALE:** Ah, I see.
868 **CAMPBELL:** What are the words that when they get said are the words
869 that people say, "Yeah, we want more focus on that." Because,
870 obviously, we have limited time as a group. But if we just want to
871 skip the voting thing too, I'm perfectly fine with that because I
872 think just having these things up here too kind of show where the
873 group is thinking as well. So, let's - how about we just skip the
874 voting part and just -
875 **ZINGESER:** I think the word equity includes a lot of things, and to
876 each person, it means - it means one thing to each person, and we
877 probably would have to really spend some time on that. It's pretty
878 broad.
879 **MALE:** Is it safe to say that maybe we're exploring these things and
880 to say that we want responsiveness, but we want equity within that
881 responsiveness, right? That it has to be equitable, fair, or that
882 sort of - each one of these is really kind of an action we're digging
883 into or exploring, and some of those do fit. We want all of it to
884 have transparency too.

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885 **CAMPBELL:** Right.

886 **MALE:** And we want action to be taken. So, a lot of them do fit
887 together in terms of within all of those other things. So, we could
888 almost come to three of them because all of the others are within
889 those three. So, if that made any sense at all.

890 **CAMPBELL:** I think I'm picking up what you're throwing out. Any other
891 thoughts on this, what we've put up on the board?

892 **NYAMU:** I think if we just pick some or vote and then we prioritize
893 and try to lean to more efforts. That would be a good thing to vote,
894 but to for me, all those things (inaudible) because I think all of
895 them, they're related, and they're important for the police bureau.

896 **FEMALE:** Well, again, like, three things .

897 **CAMPBELL:** Okay. Does anybody else think that we would be able to
898 boil this down to three things or that we should be comfortable with
899 what we have here?

900 **FISCHER:** I'm not following, Shawn, where you're wanting to go with
901 this. I'm sorry. Please say again.

902 **CAMPBELL:** So, kind of the idea I want to with here is let's look at
903 what's important for the group, and then we're going to have another
904 discussion in our small groups about, "Okay. These are these things
905 that are important to us, but obviously, we aren't the group to take
906 on certain issues." We are the training advisory council. Our focus
907 is training. So, we have to always look at everything we do with a
908 training lens. How can we adjust training in order to meet the things
909 that we as a community are concerned about? Now there are other
910 groups out there such as PCCEP which is designed to where if it's
911 something with policy or something that the community has a big
912 concern, that is the correct avenue to do those kinds of things in.
913 We're a training group here, so we always have to have that training
914 lens. Yeah, Bob?

915 **FISCHER:** Is our review of the use-of-force data, is that oriented
916 strictly for training?

917 **CAMPBELL:** That is a little bit of a strange add on because that was
918 given to us by the DOJ.

919 **FISCHER:** So, is - well, but that's still part of the responsibility.
920 Is that - do we look at that more broadly than just the training
921 aspects of it? I mean, that seems part of the -

922 **HURLEY:** So, if you read the DOJ agreement, what it says is that the
923 chief's office shall assess all uses of force patterns identified by
924 the training division and/or training advisory council, that's you
925 guys, and timely implement necessary remedial training to address
926 deficiencies that you identify. So, you are looking specifically in
927 the force to see if there is a pattern and you can show that there is
928 a deficiency of training which is causing the pattern.

929 **FISCHER:** Okay. That is very important to hear. That's very important
930 to hear. Thank you.

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

932 **CAMPBELL:** All right. So, is everybody comfortable with where we're
933 going with this? Okay. So, let's mix things up a little bit. I want

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934 one member of each group - you can figure out amongst yourselves - to
935 move one group to the right.

936 **FISCHER:** Dan Handelman has to move. He's taking too many notes on
937 us.

938 **BREAK**

939 **CAMPBELL:** Concerns. What are areas where we can try to meet some of
940 these concerns that have to do with training specifically? If you
941 could create any task force to look into something or to actually
942 just try to create a recommendation, what would you do? And we have a
943 couple of things to try to get the juices flowing a little bit, and I
944 apologize for this big pillar in the way. So, one of the things we
945 did was we went to the Portland Police Bureau, and we asked them, "If
946 you had stuff that you wish that the TAC would look into, what would
947 they be?" And these were the pack of lists that we got back, and I
948 apologize. Lieutenant Stewart was going to talk about this, but he's
949 not feeling very well, and he had to leave. So, we'll do our best
950 here. One of the areas that they have interest in is education. How
951 to ensure that officers are sufficiently educated both at the
952 beginning of their career and as they move through various levels of
953 command. And this has directly to do with the fact that recently they
954 lowered the school requirements to become a police officer. It used
955 to be a 2-year degree -

956 **HURLEY:** It was a 4-year degree.

957 **CAMPBELL:** Sorry, 4-year degree.

958 **HURLEY:** Then it went to a 2-year degree.

959 **CAMPBELL:** Then a 2-year degree.

960 **HURLEY:** And now it's no degree

961 **CAMPBELL:** High school graduate.

962 **HURLEY:** Or a GED.

963 **CAMPBELL:** So, if you want officers that are fully trained and
964 command staff that are trained in certain ways, how do you adjust
965 your training to account for the fact that you're going to have
966 officers who - it doesn't necessarily mean they're less intelligent.
967 It just means that they don't have the experiences or the expertise
968 of a higher education. Another area is technology. What should the
969 training division consider when looking at new technology? Now, this
970 isn't necessarily like, "Hey, what cool gadget do we need?" It's more
971 like, "What do we want those gadgets to do?" What do we want
972 technology to be able to help us with in the sense of training?
973 Another one that got brought up is cognitive dissonance which if
974 anybody doesn't know what that is, cognitive dissonance is your mind
975 fighting against new ideas. Despite getting a whole bunch of evidence
976 proving something, because our minds naturally try to defend
977 themselves against new ideas or being wrong basically, you can have a
978 lot of cognitive dissonance where you refuse to believe something.
979 For instance, if you don't believe there's cognitive dissonance, you
980 probably have cognitive dissonance on the subject. What is more of an
981 informational just kind of where do we see future issues going
982 forward? Do we believe that certain areas are going to become more of

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983 an issue that maybe we need to start developing training for today
984 for the problems we might face 5-10 years down the road? And the
985 final one is kind of harkening back to the old days of the - the
986 early days of the TAC - of training infrastructure, looking at the
987 physical space and infrastructure needs of the training division. Is
988 this building doing the job? What other kind of areas do you need for
989 good training to happen with the police division - with the training
990 division and the police bureau. Does all of those make sense?

991 **DROPPERS:** Can I ask -

992 **CAMPBELL:** Yes.

993 **DROPPERS:** This is Danielle. I just have a quick question about the
994 education piece. So, is that just specific to the training, or are we
995 saying - is this statement saying education - are we talking about,
996 like, a certain amount of information to make sure people know how to
997 write reports or - like, if you could say just a little bit more
998 about the education piece because I'm not sure if I understand.

999 **HURLEY:** Multiple departments across the nation is something that
1000 we're looking at. They actually offer that you can do training within
1001 their training division. It will count towards your AA degree, or if
1002 you already maybe have your bachelor's degree or AA, some of the
1003 project that we do here, which are community-based projects
1004 (inaudible) that we do, that we could be able to take those, work
1005 with a college that's local, write your paper or your thesis or
1006 whatever on that, and that get college credit for the work that's
1007 being done already. So, it's about trying to figure out a way to get
1008 them higher education through already work as well as helping with
1009 the cost of that so that they can continue their education even
1010 though they are full-time officers.

1011 **CAMPBELL:** That makes sense. Any other questions on those?

1012 **FEMALE:** If I can piggyback onto that a little bit just to try to
1013 speak to what Lieutenant Stewart was thinking when this topic
1014 originally came up at the steering committee. We recognize that
1015 officers are going to be coming into training having less educational
1016 experience in a formal setting. So, doing things like sitting in
1017 classes at advanced academy. Maybe they don't have notetaking skills
1018 that are as developed as college-educated students might. So, how can
1019 we make sure that those students who are coming in still have the
1020 skills that they need to be successful in training?

1021 **CAMPBELL:** Bob.

1022 **FISCHER:** I'm sorry. What was that future issue again? Explain that
1023 one. I didn't (inaudible).

1024 **CAMPBELL:** The first future issue was an interesting one. I had to
1025 think about it myself too when I read about it was it's just the
1026 idea of as the community, do we see in the future any possible
1027 issues. It's less of trying to make a recommendation and more of an
1028 informational type of task force suggestion. What might be the issues
1029 that we face five years down the road as the world changes because
1030 obviously, we're in a very different world than we were 10 years ago,
1031 and the world 10 years from now is going to be vastly different most

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1032 likely unless a whole bunch of trends change all of a sudden which
1033 they probably won't.

1034 **NYAMU:** So, that is like (inaudible)?

1035 **FISCHER:** (Inaudible).

1036 **CAMPBELL:** Yeah. All right. We also have a couple that I heard from
1037 different TAC members, talking with them over the time. One of them
1038 was actually from Kezia was what I'm calling mindfulness integration.
1039 We've talked a lot about all of these different mindfulness and
1040 resiliency recommendations and strategies, but the question is
1041 obviously, there's only so much time that the police bureau has to
1042 train their officers. So, instead of trying to have these things be
1043 individual courses, how do we integrate them to every piece of
1044 training and every scenario as much as possible? Questions like that.
1045 Another one is from Sara Carlson who isn't here today because she's
1046 on vacation, but she's actually done a lot of the initial legwork on
1047 this, so I think it should be an actual task force, is one of the
1048 things we noticed watching scenarios is the fact that they are all
1049 pass/fail, and that's a requirement of the DOJ, but the questions is
1050 should all scenarios be pass/fail, especially if it's something
1051 introducing a new idea to people? Necessarily, is that the way that
1052 you want to introduce new ideas to people is to tell them if you
1053 don't get it this initial time that you learn about it, you're
1054 getting a fail? What kind of educational system do you want? And
1055 finally, something that I call data integration is we have where the
1056 PPB is probably collecting more data than we've ever seen before. How
1057 does that data translate into how training gets done? How is that
1058 data get used to help train officers or even just educate officers on
1059 what their day to day or what the world they work in looks like. So,
1060 those are just kind of some of the initial ideas to get some juices
1061 flowing, and what we want to try to do is see if we can't get more of
1062 these on the board. Make sense? All right. Well, I'm going to set it
1063 for 15 minutes.

1064 **FISCHER:** And what's the outcome?

1065 **CAMPBELL:** The outcome is ideas for task forces to look into or
1066 pursue areas.

1067 **FISCHER:** Okay.

1068 **CAMPBELL:** With the knowledge that we have to have a training lens on
1069 everything we do. All right. You ready? Go.

1070 **BREAK**

1071 **CAMPBELL:** So, I want you to ask yourself, "What are the things that
1072 you can see yourself working on and having the passion to see through
1073 to the end?" And I also want you to consider too, you don't
1074 necessarily have to have something that solves a big problem. If you
1075 put together little bricks and fix small problems and interconnect
1076 them, that's how you solve big problems.

1077 **PAHLKE:** We're solving all of it right now. We're getting all of
1078 them. Yeah.

1079 **CAMPBELL:** (Inaudible). Think it over. I just wanted to put that out
1080 there for, like, the last minute to think about, and we'll get back -

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1081 **MALE:** I want to hear what John has to say.
1082 **PAHLKE:** Yeah. I'm not going to have any motivation. We've already
1083 solve it all.
1084 **CAMPBELL:** Does everybody feel ready to -
1085 **HURLEY:** I have no idea where it's at then.
1086 **CAMPBELL:** Does everybody feel ready to talk about -
1087 **FEMALE:** (Inaudible).
1088 **CAMPBELL:** All right. A few more minutes.
1089 **BREAK**
1090 **CAMPBELL:** I think we should probably - and I promise this isn't
1091 going to be the last time we have one of these discussions like this
1092 because I think this is a much more productive use of our time than
1093 some of the other things that we've been doing. So, how about at this
1094 time we start with the group on this side to hear what they came out
1095 with?
1096 **MALE:** I guess part of it was just what's the most meaningful use we
1097 can get out of our commitment of 12 hours a year? My comment was my
1098 first meeting was two years ago, November. I've sat through countless
1099 meetings and watched countless presentations that didn't mean
1100 anything to me. And this has by far been the best meeting I've been
1101 at because we're actually making some personal connections and making
1102 some dialogue about what's going on. So, maybe it's - do we need to
1103 redesign what the TAC looks like and how it functions? I don't see a
1104 need to have back to back to back presentations. I understand from
1105 DOJ there's some requirements on stuff that we've got to look at. I
1106 would love to do that, but to me, this is much more meaningful to get
1107 this dialogue going on what can we go - what can we go do? And it's
1108 the best use of my 12 hours a year.
1109 **CAMPBELL:** Okay. So, we can call that, like, say internal review or
1110 TAC structure?
1111 **MALE:** TAC structure.
1112 **FEMALE:** Yeah.
1113 **FEMALE:** Maybe and purpose.
1114 **MALE:** Well said.
1115 **MALE:** Mr. Hill who is not here at the very first meeting leaned over
1116 to me and said, "So, do we actually do anything, or do we just talk
1117 through the whole meeting?"
1118 **FEMALE:** Right.
1119 **MALE:** So, I'd like to be able to start doing. Again, I've seen we're
1120 making that change. I think, for me, the most meaningful meeting I've
1121 had was a steering committee meeting where we asked Captain Hurley,
1122 "What can we do to help you," and the topic of officer wellness came
1123 up. That's the things I think we need to be working on.
1124 **CAMPBELL:** Okay. Anything else from that group?
1125 **FEMALE:** I might need to your help, Shawn, on how to word this because
1126 we've talked about this before, but ways of looking at data or
1127 working on how that data is presented to us in a way that we can make
1128 informed recommendations on.

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1129 **CAMPBELL:** Okay. So, kind of like how is the use-of-force data being
1130 presented to us?
1131 **FEMALE:** Yeah. Because there's so much data.
1132 **CAMPBELL:** Right.
1133 **FEMALE:** And so, we can up getting kind of snowed by data. And are
1134 there -
1135 **CAMPBELL:** So, would the focus be on how the TAC gets data or how the
1136 bureau uses data?
1137 **FEMALE:** How the TAC reviews data.
1138 **CAMPBELL:** Okay.
1139 **FEMALE:** So that we can be more productive in our recommendations or
1140 more informed.
1141 **CAMPBELL:** Is that something we can include in TAC structure and
1142 purpose? Because that would be kind of how do we expect to get stuff
1143 as TAC is kind of a structural question.
1144 **FEMALE:** The summary of the use of data.
1145 **MALE:** They're not saying the use. They're saying how it's presented.
1146 **FEMALE:** But part of that would be - now this could just be my social
1147 scientist research side of me kind of. Like I want to know what are
1148 all of the different factors that could be potentially looked at and
1149 sorting out which ones would be the most useful for us within this
1150 setting. There's going to be some that wouldn't be necessarily
1151 relevant I'm guess or something - you know what I mean? Like, really
1152 getting a sense of that.
1153 **CAMPBELL:** Okay.
1154 **FEMALE:** Could that be that there's, like, a subcommittee of this
1155 group - this is TAC Structure stuff - but a subcommittee of this
1156 group that looks at data and then is able to, like, winnow it down
1157 and present what would be most relevant to this group for
1158 consideration?
1159 **DROPPERS:** But isn't that part of the role of the Portland Police
1160 Bureau is to do that work for us? I mean, I believe that's why there
1161 is (inaudible) -
1162 **FEMALE:** If we're asking for more though.
1163 **HURLEY:** So -
1164 **CAMPBELL:** And we have to be realistic with the limitations with what
1165 the bureau can do.
1166 **HURLEY:** And I also need to be clear again. I know we say it, but DOJ
1167 gives us the parameters that we have to gather our data, what data,
1168 and how we put it together. That's not - I mean, we can't mess with
1169 that, right? So, for you guys to take the data we already do and take
1170 out what you think is important, that's fine, but to ask for
1171 different data or to look at it differently or to take different data
1172 in to make different decisions, we do not have the ability to do
1173 that. So, does that makes sense?
1174 **FEMALE:** It does make sense. Maybe I'm inaccurate in this, but it
1175 seems like we've gotten a message that there's just so much that
1176 there's, like, a lot.

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1177 **HURLEY:** Yeah.

1178 **FEMALE:** And so, we're getting a slice of it. And so, I'm more not
1179 necessarily asking, like, got get different data, but what is
1180 available?

1181 **HURLEY:** So, Kate can probably answer that.

1182 **BONN:** Yeah. I think it speaks a lot to Kezia's point that, you know,
1183 kind of we would love from the bureau perspective and conversations
1184 with Lieutenant Stewart if you all had task forces that were focused
1185 in on some of these topics that could then help kind of focus and
1186 guide your meetings. And that is, like, a select number of people who
1187 are specifically passionate about a handful of these topics. You all
1188 get to decide, "Oh, yes. I like that one" and "Shawn's good with that
1189 one," and then you can come back, and that might give a little more
1190 focused recommendations that you can come back to the bureau with. If
1191 that -

1192 **CAMPBELL:** And that's the goal.

1193 **BONN:** Yes.

1194 **CAMPBELL:** So, it would be okay - because I think that's almost a
1195 structural question of how should the TAC handle this data, and what
1196 should our expectation be? Would that be fair?

1197 **Female:** I think so.

1198 **DROPPERS:** I think we also have to be realistic with time, with our
1199 own time too.

1200 **CAMPBELL:** Right.

1201 **DROPPERS:** I mean, and I think maybe I'm speaking for myself here,
1202 but there might be some apprehensiveness to join 2-3 task forces so,
1203 like -

1204 **CAMPBELL:** Right. In the end, I only want you on one task force.

1205 **DROPPERS:** Thoughtful about creating a whole bunch of task forces and
1206 then not really focusing on much of anything very well either.

1207 **CAMPBELL:** Right.

1208 **DROPPERS:** And so, if we're creating data task forces on several
1209 different issues, then that takes away from all of the other issues
1210 too.

1211 **CAMPBELL:** Yeah. All right. Any other task force ideas that I don't
1212 have on the list?

1213 **MALE:** Under that task force or -

1214 **CAMPBELL:** On any of these lists.

1215 **MALE:** Or what we've discussed?

1216 **FEMALE:** (Inaudible) Sarah's task force?

1217 **CAMPBELL:** Yeah. So, about the data - the data input, data -

1218 **MALE:** Just data.

1219 **CAMPBELL:** Data. The data task force. Okay. Are there any that aren't
1220 currently on the list between these two boards?

1221 **MALE:** We wanted - ours was education as a whole.

1222 **CAMPBELL:** Okay.

1223 **MALE:** The method of education, how we're doing the teaching, how
1224 we're doing the training. Are we evolving with the way people learn?

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1225 **CAMPBELL:** Okay.

1226 **MALE:** In keeping up with differences, are we still doing the
1227 classroom training? Are we doing virtual reality kind of stuff? How
1228 are we reaching - you know, how are we reaching people that - because
1229 we learn differently today than we did 20 years ago.

1230 **CAMPBELL:** Okay. So, taking the education and expanding it beyond
1231 what I initially said?

1232 **MALE:** Right. Well, and that's what I was saying when I said we got
1233 the whole thing is we've gotten, I think, great topics and great
1234 curriculum, but is the curriculum written and presented the way that
1235 people are best learning today.

1236 **CAMPBELL:** Okay.

1237 **FEMALE:** So, it's the delivery of training, the methods of training.
1238 So, modernizing that. And I don't know, you know, you maybe
1239 maximizing online trainings to the degree that you can, but -

1240 **CAMPBELL:** Okay.

1241 **FEMALE:** We just discussed that there is a divide between some of the
1242 generational ways of learning, you know, and the ability to focus for
1243 long period of time. Power Point presentations are a little bit
1244 difficult for people to follow along, you know, so -

1245 **MALE:** Just one - I love what Dave said. I don't know that I've ever
1246 heard what you all need. You know, I mean, where do you feel that
1247 maybe you could have some training support or input on certain areas
1248 that maybe someone in this room brings. So, and that would be kind of
1249 a cool thing.

1250 **CAMPBELL:** Yep. All right.

1251 **FEMALE:** So, one of the things that we talked about was aligning
1252 Needs Assessment and the training plan with the strategic plan, and
1253 in the presentation or earlier by Shannon, it sounded like that isn't
1254 even - that isn't happening. So, that's really a training issue.

1255 **CAMPBELL:** So, how would we put that -

1256 **FEMALE:** You had worded it well.

1257 **DROPPERS:** So, we had talked about reviewing the strategic plan and
1258 developing training - helping develop a training plan based on the
1259 strategic plan vision.

1260 **FEMALE:** Okay. So, aligning the Needs Assessment training plan with
1261 the strategic plan. I know it's more than one word.

1262 **MALE:** Align.

1263 **CAMPBELL:** Aligning of needs with strategy. Does that get the idea
1264 enough where people would at least understand what we're talking -

1265 **DROPPERS:** Vision with training.

1266 **CAMPBELL:** Okay. Alignment of vision -

1267 **DROPPERS:** And the strategic plan - the strategic plans are usually
1268 your vision for where you want to go.

1269 **CAMPBELL:** With training.

1270 **DROPPERS:** And I think the Needs Assessment (inaudible).

1271 **CAMPBELL:** Okay. So, are you comfortable with this wording?

1272 **FEMALE:** (Inaudible), but I don't assume.

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1273 **CAMPBELL:** Again, these are just placeholders. I mean, we can create
1274 better names for things. All right. So, now the question is - oh,
1275 please.
1276 **DROPPERS:** So, we had also talked about the community outreach and
1277 engagement, community outreach and engagement task force.
1278 **CAMPBELL:** Okay.
1279 **DROPPERS:** So, training around that, like, how to better outreach and
1280 engage community members and public. And we really liked the
1281 education piece. I thought it was really interesting too, the
1282 education, so we want to second that.
1283 **CAMPBELL:** Okay.
1284 **DROPPERS:** And also, we had talked about recruitment and hiring.
1285 There are things that come up that you read in the news that seems
1286 like there are maybe select individuals - it's not the entire
1287 Portland Police Bureau that is bad or having bad behavior, but there
1288 are clearly, like, a handful of folks who are maybe not well suited
1289 for this work. And so, there seems to be a hiring and recruitment
1290 issue, and it's just - it would be curious to see if there would be
1291 some training around that aspect of who is coming into the bureau and
1292 being really extremely intentional and - I'm not saying that you're
1293 not already - but maybe in new and creative ways to be really
1294 thoughtful and strategic about who is coming into the bureau.
1295 **CAMPBELL:** So, that's like training people who are doing the
1296 recruiting and hiring?
1297 **FISCHER:** That's right. Training the recruiter.
1298 **FEMALE:** And hiring. Yes. And hiring.
1299 **CAMPBELL:** Okay. All right. So, now the question is if I go around
1300 the room and ask everybody if they feel super passionate about one,
1301 and they would want to be a part of that kind of task force, would
1302 you be able to answer? Yes?
1303 **FEMALE:** Maybe it's because I've been involved in other (inaudible),
1304 it seems to me there are already groups in the community that are
1305 working on community engagement.
1306 **CAMPBELL:** Okay.
1307 **FEMALE:** So, I don't know if this is (inaudible).
1308 **FISCHER:** You don't want to work on that?
1309 **CAMPBELL:** To be fair, that is the entire purpose of PCEP is
1310 community engagement. I guess the question would if it's not
1311 necessarily focused on the - not necessarily focused on the community
1312 engagement itself as much as training for better community engagement
1313 perhaps.
1314 **FISCHER:** Training officers on how to do that better. It's part of
1315 this procedural justice stuff which is how to deal with perps and how
1316 do to deal with situations they find themselves in. It's kind of one
1317 further step, it seems to me, is how participate in outreach
1318 activities to the public. I mean, on one of my ride alongs, I know
1319 that the officer went into a new restaurant and introduced himself
1320 and to talk and say that he was the officer on the beat of the night
1321 and so on, and he just wanted to introduce himself to the people, and

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1322 the staff at the restaurant seemed really pleased with that idea. I
1323 don't know whether they are trained to do that. Are they trained to
1324 do that?

1325 **HURLEY:** Yeah. I mean, we had this conversation specifically in
1326 Advance Academy but then on from there, but we have a community
1327 engagement division, right, that does that and that go out and help
1328 officers' way to engage and that go out and find different community
1329 event for them to engage at. I mean, we have a whole unit that does
1330 that.

1331 **FISCHER:** Are the officers trained in that?

1332 **HURLEY:** Well, I mean, I guess definition of training - Advanced
1333 Academy trains specifically about things like that, going into your
1334 restaurant, knowing your district, knowing the people that live in
1335 your district. All of those kinds of things. So, that's the
1336 expectation. And then the expectation of command staff and sergeants
1337 is, "This is a community event, we expect you go." Now, if there if
1338 there is a problem with them going and they fail to do what the
1339 expectation is, then obviously, yes, they may have a conversation
1340 about additional training, but we don't see that. Officers do a good
1341 job of going in and having those conversations and doing that, and we
1342 have an entire unit just to make sure that they are given the
1343 opportunity, and the community can ask for them to come, and they do.

1344 **CAMPBELL:** If I can make a suggestion, it seems like perhaps trying
1345 to create tasks forces tonight was taking a step too far for tonight.

1346 **FEMALE:** Yeah. It's already past -

1347 **CAMPBELL:** How about we give people time to think. The one thing I
1348 would like to do is Sara Carlson has put in a lot of work already on
1349 the pass/fail scenarios, and I would at least like to create a task
1350 force for her. I volunteer to be a part of it as well because she's
1351 put a lot of work into it, and basically, it's looking into the idea
1352 of should we have pass/fail scenarios, or should we allow scenarios
1353 possibly in training that aren't necessarily pass/fail. They're
1354 presenting new ideas. Would everybody be comfortable with that? And
1355 then in November, we'll have another meeting like this to discuss
1356 ways for other people to get involved in task forces?

1357 **HURLEY:** And, can I -

1358 **CAMPBELL:** Sylvia?

1359 **ZINGESER:** I was there (inaudible) scenarios, and Sara was there, and
1360 we had a lot of discussion about it, and I also agree that,
1361 especially if you're going to do a quality assurance around that,
1362 that a pass/fail is really - it's demoralizing. And so, I would like
1363 to volunteer for that.

1364 **CAMPBELL:** Okay.

1365 **HURLEY:** So, I'm not going to disagree with that at all, but I'm
1366 going to just be very clear so nobody feels like they have taken time
1367 where they shouldn't take time. That is a COCL requirement. We cannot
1368 get rid of it regardless of what your recommendations will be. They
1369 have to pass and fail. Again, I'm not saying -

1370 **CAMPBELL:** Yeah.

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1371 **HURLEY:** But I don't want you to feel like, "We gave this
1372 recommendation. You didn't do it." I will tell you we can't.
1373 **CAMPBELL:** I agree. Both me and Sara are aware of that.
1374 **HURLEY:** Okay.
1375 **ZINGESER:** Yeah. And my answer to that is that maybe this task force
1376 could write a letter to COCL and tell them why.
1377 **HURLEY:** And that's - yeah. I just don't want you to waste your time
1378 on something that I can't change.
1379 **CAMPBELL:** All right. No, we're just empowering them to look into it
1380 as they will. Do we have a motion for a create for a pass/fail
1381 scenario task force?
1382 **MALE:** I so move.
1383 **CAMPBELL:** Second?
1384 **MALE:** Second.
1385 **CAMPBELL:** All in favor?
1386 **ALL** Aye.
1387 **CAMPBELL:** All opposed? Motion carries. Dan, community comment?
1388 **HANDELMAN:** Yeah. Just a few today. Thanks. I'm Dan Handelman with
1389 Portland Cop Watch. I hope everybody got a copy of the latest Cop
1390 Watch newsletter. If you didn't, I've got two more here on the table.
1391 The wellness proposal, you know, PCCEP heard from your chair, and
1392 then they decided they were going to work on that too. So, I don't
1393 know how much - whether this recommendation went to them as well, but
1394 there are a lot of committees making recommendations. I'm hoping you
1395 all work together and coordinate. Speaking of that, when the PCCP
1396 guidelines were written and passed by council -
1397 **DROPPERS:** Can you say was PCCEP is?
1398 **HANDELMAN:** What's that? Oh, the Portland Committee for Community
1399 Engaged Policing. Everybody says PCEP. I don't. I don't say Kirk for
1400 CRC. I don't say TAC for you guys. I try to spell it out. Sorry. So,
1401 PCCEP - anyway, so when they were created, it was written in their
1402 guidelines that the city has to respond to their recommendations
1403 within 60 days. So, maybe that could be something that City Council
1404 could take up on behalf of your group too. The CRC also has a thing
1405 when they make recommendations about the outcome of appeals, there's
1406 a 60-day timeline too for the city. You made your recommendations
1407 about demographics in March of this year. We wrote that actually in
1408 the article in the newsletter. That's six months already. I would
1409 recommend that your chair send a letter now saying, "Where's our
1410 answer," but you've already made your decision. The audit that you
1411 heard tonight was summarized, and the compliance officer's report -
1412 oh, he's not still here - but I read those reports. I'm probably the
1413 only person still in the city that's not part of the bureau that
1414 reads those reports, but, you know, anybody who is interested in
1415 learning what's going on behind the scenes in the training divisions,
1416 you could have heard that stuff, like, 6-8 months ago when that COCL
1417 made a report and summarized it I think a little bit more quickly.
1418 And in terms of your - what you're going to work on next - there are
1419 things that you're required to do. It would be great to see just a

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1420 list of what those are and maybe figure out if you want to have task
1421 forces that are dedicated or standing task forces that are dedicated
1422 to those things that you have to do like the annual Needs Assessment.
1423 There used to be a timeline that was created, like, two generations
1424 ago from TAC that said, you know, "At this of the year, we'll start
1425 looking at this, and this part of the year, we have to make the
1426 recommendations so that the bureau can then implement them." And I
1427 don't know what happened to that timeline, but it would be great to
1428 have that on a piece of paper somewhere. Those are my comments for
1429 today. Thank you.

1430 **CAMPBELL:** Thank you, Dan. All right. Any other comments? I'm guess
1431 not since everyone is getting dressed? Oh, sorry. We have - sorry.

1432 **FEMALE:** Just a really quick on. As a community member that was
1433 considering applying to be on this, Danielle's comments and the lack
1434 of follow through definitely halted me on that, so.

1435 **CAMPBELL:** Thank you. Are there any other community comments? Do I
1436 have a movement to adjourn?

1437 **ZINGESER:** I move that we adjourn.

1438 **CAMPBELL:** Do we have a second?

1439 **MALE:** I'll second.

1440 **CAMPBELL:** All in favor?

1441 **ALL:** Aye.

1442 **CAMPBELL:** Thank you for coming. Have a wonderful night.

1443

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1445 Transcribed 10/17/19 @ 8:25 p.m. Elice Turnbull (0926et01)