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

**Meeting Date: 03/11/2020**

**CAMPBELL:** (Inaudible) get started.

**MALE:** Okay. I think this is working. Technology.

**CAMPBELL:** All right. We've got one more person who is coming in with a plate of food and then we'll get started. All right. Let's go ahead and call this meeting to order. Can we start with someone please reading the mission statement?

**HULL:** I'll read it. The mission of TAC is to provide ongoing advice to the chief of police and the training division in order to continuously improve training standards, practices, and outcomes through the examination of training philosophy, content, delivery, tactics, policy, equipment, and facilities. The mission of the Portland Bureau of Police is to reduce crime and the fear of crime by working with all citizens to preserve life, maintain human rights, protect property, and promote individual responsibility and community commitment.

**CAMPBELL:** Thank you, Walt. I'd like to start out today by thanking everyone for coming, especially all of our new members. It's exciting to see the table is full again, and so we can get a lot of work done. Just as a note, at these meetings, we record our minutes, and then they are transcribed. So, if you speak, please be sure to say your name prior so the transcriptionist doesn't have to memorize everybody's voices or try to guess, which they're not very good at. All right, to start out, can we get a motion to approve the prior meetings minutes?

**ZINGESER:** I make a motion that we accept the prior minutes.

**CAMPBELL:** Sylvia moves. Do we have a second?

**ZINGESER:** Sylvia.

**FISCHER:** I second.

**CAMPBELL:** Bob seconds. All in favor?

**ALL:** Aye.

**CAMPBELL:** All opposed.

**HULL:** Hearing none.

**CAMPBELL:** All right. Well, what the plan is today is we're going to have some pretty normal kind of just get things out of the way parts of this meeting, and then we're actually going to have parts where we're going to break up and try to form some task forces today. So hopefully, we can move fairly quickly to that portion since I think it will be the more robust and interesting part of the meeting today. Let's start out, because we have a lot of new members, how about if we go around the table and introduce ourselves, kind of the 30-second bio of yourself, basically your name and your background, and if you like, why you're interested in being part of TAC. For instance, I'll start. My name is Shawn Campbell. I am the chair currently. My background is in economics and data analysis, and I joined the TAC because at the time I did, there was kind of a hole in the organization for that.

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54 **MASBACK:** Hi, everyone. Brit. I am on the steering committee, high  
55 school senior here in Portland. Got involved in (inaudible) trying to  
56 engage young people and police officers and just wanted to join this  
57 commission to think about how that can apply, how I can help as a  
58 community member, and also to learn the process as well.

59 **FISCHER:** I'm Bob Fisher. I'm a retired public health physician. I've  
60 been on the TAC for 2-3 years now - 2 years? 3 years?

61 **CAMPBELL:** Two years.

62 **FISCHER:** Two years, and I rejoined because I wanted to learn more  
63 about what the police were doing in our community and how they are  
64 trained. That's why I joined.

65 **ROSSI:** Good evening. Chris Rossi. Background in public health crisis  
66 management, and I used to actually work for the police department as  
67 a 911 operator. I'm new to the area, about six years ago but wanted  
68 to kind of find a way to stay at home in that public safety area. I  
69 thought this was a good opportunity.

70 **MULINSKI:** Hi, I'm Mark Mulinski. I've got a health care background.  
71 I've been a registered nurse for over 40 years, 20 years Air Force.  
72 I've been here with my wife for about four years. We take - our  
73 primary job is to take care of our grandson. So, tough job, but I  
74 love it. And I'm also coming over from the Neighborhood (inaudible)  
75 team net team. It was - PBEM was looking for volunteers to come onto  
76 this committee, and I definitely was looking forward to that. And  
77 why? I just believe in the police force. Isn't that nice?

78 **DANIELS:** Hi. I'm Karen Daniels. I moved here, I think, about three  
79 years ago, and I wanted a way to engage with the community again, and  
80 I have relatives and family who are in the police force. So, that's  
81 why I joined.

82 **MOHLE:** My name is Richard Mohle. I'm chairman of the neighborhood  
83 association that this building sits in, and that's how I got involved  
84 to see what you guys were doing in my neighborhood. It seems to be -  
85 it's pretty inoffensive. So, I think this is my last meeting because  
86 I'm going to simply go leave it and make room for other people. And  
87 so, I think that's what's going to happen. Sir?

88 **KWABO:** My name is Kwame Kwabo from (inaudible) born and raised I was  
89 in east Africa (inaudible) Mt. Kilimanjaro (inaudible). That's my  
90 country. My background is in management. Currently, I'm in banking.  
91 The reason I join is because I'm (inaudible) that much. So, my man  
92 was - approached me and said there's an opening, and you should try  
93 to at least have a voice and understanding of the culture and  
94 background and experience from my own perspective and understanding  
95 the police side too.

96 **SANTOS:** Frank Santos. I'm a management and leadership consultant. I  
97 got involved with TAC because I have friends and loved ones that are  
98 part of the bureau.

99 **MUILES-CABLE:** My name is Marlene Muiles-Cable, and I was a former  
100 flight attendant. My son - I've been a mom. My son graduated from  
101 Lincoln High School, and I decided to join because I'm involved with  
102 the neighborhood community, and I live in Downtown Portland by

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103 Portland State and how crime is affecting our neighborhood. And I  
104 have a lot of interaction with the police, and I thought this would  
105 be a good opportunity for me to understand more about what goes on.  
106 **DOBSON:** I'm Craig Dobson. I'm the captain of the training division  
107 now, and I'm here because I'm supposed to be here.  
108 **KAHAN:** I'm Jim Kahan. I just joined this group. I found Portland  
109 when I graduated from Reed College 55 years ago. I went on to have  
110 two careers. The first third was an academic mathematical social  
111 psychologist, and the last two-thirds was for the Rand Corporation as  
112 a policy analyst where I studied lots of things that are of interest  
113 to this kind of stuff. In 2005, I moved to Portland, and I wanted to  
114 do something to make a difference, and I found Sylvia. And so, Sylvia  
115 and I started working on the issues that this group discusses, oh  
116 about, 2010, and I've been off and on and beating my head against the  
117 wall, and somehow, I just can't stop.  
118 **ZINGESER:** I'm Sylvia Zingeser, and I'm a charter member of the  
119 training advisory council. Before that, I was on the crisis  
120 intervention training advisory board, and I invited Jim because I  
121 knew his background and thought he could help us out. And I'm still  
122 working as a medical technologist. I do have a son who is mentally  
123 ill, lives with a mental illness. He lives in a mental illness. I  
124 work with NAMI, National Alliance on Mental Illness, for Multnomah  
125 County. So, I've been a member with them for a number of years, and I  
126 have seen a lot of change. The reason why I came here is because we  
127 had a problem many, many, many years ago, about 15 years ago, and  
128 that's when I contacted NAMI and have been working on those issues.  
129 And a lot of things have happened. We've had the Behavioral Health  
130 Unit that has been formed after the Department of Justice came in,  
131 and the Training Advisory Council came through the city council. And  
132 so, yeah, I've been here for a long time, and I'll probably stay for  
133 as long as I can.  
134 **HULL:** My name is Walt Hull. I'm working on my second year, and I  
135 just recently retired after 14 years with the Traffic Division of the  
136 Portland Bureau of Police.  
137 **STEWART:** Greg Stewart. I'm a lieutenant. I do - I head up, like, our  
138 evaluation program here as well as this, our work with the TAC. So, I  
139 kind of run a lot of the day-to-day stuff related to this body.  
140 **SUNIGA:** My name is Sarah Suniga. I'm trained as a psychologist. My  
141 specialty is in traumatic stress and have moved into positions of  
142 leadership now in the area of women's health and did some of that  
143 work in terms of understanding trauma on the Army side and did that  
144 all deployed. And so, the idea of leadership development and working  
145 in high-stress jobs is of interest to me, and that's part of why I am  
146 here as well. So, yeah.  
147 **ANDERSON:** I have nowhere near the kind of background you folks have.  
148 This is really impressive. My name is Sheri Anderson. I have a  
149 background in public relations and writing and freelance writing, and  
150 among a book I did recently - well, I've written about a variety of  
151 the issues that all of you have talked about. One of the books I did

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152 recently was about fellow who is almost 100 years old, and he was in  
153 the Portland Police Bureau for 30-40 years, and I really gained and  
154 interest in what he was doing. And so, that's why I'm here.

155 **SHURE:** My name is Mark Shure. I was a reporter and had (inaudible)  
156 mystery novels published about 30 years ago and went through a career  
157 change. I became a therapist and have been involved a lot with  
158 training. I was involved with the first CIT thing. I was working for  
159 Cascadia and was in charge of their leadership and staff development.  
160 I always believed that training was a great way to have a big impact.  
161 For the past dozen or so years, I've been working as a therapist,  
162 working a lot with trauma and addictions.

163 **HALL:** I'm Tyler Hall. I've been on the TAC since 2016. I have a  
164 degree in psychology. I have a degree in international affairs as  
165 well. So, politics and psychology are interests of mine. I also  
166 believe in civic engagement, so that's how I got involved just to  
167 start. Yeah.

168 **CAMPBELL:** Got a question, Bob?

169 **FISCHER:** I meant to say I'm like Richard, and this will be my last  
170 meeting. I didn't want to say that, but I have to confess now that  
171 you did.

172 **CAMPBELL:** I would like to thank both Richard and Bob. They haven't  
173 been just serving as members of the TAC. They've also served on the  
174 steering committee as well, and they've both helped a lot over the  
175 past couple of years with (inaudible) running and keeping things  
176 going. Especially, I know both Richard and especially Bob have any  
177 opportunity to see extra training or to do something extra, they've  
178 always been willing to step up, and it's been greatly appreciate. So,  
179 thank you for your time of service. And I know the organizations that  
180 you're going back to full time, I know with you in your neighborhood  
181 association and Bob and Annette, that they're going to get nothing  
182 but benefits of having more of your time.

183 **FISCHER:** Yeah.

184 **CAMPBELL:** All right. Moving right on down the list. Recruitment  
185 update. The good news is we've managed to get five new members total  
186 so far, and we will be finalizing the decisions on four more open  
187 spots by the end of this month which will bring us up to our full  
188 contingent of 25. So, we were a little worried there, I know, when we  
189 had the recruitment initially start in December, but everything turns  
190 out all right if you put a little elbow grease into it. All right.  
191 Any questions about the recruitment? All right. Moving on. A change  
192 in bylaws update. For everyone who was here at our January meeting,  
193 we passed a bylaw change which basically put into the bylaw's  
194 language similar to what PCEP, our sister organization, has  
195 concerning the expectation that when we make recommendations the  
196 chief of police will return responses within 60 days. That's been  
197 signed by the police chief earlier than 60 days, so it's already a  
198 good start. And so, everything has been updated with that. Next piece  
199 of business is a vote to close a task force. Back in, I believe, it  
200 was our November meeting, we had a member named Sarah Carlson who

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201 wished to start a task force about non-graded scenarios. However  
202 since then, she has resigned from the TAC, and after some talking a  
203 bit with both the bureau and the steering committee, the agreement  
204 was kind of made that at this time, we're not going to pursue that  
205 task force anymore since the main driver behind it has chosen to do  
206 other things. We're basically going to table it, but in order to do  
207 that, we need a vote from the full body to close that task force at  
208 this time.

209 **HULL:** I so move. Walt Hull.

210 **CAMPBELL:** We have a move from Walt. Do we have a second?

211 **ZINGESER:** Sylvia. I second the motion.

212 **CAMPBELL:** We have a second from Sylvia. Do we have any discussion on  
213 the motion? All right. All in favor?

214 **ALL:** Aye.

215 **CAMPBELL:** All opposed?

216 **ALL:** (None heard)

217 **CAMPBELL:** Motion passes. Okay. The next piece of business that we  
218 have is - so, at certain times, the TAC has opportunities to watch -  
219 come and watch dry runs of courses that are being taught for police  
220 in-service. In January, one of our members, Leslie Brunner, who  
221 unfortunately is not here today because she is home sick and figured  
222 with the current climate was best to stay at home instead of coughing  
223 everywhere and freaking people out. But she attended a course  
224 regarding vehicle operations which there were copies of it on the  
225 table to be handed out. Since she is not here, I will kind of just  
226 give you an overview of what the course was. The focus of the course  
227 was on drivers - on police driving - basically, basic vehicle  
228 operations, how to safely perform their duties in their vehicles  
229 without causing accidents or other issues as well how to control that  
230 kind of stuff. Do you want to add anything, Lieutenant Stewart on  
231 what - or Captain Dobson, on what that course was about?

232 **STEWART:** Just with the driving and with most of what we're doing  
233 now, there's a skills portion and then a decision-making portion. So,  
234 they spend some time working on the actual skills related to driving,  
235 but one of the things we've been expanding in our training is  
236 spending more time operating around the decision making, like should  
237 I pursue somebody? When I'm pursuing them, what sort of - what should  
238 my thought process be about when I cease pursuing them. So, that was  
239 - so, this course was kind of two fold on that, and I really  
240 appreciated the input on it.

241 **CAMPBELL:** Overall - yes, Bob?

242 **FISCHER:** What kind of training did they get for driving while typing  
243 on the computer and talking on the phone and radio?

244 **STEWART:** See, there's - that's a different - there's training. I  
245 don't know that you actually train that because we discourage them  
246 from doing that, but I don't know - sometimes people confuse training  
247 with, like, things you just shouldn't be doing. Like, you know what I  
248 mean? Like, you shouldn't be doing that. That's not really training.

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249 That's, like, saying, "You shouldn't be doing that." You know what I  
250 mean? It's kind of like, I don't know -

251 **FISCHER:** On my seven ride alongs, I just cannot believe what's going  
252 on with the voices coming in on the radio and the cell phone, talking  
253 to another driver or another - it's really amazing that they - you  
254 don't crash more in those cars.

255 **STEWART:** It's a problem, and we keep adding things to the vehicle,  
256 sort of distractions, and they can be helpful, but they, well, can  
257 also be distractions. You know what I mean? Yeah. It's a - but I  
258 don't know that we - we've talked a lot because we'll have people -  
259 they will get in accidents, and when an officer gets in an accident,  
260 we have a collision review board. And the basis for the review is not  
261 were they at fault but was it preventable. So, the basis that they  
262 get reviewed on in their crashes is not, like, "Okay, somebody hit  
263 me. It wasn't my fault." If they're on their phone and they get hit  
264 and reasonably they could have avoided it, even if it wasn't their  
265 fault that they get hit, they - the collision becomes what's called a  
266 non-preventable collision. And speaking from personal experience, if  
267 you get a couple non-preventable collisions, that will lead to days  
268 off without pay which is the only significant discipline I've ever  
269 received is for that. So - but, again, I would argue that's not  
270 necessarily a training issue. That's more a discipline issue, so.

271 **CAMPBELL:** Walt, you had a question?

272 **HULL:** Yes. Walt Hull. Interestingly enough, I recently had a ride  
273 also with an FTO, and what was very interesting to me is how many  
274 times we pulled over to the side to do those communications. So,  
275 somehow, okay, it's sinking into some people, and I made a comment,  
276 and when I wrote up my synopsis and sent it to the sergeant that - I  
277 made that comment that we were being much more safe in that regard.  
278 And so, somehow your inferences, training, whatever seems to be  
279 working at least in some areas, and I found the exact obverse of what  
280 your experience was.

281 **STEWART:** I suspect a lot of both occur. You know, we've seen it with  
282 officers, and sometimes there's officers - like, people have an  
283 inflated belief of their own ability to multitask at times. So,  
284 sometimes people have to learn, unfortunately, the hard way. I being  
285 one of those people.

286 **CAMPBELL:** Jim, you have a question?

287 **KAHAN:** Yeah. I was wondering if there has ever been thought about  
288 having the force have what's called a chirp system and - confidential  
289 anonymous reports of near misses that could form a database so  
290 somebody could look and see where there are patterns of things that  
291 could become accidents but didn't. And there's no consequence  
292 whatsoever. It can be reported anonymously by an officer, but it  
293 gives the training division information to see where they might want  
294 to step in and say, "Hey, you've got to train for this because it  
295 might happen."

296 **STEWART:** We - so, there is a system like that nationally. The Police  
297 Foundation has what's called the Near Miss, and they have a database

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298 we can look at, and I have reviewed it. It's a little difficult for -  
299 I would argue that we should put - rather than develop our database,  
300 we should probably use theirs because even within their database,  
301 there's still sort of a lack of information. So, like, if we had a  
302 national database, there would be more - more, sort of, data, I  
303 guess.

304 **KAHAN:** That's a great idea.

305 **STEWART:** And I can - I'll send you the link. It's worth - it should  
306 be - and I believe it's publicly available because I think I got to  
307 it just off the web. Let me write that -

308 **CAMPBELL:** All right. Walt?

309 **HULL:** Well, interestingly enough, there was a - there was a  
310 situation where there's multiple shootings, and we took all of that  
311 information sitting still. We didn't take it on the run. We didn't  
312 take it with lights and sirens. It - the information started coming,  
313 and we pulled over, and I was - I was very pleased with that.

314 **CAMPBELL:** Yes, Mark?

315 **MULINSKI:** Out of ignorance - oh, Mark Mulinski. Out of ignorance.  
316 That works. Yes, I am. Do they - I mean, obviously, this is an issue  
317 that's come up. Is it something that's in roll call at a regular  
318 basis? I mean, is there - is it part of training - we've established  
319 it's not part of training, but is there protocol? I mean, I don't  
320 think - you know, I've been in situations where you keep telling  
321 somebody, you keep telling somebody, and it sometimes gets through.  
322 Surprise.

323 **STEWART:** I think we try to talk about it a lot, and then we look at  
324 - there are roll call - and this - well, let me preface this. This is  
325 something that we should - we could probably - should do a better job  
326 at because it's - there's not formal roll call on this. I mean, it's  
327 something that sergeants talk about at roll call. We've talked about  
328 maybe developing - the captain has some ideas around developing sort  
329 of more formal roll call trainings which would be a good place to  
330 introduce that. And kind of the analogy I like to use is we did get  
331 people to wear their seatbelts. It took about 15 years, you know. I  
332 mean, it wasn't a fast process, but by and large, people now wear  
333 their seatbelts, and it's probably time to start sort of beating the  
334 drum about, you know, the other - the cell phones are problematic,  
335 but I think the MDTs are particularly bad.

336 **DOBSON:** Plus, we have to look at prioritizing what is important. You  
337 know, far more often do we get in a crash because we're going through  
338 an intersection and fail to clear it completely than it is - than  
339 we're on an MDT, you know, looking at data. And so, we do have to -  
340 we're always constantly prioritizing what is the most important thing  
341 that we need to remind people about, and that is one of them. Don't  
342 get me wrong. Talking and multitasking while driving is one of them,  
343 but you know, in my experience coming out of a precinct, by and  
344 large, most of our crashes were caused going through intersections,  
345 not properly clearing them. You know, they're stopping, but then  
346 they're missing one lane of traffic that someone is oblivious to the

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347 lights and siren and ends up hitting us which is our fault because we  
348 don't clearly clear it correctly.

349 **STEWART:** And the captain raises and good point. We put out - so,  
350 annually, they review our collisions, and Emma Covelli (sp), our  
351 analyst who does our Needs Assessments, reviews those reports to find  
352 out what are the leading causes of crashes and then includes that in  
353 our training Needs Assessment. So, we don't - we don't ignore it  
354 necessarily.

355 **MULINSKI:** Just as a follow up - Mark Mulinski - how many complaints  
356 do you get from civilians who see this? I mean, we're told not to  
357 talk on the phones, and I realize it's an authority figure driving  
358 something with lights on, and that's a different ballgame altogether.  
359 I'm just curious. Do you ever get complaints, "I saw this guy - this  
360 cop - driving the car, talking on his phone, you know, weaving all  
361 over," - do you ever get that?

362 **STEWART:** About once every six months when I was on patrol, maybe  
363 once a year, I'd have somebody call in.

364 **MULINSKI:** Okay. Just curious.

365 **STEWART:** Yeah. I mean, not - surprisingly infrequently considering,  
366 but it's not like - I wouldn't say it was unheard of.

367 **MULINSKI:** Yeah.

368 **CAMPBELL:** All right. Bob?

369 **FISCHER:** I'll close this out. At least what I - I was not  
370 complaining. I was impressed, okay. But it did strike me as, boy,  
371 that - his multitasking was pretty phenomenal. I like Walt's idea is  
372 that we suggest you pull over for a second because there's no reason  
373 not to pull over. When you're on a call, that's another story, but  
374 most of the time, it was just getting calls and finishing up the  
375 close out of the last report. Anyway, that's all I had to say.

376 **CAMPBELL:** Kwame, you had a question?

377 **KWABO:** Sure. Kwame Kwabo, just jargon. What's MDT? What's FTO?

378 **MALE:** Sorry. Police jargon. We apologize.

379 **STEWART:** MDT is Mobile Data Terminal, but it really is just - it's  
380 the computer in the car.

381 **KWABO:** Okay.

382 **STEWART:** So, that's, like, the computer they have. And FTO is Field  
383 Training Officer.

384 **KWABO:** Okay.

385 **STEWART:** So, it's kind of - it's a more senior officer that we have  
386 put in charge of training functions for other officers. They're not a  
387 sergeant or a formal supervisor, but we'll put new police officers  
388 with them and have them train them.

389 **MALE:** A coach.

390 **STEWART:** A coach. Yeah.

391 **ZINGESER:** Yeah. A coach.

392 **KWABO:** And thing about here, just trying to understand it, is we're  
393 talking about people using cells phones or the computer, anything  
394 that will help them do their jobs, or we have to hold it back and



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395 just go to the job and figure things out once we get there. Is that  
396 what - I'm trying to understand that.

397 **MALE:** That's part of it.

398 **STEWART:** Frequently too, like - and I don't know that that was the  
399 context of this phone call, but frequently, the information you get  
400 when you're going to a call is incomplete. So, officers were  
401 frequently call people, the actual person who called, so that they  
402 can sort of bypass the 911 system. And that - even driving to a call,  
403 that can be appropriate depending on the nature of the call and the  
404 need - like, that's where you've got to weigh the risk of making the  
405 phone call versus the needs of getting real-time information from the  
406 person. And I don't know that that was necessarily the case in your -  
407 they could have been talking to their friend or something too, so I  
408 don't know, but -

409 **FISCHER:** Oh, no, no. It was all police work.

410 **STEWART:** Okay.

411 **FISCHER:** We were looking for somebody on the street, and there were  
412 two cars, and so they were on the phone. The police (inaudible),  
413 "Okay, I'm checking this street now," -

414 **STEWART:** Okay .

415 **FISCHER:** So, it wasn't out on the radio.

416 **CAMPBELL:** All right, Walt, and then let's close this out.

417 **HULL:** I'm not trying to have the last word, but I would like to say  
418 this: These people are out here running around in these cars, and  
419 when they turn the lights on and they turn the sirens on, the first  
420 thing - the general public doesn't even pay any attention. Clearing  
421 an intersection is an incredible task just to get through a regulated  
422 intersection with a light, and if you come up behind people, you can  
423 get out on I-5 or 205 or whatever, people don't even move over. It's  
424 - riding around in these cars, okay, is a dangerous occupation, and I  
425 will say that I've been around here for a while, and the way it used  
426 to be and the way it is now, we don't even have any crashes. I mean -  
427 years ago, it was a different story, but these people are really  
428 doing, in my opinion, doing a hell of a job.

429 **CAMPBELL:** Thank you, Walt. Any other comments before we vote? So,  
430 just for a clarification, this is just a comments and suggestions.  
431 These are not an official recommendation from the TAC. This is us  
432 recording that a member of ours went to these courses and reviewed  
433 them and gave comments. Do we have a motion to accept these comments  
434 and suggestions so they can be put up on the website?

435 **FISCHER:** I so move.

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

437 **KAHAN:** Jim. I second.

438 **CAMPBELL:** All in favor?

439 **ALL:** Aye.

440 **CAMPBELL:** All opposed?

441 **ALL:** (None heard).

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442 **CAMPBELL:** Motion passes. All right. I do have one addition -  
443 additional item to put onto - that we need a vote from the full TAC  
444 on. It's concerning that currently the training directive is under  
445 review. So periodically, the police bureau opens up different parts  
446 of its directives, and they allow public comment on them before they  
447 make changes and then they close them. Given that this is the  
448 training directive, I do think we should probably have some type of  
449 review, and I would like to move that the steering committee be put  
450 in charge of that. Would anyone be opposed to having the steering  
451 committee go over the directive and the proposed changes and making  
452 any public comment that we deem necessary? And of course, this would  
453 not stop any individual from making public comment if they so wished.  
454 Do we have a motion for that?

455 **KAHAN:** Jim. So moved.

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

457 **ZINGESER:** I second.

458 **CAMPBELL:** Any discussion?

459 **MALE:** I've got a question on that. Yeah. I have looked at it, and  
460 this version looks like the suggested changes are mostly procedural,  
461 changing capital letters and stuff like that, and I see - like, I was  
462 not able to detect any substance issues. Did I miss anything?

463 **CAMPBELL:** Not that I know of. I think just because it's the training  
464 directive though, we should make the effort as, at least, a subset of  
465 our group to look over it.

466 **MALE:** Thank you.

467 **CAMPBELL:** And it's just authorizing that (inaudible). Okay, all -  
468 any other discussion? Yes?

469 **MALE:** The deadline is the end of the month?

470 **CAMPBELL:** Yes.

471 **KWABO:** And Shawn - this is Kwame - (inaudible) this one, right?

472 **CAMPBELL:** Yes.

473 **KWABO:** Okay. So, I saw some feedback over here. These are things  
474 that we, they, will incorporate on this draft or is -

475 **CAMPBELL:** So, what will happen is this is basically a draft. Once  
476 they get to the second round of public comment in, they might make  
477 changes, they might not, and then it will be finalized on. Any  
478 other discussion? All right. All in favor?

479 **ALL:** Aye.

480 **CAMPBELL:** All opposed?

481 **ALL:** (None heard).

482 **CAMPBELL:** Motion carries. All right, the last thing in our updates  
483 and initial businesses is the announcements regarding May elections.  
484 So, every May we have elections in the TAC. We have the chairs coming  
485 up which is a two-year commitment, and we have five - is it five or  
486 four, Bob? Do you remember?

487 **FISCHER:** No.

488 **CAMPBELL:** It's five.

489 **ZINGESER:** I think it's five.

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490 **CAMPBELL:** We have five steering committee position that are a one-  
491 year commitment. If you're having any interest in running for any of  
492 these positions, please let me know before the May meeting via email  
493 or in person. I encourage anybody who has any interest at all, the  
494 steering committee and chairs, an added commitment of one meeting a  
495 month on the last Monday of the month. It's not that hard. When we  
496 first started this two years ago, or the last round two years ago, we  
497 had steering committee members who had just joined in March similar  
498 to now. So, it's really not - don't let the fact that you just joined  
499 be an impediment to if you want to be part of kind of the leadership  
500 of this group. All right. Let's go ahead and move forward. One of the  
501 things we're going to start to do now at every meeting is this puts  
502 aside a short period of time for kind of an update on what currently  
503 is going on in the training division.

504 **DOBSON:** Lots.

505 **STEWART:** Yeah.

506 **DOBSON:** We're in the middle of In-Service right now. So, this year  
507 we have a 40-hour In-Service that we require all of our sworn staff  
508 to go through. It started right as I got here, and so I got thrown  
509 into it right in the middle of it with trying to run and catch my  
510 breath. It's going well. Because of the pandemic and where that's  
511 going, we have had to prepare for the possibility that we might have  
512 to shut it down midstream and work through how we'll train everybody  
513 when we've got to put them out on the street because of illness or  
514 whatever we might face, but it's going well right now, and we've got  
515 multiple things going on. With the staffing issues, we're also  
516 looking at going outside the box. Traditionally, when we have been  
517 able to do In-Service, typically we try to hire overtime, but due to  
518 the staffing issues that we're having, we're looking at outside the  
519 box of either retired/rehired and bringing those folks in or opening  
520 it up and looking at contract labor, prior law enforcement folks that  
521 we can bring back as instructors. And also what we're looking at that  
522 we're still kind of exploring is can we build up a group of people,  
523 contractors if you will, of public members who can come in and be our  
524 actors for certain scenario-type stuff as well to kind of help us  
525 meet those needs that we have for when we have scenarios and that  
526 kind of thing. And so, we're going outside the box to look at some of  
527 that kind of stuff, and we're going to talk to you guys about some of  
528 where we're at. What else do we got to add, Greg?

529 **STEWART:** So, we started - we finished our second Public Safety  
530 Support Specialist Academy. So, we've done that twice now. That was  
531 kind of a big commitment and a new thing. We had - it's kind of funny  
532 because around here, things get really tight. So, we had to squeeze  
533 the PS3 Academy in because we're also now starting - Thursday we'll  
534 start our next advanced academy. So, we'll have, you know, upwards to  
535 50 officers that are tenured receiving training in this building and  
536 then another 20-30 trainees at their academy, and those will be  
537 overlapped for the next 10 weeks. And then on top of that, we're

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538 gearing up. We've got sergeant academies coming up, lieutenant  
539 academies -

540 **DOBSON:** Command staff.

541 **STEWART:** Command staff, detectives, professional staff. We're kind  
542 of gearing up to do most of those after May when our In-Service ends;  
543 although, like the captain said, we may have to juggle some.

544 **DOBSON:** We're also gearing up - they're trying to hire more. They're  
545 anticipating trying to hire 110 people over the next fiscal year, and  
546 that will require us to put on at least four advanced academies. Each  
547 one of those is 10 weeks long. And so, part of that looking outside  
548 the box is how do we get enough staff here to be able to effectively  
549 and efficiently train them as well as all of the other trainings that  
550 we just talked about including all of the specialty weapons training  
551 that we require people to go to In-Service on, coaches In-Service,  
552 and all of the other things. So, our plate is full.

553 **CAMPBELL:** So, just for the understanding to people who are new, for  
554 police officers to join or trainees, they first have to go to a basic  
555 academy with the state, and then they do an advanced academy with the  
556 city that goes beyond the state's standards from what I understand.

557 **DOBSON:** Correct.

558 **CAMPBELL:** And I was wondering, Lieutenant Stewart, you mentioned two  
559 programs, the PS3 and also the public service. If you could just kind  
560 of quickly describe what those are?

561 **STEWART:** Oh, the public safety support specialists are the unarmed -  
562 some people call them the unarmed police officers. They're - I guess  
563 that's the easiest way to describe them. They don't have police  
564 authority in that they can't make arrests or cite people, but they  
565 are unarmed, and they take calls and handle lower-level incidents  
566 which then frees up officers to go to more emergent calls. So - and  
567 that's a program that was - well, it was started several years ago,  
568 but we kind of - it took us a bit to get it up and running. And so,  
569 it's been up and running now for a little over a year.

570 **KWABO:** And how many do you have (inaudible)?

571 **STEWART:** Twelve positions authorized. We never have gotten to 12  
572 because what happens is we'll get up there, and then a couple of them  
573 will end up becoming police officers. So right now, we've got 11.  
574 We're hoping to bring on our 12<sup>th</sup>, but there's two, I think, that  
575 will end up becoming - so, we'll kind of - we're continually sort of  
576 bringing people in, so - but that's good because it helps us - it's a  
577 great in road. So far we've hired four police officers out of this  
578 program, and all four were bilingual/bicultural which is way abnormal  
579 given our sort of general hiring. So, it's been a good avenue for  
580 folks who maybe want to stick one foot in the water, like, maybe  
581 they're not sure, you know, but then they go do this, and they get a  
582 sense of the profession and decide, "Okay, like, I really do want to  
583 be a police officer." And the way we've set it up is they've already  
584 passed the background, which is one of the most difficult pieces, so  
585 they just kind of slide them right in and have them become - and I  
586 think our 5<sup>th</sup> and 6<sup>th</sup>, the other two that I think - well, only one is

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587 bilingual, but all six - if those two end up going and becoming  
588 officers, all six hires will be from underrepresented groups and  
589 groups that we traditionally have trouble recruiting as the police.  
590 So, that's kind of exciting for the program.

591 **HALL:** Tyler Hall. Are you familiar with where the training  
592 guidelines came from to start training these 12 roles?

593 **STEWART:** Yeah, because I created them. What we did was we went - so,  
594 locally, we went to Eugene; Salem; Bend, Oregon; and then on a more  
595 national level, we borrowed a lot from Santa Clara. They had, like,  
596 kind of nationally - like, they - a lot of our, we call them standard  
597 evaluation guidelines, but a lot of our FTEP (sp) or training process  
598 after they get out is borrowed from Santa Clara because they had a  
599 really robust training. They were the only ones that actually - they  
600 were the only agency we could find that had what I would actually say  
601 qualifies as a real training program. Almost every other agency we  
602 inquired just kind of threw them in with the officers and just kind  
603 of gave them some sort of modified training of what they give police.  
604 So, we borrowed a lot of the format from Santa Clara because they  
605 just - they seemed to have - like, they could send us actual training  
606 documents and lesson plans and things. They just had a lot more  
607 together. And then functionally, we borrowed a lot from Bend PD  
608 because they had a pretty robust program that they'd had for about 30  
609 years, and it seemed to be working very well for their agency.  
610 They're - obviously, Bend is not Portland, but they seemed to have -  
611 again, they had a clear command structure, and it wasn't - in some  
612 places, it's just a real tack-on. Like, they don't really even think  
613 about it that much. Eugene and Salem both had really good programs  
614 too. Actually, Eugene had - we borrowed some stuff from them, but  
615 Santa Clara is where we got most of our training ideas from.

616 **HALL:** Are there any other cities that have these types of programs  
617 that are of note besides Santa Clara and Bend and Eugene?

618 **STEWART:** A lot of cities have them, but it's actually a tremendous  
619 variety in what they do. Some places, they have limited commissions  
620 some - and how they used them, there's actually a tremendous amount  
621 of variety. So, it was kind of a mix of finding - like, I mean, some  
622 places, they actually carry tasers and they can sort of minor arrest,  
623 and they're not - that was not a model we were looking at. So, we did  
624 have to kind of tweak them. But I would - like I say, I thought Santa  
625 Clara, of all of the places we looked at, was, again, the most - even  
626 Santa Clara, I think, is more aggressive in their use than we are.  
627 Actually, they're significantly more aggressive, but they at least  
628 have sort of a model that is similar to what we were looking at.

629 **HULL:** When you say aggressive, you mean they're more assertive on  
630 the street or -

631 **STEWART:** More authority.

632 **HULL:** More authority.

633 **STEWART:** More police authority. Like, they have tasers, and they  
634 have limited commissions meaning that they can actually - they can  
635 actually do some sort of - like, our folks, they have no arrest

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636 authority. They can't issue a parking ticket. They can't - there are  
637 no authority to issue fines or any sort of - they really are just  
638 observe and report or take a report, like, take a written report, but  
639 they're not - we don't even use them as, like, to supplement, like,  
640 parking patrol or something.

641 **CAMPBELL:** I think this is a pretty good segue actually into the next  
642 part of the meeting unless there are any more updates from the  
643 training bureau?

644 **DOBSON:** That's actually a perfect segue into the next section.

645 **CAMPBELL:** So, as the TAC, our main role is to create recommendations  
646 to the police bureau regarding training and what we think should be  
647 changed or updated or just modified to better fit the needs of the  
648 city as community members. We act as the community representatives in  
649 this entire basic cycle of constantly improving. Forward to that, for  
650 this upcoming six months to a year, the steering committee has chosen  
651 three avenues that we think should be pursued. I will go over them  
652 briefly, and then I'll let the bureau also talk about them. And  
653 actually, what one of them is these public support/safety support  
654 specialist trainings. What basically would be a review of what we're  
655 currently doing for these PS3s and if we have any ideas of ways that  
656 perhaps it should be changed or thing that should be modified.

657 Another one that we're looking at is education and officer  
658 development. One of the big changes that's happened in the last  
659 couple of years is the fact that the education requirement for  
660 becoming a Portland police officer has been lowered largely due to  
661 the needs of recruiting more officers and fill vacant positions. I  
662 believe it's now a high school diploma or a GED? Is that correct?

663 **DANIELS:** I believe it is. Yeah. As it stands now.

664 **CAMPBELL:** Where before you had to have at least an associate degree,  
665 and for a time before that, you had to have a bachelor's degree. And  
666 so, kind of this task force will be looking into how do we need to  
667 adjust training to possibly make up for some of these shortfalls in  
668 education to make sure that the officers have the skills they need to  
669 do their job effectively. And the final one would be leadership  
670 training which is a basic idea of what can we do to basically train  
671 the leaders of the bureau and the future leaders of the bureau to  
672 have the skills they need to effectively lead a 21<sup>st</sup> century police  
673 bureau which is an increasingly different skill set than maybe 20  
674 years ago. Would the training division like to add anything to any of  
675 that?

676 **DOBSON:** I'll start, and I'll let you finish, I guess, is our vision  
677 is we need feedback. Two of these programs we have up and running.  
678 We've got them - we've got some form and structure around them, and  
679 what we really need is to give you guys - show you what they are, let  
680 you feel them, play with them, touch them, and look at what we're  
681 teaching and see if we've got any blind spots. Is there anywhere  
682 we're missing somewhere that we need to improve, or is there some  
683 area or focus where we haven't addressed that maybe we could, and  
684 that's with our PS3s as well as the leadership program. The third

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685 wing of it is is as we have changed the standards to meet Oregon's  
686 standards and taken away the associate's degree, we're starting to -  
687 we're feeling like we're going to have some folks that maybe don't  
688 have the same standards or abilities that we've had in the past such  
689 as writing skills. Those that have gone to college have had to take  
690 certain classes in English and in writing that have caused them to  
691 have a higher proficiency in writing than maybe some of the folks  
692 that we have coming in that don't have that now. And so, the idea  
693 behind it is is now that we have folks coming in that maybe don't  
694 have those educational backgrounds that we've had in the past, is  
695 there a way for us to develop programs in house or out of house where  
696 we can partnership with universities or something to help build those  
697 folks and educate better. And education is always good, but find out  
698 what those spots are and what those weak points are and start  
699 building programs around that to help them. Not to say that we're  
700 hiring uneducated people. That's not what I'm saying at all. What I'm  
701 saying is there are certain skills sets that we need that maybe  
702 they're not coming in with that before they had already, and, you  
703 know, something was that they were coming in with those skill sets.  
704 Does that make sense? Greg, take it away.

705 **STEWART:** No. I think that's great. I think that's how I would -

706 **DOBSON:** That's it?

707 **STEWART:** Yep.

708 **DOBSON:** All right.

709 **CAMPBELL:** Did you have a question?

710 **MALE:** Yeah. Is there any specification of these skill sets are and  
711 any assessment of how officers, either when they come in or continue  
712 on the job, are doing in terms of meeting the requirements? I know  
713 report writing is very important. You have to be very clear about  
714 what happened. So, that's really very important.

715 **DOBSON:** So, that's one of the challenges that we're having is we've  
716 just changed over to these new standards, and we're just starting to  
717 get the new batches of officers coming through. And so, we're just  
718 starting to feel out what those things are that maybe we need to  
719 bolster a little bit, that they aren't coming in with those skill  
720 sets that we thought maybe -

721 **MALE:** My questions is really do you have an idea of what those  
722 skills sets are so you can assess the extent to which people have  
723 them?

724 **CAMPBELL:** The skills sets they need.

725 **MALE:** The skill sets they need. What does an officer need to know?  
726 What is a good report of an incident look like, and how can we tell  
727 whether or not an officer is doing that?

728 **DOBSON:** Right. Pick on the new guy. I've only got a month here.

729 **STEWART:** I think - maybe I'll take a little bit of that -

730 **CAMPBELL:** (Inaudible) breaking into working groups based upon the  
731 task forces that people want to be a part of, and these would be the  
732 perfect kind of questions for the task forces -

733 **MALE:** To decide.

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734 **CAMPBELL:** Just so we can move towards that sooner rather than later.  
735 Yes, Frank?

736 **SANTOS:** Yeah, this is Frank. Once quick question before we break out  
737 into these groups. Will there be sponsorship for these groups meaning  
738 that as these various groups engage with the recommendations and  
739 start planning and offering those recommendations, will there be  
740 somebody in the bureau that we can work with as a sponsor to clarify,  
741 to ask questions, to do that type of thing?

742 **DOBSON:** That's exactly what we're planning on doing.

743 **SANTOS:** Okay.

744 **DOBSON:** Is have somebody with each of those groups so that you can  
745 ask questions to that we'll have answers to or at least find out  
746 answers for you and kind of help you with that piece. Absolutely.

747 **CAMPBELL:** A liaison or whatever you want to call it, some fancy  
748 name. Would you like to speak to any of the other groups before we  
749 move forward to the leadership or public safety support specialist?

750 **STEWART:** Yeah, I'd like - I think that's an excellent question and  
751 one I don't think we've explored as much as we should. So, I think  
752 it's great to point out. The - what the captain - I think where the  
753 captain was saying and where we've got a lot more forum is around the  
754 public safety support specialist program and the leadership program.  
755 We have - for the leadership program, we've done the kinds of thing's  
756 you're doing. We've identified sort of the key skills and abilities  
757 at different levels in the organization and are sort of working  
758 through, "Okay, how do we develop those," so that a person who is  
759 running a division like the captain has - like, what are the - so,  
760 that's more developed than the general ed-type stuff. The general ed  
761 we need to sort of start at square one and start figuring that out.  
762 The - but so, for those two programs, it would be more - just so that  
763 people know, like, what program they want to be interested in, I  
764 think people who are really looking to feel like they're creating  
765 something and being part of something from the ground up, this  
766 training and education development is going to be a better fit for  
767 them because we actually have PS3s out, and we have a training  
768 regimen. I think the PS3s will be more like tweaking them and helping  
769 us come with, like, a set - the city - I do think the city council  
770 will want some recommendations, so I think for that group, it would  
771 be kind of recommending, like, either modifications to the program  
772 or, you know, maybe people thing the program should be expanded or  
773 lessened or they should take a wider variety of calls, something. But  
774 that, again, will be sort of still more modifying the core. And then  
775 with the leadership program, you know, our HR department has already  
776 identified a lot of things. So, a lot of those KSAs and stuff have  
777 already been built. So, that's going to be - they'll be less  
778 flexible, I guess. So, kind of depending on which sort of work is  
779 more appealing to people.

780 **DOBSON:** And maybe rather than split off tonight, maybe we can talk  
781 about it as a group, each one of these so that moving forward then we



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782 can split up so that they have a better idea kind of in depth of what  
783 we're looking at or talking about maybe? How do you feel about that?  
784 **CAMPBELL:** I was hoping to get everyone kind of split off so they can  
785 start thinking as a group.  
786 **DOBSON:** Sure. I don't know if we've given enough information though  
787 to have people break up and choose -  
788 **CAMPBELL:** I guess, what's the feeling of the group?  
789 **SANTOS:** This is Frank. I would like to advocate that we still break  
790 out into small groups initially but then have three individuals from  
791 the bureau that can float around and ask questions or answer some  
792 questions/give some additional clarity. I think there's benefits on  
793 both sides of doing this. I think being in a meeting as long as this  
794 is, giving us an opportunity and break off and brainstorm a little  
795 bit doesn't hurt.  
796 **CAMPBELL:** And my understanding is we're - there should be an officer  
797 with each of the groups when we break off tonight?  
798 **STEWART:** I think I'm going to have to split because our leadership  
799 officer at Camp Rosenbaum isn't well, and I didn't get a backup.  
800 **CAMPBELL:** Okay.  
801 **STEWART:** So, I'll be doing PS3s and leadership, but I'll be  
802 available for both groups.  
803 **CAMPBELL:** Bob?  
804 **FISCHER:** Yeah, am I'm wrong? My impression is that this writing  
805 skill part which is kind of worrying everybody is actually more  
806 generalized than just the new recruits. I certainly heard a lot of  
807 complaints from officers in my ride alongs about, "You college kids  
808 can't write either," you know. "I see the worst damn reports." So, I  
809 wonder if it isn't just getting the writing skills for the new  
810 recruits, but maybe it's a broader issue of giving people additional  
811 training in the whole bureau. Am I wrong? Are we going to focus on  
812 what we're going to do with the new, lesser-educated recruits, or is  
813 it a broader -  
814 **STEWART:** The writing has been an issue since I've been here, and  
815 writing, I think, is an issue everywhere. I mean, I think writing - I  
816 teach classes up at Portland State, and you're right. Writing at the  
817 college level is an issue. It's -  
818 **FISCHER:** What are we looking at now? (Inaudible) writing skills, or  
819 are we looking at these potential problems with the new people?  
820 **STEWART:** Well, I just - I think you're right. Writing is generally  
821 an issue that transcends both groups. So, I guess you're right.  
822 **CAMPBELL:** I say that is up to the task force because, obviously,  
823 some of these are broad enough where if you try to do everything,  
824 you're probably not going to get anywhere, but if you choose to focus  
825 on some things, we can get a lot of good stuff out of it.  
826 **STEWART:** One of the things we're focusing on just as an  
827 organization, and Captain Hurley would always say this so - I'm  
828 parroting Captain Hurley, so I might be a little bit wrong on the  
829 specific dates, but she was saying that by 2024, like, half the -  
830 half the bureau - what will be half the bureau is either on probation

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831 or hasn't been hired as of 2024. So, literally, the whole  
832 organization - if you go back a couple years, there will be, like, a  
833 massive turnover in the whole organization. So, there's a lot more  
834 bang for your buck long term on focusing on the newer people just  
835 because there's so much turnover now.

836 **SANTOS:** So, Craig, I'm starting to see your point now, I think, so  
837 I'm going to backtrack here a little bit. I don't know if we were to  
838 break out into groups, we'd have enough context about these various  
839 initiatives yet. So, there's that. So, I think the more context we  
840 have, the more informed we can be about that. The other part is - it  
841 just left me. Dang it.

842 **FEMALE:** I think that's what Jim was trying to get at. Do we - what  
843 are we looking at? Do we have - you know, oh, this definitely needs  
844 to be worked on, and this needs to be worked on.

845 **SANTOS:** Yep. Thank you. Now I just realized what I was going to ask.  
846 For these various initiatives - I call them initiatives. Whatever  
847 they may be - has the bureau established any particular goals  
848 associated with those? You know, we want to take this program and  
849 move it from X to Y over a period of time. Has anything been  
850 established that far?

851 **STEWART:** Yes, for two of them.

852 **SANTOS:** For two of them.

853 **DANIELS:** Yes. For two of them - like I said, two of them we've got  
854 established, and we've got some vision in where we want them to go.

855 **SANTOS:** Okay.

856 **DOBSON:** Do we want to have you guys come in and say, "Okay, are we  
857 going the right direction? Are we missing anything? Are we looking at  
858 it?" That's PS3s and the leadership piece. On this other piece,  
859 again, we're just starting to start to feel for, "Hey, we've got some  
860 things here that we might need to bolster a little bit," but also  
861 looking at kind of the bigger picture of how do we bring education -  
862 how do we better educate our bureau members if there's something that  
863 is lacking there, and what is the process that we do that? Is it  
864 online learning? Is it bringing in a university or partnershiping  
865 with a university or someone to help with that? How do we offset  
866 costs? I mean, the whole things is we're just starting to look at it,  
867 and we want to bring you in to say, "What are your thoughts" to help  
868 guide us, and maybe put some brainpower into this piece. Does that  
869 make sense?

870 **CAMPBELL:** We had a comment or question over here?

871 **SHURE:** Yeah. I'm just Mark Shure. Is there anything other than  
872 writing that is perceived to be missing? I mean history of  
873 constitutional law, whatever people might conceivably get in college  
874 other than writing?

875 **DANIELS:** So - go ahead.

876 **HULL:** Well, I'd like to make the comment, the following comment: It  
877 isn't just - Go ahead.

878 **CAMPBELL:** Can we have the bureau answer the question they were asked  
879 before we have a comment, please?

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880 **STEWART:** I was just going to say I think there's a whole argument.  
881 So, if you go back to when I was hired, I was, like, one of the last  
882 groups to get hired that didn't require college education. So, this  
883 is in the mid-90s. And then they started requiring a little bit, and  
884 it got progressively more to where they eventually required a college  
885 degree. And the reason that was explained to me at that time that  
886 most everybody who was getting hired at that point already had  
887 degrees, so they weren't missing much. I think we're using writing  
888 just as an example because it's really obvious, but I think there's a  
889 lot to be said for sort of a humanities education in the context of  
890 policing. There is a lot of - I mean, history is important.  
891 Understanding the history of the United States. Even beyond  
892 constitutional law where, like, psychology has become increasingly  
893 important. You know, there's just a whole range of things that you  
894 would be exposed to - you know, most college graduates have probably  
895 taken a sociology or psychology class. You've got to - like, if you  
896 look at our basic CIT training at the academy is 40 hours, and our  
897 advanced ECIT training is 80 hours. Well, like, I mean, if you - one  
898 college class is going to blow that out of the water. You know what I  
899 mean? Like, if you look - if you compared those hours. So, there may  
900 be - there may be benefits that could be to some general education  
901 that are less easy to quantify than saying, "Oh, writing need" - it's  
902 really to see and go, "Okay, we need to write better." You know what  
903 I mean? But there may be other benefits, and that's where, I think,  
904 the captain is going where getting the community input in that could  
905 be valuable. Like, what is important? You know, what - what things  
906 might - and that's where we were hoping that this group could add  
907 sort of the community voice too in that area.

908 **DOBSON:** You know, there's a whole spectrum that we cover that we  
909 have to do as police officers that we need to have skillsets at,  
910 whether it's history, whether it's psychology, whether it's  
911 sociology, whether it's communication and dealing with different  
912 cultures and stuff and being sensitive to different groups. And some  
913 of that is through experience, but some of that can be through  
914 learning. I mean, education and using classes to be able to teach you  
915 so that you don't have to learn the hard way and make all of the  
916 mistake in the process. So, that's kind of where weren't trying to go  
917 is what does that look like so we can make sure that everybody has  
918 all of those competencies so that we don't have the mistakes that  
919 we've made in the past when it comes to some of these things. Does  
920 that make sense? We're talking a big project here. You know, how do  
921 we steer this thing, and that's why we're kind of bringing it up to  
922 you guys to get some feedback on that piece.

923 **CAMPBELL:** Right. Walt, you had a comment?

924 **HULL:** Well, you also have to consider - we also have to consider  
925 within this situation that in this building we present education, and  
926 we present education - these people present education to all of these  
927 police officers, and they all come to this particular class with  
928 different learning skills. And it isn't just writing reports. I mean,

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929 writing reports are writing reports. I don't know, you know, filling  
930 in the blanks and - that's not what I think that we're talking about.  
931 What we're talking about is the ability of people to absorb the  
932 information that is being presented in this building. And we have  
933 different levels of learning skills, and I think that we can help - I  
934 think that we can help in that and make suggestions in that regard  
935 and follow-up skills and - I mean, there's just a tremendous  
936 contribution that I think can be made here.

937 **CAMPBELL:** Real quick. I think we're going down a bit of a rabbit  
938 hole here talking solely about education when what we should be  
939 discussing a little bit here is how would we like to move forward in  
940 this process for not just the education piece but also for the PS3  
941 and the leadership task force as well. I will say right now that  
942 nobody expects in these kinds of recommendations for people to get  
943 down in the nitty gritty and tell the police exactly how to train  
944 something. As a group, we have neither the knowledge base nor the  
945 time, to be honest, as a volunteer group to do that. What we're  
946 trying to look for is recommendations at a 1,000-foot level. As a  
947 community, what do we believe is important? And I think what we need  
948 to focus on right now is how are we going to split up into groups? Do  
949 we want to do it tonight? It doesn't sound like we're going to be  
950 able to have the group discussions because not all of the officer  
951 liaisons are here tonight. So, that will be at the next meeting. But  
952 do we want to get tonight where we have people say, "This is what I'm  
953 interested in. This is the group I want to be a part of?" Sarah?

954 **SUNIGA:** I would like to have us select task forces tonight, I think,  
955 so we can just know that and get prepared. What's helpful about this  
956 discussion though is I'm trying to sort out which group I would be a  
957 good match for, which one I can actually bring something worthwhile  
958 to. And so, I'm trying to make that kind of differential here, and I  
959 feel like I have a sense - I appreciate the extra info. I think I  
960 have a sense now about the education piece and what y'all are looking  
961 for. If there could just be a few more things said about the PS3,  
962 maybe like the blind spots that maybe you might be wondering about or  
963 the city council recommendations they might be looking for so we have  
964 a sense of how, like, we can be helpful there. And I think I have a  
965 sense of the leadership training, but you know what I mean, to help  
966 answer those questions of where can I best help.

967 **STEWART:** Do you want - I can give quick overview of the PS3 and the  
968 leadership program if that would be helpful.

969 **CAMPBELL:** Sylvia and Frank, you both had questions. Are you okay  
970 with moving towards that or would you like to -

971 **ZINGESER:** I just want to make a quick statement. This is Sylvia. I  
972 don't know if people understand what we're saying about the writing  
973 skills. When the officers get through with going to a call, they have  
974 to come back, and they have to write their reports, and that's where  
975 the writing skills are really important is so that they can capture  
976 what really happened. And so, if they have better writing skills,

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977 then they are going to have a better chance of capturing what  
978 happened.

979 **ANDERSON:** May I - this is Sheri.

980 **ZINGESER:** Sure.

981 **ANDERSON:** May I ask a question based on that? And this is basically,  
982 when you get the report that's been written, and it's not written  
983 well, let's say, and we haven't decided what's well, does that mean  
984 several people have to contact that officer and say, "What did you  
985 mean by this, and what happened," and then is there a lot of staff  
986 time that goes into, "We don't understand what you wrote?"

987 **FISCHER:** That was Sheri Anderson talking.

988 **DOBSON:** So, to kind of give you a historical view of report writing  
989 and why it's sticky is when some of us got hired, it was just the  
990 facts. So, you're just writing to the facts. Over time that has  
991 changed to now you are adding what you're thinking, why you did what  
992 you did, as opposed to just the facts of what occurred. Now you're  
993 actually putting a lot more into it and explaining the situation and  
994 why you came to the conclusions you came to and walking through -  
995 kind of painting a better picture of it. The challenge has been in  
996 teaching particularly our older officers who have been trained for  
997 years to teach just the facts. We're now having to train them and  
998 say, "Okay, if a third person or a third party read this that is not  
999 related to the police or the DA's office, read this, could they get a  
1000 full picture of what occurred and why it occurred and why you did  
1001 what you did? So, there's some transition problems there with the  
1002 older officers. Our younger officers, I think, are doing a better job  
1003 with that, but what we're seeing or our fear is, and we don't have it  
1004 proved yet, is that some of our younger officers don't have - you  
1005 know, they've gone through high school and maybe have not written for  
1006 a long time or have not had the need to write in that descriptive  
1007 way. And so, getting them educated on how to do that piece. There is  
1008 time. I mean, we've got some really strong writers who write really  
1009 good, concise reports, and we've got some folks that we spend hours  
1010 on kind of getting them along of, "Okay. All right. You wrote this  
1011 part. Now let's walk through and explain this part." And I can tell  
1012 you I was one of those writers to start with because it was just the  
1013 facts. So, I would write very succinctly what occurred by not why and  
1014 how I felt and all that kind of stuff. And so, it - and again, that's  
1015 - that is just a small piece of this education piece. Emotional  
1016 intelligence is one of those things I want to explore of being able  
1017 to teach people how to - how emotional intelligence affects all of  
1018 the things that they do when they interact with people and that kind  
1019 of stuff. So, that's another aspect of that. I think going - and in  
1020 talking about probably in detail each of those other two pieces a  
1021 little bit more to give everybody some context, I think we can go to.

1022 **CAMPBELL:** What I would like to suggest is, because we are running  
1023 out of time, we can probably put about 10 minutes into these other  
1024 two right now if everybody feels comfortable with they have enough  
1025 basic knowledge of what the education piece is that - because,

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1026 obviously, we're not going to ask all of the questions you have right  
1027 now. That's what the task forces are for. So, if that's okay with  
1028 everybody, I would like to move onto the next one and give one about  
1029 each 10 minutes for people to ask their questions so you can get a  
1030 better idea of what's being looked for. Is that all right?

1031 **ZINGESER:** Yeah.

1032 **MALE:** For the purposes of -

1033 **CAMPBELL:** Yes. Tonight -

1034 **MALE:** Aligning yourself to a task -

1035 **CAMPBELL:** Yes.

1036 **ZINGESER:** Yes.

1037 **MALE:** Okay.

1038 **STEWART:** I'll start with the PS3 program just because we've already  
1039 talked a little bit about it. So, just the history. City Council  
1040 created public safety support specialists, and I should know the  
1041 year, but it was about 3-4 years ago, they sort of tasked the bureau  
1042 with creating this program. It took us a couple years to really wrap  
1043 our heads - it was new to our organization. When I came in, one of  
1044 my mandates was to get this up and running. It was, like, one of the  
1045 things they said, "We're sending you over there. You need to get this  
1046 going." So, we probably in a more hurried fashion than I would have  
1047 liked had I had more time developed sort of a whole training program.  
1048 We tried to borrow a lot from cities. We went around and looked at  
1049 several cities, tried to borrow what they did, and then brought them  
1050 in. They initially gave us 12 positions. Given our current staffing  
1051 shortage, we basically looked at all of the things City Council said  
1052 we want these folks to do, and we created, like, four quadrants. We  
1053 created, if you imagine, like, a vertical axis where the top would be  
1054 the most dangerous, the bottom would be the least dangerous, and  
1055 horizontal axis where the left side is easiest to train, and the  
1056 right side is hardest to train. And we looked at everything they did,  
1057 and we sort of initially said, "Well, look, we only have 12 people.  
1058 There's no way they're just going to do all of these" - there's a  
1059 hundred things they want them to do, right? Community engagement,  
1060 follow-up reports, helping officers. You know, I mean, there's just a  
1061 lot of stuff. So, we go, "What is the - what can we - what is the  
1062 safest, easiest to train right now to get the program off the ground?  
1063 So, we focused on that quadrant initially and developed a program -  
1064 because, again, we only had 12 bodies, and they still don't do all of  
1065 it. And so, we trained them to that sort of quadrants of the graph.  
1066 So, right now, we're probably not getting the most utility out of  
1067 them, but it was kind of the easiest to get up and running really  
1068 rapidly. And also, given the numbers, they don't - like, we really  
1069 can't do much more. Right now they're pretty tapped out anyways, but  
1070 given sort of the direction policing is going, I could see this  
1071 program really expanding. We have a lot of trouble hiring police  
1072 officers right now. I have no trouble hiring PS3s. Police officers  
1073 take a year and a half to two years to get up to speed. I can get a  
1074 PS3 up to speed in four months. So, to the extent that a PS3 takes

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1075 work one to one with an officer, they're cheaper, they're easier to  
1076 train, and in that quadrant, they do just as good of a job.  
1077 **MALE:** And that quadrants is -  
1078 **STEWART:** Safe -  
1079 **MALE:** (Inaudible) safer and easy to train.  
1080 **STEWART:** Exactly.  
1081 **MALE:** Okay.  
1082 **STEWART:** And that's things like taking stolen vehicle reports. I was  
1083 kind of looking at some of - taking stolen vehicle reports, taking  
1084 cold thefts, recovering lost property, recovering vehicles, taking  
1085 vandalism calls, delivery food baskets, responding to non-injury  
1086 accidents, going and assisting citizens, dealing with abandoned  
1087 vehicles. Those are sort of - that's the sort of thing they're doing  
1088 right now, and they do it really well, but that's - I think there's  
1089 more. We just recently trained them for - we have a bike program for  
1090 trying to encourage people to get their bikes registered. So, we've  
1091 trained them to do that because we think that there's - you know, the  
1092 community bikes are really important in Portland. They get stolen a  
1093 lot, so we think there's more - other things we can do with them. So,  
1094 I think a little bit of this group might be looking at how we  
1095 currently use them and then looking at how we can use them better.  
1096 Yes?  
1097 **ANDERSON:** This is Sheri. I have one quick question. What do these  
1098 people look like? Are they in a uniform or are they in street clothes  
1099 or -  
1100 **STEWART:** So, they drive transit vans that look a little bit like  
1101 what the person who drops your Amazon stuff off (inaudible), and then  
1102 that's what - we had to get them these amber lights on the back so  
1103 they'd at least look a little official. And then they wear storm gray  
1104 pants, so sort of gray pants similar to the - like, imagine they're  
1105 almost exactly the same style as these, but they're gray, and then  
1106 they have a polo that's, again, similar to my polo but is green.  
1107 **MALE:** Green. Sorry. Green.  
1108 **STEWART:** Yeah.  
1109 **ANDERSON:** So, am I going to know that this is a person from the  
1110 police bureau when they -  
1111 **STEWART:** It says Public Safety Support Specialist in big - people we  
1112 have - people have recognized them, and that hasn't been an issue. We  
1113 did wonder at first. What we don't want them to look like is police  
1114 officers because they'll go up to, like, a crash, and we don't want  
1115 somebody to mistake them for a police officer, and let's say that  
1116 person has a warrant or something and assaults them. So, we want them  
1117 to look distinct from police.  
1118 **CAMPBELL:** We've got a question here, and then (inaudible).  
1119 **MALE:** What's the advantage of using them as opposed to a straight-up  
1120 civilian?  
1121 **STEWART:** They are a straight-up civilian. There's really no  
1122 difference. Like, they've been trained to take - they've been trained  
1123 - like, our actually - reporting a stolen car is actually a

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1124 phenomenally complex process, like, multiple steps, certain info -  
1125 you've got to just - there's a lot of little things you have to  
1126 remember. You know, you've got to remember to ask them were the keys  
1127 in the vehicle. You've got to remember to ask them were the windows  
1128 damaged. Were both plates taken? There's about a dozen items on the  
1129 checklist, and then you've got to go through a whole form about do  
1130 you want to be texted if we found - you know, there's a whole process  
1131 to it, and it goes in - and it goes into sort of a national database,  
1132 so it needs to be done appropriately, and if we don't do it  
1133 appropriately, then it creates problems with our records. So, we  
1134 train them in those kinds of things, and they - they are - I mean,  
1135 they are citizens. They are not - they have zero police authority.  
1136 Yeah.

1137 **CAMPBELL:** Let's do Jim then Marlene.

1138 **MUILES-CABLE:** Oh, sorry. I'm -

1139 **CAMPBELL:** Oh, are you just stretching your wrist? All right.

1140 **KAHAN:** Two questions: First, if you're up to speed with 12 and  
1141 you're in this category one, the low-danger easy stuff, would there  
1142 be enough for all 12 people to be busy most of the time?

1143 **STEWART:** Oh, yeah. There'd be enough for probably 24-36 people,  
1144 probably 36. I could keep 36 -

1145 **KAHAN:** Okay. So, in other words, you've got something that seems to  
1146 be working?

1147 **STEWART:** Yeah.

1148 **KAHAN:** Okay. The second question is the observation you made earlier  
1149 that these people are opting to get interested in becoming sworn  
1150 officers. I think that's a good thing, and you might consider this to  
1151 be a way of promoting and taking care of the officer shortage by  
1152 bringing people through with the idea that some of them and maybe  
1153 even a substantial proportion will go on and become sworn officers,  
1154 and that's a good thing.

1155 **STEWART:** Yeah. Thank you.

1156 **DOBSON:** So, can I play off of that just a little bit? My vision if I  
1157 were king for the day, my vision would be expanding it, not just in  
1158 what they do, but expanding the number that we have and also the age  
1159 group that we have. Right now, it's limited at 21. We would like to  
1160 expand it to -

1161 **MALE:** Minimum?

1162 **DANIELS:** You've got to be at least 21. What I would like to do is  
1163 work with the powers that be to lower it to 18 because they don't  
1164 carry a gun. They don't have police powers. So, that we do have an  
1165 opportunity now that if someone is interested in doing police work,  
1166 we have an opportunity to see them, work with them, vet them a little  
1167 bit, see how that goes, and possibly allow them an avenue into  
1168 becoming a police officer but also expanding the number of them as  
1169 well. We have enough work currently right now for our officers that  
1170 we aren't even meeting - because of our staffing, we're not even  
1171 meeting our call load. And so, a lot of those calls on the lower end  
1172 don't get met in a timely fashion whereas this is that stop gap to



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1173 help try to meet those needs is to have these folks take some of  
1174 those calls to write the reports. We need more of those people to be  
1175 able to do that as a stop gap kind of thing.

1176 **CAMPBELL:** Frank.

1177 **SANTOS:** Yeah, Frank. It sounds like you got this program up and  
1178 going really quickly, and it seems like it's working well, correct?

1179 **STEWART:** Yeah. I mean, it took us more time.

1180 **DANIELS:** (Inaudible) took two years or at least two years to get it  
1181 up and running.

1182 **STEWART:** Yeah.

1183 **SANTOS:** Oh, two years. All right. As these task force work -  
1184 supported this - have there been clear goals and objectives stated  
1185 say, like, for the next year or next two years so that we don't find  
1186 ourselves as the advisory group kind of tripping over ourselves? Are  
1187 there clear goals and objects established for the program?

1188 **STEWART:** So, one of the things this program requires is a report to  
1189 city council. I was trying to - I was working to get a college  
1190 professor to come in and evaluate calls and stuff. I've had to put  
1191 that on hold because of - there was - they also work for the city on  
1192 a grant. There's a weird conflict of interest thing. So, I don't know  
1193 where we're at with that, but at some point, there will need to be a  
1194 report to City Council on this program, and I would envision the  
1195 recommendations of this group being incorporated into that report so  
1196 that, like, when I find the person that I finally get to actually  
1197 write it that what the work of this body does is they can provide  
1198 City Council feedback on either - there's probably a hundred things  
1199 they could be doing that we haven't thought of, and you know, there's  
1200 probably just tons and tons of stuff because it was - it was handed  
1201 off. Like, four or five different people had worked on it, so it  
1202 really actually took a long time to get going and then finally they  
1203 just said, "You, get this going."

1204 **SANTOS:** Yeah.

1205 **STEWART:** So, it wasn't, like - so, there isn't as much goals and  
1206 structures on the front end as probably we would have liked, but the  
1207 - and where we're at now is we're at this point where really the next  
1208 big goal is to get this report to City Council on how the program is  
1209 doing. Where I thought this particular body - it's a little bit odd  
1210 that this is housed in training other than, obviously, we've had a  
1211 big piece in training the program, but I think where this body could  
1212 do a lot of good would be in providing sort of a more objective -  
1213 like, if I write the report and I'm in charge of it, "This is the  
1214 best program ever," you know? But you guys can actually look at it.  
1215 And then, again, we've been really narrowly - like, we fit them into  
1216 our policing, but probably, again, people who aren't police officers  
1217 might see ways to do things with them that as police officers, we're  
1218 just kind of pitching them into what we know, you know, and I would  
1219 totally admit to being guilty of that. I just kind of put it all up  
1220 on a board and said, "This is what we're doing." So, this body would  
1221 be able to look at it with a fresh set of eyes and see things that I

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1222 missed in what was admittedly somewhat of a rushed process creating  
1223 them.

1224 **SANTOS:** Sure. Sure.

1225 **DOBSON:** One of those areas being as (inaudible) what is now civic  
1226 life is moving away from crime prevention and some of that kind of  
1227 stuff is maybe expanding their role into the crime prevention where  
1228 they can sit down with neighborhoods and people to talk about CPTED  
1229 and that type of stuff where you're looking at -

1230 **MALE:** Acronym check.

1231 **DOBSON:** Yeah, I don't even know how to explain.

1232 **STEWART:** Crime Prevention Through Environmental Design.

1233 **DOBSON:** Thank you.

1234 **CAMPBELL:** (Inaudible).

1235 **STEWART:** Yeah.

1236 **DOBSON:** Yeah. So, that kind of stuff. So, I mean, there is abilities  
1237 to expand this into other areas that we just haven't had time to look  
1238 at, and we need an objective group to be able to say, "Hey, have you  
1239 thought about this? How would that (inaudible)?

1240 **MALE:** Okay. If I could just real quick. So, you would see this  
1241 advisory group or team that works on this, they wouldn't necessary be  
1242 writing goals and objectives for the program but may just simply  
1243 articulate, "You may need," -

1244 **STEWART:** Yes. Like, this is -

1245 **MALE:** Okay. And this is how you may want to approach it?

1246 **ZINGESER:** Yes.

1247 **STEWART:** "You may not have thought about this" or "Yeah, from your  
1248 perspective, this looks like it's going really well, but from a  
1249 community perspective, you know, maybe you should think about this,"  
1250 you know, that kind of feedback.

1251 **CAMPBELL:** Okay. Any other questions about public safety specialists?  
1252 I actually am really interested in this program because I like the  
1253 idea of specialization and the fact that you have somebody whose job  
1254 it is to go around (inaudible). There's a certain level of - officers  
1255 are trained to do a Swiss Army Knife level of things. Sometimes  
1256 that's a waste to have them do these little thing (inaudible). All  
1257 right. Let's hear about leadership.

1258 **STEWART:** Okay. So, our leadership program was created about two  
1259 years ago. The training division received several positions. The two  
1260 that are most pertinent to leadership is an actual position to look  
1261 at leadership and help us develop a leadership program inside the  
1262 training division, and the second is our procedural justice ethics  
1263 position. I supervise both of those positions, and they're both very  
1264 - sort of the ethics and procedural justice and the leadership is  
1265 interwoven very closely. So, those two people work together on sort  
1266 of a daily basis. The person we brought over for leadership is an  
1267 Officer name Amy Bruner Dehnert. She's sort of universally respected  
1268 and is an incredible officer. You have people in an organization that  
1269 anytime somebody creates a new thing, they kind of tap them to come  
1270 help. She was -

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1271 **MALE:** (Inaudible).

1272 **STEWART:** Yeah. Yeah. In the creation of BHU, you know, she was  
1273 brought over early. She played a major role in the creation of ECIT.  
1274 She is a retired, and I'm not military, but she has some retired rank  
1275 in the military. So, she's got some leadership training from the  
1276 military or colonel or something.

1277 **MALE:** You told us Lieutenant Colonel.

1278 **STEWART:** Lieutenant Colonel, okay. Yeah. And I think that's write,  
1279 but don't - I could be wrong, but I think that's -

1280 **HULL:** No, that's right.

1281 **STEWART:** Okay. Thank you. Yeah. But anyway, she's been fabulous and  
1282 helping us sort of rethink how we do leadership in the organization,  
1283 and what she did is she kind of started at the beginning which is a  
1284 great place to start. So, we started with the officer program. She  
1285 broke up our leadership program up into tiers, and basically, it  
1286 starts at leading yourself. So, with this idea that every officer  
1287 needs to be a leader. Before you lead anybody else, you need to lead  
1288 yourself, and you need to know how to follow, and they started  
1289 integrating that into our advanced academies, our FTO program. And  
1290 then as you go through the ranks, you need to know how to lead teams,  
1291 which for us would be at, like, basically a sergeant level, but now  
1292 you're leading not just yourself, but you're leading small teams of  
1293 other people. Next, are groups which would kind of be at my level of  
1294 lieutenant where you have multiple teams. Then, we call them  
1295 reporting and responsibility units, but basically, it's, like, a  
1296 division like the captain's level at the training division where now  
1297 you've got multiple groups you're leading in sort of one  
1298 organizational umbrella, and you are sort of the pinnacle of that  
1299 umbrella. And then finally, organizational leadership. The way - and  
1300 then she's broken it up into sort of a tactical lower-level decision  
1301 making, like the sergeant officer level, operational which is kind of  
1302 more intermediate, and then strategic level guidance with the idea  
1303 that people are providing sort of high level - the captain is  
1304 providing this high-level direction. He is feeding the lieutenants,  
1305 and we're making sure that direction gets down to level of the  
1306 officers who were sort of doing this boots-on-the-ground. She then  
1307 went through and created, basically - not really created, because BHR  
1308 had most of this, but took our what they call KSA's or Key Knowledge  
1309 Skills and Abilities, and sort of started plugging them in at  
1310 different levels. And basically, we've worked through the level of  
1311 officer where we've got a pretty well-developed program there. We're  
1312 just going to be doing our first sergeants academies using this new  
1313 model, and that's going to be - this will be the first time this -  
1314 our first one is in June - will be the first time where we introduce  
1315 this sort of new leadership training. And it's a lot more - if you  
1316 looked at our old training for supervisors, the best - the captain  
1317 described it earlier. I thought it was a really good: Siloed. It's,  
1318 like, you might get a BHR class, and you might get a Patrol  
1319 Procedures or a Tactical Incident class or you might - you get a

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1320 bunch of little classes, right, but there was nothing - there were no  
1321 threads weaving those together and what - the threads for us that are  
1322 going to weave them together, and this isn't out yet which makes it a  
1323 little bit difficult, but the bureau has created a strategic plan  
1324 which we haven't had for several years. And so, within that strategic  
1325 plan, we have the organizational values. So, we've got organizational  
1326 values as sort of one recurring thread, and then we've got our  
1327 leadership principles which are six sort of universally - they're the  
1328 kinds of things, keep it simple, promote teamwork, prioritize - just  
1329 sort of priorities you'd kind of see anywhere in that, and then what  
1330 we call the critical decision-making model which we've been moving  
1331 throughout the organization. So, the captain did a lot of the initial  
1332 training on it. It came out of the police executive research forum,  
1333 and basically what it is is it's kind of a model for thinking though  
1334 incidences. And it's got things, like, you kind of start by  
1335 considering - there's basically sort of five spokes as you move  
1336 around this inner - the inner portion is your values and  
1337 organizational mission, and you use that to inform these different  
1338 steps through the process, and the steps are including things like,  
1339 you know, making sure that you understand your authority to act in  
1340 that position, looking at contingencies, and we use this model  
1341 already in a lot - like, when we review critical incidences. So,  
1342 these are the - these will be the three legs of the leadership stool:  
1343 These values, leadership principles, and the critical decision-  
1344 making model, and we're hoping that that's going to be then what ties  
1345 this together. And then as you move through the different levels, you  
1346 might receive different training. Obviously, a captain is going to  
1347 receive training that is functionally different than, say, a  
1348 sergeant, but the idea will be is that these principles run through  
1349 all of those different trainings and then that the trainings are  
1350 specific to these different organizational - like, again, we don't  
1351 want captains thinking like lieutenants. And historically, a major  
1352 issue for our organization - and if you think about it, it's actually  
1353 not surprising. You get hired as a police officer, you take a radio  
1354 call, and that call comes in, and you get really good at solving that  
1355 real immediate call, but you don't really spend a lot of time  
1356 thinking about what caused that call or what - you know, you're just  
1357 sort of solving the call, moving onto the next call, solving the next  
1358 call. Well, when you move through the first part of your career and  
1359 you do that really well, you become a sergeant, and then you kind of  
1360 supervise people taking those calls, and really a lot of your job as  
1361 a sergeant historically has been just to give them advice on how to  
1362 solve that call or tell them when they're doing it wrong. You know  
1363 what I mean? But then at some level, you've got to move beyond  
1364 solving that call and start thinking more broadly about, you know,  
1365 "Okay, where does this call fit in?" Like, at my level, "Where does  
1366 this fit in with my captain's priorities? Where does this fit in  
1367 within the responsibilities of our division?" And then you get up to  
1368 the captain's level, and you've got to starting thinking about,  
1369 "Okay, what - you know, where does my division fit within the mission

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1370 of this organization, and we haven't done as good of a job as we  
1371 could have in preparing people as they move through those ranks. So,  
1372 a lot of the leadership we've done - we're pretty comfortable that at  
1373 the level of the officer. We've been doing a pretty good job creating  
1374 officers who can make decisions under pressure which has always been  
1375 sort of a key requirement for us. The quickest way you will not make  
1376 probation is if you cannot make a decision under pressure. That's the  
1377 quickest way to fail in this organization. So, we've kind of got that  
1378 piece down, but what we - what we're working on with the leadership  
1379 is - like, you get to the captain's level, you've got time to make  
1380 decisions. You don't necessarily need to make that decision right  
1381 now, and the decision you make, there's a lot more embedded things  
1382 you need to be thinking about. You shouldn't handle - as a captain,  
1383 you shouldn't be handling your day-to-day issues like an officer  
1384 taking calls because you've got a lot more to think - the  
1385 consequences of that decision, you know, could be a lot broader, or  
1386 the political considerations might be different. So, the idea is to  
1387 do a better position - better job of positioning our people as  
1388 leaders so that they grow in leadership throughout. Right now, it's  
1389 basically been - you know, there's some seminars people go to, but  
1390 there really hasn't been sort of a comprehensive leadership program,  
1391 and that's sort of what we're trying to develop here.

1392 **CAMPBELL:** Any questions?

1393 **SANTOS:** Frank. So, is there collateral? It looks like there's a  
1394 presentation on the leadership framework that -

1395 **STEWART:** These are more my notes, but there is - there will be  
1396 materials, yes.

1397 **SANTOS:** Yes. So, will they also need materials for PS3 and the  
1398 education aspect of - for the task -

1399 **DANIELS:** Sure. So, PS3s and the leadership, yeah. We've got that  
1400 material.

1401 **SANTOS:** Yep.

1402 **DOBSON:** Education piece, like I said, that one - that one's kind of  
1403 an amoeba right now, and we're trying to get some framework around  
1404 it. That's when I'm going to sit down with you guys or whoever wants  
1405 to do that and start talking about what does it look like, how does  
1406 it work, and how do we get to where we need to?

1407 **CAMPBELL:** And it might even be with the education piece where some  
1408 of the recommendations are, "Here's things we need to know that we  
1409 don't currently," in order to build off of that.

1410 **SANTOS:** Yes.

1411 **CAMPBELL:** Any other questions about leadership?

1412 **MALE:** There's a lot. We talked about a lot of stuff. It's a great  
1413 concept.

1414 **CAMPBELL:** I'll say it's a lot of - I know we're kind jamming  
1415 everybody's heads full right now, but one of the things that I'm  
1416 excited about with all three of these is the fact, when combined with  
1417 the turnover happening in the bureau, there's a big opportunity right  
1418 now to really remake the bureau in some new ways that I think will be

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1419 positive. Not that there aren't positives in the bureau now, but  
1420 these kind of opportunities don't come along every day. Now,  
1421 obviously, we have a lot of difficulties ahead of us, especially with  
1422 the bureau shortages of people at this time, and they're training all  
1423 of these new people to get up, but I really think it will be an  
1424 overall positive in the long term. Jim?

1425 **KAHAN:** My question is where are we going from here? Do you want us  
1426 to commit to one of these tonight, or do you want us to think about  
1427 it or -

1428 **CAMPBELL:** That's what I was going to ask. Are most people  
1429 comfortable committing to a group tonight?

1430 **MALE:** Yes.

1431 **ZINGESER:** Yes.

1432 **CAMPBELL:** All right. So, let's do this. Let's all stand up because  
1433 it's easier than raising hands (inaudible). All right. If you would  
1434 like to be part of the Education and Officer Development Task Force,  
1435 please come to the left. If you want to be part of the Public Safety  
1436 Support Specialist, the center of the room, and if you want to be  
1437 part of the leadership training, please go to the right of the room.  
1438 Well, just, like, kind of - right there next to the captain will be  
1439 fine.

1440 **MALE:** Which is the leadership?

1441 **CAMPBELL:** Leadership. PS3s. Education. Sorry, I switched them  
1442 around. Everyone needs their exercise. Leadership, PS3, Education.  
1443 Okay. So, PS3 right over there. Education right here.

1444 **FEMALE:** Oh, PS3 over there?

1445 **CAMPBELL:** Yeah. There we go. All right. And I know there's two  
1446 people who weren't able to make it, but they did show their interest,  
1447 one, in education, and the other in leadership. All right. Let me  
1448 just get everybody's name real quick, and kind of talk amongst  
1449 yourselves as you are.

1450 **GROUP BREAKOUT**

1451 **CAMPBELL:** All right, everybody - everybody, for the sake of time, if  
1452 we can come back together just to kind of close out the meeting. All  
1453 right. What I'm going to do is I'm going to send out an email to each  
1454 group so that you all have each other's emails and everything,  
1455 contacts. So, let's get together, and we'll make this official, and  
1456 then we can move forward and get tonight done. All right. PS3 group,  
1457 who did you select as your task force lead?

1458 **SUNIGA:** Can we have co-leaders?

1459 **CAMPBELL:** Yes, you can.

1460 **SUNIGA:** Marlene and I are going to tag team.

1461 **CAMPBELL:** Perfect. Marlene and Sarah. Okay Education, who did you  
1462 decide would be your task force lead or leads?

1463 **KWABO:** Sylvia. Just put Sylvia.

1464 **CAMPBELL:** All right. And Education, you're going to have two more  
1465 people. We had some people that both showed some interest in

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1466 Education. Leadership has a lot, so (inaudible). And Leadership, who  
1467 is your chosen?  
1468 **LEADERSHIP:** (Inaudible).  
1469 **CAMPBELL:** Man, that's kind of ironic. If you could just - if we have  
1470 something by May, that will be fine. All right. So, first of all, we  
1471 will need a motion. Do we have a motion to create a Public Safety  
1472 Support Specialist Training Task Force?  
1473 **MULINSKI:** Mark. I'll make the motion.  
1474 **CAMPBELL:** Do we have a second?  
1475 **DANIELS:** I will second it. Karen.  
1476 **CAMPBELL:** All in favor?  
1477 **ALL:** Aye.  
1478 **CAMPBELL:** All opposed?  
1479 **ALL:** (None heard).  
1480 **CAMPBELL:** Do we have a motion to create an Education and Officer  
1481 Development Task Force?  
1482 **HULL:** So moved.  
1483 **CAMPBELL:** Do we have a second?  
1484 **ZINGESER:** I second.  
1485 **CAMPBELL:** All in favor?  
1486 **ALL:** Aye.  
1487 **CAMPBELL:** Do we have a motion to create a Leadership Training Task  
1488 Force?  
1489 **KAHAN:** Jim. So moved.  
1490 **CAMPBELL:** Thank you, Jim. Do we have a second?  
1491 **MALE:** (Inaudible) second.  
1492 **CAMPBELL:** A little worried there with the Leadership again. We have  
1493 a second. All in favor?  
1494 **ALL:** Aye.  
1495 **CAMPBELL:** All opposed?  
1496 **ALL:** (None heard).  
1497 **CAMPBELL:** Thank you. Like I said, I will sending out some  
1498 information, and the plan is at the May meeting, we will have a split  
1499 off where you can actually meet your officer liaison, and we will  
1500 get the process started that way. In the meantime, if you do want to  
1501 meet as groups, feel free. We always encourage proactive work at the  
1502 TAC.  
1503 **STEWART:** If anybody needs anything from me, if they are meeting as a  
1504 group and there's any needs in the interim, please just contact me,  
1505 and I will get you whatever I can to support that.  
1506 **CAMPBELL:** Yes, Walt?  
1507 **HULL:** The education group will be co-chaired by Sylvia and myself.  
1508 **ZINGESER:** Is that okay with you Kwame. We've got to other people. Do  
1509 you want to join us?  
1510 **KWABO:** Sure. That would be great.  
1511 **FEMALE:** We can all be leaders.  
1512 **CAMPBELL:** All right. Yes?

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1513 **MALE:** Do you have emails? I mean, I -  
1514 **CAMPBELL:** Yes. What I will do is I'll send out group emails for each  
1515 task force, and that way you will have the emails of the people in  
1516 your task forces. I also encourage you to exchange phone numbers just  
1517 because some people kind of miss emails because they get a lot of  
1518 emails. I'll also send out some materials kind of on some of the  
1519 recommendations on how to create recommendations as well as some of  
1520 the copies of the old recommendations we've made just so you can kind  
1521 of see what we're looking for as far as a final report. Yes, Frank?  
1522 **SANTOS:** Leadership team, before we leave, let's just nail down who  
1523 that person is going to be.  
1524 **CAMPBELL:** Thank you. All right. We will now move into public  
1525 comment. Dan?  
1526 **HANDELMAN:** All right. I'm Dan Handelman. I'm with the group called  
1527 Portland Cop Watch. We've been around since 1992. We promote police  
1528 accountability through civilian action for a bureau that is free of  
1529 corruption, (inaudible), and racism. (Inaudible) we've met with  
1530 (inaudible). We've also - we've got a newsletter that comes out three  
1531 times a year. I forgot to bring the most recent issue. It's up  
1532 online. This is the one from last May. If you're interested, you can  
1533 just download a free copy. I had to kind of rush out of my office,  
1534 but that's another story. So, I had a couple comments about things  
1535 that I heard tonight. One thing which I mentioned to the PSSS group  
1536 is that a PS3 is a Play Station 3 gaming console. I wish they would  
1537 call it PSSS. There's no three in that abbreviation, so that's what  
1538 I'm going to call it. When that program was invented, we at Portland  
1539 Cop Watch expressed concerns that there was no written - nothing  
1540 written about how the (inaudible) officer can be held accountable.  
1541 Like, there's an independent review that you can file complaints  
1542 against regular officers, but (inaudible) complaints against these  
1543 officers (inaudible). You also encouraged - I mean, there's only 300  
1544 patrol officers. Officers are down to pulling their guns a couple  
1545 hundred times a year which is way down from what it used to be. And  
1546 so, maybe we could have half of those officers be unarmed eventually,  
1547 so only a handful. So, that's another thing to think about in the  
1548 long run. I'm not sure the recommendations that you adopted today  
1549 about the driving - it says, "Wellness, stress, and resilience." I  
1550 don't know how that ties into the -  
1551 **CAMPBELL:** I think you've got the wrong -  
1552 **HANDELMAN:** No, it said (inaudible) -  
1553 **CAMPBELL:** Oh, that's my mistake. I'll get that fixed. It's the  
1554 correct report. It's just the inside heading is wrong.  
1555 **HANDELMAN:** Thank you.  
1556 **CAMPBELL:** Thank you for pointing that out.  
1557 **HANDELMAN:** No problem. And - so, the other thing I want see about  
1558 the PSSS is that the reserve - I mentioned this to the group, but the  
1559 training - the reserve officer program has been dismantled. Like,  
1560 they all resigned en masse about a year and a half ago because they  
1561 hadn't been trained in the DOJ de-escalation tactics, and the bureau



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1562 just was reviewing the policy about reserve officers, and they  
1563 decided not to review the policy because they had suspended the  
1564 program. So, now we have cadets, I think, and this PSSS program, so I  
1565 don't know how they made to fill in the hole where the reserve  
1566 officers used to be, but if so, I think they should get that training  
1567 about how to deescalate, and I think they should get that training  
1568 anyway. I'm not clear if they do. So, that's something I want to hear  
1569 from this group. One of the reasons that program got held up was  
1570 because they were arguing about which collective bargaining unit was  
1571 going to represent the PSSS (inaudible) with the regular officers and  
1572 sergeants in the Portland Police Association. They had been looking  
1573 at AFSCME, I think, to be represented by, so now they're actually in  
1574 with the armed officers, so that creates, I think, some confusion.  
1575 And then one of the things about the leadership that has come up over  
1576 the - there's a group that's called the OAR (sp) that reviews the  
1577 shootings and deaths in custody which are some of the things our  
1578 group and a lot of people in the community are most concerned about,  
1579 and over and over again, we see sergeants jumping in - in areas where  
1580 they're supposed to be supervising, jumping into these tactical  
1581 situations were the shootings are happening. And sometimes even two  
1582 sergeants show up, and they have a disagreement about how to run the  
1583 run the situation, and I want to make sure that the leadership  
1584 training deals with those issues. So, thank you very much, and I'll  
1585 see you again, I'm sure.

1586 **CAMPBELL:** Thank you, Dan. Any other public comment? All right.  
1587 Saying that, anything before we move to adjourn? All right. Do we  
1588 have a motion to adjourn?

1589 **HULL:** So moved.

1590 **CAMPBELL:** From Walt. Do we have a second?

1591 **SANTOS:** Second.

1592 **CAMPBELL:** Second from Frank. All in favor?

1593 **ALL:** Aye.

1594 **CAMPBELL:** All opposed?

1595 **ALL:** (None heard).

1596 **CAMPBELL:** Motion carries. Thank you very much.

1597 **HULL:** Hearing none.

1598 **STEWART:** And please leave your nametags. I'm going to collect them.

1599

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1601 Transcribed 04/05/20 @ 8:12 p.m. Elice Turnbull (0330et01)