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PORTLAND POLICE BUREAU
Training Advisory Council
Training Division

Meeting Date: 09/09/2020

CAMPBELL: (Inaudible), so - and as a reminder, of course, because of that, treat everything that you say as part of the public conversation and available to anybody who wants to have access to it. All right. Can we start out with somebody reading the mission statement?

ZINGESER: Oh, dear. Oops.

CAMPBELL: Anybody have it up in front of them, or I can read it.

STEWART: I have it up and can read it if it doesn't need to be a steering committee member.

CAMPBELL: No, it can be anybody.

ZINGESER: Yeah, I don't have it in front of me.

STEWART: I can. I've got it on my screen here. 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 evaluation of training philosophy, content, delivery, tactics, policy, equipment, and facilities. The mission of the Portland Police Bureau 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, Captain Stewart. All right, the first order of business is approval of the prior meeting's minutes. Unfortunately, the prior meeting minutes have not yet been transcribed. There has been some delays in that happening, but we will have them transcribed as well as the minutes for this meeting transcribed by the November meeting. Is that all right with everybody?

ZINGESER: Yes.

HULL: Yes.

CAMPBELL: Opening announcements. I just wanted to say real quick, kind of a little pep talk here, and say first of all thank you, everybody, for the efforts that you have been putting in via your task forces and other work that you have been doing with the TAC. It's been greatly appreciated, and I hope that through this meeting we kind of see that some of the efforts that we have been doing have already been paying dividends, and I'm sure that further efforts will be doing - will be paying dividends as well. This is a - I don't have to say that this is a fairly time of both controversy as well as a lot of worry and upset within the community, both about the bureau and about how people are reacting to the bureau, and as a training - as the Training Advisory Council, we are a group that by our very nature has to look at the long-term vision of the bureau. And I have been glad to see that the work of this group has been very focused on what can we get with the facts in order to create collaborative solutions for the problems that we are facing today. All right. Moving forward. Let's go ahead - and one other

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53 housekeeping thing is I have been meeting with a lot of the other
54 advisory groups as well as some advocacy groups and people within
55 the bureau and the city to discuss our - basically the work of the
56 TAC and keep people updated on what we are doing. One of the things
57 that we are doing is the different police advisory groups have been
58 meeting regularly, and we're trying to set some priorities as a
59 group to focus on going forward. And so, I will be sending out a
60 dual poll to the members of TAC so that you can - we can get your
61 input on what three areas we kind of consider our top priorities at
62 this time so it can help me in those discussions with these other
63 advisory groups. So, please look for that in your email in the next
64 few days. All right. Moving forward, let's go ahead and start with
65 task force updates. Let's start with the Education Task Force.

66 **ZINGESER:** Oh. Oh, okay. We just had - I missed the very first
67 meeting, and I did ask - this is Sylvia Zingeser. I did ask what
68 that meeting entailed, and that was - they met with Liesbeth
69 Gerritsen and Greg. I asked Greg how that went, and he said that
70 basically Liesbeth kind of informed everybody what the CIT training
71 involves and what - a lot about mental health and mental health
72 issues and approaches. Today, we met with - oh, dear - Sergeant - I
73 can't remember his name. Maybe Greg can help me with that.

74 **ATWOOD:** It was Sergeant Ryan Coffey.

75 **ZINGESER:** Sergeant Ryan Coffey, and the other gentleman's name was?

76 **ATWOOD:** Brian Pelster, Officer Brian Pelster.

77 **ZINGESER:** Yeah. And Pelster - Brian Pelster was the officer who is
78 in charge of the cadettes. I found that really, really interesting.
79 I didn't know that there was that kind of a program and how involved
80 it is, and I think we can get some good information from what that
81 program does. They work with 16-21 year olds, and they get a lot of
82 different training about police work. He said that 20 percent of
83 those people, young people, who take - who go through that cadette
84 program have become police officers, have been recruits, and that
85 has worked out pretty good. So, they run anywhere - they run around
86 100 kids to start with; a few of them drop out. They're really quite
87 active all year long doing a number of things. They do a lot of
88 community work, meet with a lot of different community groups, and
89 promote the cadette program. So, I was really impressed with that.
90 And Sergeant - I'm sorry. I'm having a senior moment here - Brian
91 talked a little bit about some - well, one of the questions was what
92 are some of the things that people are missing in police training
93 after they've had their training, and he said that writing skills is
94 the biggest thing that they are seeing that people are missing. And
95 people are not necessarily missing computer skills. I would say from
96 my point of view that that's because young people don't have a
97 problem with computers. They have grown up with them. And so, that
98 isn't a problem for them. I found this to be informative, and we
99 could probably come up with some good questions from having met with

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100 them. And we did that today, by the way, before we started this
101 meeting. So, we have had back-to-back meetings. But thank you,
102 Caitlyn, for setting that up. I really appreciate it.

103 **ATWOOD:** Of course.

104 **CAMPBELL:** Thank you, Sylvia.

105 **ZINGESER:** You're welcome.

106 **CAMPBELL:** Do we have any questions about the current state of the
107 Education Task Force?

108 **ZINGESER:** Or if anybody else has - wants to say something.

109 **NO AUDIBLE RESPONSE**

110 **CAMPBELL:** All right. Moving forward. The Leadership Task Force. Can
111 we get an update from that group?

112 **KAHAN:** I guess I'm the person on that. I sent an email to everybody
113 on the committee here on the first of September, and if anybody
114 sends me an email saying, "Please send it," who is not a member of
115 the TAC, I'll be happy to send it to them (inaudible). But we have
116 two meetings that are coming up. Tomorrow we are meeting with some
117 officers - Caitlyn set them up for me. Thank you very much, Caitlyn
118 - for our group, and tomorrow we are meeting with officers who I
119 believe are considered or getting ready for promotion, or are they
120 just officers?

121 **ATWOOD:** They are all officers, and they were - they came to me with
122 the - kind of the gold star, like these are prime officers for
123 promotion, that they could see promotion being in their future.

124 **KAHAN:** And then a week from tomorrow, we are meeting the sergeants
125 -

126 **ATWOOD:** Yes.

127 **KAHAN:** Of varying experiences. Earlier I met with Officer Amy
128 Bruner-Dehnert who has been running - instrumental in running the
129 sergeants' academy, and I was interested in talking with her about
130 the difference between military and police. And the biggest - and I
131 wrote about this in the email - the biggest difference for me is
132 what the Army calls the tooth-to-tail ratio. Tooth, of course, being
133 those people who bite, and tail who are those people that support
134 those people who bite, and the police is a lot bigger proportion of
135 tooth than the Army. The Army may be 10-12 percent of the force's
136 tooth, and the rest of it is some form of support, but then again,
137 they live in the Army, and police people live at home. So, that
138 makes a lot of sense. What this meant is that we should be focusing
139 on the leadership on those people who are in charge of the teeth,
140 and those are sergeants, and those are also lieutenants and captains
141 with jobs that involve supervision. So, precinct captains would
142 qualify and people such as that. So, if we're really looking at
143 leadership, we need to focus more than an army would on those people
144 who have direct-line supervision. And they are being trained to do
145 different things than they did well to get promoted to where they
146 are. A sergeant shouldn't be doing an officer's job. A sergeant

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147 should be making sure that the officers do their jobs, and
148 leadership is a large part about that, and we're going to look at
149 the leadership programs and see the extent to which they go in that
150 direction. There is also a need for some other leadership
151 responsible for policy making and overall PPB matters, and
152 leadership really counts a lot for that in the Army. Army has some
153 very good leaders who have done that and some very poor leaders who
154 have gotten reputations from not doing that at all. And we are going
155 to be talking about how people who come up to leadership in the PPB
156 are - get the educational support they need to make the kinds of
157 policy and procedural decisions and strategic decisions that they
158 have to make. And I think that summarizes where we are right now.
159 We've got two interviews coming, tomorrow and the week after
160 tomorrow, and we're going to be trying to set up more interviews to
161 get where we're going. But I think we have some fairly good closure
162 on the kinds of things we're going to be looking at as a committee.

163 **ZINGESER:** Good.

164 **KAHAN:** End report.

165 **CAMPBELL:** Thank you, Jim. Do we have any questions or any comments
166 from other members of the task force?

167 **FEMALE:** I'd just like to comment that I thought that was a really
168 interesting report. I read all of it, and it was very enlightening.

169 **KAHAN:** Thank you very much.

170 **CAMPBELL:** All right. Anyone else?

171 **NO AUDIBLE RESPONSE**

172 **CAMPBELL:** All right. Let's hear from the PS3 Task Force.

173 **FEMALE: 11:34** Okay. I'm on? All right. So, thank you to Mark for
174 summarizing what we have. He wrote this out for us. I'll just go
175 ahead and read it. Our committee, we have met on Zoom on five
176 occasions. The meetings were conducted in order to become more
177 familiar with the role/function of the public safety support
178 specialists, the PS3s. Two of our last meetings were designed to
179 interview both current and former PS3s to gain a better
180 understanding of views and opinion. The group, through the
181 assistance of - what is it? Attending Captain - what's the official?

182 **CAMPBELL:** (Inaudible) Stewart.

183 **FEMALE:** Acting Captain Greg Stewart developed questions for the
184 interviews. We conducted the interviews and summarized the results
185 during our last Zoom meeting. For purposes of this report, we wanted
186 the TAC committee to understand that we are close to completing our
187 assigned mission. We will be bringing forth a detailed written
188 recommendation that will be presented at the next full TAC meeting.

189 **ZINGESER:** Good. Yeah.

190 **CAMPBELL:** Excellent. Do we have any questions for the task force or
191 any comments from other task force members?

192 **STEWART:** I just want to thank the task forces. They put in a ton of
193 extra work. I bet you we are up over a dozen different task force

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194 meetings, and folks have put in a lot of extra time, and we really
195 appreciate it. I'm super excited to see what they do, and then I
196 also just want to thank Caitlyn who has organized a lot of those
197 meetings.

198 **FEMALE:** Yes. I also wanted to add thank you, Caitlyn, for doing all
199 of this, and I know that they were difficult to schedule, and we
200 really appreciate it.

201 **CAMPBELL:** Yes. Most definitely thank you, Caitlyn. We wouldn't be
202 able to do a lot of this without the work that you're putting in on
203 our behalf. And I would also like to say thank you to the task
204 forces. In all of the years that I've done this, I think these are
205 the fastest I've ever seen three task forces work, and it's - it's
206 greatly appreciated. And that kind of segues directly into the next
207 part of the meeting which is an intention by the steering committee
208 of where we're going to be going after these task forces are
209 complete. And I'd like to say that we kind of have the goal or the
210 hope within the steering committee that the current task forces will
211 be winding up by the November or January meetings so that we can
212 move forward in this other important work. From discussions within
213 the steering committee, we have voiced our intention amongst each
214 other to once these task forces are done to focus in on training
215 around crowd control and training around deadly force incidents.
216 This is being done for fairly obvious reasons because these are very
217 high areas of concern for the community. The crowd control should
218 seem fairly obvious if you've read the newspaper or anything since
219 it's all that you can read in the newspaper these days. And the
220 deadly force incidents are of special interest because even though
221 we have seen overall force go down over time, we've seen deadly
222 force stay fairly consistent at the same level which is something
223 that we want to look into and at least - obviously it's an area that
224 a lot of different groups and a lot of different people have looked
225 into over the years, but we want to put into our effort as well
226 because it's important. We're not asking for any vote at this time,
227 and we're not - obviously, nothing will go forward until the full
228 TAC votes on it, but that's just kind of where the steering
229 committee is right now. Do we have any comments from other steering
230 committee members on this or any questions from the overall group?

231 **ZINGESER:** No, I'm - .

232 **CAMPBELL:** Sorry, Sylvia. I interrupted you.

233 **ZINGESER:** No, that's fine. I totally agree.

234 **CAMPBELL:** Any other comments or questions?

235 **NO AUDIBLE RESPONSE**

236 **CAMPBELL:** All right. Let's move on to an update on the Training
237 Division activities with Captain Stewart.

238 **STEWART:** Thank you. I'll be quick. We currently have an advanced
239 academy going. It's abbreviated because it involves the students who
240 were at DPSST when DPSST was shut down for COVID, so they've kind of

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241 received their training in two blocks. Part of it was via Zoom
242 during the initial COVID portion. Then they went back to the basic
243 academy and are now back finishing up their advanced academy. We
244 have another academy scheduled in - our next academy in, I believe,
245 October, and then I believe we will have academies in February and
246 May of next year, and at that point unless we do hiring, we'll have
247 sort of run through our academies. We're right now going to be
248 taking a look at some of our FTEP stuff and some other processes.
249 The state just finished the phase 3 rewrite of their basic academy.
250 So, if we have down time between academies, we're going to use that
251 to make sure that our curriculum is aligned with the state's new
252 rewrite. So, that will be things we have on tap for that. We have a
253 sergeants' academy starting in the 21st. So that will be our second
254 new sergeants' academy, and after we finish that, we'll have all of
255 our current sergeants, our current newly promoted sergeants, trained
256 and will have sort of developed at least the first draft of what we
257 hope to be our ongoing sergeants' academy. And then the biggest
258 news, and it kind of relates back to some of the recommendations
259 around duty to intervene and active bystandership, is that we are
260 going to be - we're going to be doing the Active Bystandership for
261 Law Enforcement or ABLE trainings. Hopefully, we will get trainers
262 into a train the trainer at the end of the month. That will be a
263 huge endeavor for us. It's a full - everybody in the organization
264 needs to receive a full day of training, so we'll have to - we'll
265 have to kind of organize that for the entire organization and then
266 two hours annually and there's a - there's about 10 major
267 commitments. I can send out the link to their website if anybody is
268 interested. It's Active Bystandership for Law Enforcement or ABLE.
269 And again, how it aligns back to recommendations made by the TAC is
270 it's really that duty to intervene. It's basically training around
271 how to get people to do that. So, do we have any questions on that?
272 That's kind of a new thing.

273 **KAHAN:** I'd really love to see anything you can give me.

274 **STEWART:** I'll send it to you. I think you'll like it. It comes
275 highly recommended.

276 **CAMPBELL:** I think, Captain Stewart, if it's possible, if you send
277 it to me, I'll send it out to the whole group, or you can send it
278 out to the whole group.

279 **STEWART:** I will send it to you just so you have it, and then you
280 can, for your records, and then ship it to everybody.

281 **ZINGESER:** Okay.

282 **CAMPBELL:** Thank you.

283 **ZINGESER:** Great. Yeah. Thank you.

284 **CAMPBELL:** I think this is a very big positive considering that
285 that's with a PCCEP recommendation and then we also voiced our
286 support for it just in July, and to see some movement on it is very

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287 encouraging, I think, as far as the overall communities needing to
288 see reform and change within the bureau, and I thank you for that.

289 **STEWART:** Thanks.

290 **CAMPBELL:** Do we have any other questions or comments concerning
291 either that program or just the current state of the training
292 division?

293 **KAHAN:** I'd like to add one thing on today's news. As we're looking
294 at leadership and as I commented on the leadership of needing to
295 come from above, I think it is significant and highly important that
296 the chief made the announcement that this program will take place
297 because that demonstrates support for it, and that will increase the
298 likelihood that it can be successfully implemented.

299 **CAMPBELL:** Thank you, Jim. Any other comments or questions?

300 **HULL:** Well, I think if you're going to have the - if you're going
301 to have the chief make a comment about this particular situation, it
302 would seem to me that a joint news conference with Daryl at the
303 union - I think a joint - I'm losing my words here. But a joint news
304 conference with the both of them I think would be very effective
305 also if you could get not only just the chief but if you could get
306 the union to stand there with them, I think that would be very good,
307 and I know that Daryl would support that.

308 **CAMPBELL:** Thank you, Walt.

309 **ZINGESER:** I think that's a good idea.

310 **CAMPBELL:** Any other questions or comments?

311 **NO AUDIBLE RESPONSE**

312 **CAMPBELL:** Man, you guys are just keeping us way ahead of schedule
313 here. All right. Moving onto the next item in the agenda, the
314 Progress and Procedural Justice. So, I believe - Brody, was the
315 meeting in July or was it in June when the equity retreats were
316 taking place?

317 **SARGENT:** The meeting was in July.

318 **CAMPBELL:** Thank you. So, in July, I had the pleasure of attending
319 what they were calling the Equity Retreat which the bureau's Equity
320 and Inclusion Office put on which was basically people from within
321 the bureau and from outside groups coming together and trying to
322 help the Equity Office prioritize the different goals that they had
323 for the bureau as far as what should we try to get done first, and
324 what should we get done maybe a little later. And during that
325 conversation, we discussed a lot about some of the things that have
326 been going with procedural justice as well as some broader areas,
327 and I wanted - and so, it was a very enlightening conversation, and
328 I think it was very relevant given that the TAC did a lot of work in
329 that area over the past two years. And so, I invited Brody to come
330 in and discuss some of the things that the Equity and Inclusion
331 Office has been doing and some of the progress that's been made so
332 that we can - if nothing else, to highlight the fact that sometimes

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333 it takes time, but the work we are doing does help push things
334 along. So, Brody?
335 **SARGENT:** All right. I will start sharing my Power Point. Just give
336 me a second to get that - forgive me. I think I'm coming down with a
337 cold. Okay. So, we're just going to kind of go over our office and
338 kind of the stuff that we've been up to. So, this is just a - so, to
339 kind of do a quick refresher on who we are. (Inaudible) on our
340 records, the last time we presented before TAC was last year, and
341 Elle presented, so I think it's worth kind of getting a quick
342 reminder. But we are the Portland Police Bureau's main office for
343 forwarding racial justice, equitable processes, and inclusive
344 practices. We are two members, Program Manager Marlon Marion and
345 myself who is the program specialist. I am Brody Sargent. And we
346 work with - we are currently located within the chief's office which
347 is a fairly recent move. We used to be within Strategic Services
348 Division. And we work with various divisions to help them achieve
349 goals outlined in the racial equity plan which is a plan I will be
350 getting into in depth in this presentation. So, the racial equity
351 plan was created in 2016-2017, and it outlined the bureau's racial
352 equity steps kind of through 2017-2022. So, it was intended to be a
353 5-year plan. And every year in the - around the summer about at the
354 end of the fiscal year/start of the next one, we hold a little
355 retreat where we bring in community members, bureau members, and
356 city partners to kind of discuss what we've been doing and where we
357 can maybe make some course corrections, where we can update the
358 plan. Shawn participated in it this year as he just said, and we
359 really - this year, we did a really deep dive into every single
360 action. Lieutenant Stewart then at the time, now Acting Captain
361 Stewart, also participated and - he might have been acting captain
362 even then. But we kind of went through all of the items, and we are
363 actually going to be releasing the updated version of the plan this
364 September. If anyone is interested in what the current plan looks
365 like, you can go to either EIO's page on the PPB website or OEHR
366 which is the Office of Equity and Human Rights webpage where they
367 have access to PPB's racial equity plan and all of the other
368 bureaus, but those ones are going to be leaving very soon and be
369 replaced with our new updated on that will take in all of the input
370 from the retreat. So, Racial Equity Plan is divided into eight major
371 sections which is then subdivided into individual action items or
372 goals. Of those eight sections, two of them are pretty much driven
373 exclusively by the training division. Those two are leadership
374 development and staff development, and I want to go over some of the
375 items that the community prioritized from those sections. So,
376 Leadership Development is about kind of creating a culture of
377 continuous learning and really developing the leaders of the bureau,
378 kind of just what was talked about earlier in this meeting, really
379 making sure that the leaders are really equipped around the subject

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380 to kind of then help push the bureau in that direction. There are
381 six total action items in this section, two of which were
382 highlighted as most important, which were 3.1 and 3.2. 3.1 is about
383 just identifying what exactly makes a good leader. This stuff is
384 already - this has already been done within the training division,
385 and now what we kind of want to do is add onto it what makes and
386 equitable leader? So, it's not just - you know, there's the
387 managerial skills. There's the interpersonal skills. There's all of
388 those natural skills, but in addition, what makes a leader that's
389 particularly good at managing not just general leadership stuff but
390 specifically about forwarding equity work and creating an
391 environment that works for everybody and is comfortable, you know,
392 discussing intersections of race, gender, class, and those kind of
393 other tricky, thorny subjects that kind of intersect throughout
394 society. And so, that's going to be kind of worked on with Training
395 Division EIOs finding ways to add that criteria to the already pre-
396 identified leadership criteria, so just to kind of round it out. In
397 addition, and so kind of the - the goal for the next year is just to
398 identify those competencies and then build some sort of tool that
399 will help people really understand where they are in those core
400 competencies and what they can do to improve because we don't
401 believe that equity is just a trait you're born with. It's a skill
402 set like anything else, and it can be improved over time. In
403 addition, 3.2 is about developing individual equity leadership
404 systems. That's going to be put into kind of the training programs,
405 the academies, and unsworn, and at this one, we've just got the kind
406 of the modest goal of we're trying to - we have scheduled for later
407 this month, Marlon and myself are going to be training on the newly
408 minted PPB's racial equity lens which is just a kind of checklist of
409 steps to take to make sure when you're making a decision, have I
410 accounted for everything? Did I look at what the data says? Have I
411 reached out to community leaders and kind of figured out what that's
412 about? And this sort of training will kind of be a pilot for
413 eventually what we hope will be a more integrated skill-building
414 curriculum. And so, these were kind of what the community said
415 really focus on this year. And then in staff development, staff
416 development is kind of - when you look at it, there's the
417 leadership, and then there's sort of everything else, and this is
418 about what is the training going for everyone else which is
419 basically making sure that everyone still, even if you're maybe not
420 a leader, still have a baseline competency in what it means to build
421 a diverse, inclusive, and equitable work force and to be able to
422 talk about these issues with the greater public. This one is a
423 little larger. It has seven individual action items, and the two
424 that were identified as community as most important were strength
425 and training for leadership to build knowledge, attitude, and
426 skills, and I know it seems kind of weird that you're, like, "why is

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427 there a leadership mod in staff development," and it's really
428 because this is not necessarily leadership training for leadership
429 but kind of pre-leadership training in a way, and one of the big
430 reasons - one of the big things that goes into here is supporting
431 the procedural justice work that's already happened and which we
432 think is really critical to equity because if equity is accounting
433 for difference, you need a baseline that you can account for
434 difference to, and we believe that procedural justice is kind of
435 what gives you that baseline. So, part of that is going to be that
436 equity lens training, but another part of it is also continuing the
437 work that Training is already doing about integrating procedural
438 justice into the patrol procedures, the debriefs, the scenarios, and
439 looking at that analysis and saying, "What's working about this?
440 What isn't working? Where are people thriving, and where are they
441 kind of faltering a little bit, and how can we help that?" So,
442 that's some work that training is doing. And then 4.4 is build the
443 capacity of equity all training staff. And so, that's going to be -
444 so, we're going to start with the equity training lens because we
445 really - or the equity lens training because we really think that
446 that's a great first step for anyone to just get that kind of very
447 simple, step-by-step kind of mental checklist and then also to build
448 up kind of more of a courageous conversation curriculum with FTOs.
449 This was actually something that we were hoping to do lats year, but
450 it kind of got thwarted by some staffing changes within the bureau
451 and by just overwork of the office, so we kind of had to push it
452 off, but the goal is to really make sure that FTOs feel empowered
453 to, when they have new officers come in and they say, "Okay, I want
454 to understand why is there racial tension around police," or
455 something like that, that they feel comfortable having that
456 conversation and don't feel like they're going to get in trouble
457 because they don't - they haven't felt like they've been properly
458 trained to discuss what's going on and what the historical roots of
459 some things are and what they could do about it. So, our current
460 efforts that just the office is doing, those are - the plan is
461 largely stuff that Training Division and the officer are co-
462 coordinating on. And this is kind of stuff that EIO is doing is
463 we're going to be training the leadership on the equity lens which
464 I've already talked about, like, three times, but it has been, you
465 know, kind of the big project that we've been working on for a
466 really long time, so we're really excited about it. And also, we're
467 working with an internal group. We're working with the Training
468 Division and an internal group we have called the Police Equity
469 Council which is sort of an advisory council but entirely composed
470 of internal members who are very excited about equity. And we're
471 going to try to build a series of LMS trainings that are really
472 focused on building anti-racism into the bureau. So, you know, we
473 really things that for a while the goalpost was kind of not be a

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474 racist, and while that is admirable, it's kind of what we're hearing
475 from the community and what we're seeing is people really are tired
476 of, "Not be a racist." They want to say, "What are you doing to look
477 at these systems that are disproportionately impacting people and
478 actually dismantle them and actually try to make them work the other
479 way so that they - so that they are actually uplifting everyone to a
480 place of equality of opportunity. And so, that's going to be kind of
481 what this training is and just kind of taking the equity language
482 that is becoming more part of the public discourse and really trying
483 to say, "How does this apply to policing?" And so, we're kind of
484 wanting to build those systems, and we've been meeting about an hour
485 every other week to just kind of get that all prepped, and the chief
486 gave a sign off, and we're very excited about that. And next we're
487 going to say that kind of a longer-term goal that we're kind of
488 seeing in the 2021 era where after hopefully things have calmed down
489 a little in Portland and everyone has a bit more capacity, fingers
490 crossed, is work on what are ways that we can integrate community
491 voice more into the training. You know, we hear that as at least
492 something I see a lot when people talk about their checklist of
493 things they want from the police bureau. They say, "More community
494 in training." But we also know that, you know, training is very
495 labor intensive, and it can take a lot from community members to
496 come in constantly. That's something we've kind of heard in with the
497 Training Division is they say people are great, but they also have
498 other lives. And so, something we've talked about with Acting
499 Captain Stewart and that we're really excited about the possibility
500 of is making some videos and really using that digital medium for
501 community members to kind of be able to come in and share their
502 experience once in a very powerful way and then be able to integrate
503 that into the future. And so, EIO definitely wants to act as
504 partners there, help coordinate, help think about subject materials,
505 but then also really let that be community driven and driven by the
506 needs of Training Division. And so, then kind of long-term future,
507 we've wanted a - we've kind of talked to and the chief has said, "I
508 hear you, and we're looking into it," a full-time equity training
509 specialist that really - we've seen kind of the power of a
510 specialist. The wellness stuff is amazing, and we've kind of thought
511 that for the equity office, as we've realized more and more what the
512 community wants, is for us to kind of be able to focus a little more
513 on the training stuff and recognizing that training is already very
514 stretched very thin and that kind of learning all of this entire new
515 curriculum stuff is a lot to ask. They kind of hope that we can
516 create a position that can help both the EIO out and Training
517 Division out. That's kind one of our long-term goals when hopefully
518 funding becomes a little more available or when the public realizes
519 that might be of value and also to continue to work on the community
520 voice and expertise in the training curriculum because that is once

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521 again a major ask and something we want to be a part of, that
522 conversation. So, I know I threw a lot of information at people very
523 fast, but is there anyone who has any questions for me? I'd be happy
524 to answer or discuss anything.

525 **CAMPBELL:** I'll just say, Brody - I believe I said this in July, and
526 I'll say it again. Seeing the work that's currently being done in
527 the EI - in the Equity and Inclusion Office, for people who aren't
528 up with all of the acronyms, it is - for me, I believe that the -
529 we're always talking about how to change the culture of the bureau.
530 How can we get the culture of the bureau to match what want our
531 community to have? And for me, the beginning of changing the culture
532 of the bureau is all about changing the training and making sure
533 that these ideas that we want to be part of the culture are fully
534 integrated in all parts of the training. And that's the part that's
535 really important to me is the fact this isn't just a one off, like,
536 you took a class, you work at Starbucks, you had something racist
537 happen so you took an implicit bias class, and then you don't talk
538 about it anymore. This is fully integrating these concepts into
539 every step of an officer's training and career afterwards to ensure
540 that it's not just something I learned, it's just part of the job.
541 And I think that's very commendable, and I think over time this is
542 going to have huge dividends both the community and the bureau.

543 **SARGENT:** Absolutely. I totally agree, and I think when you think
544 training, you know, anything about culture change, it's so thorny
545 and nebulous, and I think part of it is just something - I've had
546 conversations with training members as they always kind of talk
547 about the power of integration. When you have something that's
548 trained kind of in this bubble, then in people's mind, it stays in
549 the bubble, but when you've got something where it's, like, that man
550 was, you know, may have been hearing impaired on this scenario, and
551 maybe they're not told that initially, and then they're already
552 thinking about that, and that might carry on. And so, kind of
553 thinking about the integration I think is another part to make it
554 less something that's bubbly. And something else that we kind of
555 learned recently was talking about the power of definitions. As
556 things change, because something that came to light in one of our
557 meetings with training members is how some definitions have shifted
558 over time, like, what white supremacy kind of used to mean and still
559 does mean to a lot of people is kind of overt, extremist activity
560 like the Klan, neo-Nazis, that kind of stuff. And then for other
561 people, they've come to recognize white supremacy as sort of any
562 system that seems to primarily benefit white people, and they use it
563 to describe that. So, they'll say things like, you know, "The post
564 office is white supremacist" if the post office has some sort of
565 systemic disparity that kind of helps out white Americans more than
566 it does Americans of color. And so, kind of one thing we also kind
567 of want to do is be able to give the people the language to talk

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568 about this stuff. So, when one person says, "I think that's a little
569 white supremacist," you don't have two people who are hearing that
570 as two kind of different but interrelated but still very different -
571 have different views of what that word even means. So, that's also a
572 part of it, but I totally agree. I think training also has a big
573 impact on culture, although it is one of many things, but it
574 definitely, definitely is part of it.

575 **STEWART:** I think Jim had his hand raised. I don't know if he -

576 **KAHAN:** Yeah, I do.

577 **CAMPBELL:** Can we turn off the presentation so we can see everybody
578 again maybe?

579 **SARGENT:** Yeah, absolutely.

580 **CAMPBELL:** Thank you. Sorry, Jim. Go ahead.

581 **ZINGESER:** Thanks.

582 **KAHAN:** Thank you very much for that presentation. It's very
583 interesting, and I believe it is very important that equity has to
584 permeate just about everything you train in the police force. And I
585 know that there's been some talk that it's very expensive to get a
586 brand new position of the equity officer, and I would submit that it
587 might cost some now, but in not too much time, it will more than pay
588 for itself in the benefits that that training will provide for the
589 way the force functions. And so, we - I'm willing for the TAC to
590 push to get this done. We've talked about this a little bit in the
591 steering committee, and it's worth the expenditure now even given
592 everything that you're having to spend money on because it really
593 will pay for itself.

594 **ZINGESER:** Right.

595 **STEWART:** Could I - just on that note, one thing I do want to just -
596 I don't want to caution people, but a realistic bottleneck too is,
597 you know, Brody mentioned the LMS training. As we push more and
598 more, we're doing more and more with our LMS, adding an equity
599 trainer or doing - will help us definitely, but if we don't build up
600 the support infrastructure, kind of your tooth-to-tail ratio, having
601 an equity trainer will help us here internally, but if we don't have
602 capacity to our LMS system, some of the value is going to get lost.
603 So, it's not just -

604 **KAHAN:** What's LMS, please?

605 **STEWART:** I'm sorry. Learning Management System. We're pushing more
606 and more of our training to an online format, and like Brody
607 mentioned, you know, the police equity council and EIO has a bunch
608 of online trainings that they want to push out, but right now some
609 of our - we have bottlenecks in our ability to deliver that content
610 just because of a lack of support staff is, I guess, what I'm
611 saying.

612 **KAHAN:** Is there any way to provide this efficiently without using
613 any (inaudible), something who is specifically tasked with that?

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614 **STEWART:** Oh, yeah. We can - the trainer itself can deliver in-
615 person trainings, but the - I guess where I'm going is we've been
616 instructed, you know, we're only going to deliver 20 hours of in-
617 person in-service this year, so a lot of our new training as we
618 expand trainings, we're going to have to figure out ways to put it
619 out through our learning management system, and what we're
620 discovering is developing meaningful content that's delivered online
621 is not cheap or easy. It's not just a function of throwing up a
622 video. We're doing some flipped classroom stuff, so we're
623 experimenting with the idea of putting up - like, a flipped
624 classroom from schools is where you use the lecture portion and you
625 provide the lecture portion in advance via video, and then people do
626 basically the homework in class. So, for us, like with youth
627 educating police, it was a flipped classroom model where we
628 delivered the education on the youth brain in advance of in-service
629 and then ran the scenario at in-service where they could practice
630 that. But I just want to caution that creating that content is
631 turning out to be more difficult - I don't want to say it's more
632 difficult than we anticipated because we knew it would be difficult,
633 but it's just very time consuming to create meaningful online
634 content.

635 **KAHAN:** I fully appreciate that and would humbly suggest that maybe
636 an equity person might actually be able to provide some of those
637 skills for you to make that what you want to happen, to happen
638 better, resources that you could use for all of that stuff.

639 **SARGENT:** The ideal person would have both skill sets, I think, for
640 sure.

641 **KAHAN:** Precisely, but we don't have that. Nobody is perfect.

642 **SARGENT:** I appreciate hearing that, and I think, you know, it is -
643 it's an incredible need, and we're working for it, and we have been
644 heard, but we certainly wouldn't imply that it's the only need
645 within the bureau, but it is a certainly pressing one. I appreciate
646 you for recognizing that.

647 **CAMPBELL:** I think it's - oh, sorry. All right if I say something
648 real quick, Walt, and then we'll go to you? Will that work, or would
649 you like to speak first?

650 **HULL:** No, that's okay. Go ahead.

651 **CAMPBELL:** All right. I was just going to say given that we're
652 currently developing these more online tools for learning and given
653 that with budget cuts and we're not going to probably see this trend
654 reverse and the fact that a lot more training is going to be on the
655 LMS than previously, probably in the long-term realistically, I
656 mean, it seems like if anything else, this is more of a prod to try
657 to fill this position sooner rather than later so that we can get
658 someone in when we're still developing this stuff as opposed to
659 creating these videos, getting someone in, and then discovering that

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660 we have problems that we need to fix and then spending the extra
661 money to do it again.

662 **HULL:** Well, my point is this is that if you're going to get
663 somebody, then let's get somebody that has the expertise, okay, and
664 suggest that get somebody from the outside. If you get somebody from
665 the outside that has these two skillsets that you - that the
666 gentleman from the equity office was talking about, you can - there
667 are people out there that have those skillsets. If this is a real
668 priority, then let's go after somebody that really knows how to do
669 this, and they will come in, and they will take your mission
670 statement, and they can produce things that you probably hadn't even
671 thought about.

672 **CAMPBELL:** I think it is worth mentioning that one of the
673 resolutions we will be voting on later in this meeting is
674 specifically calling for the prioritization of hiring the equity
675 training specialist as well as an equity analyst specialist.

676 **HULL:** Well, I would suggest that that is - both of those issues are
677 very important.

678 **CAMPBELL:** Do we have any other comments or questions for Brody?
679 Yes, Sarah?

680 **SUNIGA:** Yeah, I definitely concur with the support for integrating
681 equity into all aspects. And so, I have a comment and a question,
682 and it may come off critical, but I mean it with love, and that is,
683 you know, in reflection of, like, where things are, some of you
684 might know, I am a mental health provider. I'm part of a training
685 program for my agency. And so, we're also examining our competencies
686 around equity, multicultural and diversity trainings, and some of
687 the struggles we're hitting I just wanted to share in that, you
688 know, instead of having that separate bubble, we are wanting to,
689 like, when we assess, how can we build in that multicultural and
690 equity lens, when we're diagnosing, when we're doing the therapy,
691 when we're, you know, conducting - whatever it is, it needs to be
692 into everything, not a separate bubble. But also, like, we're
693 struggling with how to build those competencies, how to hold people
694 to those competencies, and then how to hold them accountable, like
695 then the stuff that comes afterwards. And so, the comment that I
696 just wanted - that I was just claiming might come up as critical is
697 that in the presentation, just my reaction to receiving the
698 information is that it sounded so clear cut, so very simple, and
699 that could read as though it's window dressing, you know, that on
700 paper, we're going to roll out this equity, and then we're going to
701 equitable. And so, I do think everyone knows it's more complicated,
702 and I think you all know it's more complicated than that, but
703 speaking to that I think could go a long way too when you are
704 presenting this public facing because then - I'm just worried that
705 people will perceive as, like, "Uh oh, they still don't get it." So,
706 heads up about just, like, how I received that. And then I was

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707 curious if you could say more about - one of the bullet points said
708 that you want to deeply integrate the community voice and expertise
709 into the training division. If you could just maybe clarify what
710 that meant. I think you spoke some to the training videos too, like
711 what that meant about incorporating community members into the
712 training videos, but a little more on that would be really helpful.
713 **SARGENT:** Good. Fantastic. To your first point, absolutely. It is
714 not going to be simple, and I think, you know, I mean, you've got
715 something where I feel like there are kind of phases for any sort of
716 value. One, there's, you know, can you get leadership on board? Can
717 we say this is what we value? And then can you get most people on
718 board, and I think those are kind of where we're (inaudible). And
719 then there's the final one, is everybody on board, and that will
720 take quite a while, and I - the optimist in me likes to say that
721 we'll get there, but you know, there's another part of me that says,
722 you know, that's always going to be a battle, and these things, they
723 go back and forth. We know that kind of a lot of times this stuff
724 comes in waves. You have these big watershed moments, and
725 (inaudible) gets a lot of momentum, and things even out. And I think
726 we've all seen the point where you've seen a movie from - or a
727 movement from, like, 30 years ago that's working with an issue we're
728 working with now, and you're, like, oh, at some point those people
729 all might have thought, "Oh, we solved it," and then it comes back.
730 And so, we don't expect equity to be any different way. What we're
731 just hoping is to create some intentionality and to give some
732 language so that when things don't seem to be going right, there's a
733 common vernacular for really discussing it and so that people can
734 start really articulating a lot of things about, "I'm not sure if
735 this works or that work," but it's not going to necessarily be "Get
736 a training, do equity." It's going to be "This training is going to
737 help prepare you to start this journey," but it is going to be a
738 journey for every individual in in the organization and the
739 organization as a whole. And to your second point, the deep
740 integration, that's something we definitely want to partner with
741 training in general, but it's something we keep hearing is how is
742 the community involved in this? And I think deeper integration just
743 means building more of those ties and making people really feel less
744 siloed. And a lot of this is going to be, you know, dependent on
745 kind of two factors which is creativity, which I think we have
746 plenty of, and resources which is a little more, you know, lacking.
747 So, when you have the talk about things, like, "Oh, should we have
748 this position or that position and they're both hypercritical,
749 that's kind of getting to a point where then it's, like, "I'm not
750 sure if we can also do that," and then fund a huge, you know -
751 really make it - because a lot of times we rely on charity. You
752 know, people want to come in, and that's really awesome, but you
753 know, I think also eventually the organization might want to be able

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754 to integrate people more well, but that's going to be up to city
755 council. But I just think there are a lot of - but to kind of
756 clarify your point, where we envision that deep part is just
757 bringing people in on both training conceptions, being part of the
758 training, being part of scenarios, more videos, more expertise, and
759 really letting different communities speak, and having different - a
760 lot of officers, especially new officers, get to have their first
761 contact with a lot of different communities in that environment of
762 training as opposed to maybe you go to one of your first calls or
763 your calls in your first couple of months, you go to a community or
764 culture that you're not familiar with and you kind of have to work
765 it out there, we think it would probably be a lot better if the
766 organization had the time, resources, and ability to kind of put
767 people into situations where they really feel comfortable with all
768 of Portland and they really feel comfortable with all of Portland's
769 communities early on. And that's a long goal, and we - you know,
770 like I said, I don't want to necessarily put any unrealistic
771 expectations or to claim that anyone in this room can snap their
772 fingers and make this happen, but I do think that's a goal worth
773 shooting for is really that sort of where a lot of times people talk
774 about community and police as if they're two different countries. I
775 mean, you read the news about that, and I think that's something
776 that I really hope will end so it's more of a - so there's less of a
777 hard line drawn because of a lot of strong, integrative efforts is
778 sort of the goal and something we want to work with the training
779 division and with our community partners to really help with and to
780 lend Marlon's and mine's expertise.

781 **STEWART:** Can I add something to Brody? So, a couple of the things
782 that we've talked about, and I don't want to sound like a broken
783 record here, but this kind of goes back to where I was talking about
784 if we want to integrate more EIO training on the LMS, as the person
785 who runs the training division, I've got to look at kind of two
786 priorities: One is the creation of the content, and two is delivery
787 of the content. So, when it comes to, like, community voice, there's
788 been a real clear and consistent, going back, you know, more than a
789 decade, goal of getting more community voice into training. Every
790 time - and over the years, we've done - several times tried to bring
791 in community members to in-service, but the reality is in-service is
792 generally a five-month commitment of, you know, of 1-3 times a week,
793 and most people cannot make that commitment. And when we've tried
794 groups, what happens is the fidelity of the training just goes out
795 the window. Like, our members don't consistently get the same
796 training. Some of them have been left really, really bad training
797 scars, particularly on issues of equity where the people have left
798 the training more resistant to the ideas when they came in, which is
799 the last thing we want. So, for instance, with the - with some of
800 the community voice, I've been working really hard - we had a lot of

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801 success with the Youth Educating Police program that Brit was
802 involved, particular the front-end video that they produced. I think
803 we showed it here. It was really high quality. Using that, again, in
804 that flipped idea classroom where we got the community voice in on
805 the front end with video where everybody got to hear the community
806 voice, the production value was really high, people actually watched
807 it, and then they showed up at the training where we ran the
808 scenario, and that was the classroom time. And at that point, we
809 kind of got to hit the audience twice. They got the video on the
810 front end, and then we got to practice. So, they got the content, we
811 got the practice, it was high quality, it was well delivered. In
812 longer term, that's kind of what I see as being at least one area of
813 success we've had at integrating community voice. So, I'm trying to
814 kind of - as I go through - and, again, I'm not trying to be
815 difficult. I'm trying to align the resources I think I need to be
816 successful at doing what I'm hearing the community wants. And we do
817 - we've had some success on that front. We've been building up our,
818 we call it our online curriculum unit, but we've been building it up
819 slowly. I see it as a future. I mean, I see it as a really great way
820 to do a lot of this, and hopefully, we'll be adding - be able to add
821 a position potentially. We're looking at some grant funding to do
822 more videos like that YEP video and then start - sort of start
823 moving further down that road. And then that gets in - Brody talks
824 about the integration. Well, where we move next from there is this
825 year we did the YEP video, and then we did what we called this YEP
826 scenario where we did the video, provided the training, but the
827 training and the scenario were very linear in the sense that that
828 was the YEP scenario. When we talk about integration, what happens
829 hopefully in the future is we provide, again, that flipped classroom
830 model where we provide the content that can be delivered effectively
831 online, and then that's integrated into a regular patrol procedure
832 scenario so that now they're seeing the things we trained in the
833 YEP video in a scenario that's totally unrelated, and that's - Dr.
834 Gerritsen built our CIT program, and it's taken her a long time and
835 a lot of hard work, but that's kind of where we've gotten with that
836 program where people just expect at in-service. It's, you know, our
837 patrol procedure scenario. It's very engrained. And you talk about,
838 like, in the culture of the organization, it's very - that response
839 is very infused. So, with these other programs like procedural
840 justice, our equity work, that's kind of where we want to go, but
841 again, getting back to that idea of sort of creating the resources
842 to succeed, I doubt our CIT efforts would have succeeded without Dr.
843 Gerritsen there to kind of shepherd them along for the last decade.
844 But now we're kind of in this next phase, and that's - that's kind
845 of where I'm going with my pushes for these - I'm concerned about
846 content, but I'm also concerned about being able to deliver the
847 content in a way people will receive it.

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848 **SUNIGA:** I really like the - I'll be brief, Shawn. I know
849 (inaudible). I like the idea of the videos. I work - you know,
850 again, in my pocket of the world at my agency, I'm one of the few
851 people of color and have been tasked with conducting a lot of the
852 anti-racism trainings and that sort of thing. And so, I - you know,
853 it resonates for me about how people of color sometimes are then
854 tasked with the burden of also doing the emotional labor of talking
855 about what it feels like to be on the inequitable end of things. And
856 I like the idea of incorporating the community voice, and I want to
857 honor and respect the community that they don't have to basically
858 wound themselves publicly so people will take their pain seriously.
859 And so, I'm all for a well-done video that then you can roll out
860 without having to expend some of that heart pain for folks. So, just
861 really want to, like, underscore what you said because it's not just
862 about, like, like you said creating the content just because it's
863 efficient. It also is maybe honoring the community that you're
864 trying to serve too by doing a really well-done video that really
865 you can align your training program with.

866 **STEWART:** And importantly, we need to follow it up with a scenario
867 so that it's like - you know, I like that - I know I've said it
868 several times. I like that flipped classroom for math where you
869 watch the video about the type of math you're going to be doing.
870 Then you show up in the classroom, and then when you have questions
871 about the math, the teacher is there to help you.

872 **ZINGESER:** Yeah. Right.

873 **STEWART:** And that's kind of what I see, like, if we add the equity
874 specialist and this content delivery system is the content gets
875 delivered virtually, but then they come here to practice it, and
876 we've got both sets of resources. And I totally appreciate what you
877 say about, you know, for community members, it can't be - it's got
878 to be exhausting, you know, how we used to do it. You come in, and
879 there might be 50 police officers in that classroom, and if you
880 already have somebody that's got trauma related to that, you know,
881 there's no way we can ask them to come in for 20 sessions and do
882 that. It wouldn't be ethical. So, what we're struggling with is how
883 do we meet that goal but in the best way possible.

884 **FEMALE: 57-ish** I would second what Sarah said. That was absolutely
885 wonderful. I think it was just perfect.

886 **MARSCHKE:** So, this is Gary. I had my hand raised. I didn't know
887 that - if that was the proper way to do it, but I did have a
888 question. Well, actually, more of a couple comments just real
889 briefly. Number one, somebody said - I heard you guys both talk
890 about integrating, and I hope that you are aware of and utilizing
891 the cultural liaison program that the city has to reach out to a lot
892 of the cultural communities and get some of those voices heard, and
893 if you're not, they are part of the inclusion office of the city,
894 and these are well-trained and well-connected community liaisons in

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895 20 some-odd different cultures that are represented in the Portland
896 community. So, they would be a great connection and a way to
897 integrate and get some voices heard. And I also heard language, and
898 language really, truly matters, and I think that that is a very cost
899 effective way to change the culture, and the tone of the training is
900 not necessarily enhancing and expanding content and taking more time
901 but really changing the language. We already examined that I think,
902 what was that, Shawn, a year or two ago that we changed some of the
903 language from some of the more confrontational type of
904 characterizations and all. So, I think that that's something on an
905 ongoing basis that really needs to be revisited and reexamined, and
906 a lot of these trigger words and traumatizing concepts, you know,
907 that come through the language really need to be addressed and
908 changed. And, you know, that's, again, some investment of time up
909 front, but it really costs absolutely no more time on the backside
910 when it comes to delivering the training. So, that's just my input.
911 **CAMPBELL:** One of the things that I would kind of - just from
912 listening to the conversation, the thought that came to my head was
913 we're talking about - obviously, this wouldn't work for in-service,
914 but for more of the new officers, in order to get that community
915 interaction, it seems to me that one of the first places that a lot
916 of these officers actually get community interaction is when they're
917 underneath their field training officer. And it seems like if we
918 want to have effective communication with the community without
919 having to basically try to have community members consistently come
920 to a whole bunch of trainings, which is less likely to happen,
921 concentrating on the language and how the training officers discuss
922 when they interact with these communities can have a huge effect
923 because that's kind of the starting point for how an officer views
924 the various communities that they interact with from there on out.
925 **ZINGESER:** Shawn, are you talking about the coaches?
926 **CAMPBELL:** Yes. So, after they get out of the advanced academy and
927 they go into the probationary period where an officer watches over
928 them (inaudible).
929 **ZINGESER:** Right. For a couple of years, yeah. Yeah. That's really
930 critical. I can speak to that personally, from my personal
931 experience how a coach can affect a young recruit. It's really
932 important that the coaches be, I think, have some special training
933 along those lines.
934 **SARGENT:** That's definitely why we put that as one of our goals that
935 we want to get to hopefully in the next year once we're kind of -
936 once we've wrapped up the equity lens round one, maybe move on to
937 helping those cultural conversations and also building an
938 environment where people can have these conversations without
939 feeling necessarily that it's a high-risk/low-reward conversation
940 which, you know, reasonably sometimes with the way that the city has
941 tried to construct in the past a kind of color-blind atmosphere of

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942 "just don't talk about it," these conversations can sometimes come
943 off as high risk/low reward, and we really want to, through
944 leadership and through other things, really make people comfortable
945 talking and really being able to feel comfortable discussing, you
946 know, what it means, like, to interact across difference.

947 **CAMPBELL:** Thank you. Well, we have time - we have this scheduled to
948 7:40. We have time if anyone has one last comment or question;
949 otherwise, we can move on.

950 **HULL:** How about one sentence?

951 **CAMPBELL:** Of course.

952 **HULL:** Okay. I would hope that we would - that this equity
953 specialist, okay, would come in from the outside that has a record,
954 et cetera, et cetera, and I would hope that we would have a person
955 of color be the equity specialist.

956 **CAMPBELL:** Thank you, Walt. All right. And thank you very - oh, do
957 you have one last thing, Marlene?

958 **AVILES-CABLE:** Yeah. It's a bit unrelated, but it just came up when
959 we were doing the PS3s. How many people in the bureau that are
960 working speak other languages, particularly Spanish?

961 **SARGENT:** Quite a few. There is a - there's a program that they're
962 working on because a lot of times those officers are brought in to
963 be informal translators in lower-risk scenarios because, obviously,
964 when there's heavy legal stuff, you don't want to open that up, but
965 the bureau does actually have a - is working on policy, I believe,
966 right now to work with bilingual officers in many language,
967 including Spanish, Vietnamese, a lot of the Chinese - I think a lot
968 of the more commonly spoken languages in Portland.

969 **AVILES-CABLE:** So, the reason I ask is because that was one of the
970 things that came up in our talking to the PS3s is that one in
971 particular, his language skill was really utilized. He felt like the
972 officers were really needing his assistance, and while it made him
973 feel very needed and useful and - you know, but it seemed like there
974 wasn't enough resources for the demand, but that was just one of the
975 things that we - I think, if everybody else seemed to hear the same
976 thing I did when we had the PS - when we talked to the PS3s, so.

977 **STEWART:** We definitely need more language resources. One of the
978 things I would like to see that other agencies do is - and I think
979 we need to two levels. So, there's court-certified language skills
980 which is really daunting and - like, I came out of college, and I
981 could - I could I want to speak Spanish, but I could read Spanish
982 really well, and I could kind of struggle my way through it, but I
983 just - it was so intimidate - like the court process, I just can't
984 even - and so, we need to figure out a way to incentivize people
985 with just conversational skills and encourage them to keep those
986 skills. And then going one step farther, some agencies like if
987 you're going to commit doing - like, becoming court certified, there
988 ought to be some either assistance helping you become court

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989 certified or, you know, compensation if they do it, and I think that
990 would be great. I know Bend PD has a program like that, but it's
991 definitely something we need.

992 **AVILES-CABLE:** I went through the court certification - well, I went
993 through one certification program through a refugee center in
994 Portland. I don't know if you're familiar with it, but it is quite
995 difficult. I am a native Spanish speaker, and I can't - I couldn't
996 do it. Like, I couldn't process it and hear it, but I can't do it in
997 English either. So, if someone is speaking to me, and I have to
998 repeat back what was said to me without translating, it's super
999 difficult. But it sounded to me from the officer that we're talking
1000 conversational Spanish. It was just trying to understand, to be able
1001 to write things down when, you know, a stolen vehicle or even when a
1002 recovered vehicle or some other things - it was just very limited to
1003 Spanish.

1004 **CAMPBELL:** I think this is an area that's well worth further
1005 exploring as we move forward. And just for the record, about 14
1006 percent of the city is foreign born. It's around 10-14 percent, I
1007 believe, and the top five languages spoken are Spanish, Chinese,
1008 Korean, Vietnamese, and Russian. And then obviously, there's a large
1009 plethora of other languages as well beyond that.

1010 **STEWART:** Yeah, this might be good for a future task force as we get
1011 into next year possibly.

1012 **CAMPBELL:** Agreed. Is it all right if we move forward onto the next
1013 thing?

1014 **NO AUDIBLE RESPONSE**

1015 **CAMPBELL:** All right. Well, thank you very much, Brody, for coming
1016 in and talking to us about all of this. It was very interesting and
1017 very worthwhile.

1018 **SARGENT:** Thank you all.

1019 **CAMPBELL:** And give our best to Marlon as well.

1020 **SARGENT:** Will do. Want me to stay for the rest of the meeting or -

1021 **CAMPBELL:** Up to you.

1022 **SARGENT:** I will. I will. I want to see what happens.

1023 **CAMPBELL:** All right. Moving forward. The next part of our meeting
1024 is the bureau response to previous recommendations and resolutions.
1025 These have all been sent out to everybody. As well, the website has
1026 been updated. I'm going to put the link in the comments right now.
1027 All of the resolutions and everything have been updated with a
1028 response from the bureau, so they are part of public record and easy
1029 for everybody to get to. I would like to say thank you to Captain
1030 Stewart because he put in a pretty significant amount of the work as
1031 well as to the entire bureau for - everything was delivered within
1032 the 60-day period as agreed to by the bylaw change.

1033 **ZINGESER:** That's great.

1034 **CAMPBELL:** And it's greatly appreciate, and it shows a lot of the
1035 fact that we had a problem, but we figured it out, and we fixed it,

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1036 so it's appreciated. To kind of give people an idea of some of the
1037 stuff that came through, regarding all of the resolutions and
1038 recommendations, we did receive recognition for putting them in.
1039 Regarding the five pillars of structural reform and the resolution
1040 regarding changing management, we got agreement from the bureau that
1041 these are important things and that they will - something they will
1042 keep in their mind as we move forward as future reforms as well as
1043 changes to the bureau to meet public demand. Regarding the support
1044 letters, we got acknowledgement on all of them for reception as
1045 well. I am very pleased to say that one of those PCCEP support
1046 letters, as we mentioned earlier, was specifically about a
1047 recommendation for intervention training, and as we have seen by the
1048 recent announcement by the police bureau today, that is being moved
1049 forward on. And though they might have been going to move forward on
1050 it anyways, I would like to thank the PCCEP and TAC showing their
1051 support for definitely have it move along.

1052 **STEWART:** You know, I actually was with the chief Saturday. He came
1053 out and was with us when we were out doing some work on the
1054 protests, and those - he had thought of this training - so, I'm not
1055 going to say, like, they were fully due to it, but I think the speed
1056 at which, the priority that he placed on it was those
1057 recommendations, and I'm fairly comfortable saying that because I
1058 was with him when he was talking about it. I think it did play a
1059 significant role in his decision.

1060 **CAMPBELL:** Excellent. All right. Moving on. The PS3 recommendation
1061 we had broad agreement on from the bureau. They agreed that
1062 expansion of the PS3 should be an important step forward, though
1063 they did put that they would probably delay it a little bit until we
1064 figure out what's exactly going to happen with the downsizing
1065 amongst other things. They also agreed that further analysis is
1066 needed to see if we can expand the PS3 responsibilities as well as
1067 looking further into that and refining the policies around the PS3s
1068 and surveying public perception of the program to be included in
1069 normal public perception surveys being done. We did get partial
1070 agreement on the PS3s being used as an avenue for training,
1071 basically like an apprenticeship program. My understanding with it
1072 was while they recognize that it would be - is an excellent path
1073 forward, there is some nervousness about having it be the only path
1074 which - you can read the full response to kind of get a better idea
1075 of what's going on there. And at this time, I think that we're kind
1076 of - if anybody else has a disagreement, we can talk about it
1077 further, but I'm fairly okay with it, and kind of one of the
1078 thoughts I had was we have an education task force working right
1079 now, and maybe one of the things we can look into is if we do use
1080 the PS3 as kind of a preferred path to becoming a sworn officer,
1081 perhaps we can look if you want to become a sworn officer directly,
1082 there should be more of an education level than what we currently

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1083 require for officers which apparently we have where you have to be a
1084 high school graduate where before you used to be a college graduate,
1085 either an associates and previously a bachelors. So, perhaps we
1086 could use the PS3 where if you're a PS3 first, you don't have to
1087 necessarily have the education level right off the bat, but if
1088 you're not going to be a PS3, you need that higher education.
1089 Something I hope that would be looked into.

1090 **ZINGESER:** Right. Absolutely.

1091 **CAMPBELL:** Is there any questions or comments about the PS3
1092 recommendation and the response?

1093 **STEWART:** That's another one that I know the chief was talking with
1094 me about and is looking to expand it. I think money right now is
1095 obviously an issue. We've got to get through our current - right
1096 now, we're trying to avoid layoffs generally, but I know as we
1097 rebuild, he sees those - that position playing a significant role in
1098 that process.

1099 **CAMPBELL:** And given that we have a PS3 - I said the Education Task
1100 Force, but we also have the PS3 Task Force currently working as well
1101 which can also -

1102 **ZINGESER:** Right.

1103 **CAMPBELL:** Further refine what are our views on the subject as we
1104 move forward. Regarding the recommendations in the patterns in the
1105 Use of Force Report, overall there was a sense of agreement except
1106 for in areas of what was referred to as structural limitations. In
1107 agreement, they did agree that the raw use-of-force data does need
1108 to include officer - whether or not the type of call is officer
1109 initiated or citizen initiated, and it appears that will be fixed,
1110 so thank you for that. Regarding the issue of the definition of
1111 "transient" used by the bureau, which this has caused a lot of
1112 confusion over time because in the bureau lingo on these reports,
1113 transient includes both people who are houseless and anybody who
1114 does not - you cannot establish an address for. Under Oregon law,
1115 you do no have to give your address to a police officer which causes
1116 some issues. According to the response, it's something currently
1117 being looked into at the bureau how to better define these things
1118 and better identify so that we can identify when things are
1119 happening to houseless people as compared to just people who don't
1120 want to give their address to the police, and it's - it's a little
1121 tricky because there is obviously some gray area between there.
1122 Maybe you're a couch surfer. Maybe you're staying with friends and
1123 you're not from the area. So, it's the question of how exactly to do
1124 that. Areas that there was less of a thing is the request to include
1125 greater - currently, there is a lot of data about dispatched calls
1126 but not a lot of data about officer-initiated called. It sounds like
1127 there is an issue between - because the data is gathered by the
1128 Bureau of Emergency Communications, the dispatch call data is, and

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1129 so it just comes over, and so there's a lot of question about how to
1130 fix that or whether or not it's even possible.

1131 **STEWART:** I think that was one of those structural things where
1132 that's just how it's delivered.

1133 **CAMPBELL:** Yes. Another one was we're asking for greater detail on
1134 deadly force indicators such as whether the individual was
1135 transient, appeared to be having a mental health incident, things
1136 like that. There was some concerns that putting that data too soon
1137 could damage the criminal portion of investigations that deal with
1138 deadly force shootings. I would argue it would still be good
1139 information to have even if it's a year or two years later by the
1140 time that's over, but we can kind of explore that further.

1141 **ZINGESER:** Yeah.

1142 **CAMPBELL:** And finally, the last part is a series of recommendations
1143 about updating how the EIS system, which is the employment
1144 information system, flags concerning trends basically where it's a
1145 concern that needs to be looked into more.

1146 **STEWART:** Yeah. They have flags and thresholds where you're reviewed
1147 by your supervisor.

1148 **CAMPBELL:** Right. And the basic - the basic thing that we got back
1149 was while they agree these things would be good, the claim is that
1150 the current settlement agreement - the current flags were set by the
1151 current settlement agreement, and the bureau is very loathe to make
1152 any changes until the settlement agreement gets fully settled and
1153 basically all of the boxes have been checked so they (inaudible).

1154 **STEWART:** I do think they'll open at some - I mean, I don't - like I
1155 said, I wanted to say for now I don't think there was any specific
1156 disagreement. It's just at the moment - there was one other thing
1157 too having to do with this is a Legacy system, and at some point,
1158 we'll need to get another system as well.

1159 **CAMPBELL:** And I would like to emphasize some of these are around
1160 the idea of the long-term idea of when we do update the record
1161 system, or when the bureau does, these are things that can be seen
1162 as more priorities and making sure that information gets tracked and
1163 moved around in a way that's more conducive to ensuring not only
1164 getting data for better training and just better bureau work all in
1165 general but also for accountability and a lot of other things within
1166 the bureau. Of course, that, like everything else, requires money
1167 which is going to be the limitation in any organization. All right.
1168 Any questions or comments about patterns in the use of force?

1169 **NO AUDIBLE RESPOSNE**

1170 **CAMPBELL:** All right. Well, then we'll move right forward to voting
1171 on the reports, resolutions, and letters. These are - so, first of
1172 all, we have two resolutions. The first resolution was the - was
1173 voted on at the last TAC meeting to bring this forward to the TAC
1174 and explore it. Basically, what it was in last year we had a
1175 recommendation to the bureau asking them to include demographic data

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1176 in the use-of-force reporting. We got a response back about six
1177 months later that the bureau didn't want to do it, and they had a
1178 whole of bunch of different reasons, and this is basically a
1179 response where we are refuting some of the reasons they're giving
1180 and trying to say, "Hey, with the current conditions we're in and
1181 seeing what the community wants, will you move forward with this to
1182 show that the bureau is willing to work with the community and is
1183 willing to be as transparent as possible?" Any questions before we
1184 do the voting on this item? And this will be sent to the mayor's
1185 office as well as the chief's office.

1186 **HULL:** Would you repeat that?

1187 **CAMPBELL:** This will be sent to the mayor's office and the chief's
1188 office.

1189 **HULL:** Okay. Could I ask a question?

1190 **CAMPBELL:** Of course.

1191 **HULL:** Okay. With - this is rhetorical, all right? You brought up
1192 something that I think is critical. Communication - Captain Stewart,
1193 he and I have talked about this, et cetera, but a communication
1194 between - communication to the mayor's office, in my opinion, is
1195 critical, and there is a - there is an avenue to carry that out, and
1196 there is - there is an advisor for that - that has a responsibility
1197 to advise the mayor on what is happening with the Portland Police
1198 Bureau, et cetera, et cetera, and his name is Mr. King. And I am
1199 wondering if we are involving Mr. King in this totality enough.

1200 **CAMPBELL:** To answer the question, I have had contact with the
1201 mayor's office over the past two months. It's been one of the things
1202 I've been working on is to increase that contact so they're more
1203 aware of what we're doing, and I have been advised that the proper
1204 people to send it to within the mayor's office to make sure it gets
1205 seen. Prior to this, we were just sending stuff to general
1206 tedwheeler#@portalndoregon.gov email, and obviously that email gets
1207 thousands of emails, especially right now because it's - anyone can
1208 find it. And so, we are - I imagine it will end up in the hands of
1209 Mr. King. We weren't advised to send it directly to him, but we were
1210 advised to send it to the chief of staff within the mayor's office.

1211 **HULL:** Well, I really commend you on that, and I commend - I commend
1212 us all to keep Mr. King advise because Mr. King, okay, is going to
1213 advise the mayor, and Mr. King is going to be just like a DCPI. He
1214 is going to - he is going to voice exactly what he mayor - what his
1215 beliefs and thinking, et cetera, et cetera, and a close connection
1216 there I think is really necessary, and I commend that.

1217 **CAMPBELL:** Thank you. And I fully agree with you. Yes, Jim?

1218 **KAHAN:** Mr. King used to be Lieutenant Robert King with the PPB, and
1219 Sylvia and I worked with him along with Liesbeth on the CIT advisory
1220 board 10 years ago. He seemed very reasonable in those days on the
1221 subject of people suffering from mental illness, and I think he

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1222 would be reachable unless he's changed for the worse, and I don't
1223 think he has.

1224 **HULL:** No, I would suggest - I would suggest the opposite. He's one
1225 of the finest people in the bureau, and he's - he's just a really -
1226 Captain Stewart knows him, and I know him, and he is -

1227 **ZINGESER:** Yeah. We know him too.

1228 **KAHAN:** I'm not suggesting that he's bad. I'm suggesting that he's
1229 good, so why do you disagree?

1230 **HULL:** I'm not disagreeing. I'm telling you that I agree 100 percent
1231 with you.

1232 **KAHAN:** Thank you very much. I heard you say, "I think the
1233 opposite."

1234 **CAMPBELL:** Well, it sounds like - I'll work my contacts in the
1235 mayor's office and see if we can't also get things up to the -
1236 because the goal should be, in the end, getting things up to the
1237 highest level of where the email would be read.

1238 **HULL:** I absolutely concur.

1239 **ZINGESER:** I do too.

1240 **CAMPBELL:** All right. With regard to the resolution, do we have any
1241 comments or questions prior to voting?

1242 **HULL:** I call for the question.

1243 **CAMPBELL:** All right. We will do the vote similar to what we did
1244 last time where I will name names - name names sounds really bad. I
1245 will say your name, and then you can tell me how you vote. You can
1246 vote yes, no, or abstain. Let's start with Sheri.

1247 **ANDERSON:** Sorry. Yes.

1248 **CAMPBELL:** Leslie?

1249 **BRUNKER:** Yes.

1250 **CAMPBELL:** Jillian?

1251 **BURKE:** Yes.

1252 **CAMPBELL:** Marlene?

1253 **AVILES-CABLE:** Yes.

1254 **CAMPBELL:** Myself is a yes. Karen?

1255 **DANIELS:** Yes.

1256 **CAMPBELL:** Tyler?

1257 **HALL:** Yes.

1258 **CAMPBELL:** Walter?

1259 **HULL:** Continue. I'm still thinking.

1260 **CAMPBELL:** All right. Jim?

1261 **KAHAN:** Yes.

1262 **CAMPBELL:** Kwame?

1263 **KINABO:** Yes.

1264 **CAMPBELL:** Gary?

1265 **MARSCHKE:** Yes.

1266 **CAMPBELL:** Mark M.?

1267 **MILINSKI:** Yes.

1268 **CAMPBELL:** John?

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1269 **PAHLKE:** Yes.
1270 **CAMPBELL:** Chris?
1271 **ROSSI:** Yes.
1272 **CAMPBELL:** Mark S.? I think you're still muted, Mark.
1273 **SCHORR:** Am I?
1274 **CAMPBELL:** Nope. Now I hear you.
1275 **SCHORR:** Okay, yeah. I vote yes.
1276 **CAMPBELL:** Sarah?
1277 **SUNIGA:** Yes.
1278 **CAMPBELL:** Sylvia?
1279 **ZINGESER:** Yes.
1280 **CAMPBELL:** And Walt?
1281 **HULL:** Mr. Hull votes yes.
1282 **CAMPBELL:** The motion passes unanimously. The demographic data
1283 inclusion resolution will be sent to the mayor's office and to the
1284 chief of police. The second resolution is regarding equity staffing.
1285 And all of these recommendations for anybody who is in the audience
1286 can be seen via that - the link that I put in the comments. They are
1287 marked as draft currently because they haven't been passed. The
1288 equity staffing which is calling for a prioritization of hiring an
1289 equity analyst and an equity training specialist to aid the bureau
1290 in fully integrating the ideas of - not ideas, ideals of equity into
1291 the bureau culture. Do we have any questions or comments about the
1292 bureau measure?
1293 **HULL:** I move the question.
1294 **CAMPBELL:** Okay, voting. Sheri.
1295 **ANDERSON:** Yes.
1296 **CAMPBELL:** Leslie?
1297 **BRUNKER:** Yes.
1298 **CAMPBELL:** Jillian?
1299 **BURKE:** Yes.
1300 **CAMPBELL:** Marlene?
1301 **AVILES-CABLE:** Yes.
1302 **CAMPBELL:** Shawn is yes. Karen?
1303 **DANIELS:** Yes.
1304 **CAMPBELL:** Tyler?
1305 **HALL:** Yes.
1306 **CAMPBELL:** Walt?
1307 **HULL:** Aye.
1308 **CAMPBELL:** Jim?
1309 **KAHAN:** Yes.
1310 **CAMPBELL:** Kwame? Kwame?
1311 **KINABO:** Yes.
1312 **CAMPBELL:** Gary?
1313 **MARSCHKE:** Yes.
1314 **CAMPBELL:** Mark M.?
1315 **MILINSKI:** Yes.

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1316 **CAMPBELL:** John?
1317 **PAHLKE:** Yes.
1318 **CAMPBELL:** Chris?
1319 **ROSSI:** Yes.
1320 **CAMPBELL:** Mark S.?
1321 **SCHORR:** Yes.
1322 **CAMPBELL:** Sarah?
1323 **SUNIGA:** Yes.
1324 **CAMPBELL:** Sylvia?
1325 **ZINGESER:** Yes.
1326 **CAMPBELL:** The measure passes unanimously with 17 yes votes. All
1327 right. The third item on the agenda brought forward is a letter of
1328 support for a PCCEP recommendation for the bureau to - for the city
1329 and bureau to do an advisory group evaluation of the current
1330 advisory groups that are overseeing the police. This would be trying
1331 to understand what they do, and there's a couple other caveats in
1332 there. But we are doing a partial support in that we - let me open
1333 it up so I make sure to say the right things here real quick. Just a
1334 second. All right. So, it has basically calling for providing
1335 advisory group support staff to aid them in carrying out their
1336 missions, performing a needs assessment to better understand the
1337 support needed by each group and limitations faced by each group,
1338 examining how each advisory group can be more open and accessible to
1339 the community and creating clear expectations for each advisory
1340 group as well as establishing processes to allow for appeals to the
1341 city council. The parts that we - we have a couple caveats though.
1342 We do not want to see the creation of uniform bylaws for advisory
1343 groups. It's our belief that each group needs to be able to form its
1344 own bylaws to better form its mission, especially when you compare
1345 groups such as the PCCEP or Slavic Advisory Council which are more
1346 representative of community groups as opposed to the TAC and the
1347 Budget Advisory Committee which are more technical groups. We also
1348 have in there the caveat that we do not want to see the PCCEP in any
1349 fashion given an oversight role of their duly created advisory
1350 bodies. It is our view and input that the sharing of information
1351 should always been seen as welcome and necessary and that the groups
1352 should work amongst each other, but any creation of a hierarchy
1353 would limit rather than enhance the scope and diversity of community
1354 voices. Do we have any comments or questions about this letter of
1355 support for the PCCEP recommendation? Yes, Jim?
1356 **KAHAN:** I would like to offer a friendly amendment to the last
1357 bullet point which I would add the PCCEP or any other group because
1358 of the recent discussion about creating an overarching group that
1359 would supervise other groups, and I really (inaudible) that idea.
1360 **CAMPBELL:** Would anyone be opposed to adding "or any other" to the
1361 end of that one?
1362 **ZINGESER:** No.

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1363 **CAMPBELL:** Okay. Then we can go ahead and do that. All right. Is
1364 there any other questions, comments, or discussion on this letter of
1365 support? All right. We will begin the voting. As a letter of
1366 support, this will be sent to the mayor's office and to the chief,
1367 and this will then - but we don't really expect, like, a response
1368 beyond the acceptance of receipt. Because it's a PCCEP
1369 recommendation, the response will be to the PCCEP similar to the
1370 other letters of support. Just to put - Dan Handelman with Portland
1371 Cop Watch did put, "but it would be okay if someone coordinated all
1372 of the advisories," and I would say we are not against that at all
1373 with this. We are just making sure that we remain independent, but
1374 it's important that we do work with the other advisory groups, and I
1375 think one of the big goals that we've been working on with a lot of
1376 the advisory groups is how do we work closer together to ensure that
1377 we're - because as we've seen with some of these, if multiple groups
1378 both recommend the same thing, it kind of puts it at a higher
1379 priority.

1380 **KAHAN:** Dan, I fully agree with you that there should be
1381 coordination, but there shouldn't be a hierarchy.

1382 **CAMPBELL:** Okay. Let's go ahead and vote. Do we have Sheri?

1383 **ANDERSON:** Yes.

1384 **CAMPBELL:** Leslie?

1385 **BRUNKER:** Yes.

1386 **CAMPBELL:** Jillian?

1387 **BURKE:** Yes.

1388 **CAMPBELL:** Marlene?

1389 **AVILES-CABLE:** Yes.

1390 **CAMPBELL:** Shawn is a yes. Karen?

1391 **DANIELS:** Yes.

1392 **CAMPBELL:** I'm sorry. What was that?

1393 **DANIELS:** Yes.

1394 **CAMPBELL:** Okay. Tyler?

1395 **HALL:** Yes.

1396 **CAMPBELL:** Walter?

1397 **HULL:** Come back to me.

1398 **CAMPBELL:** Okay. Jim?

1399 **KAHAN:** Yes.

1400 **CAMPBELL:** Kwame?

1401 **KINABO:** Yes.

1402 **CAMPBELL:** Gary?

1403 **MARSCHKE:** Yes.

1404 **CAMPBELL:** Mark M.?

1405 **MILINSKI:** Yes.

1406 **CAMPBELL:** John?

1407 **PAHLKE:** Yes.

1408 **CAMPBELL:** Chris?

1409 **ROSSI:** Yes.

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1410 **CAMPBELL:** Mark S.?
1411 **SCHORR:** Yes.
1412 **CAMPBELL:** Sarah?
1413 **SUNIGA:** Yes.
1414 **CAMPBELL:** Sylvia?
1415 **ZINGESER:** Yes.
1416 **CAMPBELL:** And Walt?
1417 **HULL:** Aye.
1418 **CAMPBELL:** Motion passes unanimously with 17 votes. All right.
1419 Fourth item is a report outlining changes in force utilization over
1420 time. This was a report because one of the questions that we always
1421 get a lot is how has force changed over time which is very difficult
1422 to measure because in quarter 3 of 2017, the bureau added a lot of
1423 new types of force as well as divided some existing types of force
1424 and modified, basically, how some were defined. To try to get a
1425 better measure, what I did was I went through the raw data that's
1426 available for 2017 and forward and basically took out information
1427 that pertains specifically to those new types of force. Now, this is
1428 something where - so, like, let's say one of the new types of force
1429 is resisted handcuffing when the old type of force is pointing a
1430 firearm. If it's an individual who had a use of force that was only
1431 resisted handcuffing, they were taken out of the data set. But if it
1432 was somebody who experienced both pointing a firearm and resisted
1433 handcuffing in the same event, that was kept in. You just took out
1434 the resisted handcuffing part, and that way we kept the subjects
1435 still consistent with the whole data sets. Basically, what it showed
1436 was that we had seen some significant decreases in force over the
1437 past five years; however, as has shown in the patterns in the Use of
1438 Force Report, some of the inequities in how force is experienced,
1439 despite the decreases, have remained fairly consistent. We also
1440 looked at how pointing a firearm changes as an overall percentage of
1441 force used, and one of the things that was notice was because
1442 overall force declined and use of deadly force has stayed fairly
1443 consistent at about six people per year over the last five years,
1444 except for one year when there was two, that overall as a percent of
1445 overall force, use of deadly force is slightly increased which is
1446 one of the reasons that the steering committee is pushing for it to
1447 become a task force in the near future. Is there any questions about
1448 this report? To kind of give you - this isn't going to be something
1449 we expect a response about from the bureau. This is mostly
1450 informational so that can utilize it to build off of in the future
1451 as well as we have it available to the public for anyone who might
1452 be interested. Any questions or comments?
1453 **ZINGESER:** No.
1454 **STEWART:** I've got a report I'll send you. I would like to comment.
1455 Like, I've examined our force over time, and I'm going to send a
1456 paper by Craig Prinsler (sp) who studies police accountability. If

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1457 you go back even further, our force has dropped even more
1458 considerably, and not only has force dropped, but at least - I think
1459 the time period he examined was 2002 to maybe 2016 looking at
1460 community complaints against police about use of force, and those
1461 have dropped a commensurate amount as well. He does a really good
1462 job at triangulating data points. And over the longer term, police
1463 use of deadly force has dropped if you go back, you know, 10-15
1464 years, you'll see - it used to be 8-10 people a year, and that - so,
1465 that drop is not - it's not as apparent because we're talking about
1466 a really low base rate. It's something that's not very common, but
1467 if you go back further, you can see even bigger changes. I can send
1468 that to you so, Shawn, when I send the other stuff out, and if we
1469 want, we can forward it out to (inaudible) because it's a really
1470 interesting paper.

1471 **CAMPBELL:** Please do. And we - I don't know if I'm going to say six
1472 is that much better than eight, but that's something to discuss
1473 further at a later time. And I will say that within the patterns of
1474 Use of Force Report, we did mention because we did compare some of
1475 the individual types of force from 2008 compared to 2019, and there
1476 was significant drops in most types of force that was being measured
1477 throughout that period of time. Most dropped by over 75 percent
1478 which some dropping by an even more significant amount. One of the
1479 larger numbers that we noticed was pointing a firearm which by
1480 around 2008 was probably around 1,000 subjects a year, then by 2014,
1481 the five-year mark, it was down to around 400, and in this previous
1482 year, it was 75. So, I think the overall kind of thing that we're
1483 seeing in the data is there has been a lot of progress in reducing
1484 the overall use of force. The thing that we're still having problems
1485 with is certain groups receiving a higher percent of that force
1486 compared to how often they interact with the police as measured by
1487 custodies because that's - we use custodies because it's the best
1488 proxy data we have available at this time. Yes, Jim?

1489 **KAHAN:** Disclosure that I worked with Shawn on these and dug into
1490 some of the numbers fairly deeply. Things definitely got better, but
1491 the improvement has evened off over the past five or six years if
1492 you look at the curves that are in the report. That doesn't mean
1493 that we're doing worse. It means that we had a great, big
1494 improvement, and now it's more incremental. And I think that
1495 reflects a reality there. The second is I fully agree with Shawn
1496 that an important thing here is to be able to look at who is getting
1497 which kinds of force when and what the outcome is in terms of all
1498 sorts of thing including the outcomes of judicial proceedings, and
1499 there is some data on that in these reports.

1500 **CAMPBELL:** Okay. And other comments or questions?

1501 **SUNIGA:** Shawn, it's Sarah. Just a question, and we can follow up
1502 offline too if that's easier. I want to say I've asked, and so you
1503 may have answered this question already, about looking at the data

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1504 as interaction of race by gender to see that as - to examine that
1505 data in particular to speak more of, like, an intersectional lens of
1506 looking at the data.

1507 **CAMPBELL:** Yeah. I haven't looked at it specifically, and I need to
1508 admittedly. Part of it is just the amount of time, and that's one of
1509 the things I really hope an equity analyst would be able to do a lot
1510 more of somebody who is paid to do it. I will say that we did - I
1511 have looked at gender before as a separate thing, and there is
1512 definitely an issue where you see a lot more force with males than
1513 females, though it is more in line with the interaction rate as
1514 well, so it's not like a statistically different thing. So, males
1515 receive about 74 percent of the force utilized compared to whatever
1516 the remainder is for female and unknown/undetermined. So - but you
1517 also see that exact same breakdown in the custody rates which
1518 suggests that's interaction, not a one group receiving more force
1519 even though they're interacting the same. We did do some work with
1520 the black population specifically and the patterns in the use of
1521 force to identify, and we didn't see any statistical difference in
1522 gender between males and females of each group compared to the white
1523 group. However, we did see a difference in age where a lot more
1524 force - force was more likely to be utilized on black individuals
1525 who are younger in their 20s compared to white individuals who
1526 tended to be more - had a wider spectrum of age and be more in their
1527 30s and 40s.

1528 **SUNIGA:** Yeah. I think it would be interesting to look at as time
1529 and resources allow.

1530 **CAMPBELL:** I fully agree. I mean, there's a huge amount of stuff
1531 that can be done with this data, and in fact, with all of the open
1532 data the bureau has available that isn't really being done right now
1533 because there is so much time and energy that has to go just into
1534 collecting it, partly just because the record system isn't set up to
1535 do this kind of stuff. That could be corrected a lot which would
1536 then allow a lot more analysis and being able to look in and really
1537 dig into these issues.

1538 **SUNIGA:** Yeah. I'm just thinking about how Kimberly Crenshaw came to
1539 this concept even of intersectionality, right. So, a black woman
1540 versus black people would say, "Well, the black men are not
1541 encountering this, so it can't be because of just race," but white
1542 women aren't accounted so, you know, gender, but it was when you
1543 looked at the two, you discovered this whole other impact that was
1544 really unseen. But I know that a good sample size also gets in the
1545 way of those interaction analyses, but -

1546 **CAMPBELL:** Right. One of the good things is at this point, they have
1547 about five years' worth of data, and so you can really start
1548 identifying things a lot more because the data set is getting big
1549 enough. Because to me the question too is what about, say if you
1550 have the intersectionality if you're a black male who also happens

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1551 to be transient? Of say that you are also an individual who is
1552 Hispanic female who is trans? How does that compare to people who
1553 don't match up in these things?
1554 **SUNIGA:** Totally concur.
1555 **MARSCHKE:** Shawn, this is Gary. I've got to tell you, you have my
1556 undying admiration for being able to understand and interpret in a
1557 coherent manner all of this data that we're consuming. It's awesome,
1558 really.
1559 **ZINGESER:** Yes, it is.
1560 **CAMPBELL:** Thank you. Is there any other comments before we vote?
1561 **ZINGESER:** Nope.
1562 **CAMPBELL:** All right. So, again, this is a vote just to post it on
1563 the website. It's for informational purposes for the public. We will
1564 likely send it to the chief and mayor, but we aren't going to expect
1565 a response for it because it's just information. All right, so
1566 Sheri?
1567 **ANDERSON:** Yes.
1568 **CAMPBELL:** Leslie?
1569 **BRUNKER:** Yes.
1570 **CAMPBELL:** Jillian?
1571 **BURKE:** Yes.
1572 **CAMPBELL:** Marlene?
1573 **AVILES-CABLE:** Yes.
1574 **CAMPBELL:** Shawn, yes. Karen?
1575 **DANIELS:** Yes.
1576 **CAMPBELL:** Tyler?
1577 **HALL:** Yes.
1578 **CAMPBELL:** Walt?
1579 **HULL:** Yes.
1580 **CAMPBELL:** Jim?
1581 **KAHAN:** Yes.
1582 **CAMPBELL:** Kwame?
1583 **KINABO:** Yes.
1584 **CAMPBELL:** Gary?
1585 **MARSCHKE:** Yes.
1586 **CAMPBELL:** Mark M.?
1587 **MILINSKI:** Yes.
1588 **CAMPBELL:** John?
1589 **PAHLKE:** Yes.
1590 **CAMPBELL:** Chris?
1591 **ROSSI:** Yes.
1592 **CAMPBELL:** Mark S.?
1593 **SCHORR:** Yes.
1594 **CAMPBELL:** Sarah?
1595 **SUNIGA:** Yes.
1596 **CAMPBELL:** Sylvia?
1597 **ZINGESER:** Yes.

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1598 **CAMPBELL:** All right. And then the final item on the agenda today is
1599 - this is more of a -
1600 **KAHAN:** For the record, could you say that it passed unanimously,
1601 please?
1602 **CAMPBELL:** Oh, yes. Thank you. Sorry about that. It has passed
1603 unanimously with 17 votes. All right. The final thing on the agenda
1604 is a report, an updated police context data report. Some of you
1605 might recognize this from the training that you were put through
1606 when you first joined TAC as an informational thing to try to
1607 educate on kind of some of what the big data points are telling us
1608 about what the police do. This is a purely - I'm having a brain
1609 fart, so I'm not coming up with the right word, but it's just so
1610 that we can put it on the website, and then we'll utilize it going
1611 forward to train new members as well as keep our current members up
1612 to date. It's just been updated with 2019 data. The old one was up
1613 to 2018. So, are there any questions or discussion prior to a vote?
1614 **ZINGESER:** No.
1615 **CAMPBELL:** All right. Sheri?
1616 **MARSCHKE:** Oh, you're starting with me? Yes.
1617 **ANDERSON:** Yes.
1618 **CAMPBELL:** No, no. Sheri not Gary.
1619 **MARSCHKE:** Oh, I'm sorry. I heard Gary.
1620 **CAMPBELL:** Leslie?
1621 **BRUNKER:** Yes.
1622 **CAMPBELL:** Jillian?
1623 **BURKE:** Yes.
1624 **CAMPBELL:** Marlene?
1625 **AVILES-CABLE:** Yes.
1626 **CAMPBELL:** Shawn, yes. Karen?
1627 **DANIELS:** Yes.
1628 **CAMPBELL:** Tyler?
1629 **HALL:** Yes.
1630 **CAMPBELL:** Walt?
1631 **HULL:** Yes.
1632 **CAMPBELL:** Jim?
1633 **KAHAN:** Yes.
1634 **CAMPBELL:** Kwame?
1635 **KINABO:** Yes.
1636 **CAMPBELL:** Gary, did you change your mind in the last 10 seconds?
1637 **MARSCHKE:** Not at all. Yes.
1638 **CAMPBELL:** Mark M.?
1639 **MILINSKI:** Yes.
1640 **CAMPBELL:** John?
1641 **PAHLKE:** Yes.
1642 **CAMPBELL:** Chris?
1643 **ROSSI:** Yes.
1644 **CAMPBELL:** Mark S.?

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1645 **SCHORR:** Yes.
1646 **CAMPBELL:** Sarah?
1647 **SUNIGA:** Yes.
1648 **CAMPBELL:** Sylvia?
1649 **ZINGESER:** Yes.
1650 **CAMPBELL:** Motion passes unanimously with 17 votes. All right. Thank
1651 you very much, everybody. We will now, unless anyone has anything
1652 else to bring before this body, we will move into public comment.
1653 **HULL:** Hearing none.
1654 **CAMPBELL:** Hearing none. We will move into public comment. This is
1655 the period where members of the public can comment on our work or
1656 anything they feel we are not focusing on or basically anything they
1657 would like to tell us. I welcome anyone who would like to unmute and
1658 please -
1659 **HANDELMAN:** Hi, this is Dan Handelman from Portland Cop Watch. I
1660 raised my hand but in a separate screen. So, I - I'm very impressed
1661 that you had unanimous to all of your proposals tonight. I want you
1662 all to know - I let the chair know - the analysis that your chair
1663 did of the use of force where he separated out the uses of force
1664 that were not counted prior to 2017 is something the compliance
1665 officer who is paid \$400,000 a year has not done and said they can't
1666 do comparisons because it's too hard to do. So, the fact that he did
1667 it as a volunteer is not only impressive but also sort of reinforces
1668 my worry about the fact that that compliance officer isn't always
1669 doing as thorough of a job as they could, and I'm aware that he is
1670 on this call tonight when I'm saying this. I just want to point out
1671 though that in terms of the pointing of firearms going down, we only
1672 know that that's the pointing of firearms that are being reported
1673 that are going down, so it's also possible that officers just
1674 decided they didn't want to report it anymore. You know,
1675 anecdotally, we hear about it happening all of the time out of the
1676 community, so you know, I'm not sure how to fix that problem. Also,
1677 if you all want to look into sometimes the correlation between
1678 complaints, because that was mentioned, only less than 1 percent of
1679 all force complaints that have been given to the Independent Police
1680 Review since 2002, less than one percent have been sustained in
1681 these 18 years, so I'm not sure why that is. I'm glad that the
1682 website identifies which things you're voting on that are drafts.
1683 The PCCEP did not do that. I think in terms of the exact things
1684 you're asking for for the employee information system to change, the
1685 agreement with the DOJ says you can go beyond what they have listed
1686 there, and I'm not sure how those three items fit into whether or
1687 not that would be going on or changing what's in the agreement, but
1688 there's no reason that the bureau can't add other categories or
1689 analyze a separate category in addition to what's required. In terms
1690 of the criminal investigation being the cause for not releasing some
1691 information, the criminal investigation for the shootings only last

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1692 for 60 days, so that shouldn't be a hinderance. I mean, that's at
1693 the most because the grand juries sometimes even happen in a couple
1694 weeks. I think when the training is done, when you're recording
1695 committee members to talk, to help make sure that it's consistent
1696 not only having the same person talk to the police but making sure
1697 that those people's - the scripts that they're going to say get
1698 circulated among the community members so other people can see it
1699 and say whether or not that is a good reflection of community
1700 values. In terms of officers wanting to be part of this community,
1701 only 18 percent, according to the Portland Mercury a few years ago,
1702 only 18 percent of Portland officers live in the city proper. So, I
1703 continue to challenge the question that officers are members of this
1704 community. I also want to remind (inaudible) the important of
1705 language that if you're referring to a police officer that you're
1706 going to say their title instead of, like, for instance, referring
1707 to the head of the police association as Daryl. His name is Officer
1708 Turner. You can say Officer Daryl Turner if you want to, but people
1709 who don't know who that is, it's much clearer when you say their
1710 title and their last name. And the PSSS program should not be called
1711 PS3. That is the name of a gaming system. Somebody thought it was
1712 funny to call it PS3, I think, but I really think that you all just
1713 say PSSS to show that - let people know that you're not talking
1714 about a P and S and a 3. There are three Ss in that title. There are
1715 maybe other things that I can't read my scratchy handwriting, but
1716 thank you for your meeting and for - oh, I know what the other thing
1717 is. People's Police Report number 81, our newest issue, that came
1718 out two weeks ago is up on our website, portlandcopwatch.org. I'll
1719 past the link in the chat.

1720 **CAMPBELL:** Thank you, Dan. I appreciate it as always. Do we have any
1721 other members of the community that would like to speak at this
1722 time? If you do, go ahead and unmute. Yeah, go ahead and unmute. I
1723 can't see everybody at once just because we have enough people in
1724 here. All right. Seeing none, do we have a motion from somebody to
1725 adjourn?

1726 **HULL:** So moved.

1727 **CAMPBELL:** We have Walt. Do we have a second?

1728 **HALL:** I second.

1729 **CAMPBELL:** Tyler seconds. Any opposed? Please speak up now. All
1730 right. Meeting is adjourned. Thank you very much, everybody, and
1731 have yourself a wonderful night.

1732

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1734 Transcribed 09/15/20 @ 10:59 p.m. Elice Turnbull (0913et01)