



Chabot-Las Positas Community College District

Chancellor’s Council

Tuesday, March 10, 2026

3:00 p.m. to 4:30 p.m.

ConferZoom

Attendees:

<input checked="" type="checkbox"/> Ron Gerhard	<input checked="" type="checkbox"/> Heike Gecox	<input checked="" type="checkbox"/> Aubrie Ross
<input checked="" type="checkbox"/> Mona Abdoun	<input checked="" type="checkbox"/> Naomi Mangini	<input checked="" type="checkbox"/> Chasity Whiteside
<input checked="" type="checkbox"/> Jamal Cooks	<input checked="" type="checkbox"/> Ashley Young	<input checked="" type="checkbox"/> Jeanne Wilson
<input checked="" type="checkbox"/> Thomas Dowrie	<input checked="" type="checkbox"/> Theresa Pedrosa	
<input checked="" type="checkbox"/> Dyrell Foster	<input checked="" type="checkbox"/> Osibisa Roseby	

Guests: Daniela Ballif, Sean Brooks, Jennifer Druley, Craig Kutil, Owen Letcher, Carra Moore, Kirti Reddy, Michael Thompson, Rachael Tupper-Eoff

MINUTES

Chancellor Ron Gerhard started the meeting at 3:00 p.m.

1. Review and Approval of the March 10, 2026 Agenda

The agenda was approved as presented. **(Pedrosa/Ross) All in Favor.**

2. Review and Approval of the February 10, 2026 Meeting Minutes

The minutes from the February 10, 2026 **(Pedrosa/Dowrie) All in Favor. Mangini abstained.**

3. Information and Discussion Items

3.1. AI Training

Ron Gerhard gave background on this, noting that AI began being discussed about a year ago in Chancellor’s Council. The discussion started with Faculty and Academic Senates requesting professional development and district support related to the evolving landscape of generative AI within academia. From there, a process and program were developed to build out opportunities for generative AI for all employees, and in some cases students. The goal is not to require employees to become AI experts, but to understand how generative AI can be used as a resource and tool for employees and students. This is further emphasized by feedback from community partners and employers that students are expected to have some familiarity.

Dialogue regarding AI began last fall and included listening sessions with students and faculty leadership across the district in partnership with Ourmedia. The purpose was to hear directly from students, faculty, and some classified professionals about their concerns and perspectives on how AI exists within academia today. Multiple in depth, hands on trainings have also been held.

It was noted that Las Positas College will hold a Flex Day that includes a student panel and two AI trainings for faculty and classified professionals. Chabot will also hold a student panel at Flex Day, but not hands on training.

As a district, the goal is to build a structured approach to professional development on the appropriate and responsible use of AI across the colleges and district. The long-term goal is to move toward a train the trainer model. AI is expected to continue evolving rapidly, and the district intends to invest in developing faculty, classified professionals, and administrators to lead ongoing trainings rather than relying on outside partners.

RGerhard shared that a Partnership Resource Team grant was submitted in the fall and approved. A six-member team, consisting of faculty, classified professionals, and administrators from across the state, will visit to understand the district's objectives, approach, and progress. The team will provide feedback on blind spots and areas for improvement. District constituents will be included in the process.

MAbdoun noted that AI has been discussed in nearly every senate and division meeting. While current AI training is seen as helpful, there is a need to go beyond basic use. Faculty expressed frustration regarding academic integrity, including concerns about identifying AI generated work and the limitations of tools such as Turnitin. There are also concerns about how to design assessments that effectively measure student knowledge and are resistant to AI use. Questions were raised about the implications for online courses and whether such courses will continue to be taken seriously by CSUs, UCs, and employers. It was also noted that Michael Thompson has been leading a community of practice around AI, and there is interest in seeing more visible leadership from administration.

CKutil mentioned that some UC campuses are considering removing articulation for math courses, potentially limiting it to those without in person assessments. Many CSUs are requesting verification that math courses include in person midterms and exams, as they are seeing students who have passed advanced math courses but are unable to demonstrate proficiency.

RGerhard stated that the current focus is to provide professional development opportunities so all employees can gain a baseline understanding of AI. Leadership across groups has been selected to represent their constituencies, and with a shared baseline understanding, the district will be better positioned to have informed discussions about AI related policies.

He added that as systems continue to evolve, it is important for the district to stay informed and engaged in order to develop well positioned and informed approaches to AI policy.

It was also noted that faculty retain academic freedom, and each faculty member has the autonomy to determine how AI use is addressed in their syllabus.

TDowrie asked whether AI would be discussed with the PRT. RGerhard responded that the focus will be on how the district is moving forward with AI implementation. TDowrie also asked how this connects to the three hour training. RGerhard clarified that the training provides hands on experience in using AI within job functions. TDowrie will connect with KCostello to schedule AI training for classified professionals at Chabot.

Michael Thompson stated that faculty are not requesting additional professional development, but rather a clear acknowledgment of how disruptive AI is and how it affects the validity of assessments. He noted that work completed outside the classroom cannot be verified in the same way, and that faculty have not yet heard a clear acknowledgment of this from senior leadership. He also raised the question of whether faculty should include AI policies in their syllabi.

RGerhard acknowledged that there is an opportunity for improved communication and clarity regarding the district's approach to AI and indicated this will be addressed.

Chasity Whiteside asked for an update on AI training for district staff and the plan moving forward. A question was also raised about providing a separate training for ITS due to concerns such as FERPA. RGerhard stated that ITS training will be scheduled by Bruce Griffin, and that district classified professional training will be scheduled with KCostello. He noted that proposed dates should be provided to coordinate with trainers, and that training capacity will depend on computer lab size.

3.2. Enrollment Update / Winter Intersession Update

RGerhard reported that enrollment continues to be strong. Reviewing the current year's enrollments, LPC is up a little above 4%, and Chabot is up a little over 2.5% to 3% based on last week's DEMC data. He noted that there is currently a discrepancy between the enrollment management reports and the 320 reports, which are the official reports submitted to the state. As a district, enrollment is up year over year about 6 to 7%, which is very positive. When looking at the three-year rolling average, which is how the district is funded by the state, the district ranks as the sixth fastest growing out of 72 districts statewide. Four of the five districts ahead are relatively small in terms of student count, where one FTES represents a greater percentage increase.

RGerhard explained that in the past, while on hold harmless, the district was focused on chasing enrollment. Now that the district is no longer on hold harmless, it is currently educating and serving approximately 1,000 students for whom it is not receiving state funding. He noted that this is a better position than being on hold harmless, since under hold harmless the district would not receive any additional funding from the state, including COLA.

He stated that the challenge moving forward is continuing to manage enrollment through a holistic enrollment management approach.

3.3. Compressed Calendar Update

RGerhard stated that there is not much to report out regarding compressed calendar. The work continues to be underway.

4. Board Policies and Administrative Procedures

4.1. First Reading of Board Policies

The following board policies are brought forward for a first reading.

4.1.1. BP 2015 Student Members

MAboun pointed out a typo in the document. It should say “student members”, not “a student members.”

4.1.2. BP 4010 Academic Calendar

Aubrie Ross asked who are the appropriate groups mentioned in the second paragraph, where it states the Board of Trustees shall, in consultation with appropriate groups. RGerhard stated that the appropriate groups are those that it is a requirement to negotiate within the respective collective bargaining agreement.

4.1.3. BP 4250 Probation, Dismissal, and Readmission

MAbdoun mentioned that the second paragraph states, “W,” “I,” “NC,” and “NP.” It was questioned what NC means. Jeanne Wilson mentioned it means no credit. It was then asked if each of these should be spelled out.

4.1.4. BP 5030 Fees

MAbdoun mentioned that this policy has a blank page in the middle. KCostello mentioned that it is a formatting error, no verbiage is missing.

4.1.5. BP 5050 Student Success and Support Program

4.2. First Reading of Administrative Procedures

The following administrative procedures are brought forward to council for a first reading.

4.2.1. AP 2325 Teleconferenced Meetings

RGerhard stated that this incorporates new legislation as it relates to meetings that are governed by the Brown Act.

4.2.2. AP 4020 Program and Curriculum Development

Craig Kutil reviewed the procedure, explaining that on a weekly, uncompressed basis, one unit of instruction equals three hours of student learning per week. Lab hours are fully in person, while lecture hours consist of one-third in person and two-thirds outside of class. For activity hours, two-thirds occur in class and one-third outside. He noted that the previous method calculated units by determining weekly lecture and lab hours, converting to a semester total, and dividing by 54. The revised approach establishes a direct relationship in which one unit equals 54

total student learning hours, including both in person and out of class time. This change is intended to eliminate zero-unit labs.

RGerhard stated that this change is timely due to the state's update to the student attendance accounting method, which necessitates moving toward activity hours in place of zero-unit lab courses.

MAbdoun raised a question regarding language on page 2, specifically the phrase "with their dean's approval," and suggested its removal. RGerhard asked whether this reflects current practice at Chabot. MAbdoun responded that she typically works with articulation officers rather than going through the dean. RGerhard indicated he would follow up with more information at the next council meeting. CKutil noted that at Las Positas, dean approval takes place before proposals move forward. A suggestion was made to revise the language to "with the dean's consultation.

4.2.3. AP 4240 Academic Renewal

4.2.4. AP 5031 Instructional Materials Fees

4.2.5. AP 5050 Student Success & Support Program

MAbdoun questioned two areas on the policy:

- "Follow-up services and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation.
- "Challenge course placement based upon the results of assessment procedures."

It was questioned whether, due to AB 1705, course placement is still applicable and if it should remain in the document. RGerhard clarified that students are still entitled under Title V. JWilson mentioned that she believes MAbdoun is saying that we do not have assessments any longer. We have a self-guided placement, but no assessments. CKutil mentioned that credit for prior learning could possibly follow under assessment.

4.3. Second Reading of Board Policies

The following board policies are brought forward for a second reading.

4.3.1. BP 7310 Nepotism

There was a motion to approve the board policies for second readings. **(Pedrosa/Gecox)**
All in favor.

4.3 Second Reading of Administrative Procedures

4.3.2. AP 3415 Immigration Enforcement Activities

4.3.3. AP 7310 Nepotism

4.3.4. AP 7500 Volunteers

There was a motion to approve the administrative procedures for second readings.
(Pedrosa/Dowrie) All in favor.

1. District and College Resolutions / Report Outs

Theresa Pedrosa, Chabot College Student Government President, gave an update that they are working on the smoking policy and will take to the Chabot President's Council for another reading.

Mona Abdoun, Chabot College Faculty Senate President, shared that the first AI faculty forum is being planned. She also noted that at the most recent senate meeting, a resolution on plug and play courses was passed and will be shared with the Board of Trustees.

Thomas Dowrie, Chabot College Classified Senate President, reported that the senate is developing sessions for Flex Day, including a peer mentor program session and a session with Dr. Ozzy DeLuna. Carra Moore added that the session will include an overview of CLIP followed by an interactive activity led by Dr. DeLuna.

Aubrie Ross, Las Positas College Classified Senate President, shared that Flex Day will include a variety of activities, including health and wellness sessions, CalPERS presentations, Excel trainings, AI training, and a keynote student panel.

2. Future Agenda Items

None noted.

3. Adjourn

The meeting was adjourned at 4:28 p.m.

The next meeting is scheduled for April 14, 2026