



Chabot-Las Positas Community College District

Chancellor’s Council

Tuesday, April 14, 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, Jennifer Druley, Bruce Griffin, Owen Letcher, Carra Moore, Dionicia Ramos, Kirti Reddy

MINUTES

Chancellor Ron Gerhard started the meeting at 3:01 p.m.

1. Review and Approval of the April 14, 2026 Agenda

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

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

With the deletion of “all in favor” under Review and Approval of the February 10, 2026 Meeting Minutes, the minutes from the March 10, 2026 meeting was approved. **(Young/Pedrosa) All in Favor.**

3. Information and Discussion Items

3.1. Chancellor’s Update / PRT Visit and Assessment

RGerhard discussed the PRT Team visit that took place about a week and a half ago. Many of the Chancellor’s Council members were involved in these conversations. For those that were not involved, we had colleagues from across the state who work in other community colleges and districts lend us their time and expertise to talk about two items:

Artificial Intelligence (AI)

One subject was to discuss AI and our efforts to provide professional development and training to students, classified professionals, faculty and administrators. With the goal of educating and informing instead along with providing a solid foundation or understanding of what AI is and what it is not, the potential implications, good, bad or otherwise.

Chabot College Shared Governance

The team also met with Chabot College, which included President Jamal Cooks, Faculty Senate President Mona Abdoun, and others related to the shared governance structure at Chabot. The discussion centered around the effectiveness of the shared governance model at Chabot College.

The team had two visits, the first being about a month ago, where they essentially came to ask a lot of questions, seeking to understand where we are at. The follow up visit was last week, where they shared a document called [Menu of Operations](#).

On the Menu of Operations, the team's descriptions of our primary institutional successes include:

1. Artificial Intelligence Strategy and Institutional Capacity Building
2. Faculty Innovation and Institutional Dialogue
3. Emerging Vision for Workforce Preparation and Student Engagement
4. Shared Governance and Decision-Making Alignment (Chabot College)

Each of these primary institutional successes included comments and suggestions on how we could build off of them.

The document then shows a menu of options for institutional consideration for its innovation and effectiveness plan. For each area of focus, the team gave ideas, approaches, solutions, and best practices, which include:

A. Artificial Intelligence Strategy and Institutional Capacity Building:

1. Strengthen faculty engagement through sustained dialogue and professional learning focused on AI-supported teaching and learning.
2. Develop clear districtwide guidance on responsible AI use, including academic integrity, acceptable use, data privacy and ethical considerations.
3. Support applied teaching strategies by providing time, tools, and structured opportunities for experimentation, piloting and sharing effective practices.
4. Scale professional development through a train-the-trainer model and AI champions across campuses.
5. Provide role-specific AI training for classified professionals, IT staff, and operational units.
6. Establish centralized communication channels for AI resources, updates, and training opportunities.
7. Advance student AI literacy through curriculum integration, workshops, and orientation activities.
8. Use data and employee feedback to align professional development with institutional needs.
9. Establish a district-wide, cross-functional AI workgroup (composed of faculty, classified professionals, and managers) to collaboratively
 - develop an AI vision and strategic framework
 - inform policy and governance discussions
 - support a scalable professional development
 - sustain coordination implementation across the district.
10. As the district continues to build on this strong foundation, the next step is to shift from describing participation and activities to demonstrating capability and impact by clearly showing what employees and students are able to do as a result of these efforts.

11. The district is well-positioned to further advance its work by clearly articulating the specific skills students are developing through AI integration. The following examples offer ways to translate broad goals into observable, measurable student behaviors, helping make learning outcomes more explicit and actionable:

Define Workforce Skills in Behavioral Terms

1. Replace general language with specific capabilities
2. Students will be able to:
 - Generate AI-assisted drafts for professional tasks
 - Evaluate AI outputs for accuracy and bias
 - Revise AI-generated content to meet task requirements
 - Document and justify AI use in completing work

Translate “Digital Literacy” into Observable Tasks Examples include students who can:

- Write effective prompts for a defined task
- Compare AI-generated responses and select the most appropriate one
- Identify errors or hallucinations in AI output

Connect Student Input to Institutional Action For example:

- Add statements such as:
 - Student feedback informed the redesign of specific assignments
 - Student input led to the development of AI use guidelines in courses

Define “Responsible AI Use” Operationally For example:

- Students disclose AI use
- Students verify information before submission
- Students demonstrate authorship through revision

B. Shared Governance and Decision

1. Clarify committee roles (recommending, consultative, decision-making).
2. Define clear decision-making pathways across governance structures.
3. Strengthen communication and reporting expectations between committees.
4. Improve feedback loops to ensure transparency after decisions are made.
5. Provide governance onboarding and training for committee members.
6. Conduct periodic review of committee structure, purpose, and effectiveness.
7. Improve coordination and alignment between governance groups.
8. Differentiate governance and operational committees to streamline processes.
9. The college demonstrates a strong commitment to inclusive dialogue and shared governance. The following suggestions are intended to further enhance transparency by clearly illustrating how discussions lead to decisions, actions, and ongoing communication across the institution.

Examples of Decisions and Outcomes

- Include 2–3 examples such as:
 - Adoption of an AI guidance policy

- Revision of instructional practices
- Implementation of a new process
- Each example should show:
 - issue then discussion then decision then action

Clarify Governance Roles

Define:

- which bodies recommend
- which bodies decide
- which bodies implement
- This could be done with a simple statement or chart.

Document Decision Flow

Add a description such as:

- how proposals move from committee to final decision
- expected timelines

Introduce Feedback Loop Language

For example:

- Decisions are communicated back to constituencies with a summary of input received and actions taken

This Menu of Options is a resource for us and serves as a recommendation on things that we may want to consider as we continue down the path on discussing AI at an institutional level, whether it be AI professional development, AI policies, or AI adoption of a platform.

It was asked if there were any attendees that want to share their thoughts. Kelly Costello mentioned that at the end of the visit, there was a closeout meeting with the PRT team, chancellor, and college presidents. In that meeting, the PRT voiced that they were very grateful for all of the commentary received. They enjoyed working with our district.

Mona Abdoun shared that the conversations, especially around AI, were very helpful and intellectually stimulating. It was great to have a group of people in the room where we could bound ideas off of each other. It helped her think of all of the different things we could be doing districtwide. It was also mentioned that the session on shared governance was helpful.

RGerhard asked how we can bring this conversation to the masses. Where can we as a district create a space or environment that encourages this kind of free-flowing dialogue?

Ashley Young mentioned that the PRT visit and the meeting with Ourmedia, as well as a couple of sessions at Academic Senate conferences have changed her thoughts about AI and its usefulness.

Thomas Dowrie mentioned that he liked how the conversation was shaping up around an AI academy, maybe that was district led. Then there would be a common understanding of what would be taught and what would be conveyed in the train the trainer model, which was discussed throughout the meeting.

MABdoun mentioned that there have been some AI faculty forums, and one next week. It was suggested that maybe there could be some more discussion at Convocation.

TDowrie mentioned that President Cooks is also holding an AI listening session at Chabot that would be an opportunity for Chabot to discuss.

AYoung mentioned that it is important to have different group discussions for faculty, administrators, and classified professionals at Convocation, but it is also important to keep the cross-department discussion as well. Working on shared ideas about honesty AI policies within departments would be suggested.

RGerhard asked, "What does this train the trainer model look like?" The thinking behind it, as nothing is set in stone, but that each campus and district office, we would have volunteers that would be AI leads. Collectively, as a district, we would invest in them professional development opportunities and training, where they become the train the trainers, so we are not forever linked to outside consultants. A portion of their time would be devoted not only to professional development but also bringing back that knowledge to the colleges. Then space would be creating where they would teach to those that want to partake and professional development, evolving trends of AI.

Naomi Mangini mentioned that there is definitely a lot of student interest. I know, for example, we have a lot of clubs that are AI related and interest in students being involved in the train-the-trainer for student peers. RGerhard stated that it is critical to keep the student voice at the forefront of those conversations at the district.

MABdoun agreed and likes the idea of the train-the-trainer but it is important to keep in mind that colleagues across the campuses are sharing the same information.

ARoss asked if there will be a need to hire faculty for the train-the-trainer model. RGerhard mentioned that the thought is that folks would volunteer and have some interest in this role. This would not be a volunteer role in the sense that it brings on additional work but for faculty, it would be part of their load. In the new agreement with the FA, there is a new article related to artificial intelligence and its use in course development, faculty responsibility, and academic integrity.

The ask is now that everyone has the Menu of Options, it is encouraged to be shared with your constituencies.

Chasity Whiteside asked where we are at with an AI policy or where will the discussions take place. RGerhard mentioned that the discussions will take place in Chancellor's Council. Now that we are shifting to a discussion internally, how do we define appropriate, ethical, and responsible use of AI. We have had 100s of employees have the opportunity to AI professional development. In the fall of 2026 would be the time to frame, discuss, and move forward a draft institutional policy within our district. Once the policy is complete and board approved, the discussions will move to what will be the platform we are going to be using as a district.

RGerhard mentioned that our data is not shared with OpenAI. It was also mentioned that no one but the user can see the chats, questions, or GPTs. KCostello added that if there is project that is shared with another user, that person can see the project information. If you do not want it to be shared, you would have to retract the access.

KCostello also mentioned that the Chabot classified professionals are holding two trainings and there are still seats available if anyone wants to attend.

3.2. Compressed Calendar Update

RGerhard mentioned that there is not necessarily an update. Early registration opened up for both summer and fall, and over the first few hours of yesterday morning, we had just over 10% of our eligible early registration students enroll in classes.

4. Board Policies and Administrative Procedures

4.1. Second Reading of Board Policies

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

4.1.1. BP 2015 Student Members

KCostello mentioned that there was a change made to the document that previously said, "a student members" to "student members."

4.1.2. BP 4010 Academic Calendar

Changed classified staff to classified professionals.

4.1.3. BP 4250 Probation, Dismissal, and Readmission

4.1.4. BP 5030 Fees

KCostello mentioned that the formatting error of the blank page was fixed.

4.1.5. BP 5050 Student Success and Support Program

There was a motion to approve the board policies. **(Pedrosa/Dowrie) All in favor.**

4.2. Second Reading of Administrative Procedures

The following administrative procedures are brought forward for a second reading.

4.2.1. AP 2325 Teleconferenced Meetings

4.2.2. AP 4020 Program and Curriculum Development

RGerhard stated that this document should say dean's consultation instead of dean's approval.

4.2.3. AP 4240 Academic Renewal

4.2.4. AP 5031 Instructional Materials Fees

4.2.5. AP 5050 Student Success & Support Program

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

1. District and College Resolutions / Report Outs

Dyrell Foster, President of Las Positas College, mentioned that LPC has remodeled a classroom space and the Journalism and Media Arts Program moved in. The space will be shown off at 4:00 p.m. before the board meeting, which will include some students speaking about their experiences in the program and how the new space is supporting their learning. Everyone is invited to attend. He also thanked the leadership of VC Owen Letcher and his entire team.

Theresa Pedrosa, Chabot College Student Government President, has a final draft of a smoking policy. Campus safety will finalize and will bring it back next month.

Aubrie Ross, Las Positas College Classified Senate President, shared that the classified team had a busy spring break which included a professional development week. There were 50 attendees for the retreat day and 30 attendees to a mental health first aid training.

Mona Abdoun, Chabot College Faculty Senate President, shared that her and AYoung attended plenary last week. Also, Faculty Senate is reviewing the faculty hiring procedures process and gathering feedback on that. Continuing AI forums and AI community of practice. There will be a hands-on training for faculty in the fall.

Heike Gecox, Faculty Association President, stated that the faculty negotiating team met with all of the administrators to go over the Faculty Association contract. The administrators were thankful and it seemed that the changes were looked at as positive.

Ashley Young, Las Positas College Academic Senate President, mentioned that the LPC classified appreciation event is Wednesday, April 15 at 1:00 p.m. in the cafeteria.

Jennifer Druley, VC of Human Resources, gave a quick update on SERP. There were 49 submittals across all groups. It is a tad lower than what we were hoping for, but the district is

confident that with those 49, we will still have savings. This will be moving forward to the board on Tuesday. Then, HR will communicate with those that have submitted.

MAbdoun added that during Earth Week, which is next week, one of the highlighted events is the board approved naming the Chochenyo Plaza outside of the new library. There will be a ceremony and celebration on Monday, April 20 and everyone is invited.

2. Future Agenda Items

None noted.

3. Adjourn

The meeting was adjourned at 4:18 p.m.

The next meeting is scheduled for May 12, 2026