



# Faculty Professional Development Committee Agenda

Wednesday, May 11, 2016  
2:00 p.m. – 3:30 p.m.  
L-201

**COMMITTEE MEMBERS**

- Kathryn Mitchell, Faculty Co-Chair
- Dr. Bonnie Suderman, Co-Chair
- LaDonna Trimble, Administrative Member
- Dr. Tom O’Neil, Administrative Member
- Leslie Baker, Faculty Member
- Dr. Rona Brynin, Faculty Member
- Dr. Magdalena Caproiu, Faculty Member
- Jack Halliday, Faculty Member
- Mark Hoffer, Faculty Member
- Darcel Jarrett-Bowles, Faculty Member
- Dr. Liette Bohler, Tenure Evaluation Coordinator
- Greg Krynen, Technical Liaison
- Jackie Lott, Faculty Union Rep
- Ty Mettler, Faculty Member
- Melanie Parker, Faculty Member
- Susan Snyder, Faculty Member
- Dr. Darcy Wiewall, Faculty Member

Items	Person	Action
I. Opening Comments from the Co-Chair		
II. Open Comments from the Public		
III. Approval of Minutes	All	a. April 27, 2016 FPDC Minutes (attachment)
IV. Discussion Items	K Mitchell	a. Hour Recommendation b. Forum Review c. Fall Opening Day Planning d. FPD Guideline Review
V. Action Items	K Mitchell	a. Hour Recommendation b. Philosophy Statement – Revision (attachment) c. NISOD – 2016-17 Invoice (attachment)
VI. Adjournment		



**ANTELOPE VALLEY COLLEGE**

**MEETING DATES**

September 9, 2015

September 23, 2015

October 14, 2015

October 28, 2015

~~November 11, 2015~~ HOLIDAY

November 25, 2015

February 10, 2016

February 24, 2016

March 9, 2016

March 23, 2016

April 13, 2016

April 27, 2016

May 11, 2016

May 25, 2016 (if needed)



# Faculty Professional Development Committee Minutes

Wednesday, May 11, 2016  
2:00 p.m. – 3:30 p.m.  
L-201

**COMMITTEE MEMBERS**

- Kathryn Mitchell, Faculty Co-Chair
- Dr. Bonnie Suderman, Co-Chair - ABSENT
- LaDonna Trimble, Administrative Member - ABSENT
- Dr. Tom O’Neil, Administrative Member - ABSENT
- Leslie Baker, Faculty Member
- Dr. Rona Brynin, Faculty Member
- Dr. Magdalena Caproiu, Faculty Member
- Jack Halliday, Faculty Member
- Mark Hoffer, Faculty Member
- Darcel Jarrett-Bowles, Faculty Member
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- Ty Mettler, Faculty Member
- Melanie Parker, Faculty Member
- Susan Snyder, Faculty Member
- Dr. Darcy Wiewall, Faculty Member

Items	Person	Action
I. Opening Comments from the Co-Chair	Kathryn Mitchell	None.
II. Open Comments from the Public		None.
III. Approval of Minutes	All	a. April 27, 2016 FPDC Minutes (attachment) <i>A motion was made and seconded to approve minutes of the April 27, 2016 Faculty Professional Development Committee Meeting. Motion carried.</i>
IV. Discussion Items	K Mitchell	a. Hour Recommendation Kathryn shared comments from 31 faculty members who participated in the Hour Recommendation survey. The majority preferred 48 hours but did not object to 60. She forwarded the results to the board members.  Members agreed time spent on Student Learning Outcomes (SLOs), WEAVE and emails easily adds up to 12 hours. Members noted five extra minutes in the classroom will not benefit



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		<p>students.</p> <p>Consensus was to recommend 48 hours with the understanding the obligation might go to 60. Kathryn will make the 48 hour recommendation to the Senate. The Senate will make a recommendation to the union. The union will take the recommendation into negotiations. If the union and district cannot agree, the obligation will return to 60 hours.</p> <p>Some members expressed interest to make a presentation at the board meeting in the fall.</p> <p>b. Forum Review Kathryn thanked members for their assistance with the FPDC forum. Members agreed to hold the forum next year.</p> <p>c. Fall Opening Day Planning Kathryn is working on potential workshops for Opening Day. Possibilities include:</p> <ol style="list-style-type: none"> <li>1) "Politics, Religion, Race, Orientation: The Importance of Thoughtful Discourse in College Learning Environments"</li> <li>2) "Generation Me"</li> <li>3) Net Tutor speaker (Diane Flores-Kagan)</li> <li>4) ITS Open Session - Developments in Technology @AVC (Rick Shaw)</li> <li>5) Tenure &amp; Evaluations</li> <li>6) AVID – Mary Rose Toll, Deb Sullivan</li> <li>7) Student Equity – Jill Zimmerman</li> <li>8) Behavior Intervention Team, Dr. Erin Vines</li> <li>9) Office of Students with Disabilities</li> <li>10) Syllabi and Developing a syllabi</li> <li>11) Veterans, Ed Arndt</li> </ol> <p>d. FPD Guideline Review Review guidelines for revisions - by next meeting. Revise Mission Statement next year. Add Lynda.com information to Standard 3. Next year: consider major overhaul of program.</p>
V. Action Items	K Mitchell	<p>a. Hour Recommendation <i>A motion was made and seconded to recommend</i></p>



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		<p><i>a 48-60 hour flex obligation to the Senate. Motion carried unanimously.</i></p> <p>b. Philosophy Statement – Revision (attachment) <i>A motion was made and seconded to approve the revised Philosophy statement. Motion carried unanimously.</i></p> <p>c. NISOD – 2016-17 Invoice (attachment) <i>A motion was made and seconded to pay the 2016-17 NISOD membership invoice. Motion carried unanimously.</i></p>
<p>Adjournment: 2:58 p.m.</p>		

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## Faculty Comments Regarding FPD Hours

Thanks for the opportunity to provide feedback re: flex hours. Since I am not teaching classes, I would not be as significantly impacted if the flex requirements were lowered. I am fine with keeping the requirement 48-60 hours.

As a new employee, I have liked the opportunity to attend flex events and meet faculty; the variety of subjects has also allowed me to choose events that suited my interests as well as my particular job. I hope that we will continue to have a variety of events from which to choose.

I feel many of us in the counseling department participate quite a bit in program review and outcome assessment through our staff meetings that are focused on these topics. It is important to keep this option available to those faculty that are not teaching. If we had to attend 60 hours of "formal" events, we would still end up doing significant participation in program review and outcome assessment in our counseling and staff meetings.

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My opinion is to leave it without changes.

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I would like to see FPD hours remain at 48 hours. The administration agreed to lower them from 60 down to 48 last year and now they are saying the hours aren't enough. What is the explanation for that? No reason has been given and yet other schools allow 48 or fewer on the same 16 week schedule we have.

I would much rather see the hours remain the same for FPD, even if that option would mean cutting credits given for some activities. I do not think our current program contributes to my professional development, with the exception of Standard One, committees and outcomes/program review work. Most of Standard Two is presentations that have no value to me as an Instructor.

My other concern is with this new requirement that all faculty have to verify they do 12 hours of outcomes/program review work. How is the verification process being vetted? If it's based on the honor system, then what is to stop someone from just saying yes they did the work and taking credit for the hours?

Perhaps those 12 hours should be considered part of our job duties and you can eliminate that process from FPD.

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Please keep the system in place as is. It works perfectly fine this way. If you contribute to the school in nearly anyway, it is easy to meet the requirements.

I know it will be difficult to field emails from faculty that want a complete destruction of the Professional Development. I think many of them only see the reduction in hours and would blindly vote for it. However, I am sure you know, that there is no pleasing some people.

Lastly, I don't see the benefit to students with an increased five to ten minutes. I believe that should be the guiding principle to decision making.

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Thank you for the email. Here are my concerns:

1) Significant reduction in hours will probably reduce the number of faculty engaged in Honors Option, club advising etc..

2) Adding time to class might seem like a good idea but I think it will make scheduling a nightmare. Plus, adding 5 min to class, might not be very beneficial compared to scheduling issues..

3) In my opinion, scholarly activities are the best form of faculty professional development and trump any other activity (bit dramatic, but it is the truth as I see it). Reducing the number of credit awarded is bit insulting. I am sorry, but welcome back (or whatever it is called today) with all the signings, comedians etc. is not professional development so are few other flex activities that show movies etc.

I personally like the 48+12 as long as the 12 are better defined.

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Hi,

I would prefer no changes. Even the 60 to 48 hours change has become a grey area with people still claiming WEAVE outcomes data entry hours on top of the 12 permitted committee work hours if they compile data for courses with multiple sections.

I vote for continuing the 60 hours option. Thank you,

---

Thank you to FPD for examining this important issue.

If we reduce flex hours for scholarship, Standard II activities, conferences, and Honors Options contracts, we announce to the world that we are a fraud:

---we do not believe in critical thinking

---we do not support faculty development

---we do not care if our students transfer to good universities

and

---we do not support innovation, creativity, and intellectual rigor.

Instead we become yet one more failed service provider, somewhere between a third-rate middle school and a Motel 6.

One cannot go to a conference or write an article in 5 or even 8 hours --- it is absolutely impossible, and anybody who suggests such poppycock obviously has not written a publishable article. Even the 20 hour quota is too small, but at least that cap approaches the realm of possibility.

And in trade for gutting a vibrant, successful program, what does the District get? Another five minutes of class. I can assure the district that my once-a-week developmental writing class that already meets for four hours straight will not have an iota of improved retention or pass rate if we meet for four hours and

ten minutes. I cannot stress this enough: student success does not improve merely by giving out longer jail sentences.

Now if we want to talk about enhanced child care, expanded library hours, innovative integration of hybrid- and technology-based instruction, yes, sure, maybe. Those things will probably give us higher pass rates and improved retention. But even to have all of that relies on having an eager, well-trained, and professional work force to enact it, and gutting flex will do nothing to create such employees.

Do not listen to those lazy people who refuse to engage in professional activities, attend flex, or serve on committees. They want more class time because they are in love with the sounds of their own voices, and for them, to sit on their cabooses and pontificate for ever-longer period promises delirious joy. They should not be catered to, and if anything, flex in future years should be made even more robust, even more rigorous, so that we can return to our once-held position of being the crown jewel of state flex programs.

Flex is great: please do not let the weak-willed and the narrow-minded undermine it; please do not turn this campus into yet another example of "Tumbleweed Tech."

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Can we please have our staff development money back?

Can we please have more budget money for the FPD committee?

Can we leave the FPD at 48 hours?

Can we leave faculty academy the way it is?!

Thank you!

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Dear Committee--

I just want you to know that Flex has been critical to my retention at AVC. By connecting with other faculty, by learning from experts, by connecting with my colleagues in the audience, in collaborating with my colleagues in presentations, I am reminded that I am part of a community. That community is committed to social justice, to learning throughout one's life, and to student development. Because of our FPD, I have met so many faculty across the campus, most of whom I would never have the opportunity to know because of the intensity of the work that I do in my Discipline and Division. Further, I am certain that the feeling of connectedness that I feel as a result of participation in Flex/FPD has had an impact on my desire to share the load in participatory governance at the school.

It is my fear that changing the FPD to 24 will deteriorate the strong sense of community and collegiality that we have fought so hard to protect, particularly in the years since the financial crash. I do not understand why this long-standing and valuable institution within the college is under threat. When we collaborate while sharing what we love (teaching and learning), we are stronger and more vital. The diversity and variety of our program invigorates the work that I do in my classroom; I care more about my work because I care more about my colleagues. Within academia, there is a risk of becoming isolated, simply because of the nature of our work; our FPD program works against the tendency to become isolated in our work, which, as numerous studies show, ultimately harms students. Also, since faculty isolation harms students, and because student retention is positively correlated with faculty contact, it stands to reason that we will risk failing our community by trying to save a few hours in professional development.



Please protect our professional development program. We care about it. Remember that faculty's working conditions are students' learning conditions. Energized, continually developing faculty inspire the same in their students.

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First, I very much wanted to attend the discussion, and apologize for not being in attendance. Second, the information provided was very helpful, thank you.

Personally, I am in support of the 48 hours even though I continually amass a far greater total above the 60 hours.

Second, in everything that I read, I never saw a discussion on a true Final's week. Could that discussion occur? And if so, it would help reduce the time from 60 hours to the min. of 48.

Third, I am NOT in support of any of the proposed recommendations as listed for the 47 and below hours.

Fourth, I would support and possibly attend optional FPD events prior to Opening Day IF offered. As adjunct in San Diego, one college had a week of FPD events prior to the start of school in order to fulfill the obligation.

Fifth, I was very confused with the Pp slide: CA Community Colleges FPD Hours (with 16 week semester). I really questioned the variation in Flex hours from 6 to 66. If we are governed by the Chancellor's office, why such variance?

Thank you for the opportunity to offer my personal input.

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I am for the decreased FPD hours, and more time in the classroom. The nursing courses have been shortened recently and we can use all the time we can get.

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Thanks for the chance to give comments on FPD -- I couldn't attend the meeting since I have class at that time.

I strongly prefer keeping FPD at the current level of 48 hours and continuing to count arts, cultural events, extra committees, conferences etc. in the current Standard 1/2/3 scheme.

If that is not possible, then I support returning to the 60 hour plan (from 2014-2015) and the current Standard 1/2/3 scheme.

I am strongly against a scheme to reduce the FPD hours if that requires loss of the credit for Standard 2/3 events, as that seems to remove the only official incentive faculty have to go above and beyond in their daily duties, pursuit of pedagogic excellence, or remaining current in their fields. I feel that without this incentive, many faculty, myself included, would feel more inclined to simply say "no" to extra requests for our time beyond our current contractual requirements. In addition, the Standard 2/3 events are very important for building a sense of community and honoring the diversity amongst faculty, staff, and students -- I would be very disappointed if the loss of Standard 2 and 3 FPD caused a reduction in

cultural and arts events on campus (or a loss of school support for them in terms of room availability, etc.).

I am also strongly against a scheme to reduce the FPD hours by adding class time of 5 or 10 minutes per week. Since most of my course material is meant to fit within the current schedule (e.g. one chapter per week), adding 5 minutes might allow me to add some very small extra in-class activity, but I would not really be able to cover more material (e.g. one more chapter compared to what I currently cover). Certainly it is not feasible to use the extra time to add an extra lab to the schedule in lab classes. An increase of 20 or 30 minutes per week would be more meaningful pedagogically, or adding an additional week to the school year (and dropping intersession, so we don't further shorten the summer break). I'm not sure how this would work with labs, though, because few universities have labs that are longer than 3 hours -- I believe AVC is in the minority in terms of long labs, and lengthening the lab by 20 or 30 minutes would be a big change. As said above, I am strongly against this possible change.

Thanks again for the opportunity to provide comments,

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What I don't like is that we are being told (and I think the President is behind it) that the 48 hours is "unacceptable" without any explanation as to why it's suddenly unacceptable. The language makes it sound very dictatorial...that's what I find as unacceptable.

Frankly, I don't like either option, especially lose of hours for second committee, being on a tenure committee and scholarly work. On the other hand, going back to 60 was just way too much of a burden on faculty. My question is; how can we make the 48 hours "acceptable?"

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We talked to two Board members and they both strongly support the Prof Dev Program. They also do NOT recall ever discussing the number of hours it should have. Once again, Knudson is lying about what the Board told him to do.

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After reviewing the information, I think the #of hours should be lowered. The flex hours for the 16 week semester CCCs in the PPT were lower, so why not AVC? Personally, I think it is okay to add extra minutes to class schedules

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After looking it over I would suggest we keep flex the way it is now, 60 hours and stop complaining about it. At least for me, I would continue to attend the conferences I go to because it is enjoyable and keeps me up to date in my profession, which is teaching and coaching. 53 % to 47% of people who want to change it doesn't seem to warrant it, or at least the math I was taught back in the day.

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As requested (and thank you for the reminder this morning) -

At present, from the materials you have provided, I would want to stay with the first option - 60-48 hours, no class changes.

One possibility I see for staying with the idea of 48 plus 12 (for assessment) is to put those 12 assessment hours into Standard 1.

I strongly disagree with eliminating credit for 2nd committee, advisors, and eval team members, as well as the reduction to 5-8 hours for conference attendance and scholarly work. The conferences I attend are for several days, and 5-8 hours only covers the beginnings of any scholarly work.

Thank for this opportunity to present my comments

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I prefer the 47-24 option.

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With regard to the proposed changes. I am middle of the road on this. I am a part time instructor so changes do not greatly impact me. If the flex hours are reduced and class time increased I'm ok with that if nothing changes I'm ok with that also...

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During my job interview for AVC in 2002, when I was asked why I wanted to teach full time at AVC, I remarked that the stellar Flex program was a major attraction. I hadn't encountered anything like it at other institutions. I haven't changed my mind.

FPD activities are a great way for faculty within and across disciplines to meet and form connections (whether they are presenting together, or in the audience) and thus benefit our students. FPD events have exposed me to many useful ideas, improved my teaching, and encouraged me to publish. For example, I attended a presentation on James Whale's movie *Frankenstein* given by Bill Vaughn, Karen Lubick and others in 2003 or so. Watching the presentation gave me a tangential idea--that badly written research papers are analogous to Frankenstein's monster. I published an article on this in the journal *inside english* in 2004. After reading my article, Bill Vaughn started to use a model of Frankenstein's monster in his lessons on writing research papers. So I was inspired by him and in turn gave him an idea. In a more recent example, I attended a presentation on China Literacy, by Santi Tafarella, Jeffrie Ahmad, and Sherri Xiaoyu (sp.?) a week or so ago. I learned a lot of background for teaching Chinese literature in my current World Literature 1 course, and asked Sherri if she would visit my class. Both cases led to benefits for me, other faculty, and our students. I could write pages more.

I hope we can keep the program the way it is to foster further intellectual exchange, scholarship, and innovations in teaching methods.

---

I love Flex the way it was, but many presentations unfortunately are very late in the evening and for those of us who have to drive a long distance home, it is not possible to attend. So, I will be happy with more class time and less flex hours.

I would prefer the flex hours to be during normal business hours, such as 8 am to 5 pm for 1 whole week instead of spread out at hours when we either teach or are very late at night.

---

Although I prefer the 24 hours, I do have disagreements.

We teach lecture/labs which last for four hours once per week. Adding 20 to 30 minute to each class would have student either not enrolling or bailing early in each class.

The Faculty development does not do anything for our curriculum. We attend because it is required under the contract.

All of our classes are highly dependent on new software. If all those hours are cut — including Lynda.com — you might just not pay for Lynda, since we won't be able to attend.

---

Hello FPD Committee,

I'd rather have 5 minutes added to my classes (meeting twice a week at 80 minutes each) and have FPD reduced to around 30 hours.

That's my 2 cents.

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Good Afternoon,

I would like to see us continue to have between 48-60 hours of professional development. This is necessary so instructors can maintain their vocational skills. In nursing, we are required to complete 30 hours of professional development every 2 years in order to renew our nursing license. In addition, we need to keep current on teaching techniques.

If the Board does not want us to have 48 hours I am fine with having 60 hours of FPD.

---

I would prefer to keep the Faculty Professional Development program as it currently stands. Making sweeping changes to class schedules sounds like a huge headache. I also like being able to count Standard 2 and 3 activities including conferences, department retreats, and being an Honors Option Advisor.

I would suggest doing an FPD week (or perhaps 3 days) in August before the start of Fall semester to enable more faculty to attend more presentations conveniently instead of having to squeeze them all in amid the busyness of the semester.

Thank you for considering my feedback,

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Dear Committee,

I like our FPD program the way it is. I support it staying in the 48-60 hour range. The program gives us an opportunity to grow as professionals in a number of ways and I appreciate that opportunity.

I do believe that our professional growth opportunities outside the campus are also vast and I would like to see the return of funding for faculty to attend off-campus workshops and conferences.

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I would prefer the 60-48 hour choice.

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I am in favor of reducing the FPD hours to the minimum allowed without penalizing the college's collection of FTES.

I am also in favor of establishing a week of carefully selected Prof Dev activities so that faculty can fulfill all or most of the FPD requirements during that week. Maybe every year we can have a theme for that week.

---

I am a proponent of lower FPD obligated hours. However, I am not sure that I understand the full ramification of the 24 hour option. Also, I don't understand why there seems to be a choice only between 60 or 24. That said, I would like to add 5 minutes to the class time, I would definitely want more class time than FPD hours if given that choice.

This is for 2 reasons: One, I never seem to have enough class time, especially because Comm Studies classes tend to be performance based and discussion oriented. Two, as a commuter (60 miles one way), I find attending numerous FPD events on campus throughout the year adds a heavy layer of stress on my time and my energy. If an event is at night, I have to drive home at 10 p.m. and get up in the morning to drive again. If it is on a Friday, that is 2 hours of driving time for a 3 hour event (not to mention the cost of gas).

For this reason I have to strategize my FPD events very carefully and I honestly become resentful. It's not that I don't enjoy them, but I definitely don't need or want to be obligated to do so many. There is, after all, a point of no return, and a point where I'm just clocking in the hours because I have to.

So if the choice is between more or less, I vote for less. It would make my job and my life less stressful. I personally would continue to be involved on campus in many ways even without the fear of pay docking.

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I don't mind the 48-60 hours of FPD that are currently required. I would like to have a day or two prior to each semester that we could attend full days of FPD, and get high quality FPD done in an efficient manner.

My biggest problem with the FPD program as it currently exists, is the massive amount of cancellations and time/date changes, and that some of the faculty leading the FPD presentations are using the time to preach about their political views. The FPD workshops, and especially Standard 1, should be time well-spent that makes us better teachers!

Thanks for listening and the work that your committee does!

---

Dear FPDC,

Though it looks like it is not an option, I would prefer to continue with the 48 hours. This allows us to choose the best practices for our own professional development while lowering the hours from the excessive 60 hours. I have several reasons for this choice:

One, we are experts in our various fields, and as such, we need to continue to stay abreast of current trends in our disciplines. We also need to understand the workings of the college and the ever-increasing demands put on faculty from the state and administration, not to mention our students. With the increasing advances to technology, including a greater demand for online classes, faculty now have to learn how to teach in a completely new environment. Continuous professional development is essential to our profession, and the board and administration would be foolish to not want its faculty current and informed.

Two, adding 5 minutes (or 10) to each class is useless. Students are not going to gain anything by 5 more minutes in the classroom, and then they will lose, ultimately, as their instructors will no longer be as professionally developed as before.

Three, as I understand from Dr. Suderman's comments at the forum that there is some discussion to the 12-hour discrepancy between the 48 and 60 hours, I am insulted that the board believes that faculty are essentially

“getting paid” and not working those 12 hours. In the twenty years I’ve been teaching, faculty’s responsibilities to the campus have increased, while the hours we are paid have not. The contract lists “other district duties,” and under that section faculty are now writing, assessing, and tracking SLO data; Program Review has become much more detailed and time consuming; faculty evaluations have become incredibly detailed and time consuming, much more than previously; teaching now requires an online component for most classes, even if it is simply posting assignments, quizzes, and class materials, since students expect it and want online access to these materials; and finally, student access to faculty has increased far beyond the 12-hours per academic year through email. I spend hours answering students’ email enquiries where previously I would have to spend class time answering those questions. Students still come to office hours, but now they want instructors to reply faster, and with email, this is possible. Dedicated faculty are working more hours, not fewer, than ever before, and the board and administration should be able to recognize it.

Thank you, and I hope the professional development program continues to support the faculty.

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48-60 hours: 21 responses

24-47 hours: 8 responses

Responded without preference: 1 response

## **Professional Development Philosophy DRAFT:**

Antelope Valley College is committed to offering professional development opportunities to its faculty to improve and maintain teaching and learning excellence. The Faculty Professional Development (FPD) program supports AVC's institutional goals while providing faculty with technical training, student support guidance, and current and innovative classroom strategies from across the disciplines. Additionally, the FPD program offers the opportunity to create a sense of community among faculty, students, and staff, emphasizing knowledge, student success, and lifelong learning.



A membership organization committed to promoting and celebrating excellence in teaching, learning, and leadership at community and technical colleges.

**NISOD**

The University of Texas at Austin  
1912 Speedway, D5600  
Austin, TX 78712-1607

**INVOICE**

INVOICE# 2017494

**TO**

Antelope Valley College  
3041 West Avenue K  
Lancaster, CA 93536

DATE 04/27/2016

<u>Description</u>	<u>Amount</u>
Renewal Membership in NISOD for 2016-2017 July 1, 2016 through June 30, 2017	\$995.00

**WAYS TO PAY**

1) CREDIT CARD: Fax: (512) 471-9426 | Phone: (512) 471-7545 | Email: jenni@nisod.org

Card Number: \_\_\_\_\_ Exp. Date: \_\_\_\_\_

Name on Card: \_\_\_\_\_ CV2: \_\_\_\_\_

Email Address (for receipt): \_\_\_\_\_

2) CHECK / PO: NISOD  
The University of Texas at Austin  
1912 Speedway, Stop D5600  
Austin, TX 78712-1607

3) Electronic Funds Transfer (EFT or ACH): Please use contact info in Option 1 to request routing information.

The University of Texas at Austin's federal ID #74-6000-203  
Make checks payable in U.S. dollars to "UT / NISOD"

THANK YOU FOR SUPPORTING NISOD!