

The C.N.C. Chronicle

MONDAY
OCTOBER 12

11:00 - Curriculum Committee - Conference Room, 449

TUESDAY
OCTOBER 13

WEDNESDAY
OCTOBER 14

2:30 - Department of Economics - Room 338

THURSDAY
OCTOBER 15

FRIDAY
OCTOBER 16

8:00 - CNC Theatre - You're A Good Man Charlie Brown

SATURDAY
OCTOBER 17

8:00 - CNC Theatre -
You're A Good Man
Charlie Brown

SUNDAY
OCTOBER 18

1904 1905

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OFFICIAL ANNOUNCEMENTS

V.P.A.A./Department Chairmen Meetings

There will be a meeting of all department Chairmen with the Vice President for Academic Affairs at 2:00 P.M. on Friday, October 23, in CC233. A report will be given on the subject of department heads and there will be discussions of other matters of general interest. Chairmen are also invited to submit agenda items to this office by October 21.

The November meeting is scheduled for 2:00 P.M. on November 20, - CC233.

Vice President for Academic Affairs

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Review Procedures For Uniform Student Evaluation Survey

President Anderson has approved the review procedures for the Uniform Student Evaluation Survey (Attachment 1 to this issue of the Chronicle) until such a time as new ones have been drafted by the faculty and approved by the President.

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Departmental Evaluation Criteria

Departments that have not submitted Evaluation Criteria to F.E.C. must do so immediately. Deadline is Monday, October 12, 1981.

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Use of SCATS Telephone Service

It has been brought to our attention that the way in which state employees have been using SCATS service has contributed to excessive holding times that are being billed to their agencies. In certain instances and locations unless the switch-hook on the phone is not held depressed for a minimum of four to five seconds after a busy or no answer condition, the connected access trunk (or circuit) can be seized and held up indefinitely.

What to do when placing an on-net or off-net SCATS call.

1. If you receive a busy or no-answer condition depress the switch-hook for at least four to five seconds before you try to redial. Listen to the dial tone when you release the switch-hook to redial and make sure its steady tone. If it's not steady and you get STUTTER DIAL TONE proceed as in 2. below.
2. If you get STUTTER DIAL TONE this means that the original number that you dialed is being held on a consultation holding arrangement and will be held there indefinitely unless you release it. The way to release it is to depress the switch hook momentarily for about one second and go back to the original call that you first tried. Then hand up for four to five seconds before attempting to redial. The only sure indication that you are not holding a line up is the STEADY DIAL TONE indication.

Corky Greene, Logistics

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Meeting of Board of Visitors

The Board of Visitors will meet next week. If any faculty member has any business he wishes to be raised at the Academic Affairs Committee Meeting, please contact Jean Pugh or Sam Bauer by Tuesday, October 13.

President's Notes

The first phase of the College's strategy leading to the possible change of CNC's status as an undergraduate college to that of a limited Master's level institution is well underway. Needs assessment survey forms for master's programs in Education and

Business have been distributed to target constituencies and the return rate has been very good. Needs assessment survey forms for various Liberal Arts and Sciences programs will be distributed to appropriate recipients within a week.

Should analysis of the surveys indicate that there is a real, unmet need in our service area for one or more graduate programs, specific program proposals reflecting the greatest areas of need will be developed. The development of these programs will heavily involve departments concerned as well as the faculty as a whole, since all procedures concerning curriculum development and approval as set forth in the Faculty Handbook will be followed.

It is obvious that the development of any graduate program proposal must be accompanied by a thorough study of the present and anticipated college resources necessary to support such programs in a manner that could insure their quality and viability.

NEWS & GENERAL INFORMATION

CNC Theatre Season Opens

The CNC Theatre opens its 1981-82 season with the musical YOU'RE A GOOD MAN CHARLIE BROWN on Friday, October 16 at 8:00 P.M. in the CC Theatre. Performances are also scheduled for Saturday and the following weekend, Bruno Koch directs. Skelly Warren is scene designer and Glenn Winter serves as musical director.

The staff of the CNC Theatre has been pleased with the growing patronage coming from among the CNC faculty. In appreciation of this response the CNC Theatre offers this year a 25% discount to faculty members and their immediate families. We hope that many who have not seen any CNC Theatre productions in the past will join us this year.

Bruno Koch
Skelly Warren

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CNC CLEP Data for 1980-81

The attached Summary Report reflects data reported to CNC from The College Board on the use of CLEP tests at CNC. Reported for the first time are summaries of state, regional, and U.S. use of CLEP tests.

A summary of points included in a memorandum accompanying the test use data follows.

1. Reduction in number of national test dates from ten to six postponed until 1983-84.
2. Request for advise about whether to move the testing dates from the third week of every month to the first week of every month.
3. Beginning July '83 the following Subject Exams will no longer be available to CNC, as a national testing center: Money & Banking, Elementary Computer Program-Fortran IV, Intro Micro & Macroeconomics, Statistics.
4. Tests & Measurements, History of American Education, Western Civilization and American History have been dropped from the program as of September 1, 1981. Exams in Western Civilization and American History have been replaced by two-part tests which require that the student take two exams if he wishes to cover the content of the entire historical period which is traditionally covered.
5. Beginning in January 1982, fees will be increased to \$25.00 for one test and \$22.00 for each additional test taken in the same month.
6. The Research Services division of the CLEP program expects to be able to report key findings from recent research studies concerning CLEP and to communicate models which may enable participating institutions to research some significant issues themselves.

Glen Vought, CLEP Testing Coordinator

CLEP Test Scores Reported to CNC July 1980-June '81

Test Designation	CNC Qualifying Score	No. of Scores Reported-CNC	No. CNC Students Achieving Credit Eligible Score (approx.)	No. CNC Students Not Achieving Credit Eligible Scores (Approx.)	CNC Mean Scores	State-wide Mean Scores ()=N	U.S. Nat'l. Mean Scores ()=approx. Nx100
GENERAL EXAMS							
Natural Sciences	450	11	7	4	467.9	462.9 (40)	479.0 (80)
Mathematics	453	20	14	6	487.3	548.7 (182)	530.1 (90)
Humanities	449	25	18	7	494.4	491.8 (104)	482.8 (110)
Social Sci. & Hist.	452	9	7	2	492.6	487.9 (48)	488.4 (90)
English Comp. w/Essay	557	79	41	38	555.2	576.3 (134)	582.9 (50)
		Total - 144	Total - 87	Total - 57			
SUBJECT EXAMS							
College Algebra	45	6	2	4	43.5	54.4 (140)	50.3 (30)
Human Growth & Dev.	45	7	7	0	60.6	56.6 (21)	53.7 (20)
Statistics	49	1	0	1	45.0	40.1 (7)	45.9 (3)
Intro. Business Law	51	3	1	2	46.7	49.4 (9)	50.6 (7)
General Biology	46	3	2	1	52.3	48.6 (40)	48.3 (20)
American History	46	5	5	0	52.8	50.2 (46)	49.3 (40)
English Literature	46	6	4	2	51.0	49.1 (14)	46.5 (8)
General Psychology	47	5	2	3	45.0	48.1 (27)	48.6 (20)
Intro. Accounting	47	3	0	3	44.3	50.1 (27)	47.8 (10)
Western Civilization	50	3	2	1	54.0	52.4 (21)	50.3 (20)
General Chemistry	47	1	0	1	40.0	40.0 (8)	41.4 (9)
Analys. & Interp. Lit.	49	8	4	4	49.0	47.5 (12)	46.9 (70)
American Government	47	6	3	3	48.5	47.3 (15)	44.8 (30)
Intro. Sociology	47	8	8	0	58.9	56.1 (37)	54.1 (30)
Money & Banking	48	5	0	5	38.8	44.4 (11)	43.3 (6)
Intro. Marketing	48	3	3	0	54.7	51.1 (27)	48.4 (10)
Educational Psyc.	46	7	7	0	59.4	53.2 (14)	54.6 (7)
American Literature	46	1	1	0	48.0	47.3 (15)	45.0 (8)
Intro. Microeconomics	47	3	2	1	55.0	50.2 (12)	51.7 (6)
Intro Macroeconomics	48	2	1	1	56.0	49.3 (8)	50.0 (6)
Calculus w/Elem. Funct.	47	1	0	1	35.0	40.7 (3)	49.7 (4)
Intro. Management	47	7	7	0	58.1	57.7 (29)	56.1 (15)
		Total Subject Exams	Total Subject Exams	Total Subject Exams	Mean of Subject Exams	Mean of Subject Exams	Mean of Subject Exams
		94	61	33	51.6 (94)	54.5 (993)	51.5 (61)

Admissions Report

Each year the College Board provides us with an analysis of the freshman applicant pool from which we draw our new students. Highlights from the 1981 report follow:

Number of Students: Male - 316 Female - 445 Total - 761

Mean Verbal and Math S.A.T. (Applicants): Verbal - 389 Math - 424

<u>Ethnic Backgrounds (%)</u> :	American Indian	.6	Puerto Rican	.4
	Black	10.8	White	84.3
	Hispanic-Amer.	.3	Other	1.7
	Oriental	2.0		

<u>Degree-Level Goals (%)</u> :	Associate	6.5	M.D., Ph.D.,	8.0
	B.A. or B.S.	40.9	etc.	
	M.A. or M.S.	19.5	Undecided	25.1

Special Assistance Anticipated (%):

Educational Counseling	32.5	Study Skills	23.0
Voc/Career Counseling	24.7	Part-time Work	40.6
Math Skills	21.5	Personal Counseling	3.4
Reading Skills	8.8	Total Seeking Assist.	84.8
Writing Skills	14.5		

Intended Areas of Study (First Choice) (%):

Arts & Humanities	11.4	Social Sciences	17.2
Biological Sciences	16.9	(Education)	6.1
(Health & Medical	10.5)	Miscellaneous	6.5
Business	29.9	(Undecided)	4.1
Physical Sciences	17.9		
(Computer Science	7.8)		
(Engineering	7.2)		

Colleges Sharing Our Applicants (%):

Old Dominion University	52%	William & Mary	16
Thomas Nelson C.C.	26	James Madison	12
Virginia Tech	24	University of Virginia	11

Keith McLoughland

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Profile of Entering Freshmen

1980-1981*

Rank in High School Class

	1980		1981	
Rank in Fifths	Men	Women	Men	Women
1st	19.1%	50.0%	24.1%	43.1%
2nd	36.3	30.8	29.4	30.1
3rd	25.2	10.9	21.4	9.4
4th	7.0	2.0	9.8	3.5
5th	4.0	2.0	.8	2.9
Not Ranked	8.0	4.1	14.2	10.6

SAT Scores

	Men		Women		Men		Women	
	Verbal	Math	Verbal	Math	Verbal	Math	Verbal	Math
750-800	--	--	--	--	--	0.9%	--	--
700-749	--	--	--	--	--	1.8%	--	--
650-699	--	3.1%	0.7%	1.4%	0.9%	1.8%	0.6%	--
600-649	1.0%	5.2	7.8	1.4	3.7	7.4	3.1	4.9%
550-599	10.5	15.7	8.5	5.0	3.7	12.1	9.3	8.0
500-549	14.7	26.3	7.8	20.7	20.7	20.5	11.1	15.4
450-499	28.4	20.0	22.8	26.4	23.5	22.4	16.7	27.1
400-449	23.1	24.2	27.8	28.5	26.4	21.4	30.4	20.3
350-399	16.8	4.2	13.5	7.8	14.1	8.4	16.1	14.8
300-349	3.1	1.0	8.5	7.8	3.7	1.8	8.6	7.4
250-299	2.1	--	2.1	0.7	1.8	0.9	3.1	1.8
200-249	--	--	--	--	0.9	--	0.6	--
MEAN	450	493	451	454	453	492	438	455

Articulation Committee

At the request of the Articulation Committee, Richard Ryther conducted a study of this year's graduating class in an effort to compare "native" CNC students with transfers. His summary of the findings follow:

"This study was conceived and implemented in an effort to provide information useful to the efforts of articulation between CNC and the community colleges that are in the Tidewater area. The Spring 1981 graduating class at CNC provides the subjects for the study. This class is divided into three major groups - 4-year college transfer students, community college transfer students, and native students.

The primary purpose of the study is to analyze the hypothesis that community college transfer students do as well or better academically than the other two groups studied in this graduating class. Another objective of the study is to compare demographic data between the groups studied as well as with the total student enrollment at CNC.

After looking at the data compiled, this researcher concludes that the transfer students from 4-year colleges appear to be superior academically over the community college transfers and the native students, but the differences are not great. The community college transfer students and the native students appear to be equal in almost all academic categories looked at.

Examples of the data collected includes the following:

Ranking of Graduates into Quarters (%)

	4-year College transfers	Community College transfers	Native Students
Top quarter	27	26	21
Upper-middle quarter	28	21	22
Lower-middle quarter	26	24	25
Lower quarter	20	29	32

Average Overall GPA

4-year college transfers	3.026
Community college transfers	2.939
Native students	2.910

Mean GPA in Major

4-year college transfers	3.234
Community college transfers	2.961
Native students	3.071

Percentage of Students in Each Group
Receiving Academic Honors

4-year college transfers	29%
Community college transfers	24%
Native students	26%

Mean Number of Years Needed to Graduate

4-year college transfers	10.84
Community college transfers	8.97
Native students	5.29

Average Ages of Students in Each Group

4-year college transfers	31.00
Community college transfers	35.15
Native students	25.79

In looking at this data it must be realized that the data is compiled from a specific graduating class, and that conclusions reached apply only to that class. At no time is the data meant to be representative of the student body as a whole."

Keith McLoughland

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Management Development & Training Seminars

Listed below are the Office of Management Development and Training offerings scheduled from October through December, 1981. If you are interested in attending any of these sessions, please contact Mary Poindexter, Personnel Office (7145) for information concerning enrollment. All workshops/seminars will be held at the Training Facility, 817 E. Franklin Street, Richmond, Virginia. All workshops run two days from 8:30 A.M. to 4:30 P.M., and the cost of each is \$45.00 per person with lunch provided both days.

<u>Workshop Title</u>	<u>Dates Offered</u>
Data Processing for Non-Data Processing Managers....	Oct. 20-21 Nov. 17-18
Fundamentals for Supervisors.....	Nov. 18-19 Dec. 2-3
Managerial Writing.....	Dec. 14-15
Performance Evaluation.....	Nov. 5-6
Personnel Selection.....	Oct. 8-9
Productively Managing Stress.....	Oct. 21-22 Nov. 12-13 Dec. 2-3
Styles of Managing With People III.....	Nov. 9-10
Women in Management II.....	Oct. 13-14 Dec. 10-11

Executive Order No. 1 requires that all employees have an equal opportunity for training and development. It is strongly recommended that middle managers and supervisors take advantage of the workshops offered by OMDTS.

Personnel Office

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Truman Scholars

Purpose

The Harry S. Truman Scholarship Foundation, established by Congress as the official federal memorial to honor the thirty-third President of the United States, is a permanent educational scholarship program designed to provide opportunities for outstanding students to prepare for careers in public service.

The purpose of the Foundation is to recognize President Truman's high regard for the public trust, his lively exercise of political talents, his broad knowledge and understanding of the American political system, and his desire to enhance educational opportunities for young people.

The Harry S. Truman Memorial Scholarship Trust Fund

The activities of the Foundation are supported by the Harry S. Truman Memorial Scholarship Trust Fund in the Treasury of the United States. Funding for scholarships and administrative expenses derives from interest on the Trust Fund, a sum of \$30 million now invested in U.S. securities.

General Guidelines

Harry S. Truman Scholarships are awarded on the basis of merit to students *who will be college juniors in the 1982-83 academic year* and who have an outstanding potential for leadership in government. To be considered, a student must be nominated by her or his college or university using the official nomination materials provided to each participating institution.

Each scholarship covers eligible expenses in the following categories: tuition, fees, books, and room and board, to a maximum of \$5,000 annually for up to four years. One scholarship is awarded each year to a resident nominee in each of the 50 states, the District of Columbia, Puerto Rico, and, considered as a single entity, Guam, the Virgin Islands, American Samoa, and the Trust Territory of the Pacific Islands. In addition, up to 26 Scholars-at-large may be chosen.

The word "resident" as used in this context refers to a person who has legal residence in the state from which she or he is a candidate. In many cases this might be indicated by parents' place of residence. If this criterion of residence is not relevant, the candidate's eligibility for in-state tuition rates (where applicable) and place of registration to vote will determine legal residence.

A Career in Public Service

Authorized to award scholarships to persons preparing for a career in public service, the Founda-

tion defines public service as *participation in government*, with emphasis on potential leadership ability. Careers at all levels and functions of government are specifically included in the definition.

Nominees for Truman Scholarships must include in their nomination materials a *statement of interest in a career in government* that specifies in some detail how their academic program and their overall educational plans will prepare them for their chosen career goal. Courses in history, political science, public administration, economics and finance, and international relations are among the areas of studies considered by many educators to be appropriate for such a career. Because no list of areas of study can be comprehensive or exhaustive, nominees should feel free to offer other relevant and appropriate fields of study that they believe will help prepare them for a *career in government*.

Conditions of Eligibility

To be considered for nomination as a Truman Scholar, a student must:

- 1 be enrolled as a matriculated student pursuing a degree at an accredited institution of higher education during the year in which nominated. Students in two-year colleges who plan to transfer to a baccalaureate program at another institution may be nominated.
- 2 plan to be a junior pursuing a bachelor's degree as a full-time student during the 1982-83 academic year. "Junior" here means a student who has completed more than half the second year of college but not more than half the third year before the beginning of the 1982-83 academic year.
- 3 have a college grade point average of at least "B" (or equivalent) and be in the upper fourth of her or his class.
- 4 be a United States citizen, or in the case of nominees from American Samoa or the Trust Territory of the Pacific Islands, a United States national.
- 5 have selected an undergraduate field of study that will permit admission to a graduate program leading to a career in government.

Nomination Procedures

All candidates for scholarships are nominated by their institutions of higher education.

Faculty-Staff Picnic Set for October 31

On Saturday, October 31, 1981, beginning about 1:30 P.M. as part of the Fall Fest the Happy Hour Committee will put on as its denouement a picnic. All Faculty and Staff members and their families or friends are invited to attend. There will be games for the children (of all ages), food, and drinks (cold, golden and soft). Those attending are asked to bring a salad, covered dish, or dessert to supplement the hamburgers and hot dogs which will be served. Those wishing to attend should sign up on one of the sign-up sheets. There is one on the bulletin board by the mail boxes and one in Jennilou Fernsler's office in the Library. One will also be posted in the Maintenance Staff's office. If there are no more than ten names on the lists by Monday, October 26, 1981, the picnic will be canceled, and word of the cancellation will be circulated to those who signed up.

If anyone wishes to help prepare for the picnic, he or she should contact Tim Morgan at 599-7118 or 596-5208.

FACULTY/STAFF NEWS

Professor Colonna was interviewed for WGH-AM and 2WD-AM radio concerning the Reagan administration budget cuts and the economic implications for the economy and the peninsula.

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Dr. King and Professor Colonna have had a paper entitled, "Can Capitalism Survive the Decade of the 80's?," accepted for publication by the Atlantic Economic Association. This paper will be presented at the Association's annual meeting in New York on October 8-11, 1981.

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Bruno Koch and members of the cast of the upcoming production YOU'RE A GOOD MAN CHARLIE BROWN will be interviewed on WGH-FM on Friday, October 9. The program will be taped for a later broadcast.

On Thursday, October 15, Bruno Koch will be interviewed by Sharry Brannon on Channel 13 TV at nine o'clock in the morning. Also members of the CHARLIE BROWN cast will be featured during the interview.

UNIFORM STUDENT EVALUATION SURVEY

REVIEW PROCEDURES

- I. A faculty member who wishes to challenge the accuracy of any part of a student evaluation report shall file a written request for review with the Chairman of the Faculty Evaluation Committee. Any such request should state with reasonable specificity the nature of the alleged discrepancy. All such requests must be received by the committee chairman within thirty days of the first day of classes of the next regular semester. No action need be taken on requests filed after that date.*
- II. The Chairman of the Faculty Evaluation Committee shall within seven days of the deadline prescribed in item I above:
 - A. advise the Director of the Computer Center that the request has been received and advise him that any disposition of any original input data which formed the basis of the evaluation in question should be stayed; and
 - B. notify the appropriate department chairman, school dean, and the Vice President for Academic Affairs that the challenged evaluation should not be used as a basis for any action or decision concerning that faculty member's welfare until notification has been received regarding the disposition of the challenge; and
 - C. appoint three (3) members of the committee to serve as a review team for the particular request. The members of the review team appointed by the chairman shall be selected from departments other than the department of the requester.
 - D. acknowledge in writing to the faculty member concerned the receipt of his request; and advise him of the membership of the review committee. Notice sent by campus mail to the requester shall be sufficient notice for this purpose.

In no event shall the requester have access to any original data (including handwritten comment sheets) nor serve on the committee appointed to review his request.

- III. The review team shall schedule a meeting date with the requester to review any alleged discrepancies within fourteen days of its appointment. At least ten days advance notice shall be given the requester of the meeting date. Notice sent to the requester by campus mail shall be sufficient this purpose. At the meeting so scheduled, the review team shall be available to answer any questions regarding the formulation of the report.
- IV. It will then be the responsibility of the review team to investigate the accuracy of the student evaluation report. Should any discrepancy be discovered it shall be the responsibility of the review team to determine the effect, if any, that said discrepancy has or might have upon the requester's report.

*With one exception: Requests pertaining to data generated in Spring 1981 may be considered if submitted prior to October 31, 1981.

- V. It shall be the responsibility of the review team to prepare and submit to the Chairman of the Faculty Evaluation Committee, within fourteen (14) days of the review meeting, a statement of the finding and any recommended action to be taken. A copy of this report shall be sent simultaneously to the requester. If the opinion of the review team states that a discrepancy does exist, the team's findings shall include therein a statement regarding the effect that said discrepancy has or might have upon the particular evaluation together with the recommended action to be taken.
- VI. The Faculty Evaluation Committee shall, by majority vote, either accept or reject the team's findings no sooner than seven days and no later than fourteen days after its submission to the Chairman. A copy of the committee's decision shall be sent to the requester, the appropriate department chairman and dean, and the Vice President for Academic Affairs. Should the committee conclude that a discrepancy does exist, it shall specify in its decision the means by which to correct said discrepancy.
- VII. Should the requester be dissatisfied with the decision of the Faculty Evaluation Committee, he may file a written appeal through administrative channels in accordance with the provisions of paragraph V-8-7a of the CNC Faculty Handbook (8/18/80)--with the understanding that consideration of the issue at any level of authority below that of the President is for the purpose of formulating a recommendation to the next higher level of authority, and that, in particular, only the President can overturn a disposition of the issue promulgated by the Faculty Evaluation Committee in VI. Should an appeal reach this stage, it will be with the understanding that in no event shall the requester have access to any original data (including handwritten comment sheets.)
- VIII. Should the FEC, its Chairman, and/or Review Team fail to meet the responsibilities detailed above, or should the FAC fail in its responsibilities, it then becomes the responsibility of the Vice President for Academic Affairs to see that the provisions of the "Challenge Process" be implemented and fulfilled, within 90 days of the date on which he determines in writing that the responsibility has not been met.
- IX. Several kinds of data having potential relevance to an appeals process shall be kept for varying periods of time in the custody of certain offices at the College. These data, their respective custodians, and the length of time they will be retained are described below:

<u>ITEM</u>	<u>CUSTODIAN</u>	<u>DURATION OF RETENTION</u>
A. Response sheets completed by students	Computer Center	Until the last day of final examinations of the following regular semester
B. (Handwritten) comment sheets of participating students	Computer Center	Same as "A"
C. Computer tape records of both raw numerical data and comment transcripts	Computer Center	Indefinitely (at least ten years)

<u>ITEM</u>	<u>CUSTODIAN</u>	<u>DURATION OF RETENTION</u>
D. Computer printouts of USES statistical summaries for individual class sections and corresponding comment transcripts	Vice President for Academic Affairs	Five years
E. Computer tape records of the materials in "D"	Computer Center	Indefinitely (at least ten years)

Step I Written Challenge Initiated by Faculty Member.*
(October 30, 1981 Friday)

Step II Chairman of FEC appoints review team within seven days. (November 6, 1981 Friday)
Requester Notified by Chairman FEC of membership of Review Team*

Step III Review Team schedules meeting with requester within fourteen days, with ten days notice
of meeting.* (November 20, 1981 Friday, Review Meeting Occurs)

Step IV Review Team Investigates accuracy of report

Step V Review Team reports to Ch. of FEC within fourteen days.* (December 4, 1981 Friday)

Step VI FEC votes by majority on acceptance or rejection of Review Team's Report no sooner
than seven days and no later than fourteen days of its submission to the Chairman.*
(December 11, 1981 Friday - December 18, 1981 Friday)

Step VII Written Appeal through provisions of paragraph V-B-7a of CNC Faculty Handbook
(8/18/80) if initiated by requester.

Step VIII Vice President for Academic Affairs responsible for the implementation of the
"Challenge Process" within 90 days

*Dated copy sent at same time to (1) Chairman of the Faculty Advisory Committee and (2) Vice President
for Academic Affairs.