

Unit Mission Statements and Goals

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Background Information

During preparation for SACS Accreditation in 2003, each administrative and academic unit prepared their mission statement and strategic goals. Unfortunately, due to various reasons, the system used to develop and review these goals was shut down. Those involved in leading the University's efforts in accountability and reporting for SACS have left the university due to retirement or to pursue other opportunities.

Now it is time to review each unit's mission and goals and provide an update for each goal. This document reviews what is expected from each unit (academic departments and administrative offices).

Actions to Take

Unit plans need to be updated for the 5th-year Interim Review. SACS expects a system of reporting that provides updates to the unit goals and action plans. Additionally, each unit should review the mission statement and make any revisions. Most mission statements will probably not need revisions. Attention should be paid to unit goals.

Unit Goals

1. Review unit goals and
 - a. provide multiple years of data showing progress towards goal
 - b. conclude whether the goal has been reached or not, and
 - c. provide information on how the unit will continue to work towards the goal
2. If the goal has been achieved,
 - a. provide evidence that the goal has been achieved and then introduce a new goal based on the fact that a goal has been achieved
3. If the goal has not been achieved, provide evidence of progress towards meeting the goal
4. If, based on factual data, evidence, or circumstances, a goal is no longer valid, then
 - a. the unit provides the evidence or provides a discussion of why the goal is no longer valid, and
 - b. the unit may introduce a new goal based on the evidence or circumstances

Reorganized Departments and Administrative Units

SACS understands that universities and colleges reorganize units for various reasons. SACS also recognizes that under the current recession, there are significant changes being made. However, they do expect that changes are based on sound planning backed by supporting data and discussion. A cross-walk table is being developed to show the changes in organization. Also organizational charts will be developed for presentation to SACS.

For those departments resulting from mergers and reorganization, new mission statement and unit goals and action plan will be developed to demonstrate how the department will move forward.

Answering the question: What do I need to submit?

Each administrative unit and academic department simply needs to review the unit goals and plans developed in 2003 and write an update that briefly covers progress made towards achieving goals since 2003. One Word document per administrative unit or academic department is submitted.

Filename convention

Name each file with the name of the unit, which may be abbreviated. Examples are given below.

Name of the unit	Filename
University of Tennessee, University Wide Administration-Office of the Vice President for Research	UWA-Research
University of Tennessee, Health Science Center, College of Allied Health Sciences	UTHSC-CAHS
University of Tennessee, Health Science Center, Library	UTHSC-Library
University of Tennessee Institute of Agriculture, UT Extension	UTIA-Extension
University of Tennessee, Knoxville, Office of Development	UTK-Development
University of Tennessee, Knoxville, College of Arts & Sciences, Department of Physics	UTK-Physics
University of Tennessee, Knoxville, Dean of Students	UTK-Students
University of Tennessee, Knoxville, Enrollment Services, Office of Financial Aid and Scholarships	UTK-FinAid

Format of the report

Each report should have the name of the unit in the header of the file. Page numbers should be given in the footer and centered on the page. At the beginning of the report, include

- the name of the unit,
- the name of the unit administrator,
- the name of the report writer (if different from the unit administrator),
- the date of the report, and
- the name of the approver in the appropriate office based on the organizational chart
- the date of the report's review by the appropriate office based on the organizational chart

After the above information, include the unit's mission statement, and then follow it with the unit goals and plans.

Each office (i.e., college or non-academic administrative unit) will designate an individual to receive the reports and establish a mechanism to review the reports for clarity. Once reviewed and approved, the report will be sent to Dr. Mary Albrecht, mlalbrecht@utk.edu, 527 Andy Holt Tower, Knoxville, TN 37996-0152.

The first goal of a sample report follows (p. 4). For each additional goal, the unit would simply continue the report to additional pages.

Unit:	College of Culinary Arts ¹
Unit Administrator:	Dr. R. Flay
Preparer:	Dr. C. Cora
Date:	March 23, 2010
Approver:	Dr. E. Lagasse
Date:	March 30, 2010

Unit Mission Statement

The College of Culinary Arts strives to prepare students for careers in the culinary industry by providing them with a foundation of the art and science of culinary preparation through educational programming that includes lecture, demonstration and hands-on application of each skill set, career guidance, and interaction with local American Federation certified chefs.

Unit Goal #1

Recruit, develop, and maintain a productive and diverse faculty and staff

Reference to Strategic Plan

- 21. More African-American faculty
- 22. More overall minority faculty
- 23. More African-American staff (admin/exec/mgr/professional)
- 24. More overall minority staff (admin/exec/mgr/professional)
- 25. Raise faculty salaries to peer average
- 26. Raise staff salaries to peer average

Plan of Action

- 1. Conduct stronger and more thorough national searches to identify and recruit minority faculty into the College. Pursue a program of "Grow Your Own" by training our students with the long-range plan of setting them in good post-doctoral programs and retain them as junior faculty.
- 2. Streamline faculty recruitment with quick reviews, interviews and notification;
- 3. Bring all faculty salaries to a minimum of the 50th% of the national level in rank and discipline;
- 4. Create a positive atmosphere to encourage faculty to grow and pursue their educational and scientific endeavors with little or no hindrance from administration other than the necessary mandated policies and procedures;
- 5. Develop and implement a plan to improve retention of faculty by developing a mentoring system and satisfaction assessment instrument;

¹ This example is a fictitious unit and names do not represent UT personnel.

6. Assist faculty spouses in finding jobs and/or involvement with the University and the Community;
7. Develop career advance opportunities.

Assessment Measures

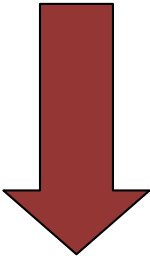
1. Number of African-American faculty as percent of total employees
2. Number overall minority faculty as percent of total employees
3. Number of African-American staff (admin/exec/mgr/ professional) as percent of total employees
4. Number overall minority staff (admin/exec/mgr/ professional) as percent of total employees
5. Gap between faculty salaries and peer average
6. Staff salaries as percentage of peer and local average

Progress towards meeting this goal

The number of minority faculty increased by 1.9% between 2003 and 2004.

A review of faculty hiring processes was conducted. Policy was rewritten to eliminate review beyond the colleges and the office of equity and diversity. Eliminating review above the college level reduced the time from interview to making an offer by four weeks.

Unit Goal #2



Continuing to last Unit Goal

Accessing Institutional Effectiveness Report from the 2004 Accreditation Report

The reports may be accessed through the University Intranet; go to <http://my.tennessee.edu> and log on using your NetID and password. Detailed instructions for accessing the Institutional Effectiveness Report are provided in the document 5th-Yr-Rept-Info that provides instructions for logging in, capturing the data, and cleaning the format for editing. This document will provide guidance on updating unit goals.

When you check the SACS Institutional Effectiveness website and determine that your unit is not given, you will need to generate your mission and goals.

Updating Unit Mission Statement

Mission Statements

Each unit's mission statement ideally results from a self-assessment process that prompts you to look beyond assumptions and ask hard questions about 1) what the unit does, 2) why the unit does it, 3) how it accomplishes its work, and 4) who its audience or customers are. The self-assessment process accommodates the needs of multiple audiences (faculty, staff, students, other units, the community, stakeholders, etc.), and can help distinguish initiatives that will support the unit's mission and further its goals from those that, however worthy, are better left to others. A mission statement should provide a statement of purpose that identifies the scope of the operation and reflects values.² Realistically, a mission statement should be written using language that the public can understand. It should not be written using language of the discipline.

For the following mission statements,

- Can you identify **what** the unit does?
- Can you identify **why** the unit does it?
- Can you identify **how** well it does what it does?
- Can you identify **who** their audience(s) is?³

Examples of unit mission statements taken from the 2003 SACS Accreditation reports along with comments

1. Accounting and Information Management – To improve continuously accounting, information management, and related knowledge through educating students, creating and disseminating knowledge, engaging in University service, and interacting with professional and other constituencies.

What: improve accounting, information management and related knowledge

Why:

How: through education, creation and dissemination of knowledge, by engaging in service

Who: students, professional and other constituencies

2. Dean of Students –The mission of the Office of the Dean of Students is to promote a positive and inclusive environment that supports and enhances the education and development of each student.

² See Zahorsky, D. Writing a meaningful mission statement. <http://sbinformation.about.com/cs/businessplans/a/mission.htm>, accessed 17 January 17, 2006. An Internet search can provide numerous valuable resources on writing mission statements; this is just one document that provides guidance.

³ In higher education, the audience of "students" is typically a given. However, depending upon the unit, it may be alumni, industry, professionals, governmental agencies, not-for-profit organizations, and others, these should be specified.

What: promote a positive and inclusive environment
Why: support and enhance education and development
How:
Who: students

3. Financial Aid and Scholarships – The mission of the Office of Financial Aid & Scholarships is to provide access to higher education for qualified students, through the use of financial assistance, regardless of their economic ability to fully fund an education.

What: provides access to higher education
Why: to fully fund an education
How: use of financial assistance
Who: qualified students

4. Library – Health Science Center – The mission of the Health Sciences Library and Biocommunications Center is to provide an environment conducive to student learning and the biomedical information resources necessary for teaching, research, service, and patient care, and to support efforts to improve the health of Tennesseans.

What: provide an environment and information resources
Why: for learning, teaching, research, service, patient care, improve health
How:
Who: students, Tennesseans

5. UT Space Institute – In harmony with the education, research, and service mission of the University of Tennessee, the mission of UTSI is to:
 - a. To establish and maintain internationally respected programs of research in science and engineering.
 - b. To develop and maintain graduate education programs in the disciplines related to the research programs.
 - c. To serve the community, state and nation through various means of technology transfer.

What: programs in research in science and engineering, graduate education
Why:
How: various means of technology transfer
Who: students, community, state, nation

Updating Unit Goals

The goals of the unit plan “[help] focus ... efforts and provides a standard against which we can measure proposed initiatives and identify those that will help us respond to the community and reach our long-term goals.”⁴ The unit plans should have realistic, attainable goals with clearly defined actions and measures.

The structure for reporting unit goals at the University of Tennessee is

1. Unit goal – state the goal
2. Reference to the UT Strategic Plan – lists of items from the UT Strategic Plan to which this unit’s goal links back to
3. Plan of action taken – the list of action steps to be taken to achieve goal
4. Assessment measures – what will be measured to determine if goal is achieved
5. Progress towards meeting the goal – description of status towards achieving goal
6. Additional comments – description of any roadblocks or changes that make the goal difficult to attain; statement describing achievement of goal.

A partial report is provided beginning on p. 4.

Updating Unit Goals and Plans

A goal of a planning process should be written in very clear, concrete terms. It should be clear that progress can be measured and a determination made that a goal has or has not been attained. What follows are examples of goals and the associated plans along with comments and alternate wording of presenting the goals, actions, assessment measures, and progress. Alternate wording is just that; an alternate way of stating the goal, action plan, assessment measure or progress. Each unit needs to determine the appropriate language.

List of Example Goals and Plans

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⁴ From Cary, D. and K. Socolofsky. 2003. Long-range planning for real world results start with self-assessment and audience research. *Public Garden* 2003(4):10-13.

Table 1 Example of a goal relating to a department's teaching program

Actual	Comments	Alternate wording
<p>Unit goal Enroll more highly qualified undergraduate students through aggressive recruiting efforts.</p>	<ul style="list-style-type: none"> Does the department want to increase overall enrollment (i.e., increase from 50 undergraduate students to 100 undergraduate students)? Does the department just want to increase the proportion of their students who are highly qualified? 	<p>Increase total undergraduate enrollment over five years to 150 high-ability students with an average of 29 super-scored ACT and 3.85 core GPA.</p>
<p>Reference to the UT strategic plan 1. Higher student entry scores 3. More students in revamped Honors Program 3.c. More students in departmental honors courses/curricula</p>		
<p>Plan of action taken 1. Proactive recruiting 2. Establish scholarships and fellowships to attract top students 3. Offer more honors classes in the ECE department.</p>	<ul style="list-style-type: none"> What types of proactive recruiting will be used? Do they already have any scholarships or fellowships and want to increase the level of support? Do they want to establish a minimum level of scholarship funding? Fellowship funding? Can this be quantified? How many more honors classes? Do they have any and want to double the number of honors classes? 	<ol style="list-style-type: none"> Participate in Scholars Invitational, Engineering Day, and send follow-up letters to students. Identify high ability sophomores and juniors to become members of the college's ambassador program. Increase scholarships for undergraduate students to provide a minimum of \$2,000 per student with an ACT of 31 or higher. Increase honors courses from 2 to 10 over the next 5 years.
<p>Assessment measures 1. SAT and GPA of incoming students 2. Number of honors students</p>	<ul style="list-style-type: none"> What is the current level of ACT⁵ and GPA of incoming students and by how much do they want to increase? Assessment measures should measure how well the actions are working. 	<ol style="list-style-type: none"> ACT and core GPA of incoming students Number of honors students over the next 4 years Level of scholarship support provided undergraduate students Number of honors courses Number of students enrolled

⁵ Note: should probably reference ACT scores since UT's Office of Undergraduate Admissions most commonly reports ACT scores of the incoming freshman class.

Actual	Comments	Alternate wording
		in honors courses
<p><u>Progress towards meeting the goal</u> A gradual increase in the SAT scores of incoming engineering students has been observed</p> <p>Started a discussion with the Honors program to enable ECE students to join the program</p>	<ul style="list-style-type: none"> • What is a gradual increase? • What was the base line for ACT and GPA? • When was the base level established? • How much did it increase annually? • Have they achieved their goal of increasing to a specified desired level? • Progress does not address anything about proactive recruitment. 	<ol style="list-style-type: none"> 1. The average ACT and GPA of incoming students was 26 and 3.55 in 2003. By 2006, the average ACT = 28 and GPA = 3.63; in 2008, average ACT = 28.6 and GPA = 3.71 2. The number of students participating in honors program has increased from 10 to 20 from 2004 to 2007. 3. Increased number of honors courses from 2 in AY 2004-2005 to 4 in 2006-2007 and 6 in 2008-2009
<u>Additional comments</u>		

Table 2 Example of a goal relating to a department's research program

Actual	Comments	Alternate wording
<p>Unit Goal Detail Improve the funding base of the department through the increased acquisition of federal and/or private research grants and contracts</p>	<ul style="list-style-type: none"> • Will a 10% increase or a 25% or a doubling of the grants and contracts do the job? • What is the specific goal? • Over what time frame 	Improve the funding base of the department by doubling federal and/or private research grants and contracts over the current level of funding within 5 years.
<p>Reference to Strategic Plan 20. More postdocs in Science, Engineering, & Health 25. Raise faculty salaries to peer average 27. Increase total grant & contract dollars awarded 27.b More partnering with UT-Battelle/ORNL 27.c More collaborative research with St. Jude Children's Research Hospital, Methodist Healthcare & other Memphis-area health science research entities</p>		
<p>Plan of Action</p>		
<p>Tactic 1 Mentoring of junior faculty and less active senior faculty A more organized and aggressive attempt to mentor Probationary Faculty, particularly within the area of grant writing and submission, needs to be made. This is particularly critical in the present competitive research environment in which several submission attempts are often needed to secure Federal Funding, a crucial component of establishing and maintaining a research program. In addition, the research active faculty should make attempts to establish collaborations with tenured faculty who are no longer have a funded independent research program. Fruitful new directions and additional funding opportunities can emerge from these associations</p>	<p>While lengthy, this style of action statement clearly defines the action to be taken and how it will be done. The results of the mentoring will be an increase in grant submission (number and budget) which are clearly defined assessment measures given by the department.</p>	

Actual	Comments	Alternate wording
<p>Tactic 2 Form interdisciplinary groups and team project oriented grants foster the growth of interdisciplinary research interactions with other UTK Departmental units, Oak Ridge, and other Statewide units.</p> <p>No man or woman is an island, and research in the new millennium moves at a faster pace due to collaborative efforts. The Centers of Excellence in Structural Biology is an excellent example in which departmental faculty as well as faculty within other research units at the university and at the Oak Ridge National Lab was brought together in a synergistic manner. This leads to the growth and development of new collaborative projects from which new grant submissions emerge</p>	<p>Assessment measures below address this action step.</p>	
<p>Tactic 3 Encourage participation in grant panels and workshops and grant submission</p> <p>An excellent way to stay in touch with research funding trends is to serve on grant panels (NIH, NSF, DOE and USDA) within the target disciplines of interest. For faculty who have not served on such panels, these experiences are an eye opener and are valuable in developing strategies for targeting grant submissions. Also, junior faculty should be encouraged to participate in grant workshops. Addition, teaching the grant writing course in conjunction with successful senior faculty could also be a tactic.</p>	<p>None of the assessment measures indicates that participation in review panels will be tracked and yet this is part of the plan. See the last bullet in the suggested revision to assessment measures given below.</p> <p>The last sentence relating to teaching the grant writing course does not relate to the main premise of the tactic.</p>	
<p><u>Assessment Measures</u></p> <ul style="list-style-type: none"> • Grant money per year per faculty member should increase • Increased grant submissions/year • Increase in the number of graduate students sponsored 	<p>The goal should state the level of increase. Assessment measures will be the data that demonstrates the increase. Therefore, the measure is the number of grants or faculty and not the increase because you</p>	<ul style="list-style-type: none"> • Grant money per year per faculty member • Number of grants submitted and funded annually • Number of graduate students sponsored by

Actual	Comments	Alternate wording
<p>by interdepartmental programs that reside in labs in the Department</p> <ul style="list-style-type: none"> Increase in collaborative, funded research projects with investigators outside the Department 	<p>would provide multiple years of data to show a pattern of growth. Measures should directly related back to the Plan of Action</p>	<p>interdepartmental programs that reside in labs in the department</p> <ul style="list-style-type: none"> Number of grants with external co-PIs Number of faculty members participating on an NSF, NIH or other review panel each year.
<p><u>Progress towards meeting this goal</u> Total external research funding in BCMB increased from \$2,026,772 in 2002 to \$2,305,834 in 2003, a 14% increase. The number of faculty in BCMB did not change over that period. We do not have a complete list of submissions, but are developing a database for tracking that information.</p>	<p>This statement clearly provides data to support progress towards attaining this goal. The second part of the paragraph (from “The number of faculty in BCMB...” to the end) should appear under Additional Comments.</p>	
<p><u>Additional Comments</u></p>	<p>This section should be used to provide explanatory notes of progress towards meeting goals or changes to the department.</p>	<p>The number of faculty in BCMB did not change between 2002 and 2003. We do not have a complete list of submissions, but are developing a database for tracking that information.</p>

Table 3 Example of a goal relating to an administrative unit's human resource goal

Actual	Comments	Alternate wording
<p><u>Unit Goal Detail</u> Recruit, develop, and maintain a productive and diverse faculty and staff</p>	<p>This goal has three parts. Each part should have an item under the "Plan of Action" since different actions are needed for recruitment, development and maintenance of a productive and diverse faculty and staff. Does the unit want to set goals as to what level of diversity is desirable?</p>	
<p><u>Reference to Strategic Plan</u> 21. More African-American faculty 22. More overall minority faculty 23. More African-American staff (admin/exec/mgr/professional) 24. More overall minority staff (admin/exec/mgr/professional) 25. Raise faculty salaries to peer average 26. Raise staff salaries to peer average</p>		
<p><u>Plan of Action</u> 1. Stronger and more thorough national searches are conducted to identify and recruit minority faculty into the Health Center. A strong attempt is being pursued to "Grow Your Own". Since minority faculty in the health fields are at a premium, UTHSC encourages faculty in general to train its students with the long range plan of setting them in a good Post Doc. program and ultimately to retain them as Junior Faculty. 2. Streamline faculty recruitment with quick reviews, interviews and notification; 3. Bring all faculty salaries to a minimum of the 50th% of the national level in rank and discipline; 4. Create a positive atmosphere to encourage faculty to grow</p>	<p>Actions should be declarative – this is what we will do; items 2 through 7 are written in a declarative manner. See suggested revision of item 1.</p>	<p>1. Conduct stronger and more thorough national searches to identify and recruit minority faculty into the Health Center. Pursue a program of "Grow Your Own" by training our students with the long-range plan of setting them in good post-doctoral programs and retain them as junior faculty.</p>

Actual	Comments	Alternate wording
<p>and pursue their educational and scientific endeavors with little or no hindrance from administration other than the necessary mandated policies and procedures;</p> <ol style="list-style-type: none"> 5. Develop and implement a plan to improve retention of faculty by developing a mentoring system and satisfaction assessment instrument; 6. Assist faculty spouses in finding jobs and/or involvement with the University and the Community; 7. Develop career advance opportunities. 		
<p><u>Assessment Measures</u></p> <ul style="list-style-type: none"> • Number of African-American faculty as percent of total employees • Number overall minority faculty as percent of total employees • Number of African-American staff (admin/exec/mgr/professional) as percent of total employees • Number overall minority staff (admin/exec/mgr/professional) as percent of total employees • Gap between HSC faculty salaries and peer average • Staff salaries as percentage of peer and local average 	<p>Unit would report progress in terms of baseline data – the percentages of different groups in 2003 and compare to today’s to determine progress towards goal of increasing diversity.</p>	
<p><u>Progress towards meeting this goal</u></p> <ol style="list-style-type: none"> 1. Increase minority faculty; overall minority faculty has had a modest increase (1.9%) 2. Facilitate the recruitment of faculty by diminishing the bureaucratic levels of the process 3. Increase faculty salaries 4. Recruit and retain the best faculty 5. Increase the number of endowed professorships 	<p>When writing about the progress towards meeting a goal, include baseline data and year; then place progress in terms of the base-year.</p> <p>Items 2 - 5 do not describe progress. Progress would be documented by providing how much faculty salaries have increased and over what time period, the number of endowed professorships added over a stated time period, etc.</p>	<ol style="list-style-type: none"> 1. The number of minority faculty increased by 1.9% between 2003 and 2004.
<p><u>Additional Comments</u></p>		

Table 4 Example of a departmental goal achieved since the plan was last update

Actual	Comments	Alternate wording
<p><u>Unit Goal Detail</u> Strive to enhance departmental excellence in research and teaching by hiring another physical anthropologist.</p>	<p>Simple and straight forward goal.</p>	
<p><u>Reference to Strategic Plan</u> 27. Increase total grant & contract dollars awarded 27.b. More partnering with UT-Battelle/ORNL 52. Increase number of nationally-recognized academic programs</p>		
<p><u>Plan of Action</u> Explain the benefits and our needs for this new position to the College and Central Administration at every opportunity. Emphasize that adding a new position in physical anthropology will allow the Department to increase the number of graduate students accepted into both our M.A. and PhD programs.</p>	<p>This clearly describes action to be taken by the department.</p>	
<p><u>Assessment Measures</u> Approval of the position and successful hiring of a strong candidate for the position.</p>	<p>Simple and clear measure of success in achieving goal.</p>	
<p><u>Progress towards meeting this goal</u> At our faculty meeting of September 1, 2004, we discussed and agreed to a plan that would allow the Department of Anthropology to bolster its faculty strengths by hiring three junior positions from two senior lines (one of which is open during the current academic year, the other to be vacated in 2005-06.) One of the two positions to be filled during 2005-06 would be a new assistant professor in physical anthropology. On Wednesday, September 15, 2004, the Department of Anthropology’s Head and Associate Head met with the Dean and two Associate Deans of the College of</p>	<p>Clear statements of progress toward goal. This probably can be edited for brevity (excessive detail provided for the purpose of this report).</p>	<ol style="list-style-type: none"> 1. September 1, 2004: At a faculty meeting, discussed and agreed to a plan that would allow the department to bolster its faculty strengths by hiring three junior positions from two senior lines; one in the area of physical anthropology. 2. September 15, 2004: the department head and associate head met with the Dean and two Associate Deans of the College of Arts & Sciences where our hiring plan was approved, in principle, by the College.

Actual	Comments	Alternate wording
<p>Arts & Sciences where our hiring plan was approved, in principle, by the College.</p>	<p>Item 3 is an example of successful conclusion to the search; department could add appropriate date as to when the search was concluded.</p>	<p>3. 2005-2006 academic year: Search complete and an assistant professor in physical anthropology was hired.</p>
<p>Additional Comments As noted in our most recent Mid-Cycle Review (September 8-9, 2003) the Department of Anthropology has been historically regarded as strongest in physical anthropology, particularly forensic anthropology. A preponderance of our graduate students apply to work in this sub-discipline. Publications from the physical anthropology faculty (especially Drs. Konigsberg and Jantz) continue to be produced at a high rate and external funding has increased significantly over the past year with grants from the LEIC and FBI to Drs. Jantz, Marks and Konigsberg. The arrival of Dr. David Anderson in Spring 2004 significantly bolstered Archaeology's southeastern prehistory component, another recognized departmental strength. This position was competitively awarded to Anthropology in 2002 to expressly enhance departmental excellence. We recently hired a cultural anthropologist (Dr. Janice Harper) to replace Dr. Mariana Ferreira. The addition of a physical anthropologist would be a necessary and logical next step in maintaining and augmenting departmental excellence. A specialist in skeletal biology or bone chemistry would complement existing strengths among our faculty and provide interdisciplinary ties to a number of other departments (e.g. EEB, BCMB, Earth and Planetary Sciences). In addition this individual will offer more curricular and mentoring choices for our graduate and undergraduate students alike. As mentioned above,</p>	<p>This is good information; however, condense the text; use lists where appropriate.</p>	<p>Mid-Cycle Review (September 8-9, 2003): The department is historically regarded as strongest in physical anthropology, particularly forensic anthropology</p> <ol style="list-style-type: none"> a. preponderance of our graduate students apply to work in this sub-discipline b. publications from the physical anthropology faculty continue to be produced at a high rate c. external funding has increased significantly over the past year with grants from the LEIC and FBI <p>Spring 2004: addition of a faculty position bolstered Archaeology's southeastern prehistory component, another recognized departmental strength.</p> <p>2004 hired a cultural anthropologist</p> <p>Adding a physical anthropologist will maintain and augment departmental excellence. By targetting a specialist in skeletal biology or bone chemistry, we will</p> <ol style="list-style-type: none"> a. provide interdisciplinary ties to a number of other departments (e.g. EEB, BCMB, Earth and Planetary Sciences); b. add more curricular and mentoring choices for our graduate and undergraduate students; c. establish, maintain and strengthen working relationships with ORNL researchers

Actual	Comments	Alternate wording
<p>the physical anthropology faculty is responsible for a disproportionate number of graduate students and this new hire will reduce some of that burden on existing faculty. Finally, similar to a number of current anthropology faculty, this hire would be expected to establish, maintain and strengthen working relationships with ORNL researchers, a recognized goal of the University's strategic plan.</p>		