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Valdosta State University  
Diversity Council

**Strategic Diversity Plan**  
**2015-2020**

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## EXECUTIVE SUMMARY

Using the principles of organizational accountability, inclusiveness, and evaluation, the VSU Diversity Council has developed a diversity plan to achieve diversity as a core value and as a foundation for the future of VSU. The VSU Diversity Council recognizes that the term cultural diversity expands the dialogue on inclusion to encompass a number of cultural dimensions beyond race. *Such dimensions include gender, ethnicity, religion, socioeconomic status, sexual orientation, disability and national origin.* This Strategic Plan outlines four goals along with measureable implementation tactics focusing on: student retention; curriculum enhancement; college climate enhancement; and diversification of VSU personnel. Goals are:

1. Increase the number of underrepresented and/or socioeconomically disadvantaged students who graduate from Valdosta State University by .50% per year over the next five years.
2. Enhance the curriculum in order to promote a curriculum that is illustrative of cultural/global diversity to prepare students to participate in an increasingly diverse/global marketplace upon graduation.
3. Increase representation of individuals from diverse backgrounds among the VSU faculty, staff, and administrators.
4. Enhance the climate for members of the college community including faculty, staff, students and visitors.

Campus-wide collaboration is necessary for the implementation of the tactics and the success of the strategic plan, with its goals and tactics, must be recognized and accepted throughout the VSU community.

## **THE IMPORTANCE OF DIVERSITY**

It is the belief of the Valdosta State University Diversity Council that cultural diversity represents a significant institutional resource and as an institutional resource should be managed to obtain maximum productivity. Effective management of Valdosta State University's unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning.

According to the Society for Human Resource Management (SHRM) diversity plans result in better work environments that yield greater productivity and outcomes. SHRM cites four components of diversity plan outcomes that lead to greater productivity:

- Diversity plans can improve the quality of the workforce – when all employees feel valued they demonstrate increased commitment.
- Diversity Plans attract the best and brightest to an organization
- Diversity Plans result in increased creativity
- Diversity Plans instill flexibility and ensure organizational survival.

The increasing interdependence of the world's markets and businesses as well as recent demographic changes such as an increase in citizens of Hispanic descent, an increase in the number of women entering the workforce with expectations to achieve the same levels of advancement as their male counterparts as well as static critical areas such as access to higher education for low income require that diversity strategies be addressed. Arnold (p. 47, 2004) cites a statement from the Western Interstate Commission on Higher Education regarding changing demographics, "the United States is becoming a nation of multiple minorities with no majority group." Results of the 2000 Census indicate that the United States is undergoing a profound demographic shift ("Census Projects," 2004). These changes include rapid growth in the minority population and a decline of the birthrate for the majority population.

Diversity in the United States and Georgia is increasing. Diversity in the faculty and student body is central to fulfilling the University's primary mission of providing a quality education and producing well educated graduates. Structural diversity in both the student body and faculty encourages the development of critical thinking skills and enriches the educational experience through the exposure to different perspectives. Diversity helps faculty, staff, and students to communicate with people from various backgrounds and challenges stereotypes.

Successful graduates of Valdosta State University must have the following characteristics to be competitive in the world of business:

- Willingness to function in a culturally diverse environment
- Learn to communicate effectively with people from different backgrounds
- Learn to be sensitive to cultural differences
- Learn to be sensitive and accepting of people with disabilities
- Learn to be accepting of people and their ideas that differ from their own
- Develop personal skills and demonstrate competencies in understanding diversity

## THE VALDOSTA STATE UNIVERSITY DIVERSITY PLAN

The Diversity Plan identifies four major categories of implementation: (1) retention of underrepresented and socioeconomically disadvantaged students (2) curriculum enhancement; (3) diversification of personnel; and (4) enhancement of the college climate.

**Student Retention:** As the projected shift in the racial and ethnic makeup of the American workforce takes place the need to retain and support enrolled students until program completion significantly increases. The realities of global interdependency and changing demographics indicate that the successful retention of underrepresented students is vital to the success of Valdosta State University, the Valdosta community, and the South Georgia region. During the fall 2011 semester, 42% of the students enrolled at Valdosta State University disclosed minority status. The *VSU Diversity Plan* facilitates the retention of enrolled students who will be supported in several ways throughout their matriculation to increase graduation rates.

**Curriculum Enhancement:** The VSU Diversity Council recognizes cultural diversity as an educational asset that stimulates intellectual achievement. By promoting cultural diversity as an educational asset, the *VSU Diversity Plan* will increase Valdosta State University's undergraduate and graduate student awareness of opportunities to participate in an enriched diverse environment with wider knowledge, more ideas, and more points of contrast and comparison. Preparation of students from the dominant and non-dominant culture to successfully and efficiently function in an increasingly diverse workforce is also critical to the following diversity category; diversification of VSU personnel. Recent court decisions have upheld the need for diversity as it: enlivens the classroom experience; helps to eliminate stereotypes and/or prejudices; helps to broaden the knowledge base in our society and cultivates leaders (Diversity in Higher Education).

**Diversification of VSU Personnel:** Plummer (2003) cites the U.S. Census in stating that by the year 2050, the U.S. population will increase by 50 %. Minority groups will make up nearly half of the population, immigrants will account for approximately two thirds of the

nation's growth. In addition to increases in the racial and ethnic minority populations, the current workforce is aging. These factors confirm that the workforce of the future will be significantly different than the current workforce. Currently, 14.6 % of VSU faculty and 27.7% VSU staff disclosed minority status. As educators, managers, and human resource professionals perform their functions in a global environment, changing demographics, shifting employment patterns and challenges in our educational system require the use of diversity planning.

**Climate Enhancement:** The successes of goals one, two, and three are based upon the existence of a positive campus climate for all members of the VSU constituency. Therefore, strategies to monitor and enhance the climate are critical to the continued success of Valdosta State University. A cultural diversity climate survey will be implemented to assess the current campus climate. The cultural diversity survey will provide an opportunity for all stakeholders of the campus community to provide input in the assessment of organizational culture. An analysis of the results of the cultural diversity survey will serve to inform the development of strategies to enhance the institutional climate. A secondary benefit of the effort to enhance the campus climate is that it will assist institutional constituents and citizens in the surrounding community to recognize the compelling benefits of educational diversity.

## **PRIORITIES**

The importance of the retention and graduation of underrepresented and socioeconomically disadvantaged students requires that goals one, two, and three will receive priority status during the first five years of the plan. The first three goals will serve as the focus of short-term efforts for the institution.

## **DIVERSITY PLAN DEVELOPMENT AND CONTRIBUTORS**

The *Valdosta State University Diversity Plan* is the outcome of many hours of discussion, strategic planning, and conceptualization by the VSU Diversity Council. Council members were selected by the President to represent many organizations from all of the constituent groups within the VSU community.

As a result of the diversity represented within the council, *Valdosta State University Diversity Plan* incorporates a diverse group of perspectives on achieving cultural diversity within the institution. You may also note that several of the goals and/or action steps included in the *VSU Diversity Plan* parallel those found in other institutional documents such as the *VSU Strategic Plan*. This design provides consistency and strengthens the overall efforts of the many hardworking individuals in the campus community.

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Founding members of the VSU Diversity Council are listed below:

<b>MEMBER</b>	<b>ORGANIZATION</b>
Dr. Erica Para	Academic Affairs
Ms. Ann Farmer	University Police
Mr. Doel Parilla	Gay/Straight Alliance
Ms. Laverne Gaskins	Legal Affairs
Dr. Maria Whyte	College of Nursing
Dr. Marty Giddings	Social Work
Dr. Shirley Hardin	African American Studies
Ms. Irina McClellan	Academic Affairs
Dr. Lavonna Lovern	Academic Affairs
Ms. Erin Sylvester	Student Affairs
Ms. Lauren Brain	International Programs
Dr. Maggie Viverette	Office of Social Equity

## DIVERSITY PLAN GOALS

The diversity goals represent the *Valdosta State University Diversity Plan* in its first two-years. These diversity goals reflect the larger goals found in the Valdosta State University Strategic Plan and form the foundation for future growth in the area of diversity. There are four goals and seventeen broad strategies that the Diversity Council commits to implementing over the course of the next five years. Tactics, with measurable outcomes and implementation target dates, will serve as a means of measuring accountability for accomplishment of these goals. All goals were developed by the Diversity Council, with the recognition that campus-wide collaboration will be needed to accomplish the action steps.

This is not an all-inclusive list of the goals developed by the Diversity Council, but represents the initial planning goals the Diversity Council commits to achieving during the next five years.

### STRATEGIC GOALS SUMMARY

- GOAL 1**      **Retention:** Increase the number of underrepresented and/or socioeconomically disadvantaged students who graduate from Valdosta State University by .50% per year over the next five years.
- GOAL 2**      **Curriculum Enhancement:** Create and promote a curriculum that is illustrative of cultural/global diversity to prepare students to participate in an increasingly diverse/global marketplace upon graduation.
- GOAL 3**      **Diversification of VSU Personnel:** Increase representation of individuals from diverse backgrounds among VSU faculty, staff, and administrators. Appendix A includes current data regarding faculty composition by race and gender. *Although the diversity plan seeks to support individuals from all dimensions of diversity, federal data requirements currently only include collection of data on race and gender.*
- GOAL 4**      **Climate Enhancement:** Monitor and enhance the institutional climate for inclusiveness for all dimensions of the campus community.

*\*This is a fluid document which will be reviewed on an annual basis. Revisions and additions will be made to continue to increase awareness of diversity and inclusiveness at Valdosta State University. This report is inclusive of all members of the University community.*



## DIVERSITY PLAN GOALS

**GOAL 1:** Increase the number of underrepresented and/or socioeconomically disadvantaged students who graduate from Valdosta State University by .50% per year over the next five years. (VSU Strategic Plan 1.1.2, 3.1)

**STRATEGY 1:** Identify disparities between graduation rates for underrepresented and socio-economically disadvantaged VSU students and their counterparts.

- TACTIC 1:** Develop report of disparities between underrepresented students and their counterparts.  
**PARTNERS:** Strategic Research and Analysis Data Warehouse Team  
Diversity Council  
**MEASURE:** Report outlining disparities between underrepresented student groups and their counterparts by spring 2015.
- Tactic 2:** Identify barriers to persistence for underrepresented and socioeconomically disadvantaged student groups.  
**Partners:** Strategic Research and Analysis  
Diversity Council  
**Measure:** Report outlining barriers to graduation for underrepresented student groups and their counterparts by fall 2016.

**STRATEGY 2:** Develop programs to address barriers to graduation for underrepresented and socio-economically disadvantaged students by fall 2017.

- TACTIC 1:** Develop programs to increase graduation rates of underrepresented and socioeconomically disadvantaged student groups  
**PARTNERS:** Academic Affairs  
Enrollment Management  
Diversity Council  
Student Affairs  
**MEASURE:** Creation and launch of program(s) to support graduation of underrepresented and socioeconomically disadvantaged students by fall 2017.
- Tactic 2:** Hire a Latino Student Outreach Coordinator to support current and incoming Latino students.  
**Partners:** Academic Affairs  
Diversity Council  
Student Affairs  
**Measure:** Recruitment and selection of a Latino Student Outreach Coordinator by spring 2016
- Tactic 3:** Hire a African American Student Outreach Coordinator to support current and incoming Latino students.  
**Partners:** Academic Affairs

Diversity Council  
Student Affairs  
**Measure:** Recruitment and selection of a Latino Student Outreach Coordinator by spring 2016

**Strategy 3:** Hire a 1-2 graduate assistants to assist in monitoring diversity plan activities and to assist in coordinating with diversity plan partners

**TACTIC 1:** Request funding to hire 1-2 graduate assistants to monitor diversity plan progress and assist in climate survey implementation  
**PARTNERS:** Diversity Council  
Strategic Research and Analysis  
**MEASURE:** Hiring of two graduate assistants to assist in tracking diversity plan progress by fall 2015

**GOAL 2:** Create and promote a curriculum that is illustrative of cultural/global diversity to prepare students to participate in an increasingly diverse/global marketplace upon graduation. (VSU Strategic Plan 1.2.4, 1.4.2)

**STRATEGY 1:** Identify the number of perspectives courses compatible to incorporating diversity components.

**TACTIC 1:** Identify perspectives courses with existing diversity components.  
**PARTNERS:** Academic Affairs  
Diversity Council  
**MEASURE:** List of perspective's courses with existing diversity components by summer 2016.

**STRATEGY 2:** Develop a pre (Qualtrics Survey) and post assessment in electronic format for students enrolled in diversity enhanced perspectives courses.

**Tactic 1:** Establish a committee to develop pre and post diversity assessment content  
**PARTNERS:** Academic Affairs  
Faculty Senate Subcommittee on Minority and Diversity Issues  
**MEASURE:** Creation of electronic assessment by fall 2016.

**TACTIC 2:** Implement and analyze pre and post assessments of students enrolled in diversity enhanced perspective courses.  
**PARTNERS:** Strategic Research and Analysis  
Academic Affairs  
Diversity Council  
**MEASURE:** Report of analyses of pre and post assessments of students enrolled in diversity enhanced perspective courses by summer 2017.

**STRATEGY 3:** Add diversity assessment component to senior exit survey to provide a continuous collection of data on students' perceptions of diversity.

- TACTIC 1:** Develop a diversity assessment component for students completing senior exit surveys.
- PARTNERS:** Strategic Research and Analysis  
Information Technology  
Academic Affairs  
Diversity Council
- MEASURE:** Creation of diversity component and inclusion in senior exit survey by fall 2016

**Goal 3:** Identify current university diversity levels and best practices in higher education employment with the goal of increasing diverse representation among VSU faculty, staff, and administrators. (*Appendix A includes current data regarding faculty and staff by race and gender.*) (VSU Strategic Plan 5.1.1, 5.2.2)

**STRATEGY 1:** Identify current best practices in recruiting underrepresented faculty and administrative personnel.

- TACTIC 1:** Identify/adopt current best practices in recruitment strategies by summer 2016
- PARTNERS:** Academic Affairs  
Human Resources  
Diversity Council
- MEASURE:** Creation of a best practices recruitment report by fall 2016
  
- TACTIC 2:** Diverse faculty recruitment plan developed by summer 2017
- PARTNERS:** Academic Affairs  
Human Resources  
Diversity Council
- MEASURE:** Diverse faculty recruitment plan created by summer 2017

**STRATEGY 2:** Identify cost effective publication methods for targeted populations to advertise vacancy announcements.

- TACTIC 1:** Identify alternative advertising opportunities to target minority populations by summer 2016.
- Partners:** Diversity Council  
Academic Affairs
- MEASURE:** Publication/dissemination of alternative advertising opportunities by fall 2016.

**STRATEGY 3:** Identify non-traditional search committee members to increase minority representation on search committees.

- TACTIC 1:** Identify and train selected staff and students to serve as search committee members by fall 2016.
- Partners:** Diversity Council  
Academic affairs
- MEASURE:** List of trained alternate search committee members created by spring 2017.

**STRATEGY 4:** Review availability of formal and informal employee/student complaint processes and ensure clear communication to all employees and students on how to utilize these processes\*

- TACTIC 1:** Identify grievance procedure access
- PARTNERS:** Human Resources, Academic Affairs, Diversity Council
- MEASURE:** Recommendation list submitted to Human Resources and Academic Affairs
  
- TACTIC 2:** Identify alternate methods of publication for grievance procedures
- PARTNERS:** Human Resources, Academic Affairs, Diversity Council
- MEASURE:** Recommendation list submitted to Human Resources and Academic Affairs
  
- TACTIC 3:** Identify/implement new strategies to publicize Grievance procedures
- PARTNERS:** Human Resources, Academic Affairs, Diversity Council
- MEASURE:** Recommendation list submitted to Human Resources and Academic Affairs

**GOAL 4:** Enhance the college cultural climate for all segments of the campus community. (VSU Strategic Plan 1.2.3, 3.1, 5.1.1, 1.4.3, 5.1.3, 5.2.1, 5.2.3)

**STRATEGY 1:** Conduct a bi-annual campus climate survey.

- TACTIC 1:** Establish a climate survey development committee by fall 2015.
- PARTNERS:** Academic Affairs  
Student Affairs  
Diversity Council
- MEASURE:** Creation of a climate survey development committee by fall 2015.
  
- TACTIC 2:** Establish a climate survey implementation committee by fall 2015.
- PARTNERS:** Academic Affairs  
Student Affairs

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Diversity Council  
**MEASURE:** Implementation of campus wide climate survey during fall 2015.

**STRATEGY 2:** Develop climate enhancement strategies based on analysis of climate survey.

**TACTIC 1:** Disseminate climate survey analysis to appropriate divisions/units.

**PARTNERS:** Diversity Council  
Academic Affairs  
Student Affairs

**Measures:** Climate survey analysis report distributed to units by fall 2015

**TACTIC 2:** Obtain new climate enhancement strategies based climate survey analysis report.

**PARTNERS:** Diversity Council,  
Academic Affairs  
Student Affairs

**MEASURE:** Development of climate enhancement strategies by summer 2016.

**STRATEGY 3:** DEVELOP A POST-DOCTORAL FELLOWSHIP PROGRAM TO SUPPORT NEW DOCTORAL PROGRAM GRADUATES AND TO INCREASE THE APPLICANT POOL .

**TACTIC 1:** DEVELOP FUNDING TO SUPPORT 5 POSTDOCTORAL FELLOWS PER ACADEMIC YEAR.

**PARTNERS:** DIVERSITY COUNCIL  
ACADEMIC AFFAIRS

**MEASURE:** RECRUITMENT AND SELECTION OF 5 POSTDOCTORAL FELLOWS BY FALL 2017

**STRATEGY 3:** Develop an LGBT resource staff position at .5 FTE

**TACTIC 1:** Develop funding to support a half-time non-benefitted position to hire an LGBT resource staff person

**Partners:** Diversity Council  
Student Affairs

**MEASURE:** Recruitment of a half-time LGBT Resource staff person by spring 2017.

**STRATEGY 4:** Develop a Women's Center staff position at .5 FTE

**TACTIC 1:** Develop funding to support a half-time non-benefitted position to hire a Women's Center resource staff person

**PARTNERS:** Diversity Council  
Student Affairs

**MEASURE:** Recruitment of a half-time Resource staff person by spring 2017.

**STRATEGY 5:** Develop and provide ongoing training on diverse populations and the importance of diversity to faculty, staff and students.

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- TACTIC 1:** Implement two diversity training sessions (including diversity training and safe space training) for faculty and staff per year.
- PARTNERS:** Employee Development
- MEASURE:** Implementation of two diversity training sessions per year, beginning by fall 2015.

**STRATEGY 6:** Develop a language training workshop as needed for underrepresented groups for faculty and staff

- TACTIC 1:** Identify language workshop facilitators by summer 2015.
- PARTNERS:** Diversity Council  
Academic Affairs
- MEASURE:** Recruitment of 1-2 language workshop facilitators by summer 2016.
- TACTIC 2:** Schedule/Implement a language workshop for faculty and staff by fall 2016
- PARTNERS:** Diversity Council  
Academic Affairs
- MEASURE:** Implement a Spanish language workshop fall 2016.
- TACTIC 3:** Obtain feedback on requests for other language workshops in other languages spring 2017.
- PARTNERS:** Diversity Council  
Academic Affairs
- MEASURE:** Obtain feedback on requests for other language workshops in other languages spring 2017.

## GLOSSARY OF TERMS

**COMMUNITY** - A group of people having common goals, rights and privileges – where no one is advantaged or disadvantaged because of who they are.

**COMPOSITIONAL DIVERSITY** – The number of a specific population represented on a college campus and the programs, policies, and procedures employed to increase and support members of those groups.

**CONSTITUENCY INVOLVEMENT** – ownership and participation in the implementation of the VSU Diversity Plan by category such as faculty, staff, and student.

**CULTURE** - A learned set of values, beliefs, customs, norms, and perceptions shared by a group of people that provide a general design for living and a pattern for interpreting life.

**CULTURAL CAPITAL** – standards of cultural expression and definitions of valued abilities that are characteristic of socially and economically dominate class in society.

**DEMOGRAPHIC CHANGE** – the transformation of the structure of a population accompanying change

**DISADVANTAGED** - A historically oppressed group having less than sufficient resources to fund all of basic needs; without expendable income. 2. A group characterized by disproportionate economic, social, and political disadvantages.

**DIVERSITY AUDIT** – collection and analysis of data on attitudes and activities of an organization regarding cultural diversity

**DIVERSITY COMPONENT** – activity or assignment incorporated into academic coursework to provide student exposure to cultural diversity

**DIVERSITY (OPERATIONAL)** – a definition of diversity that includes the dimensions of diversity measurable as provided by law and therefore valuable to the purposes of program implementation. These dimensions include race, gender, and age.

**DIVERSITY OF INTERACTIONS** –

**DIVERSIFICATION OF PERSONNEL** – efforts to address gaps of representation by race and gender among institutional employees.

**ETHNICITY** - A social construct which divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interest, history and ancestral geographical base.

**INCLUSION/INCLUSIVENESS** – an environment where everyone contributes his/her skills and talents for the benefit of all. Inclusion is consistent with VSU's values and objectives. The

goal is to create an organization in which individuals are involved, supported, respected and connected.

**INSTITUTIONAL DIVERSITY –**

**INTELLECTUAL ENGAGEMENT –** use of the concept of cultural diversity to bring meaning to or enhance the meaning of academic concepts.

**MINORITY/MINORITY STATUS -** Term used to describe a segment that represents a relatively smaller percentage of the overall population of a group.

**MINORITY (FEDERAL DEFINITION) -** the term "minority" includes African Americans, Latinos, Alaskan Natives or American Indians, and Asian or Pacific Islanders.

**PREJUDICE –** Exerting bias and bigotry based on uniformed stereotypes.

**PRIVILEGE –** Power and advantages benefiting a group derived from the historical oppression and exploitation of other groups.

**PROTECTED CLASSES -** Groups identified in Federal Law (minorities, women, disabled persons and Vietnam Era Veterans) that are specifically protected against employment discrimination.

**ORGANIZATIONAL ACCOUNTABILITY –** what does this mean with respect to diversity?

**SOCIOECONOMIC STATUS –** a measure of individual's income, amount of education, type of occupation held, or neighborhood of residence.

**STEREOTYPE -** To categorize people based on an artificial construction of a certain group designed to impart the "essence" of that group, which homogenizes the group, effacing individuality and difference.

**UNDER REPRESENTATION -** Term used to describe a situation wherein a lower number of protected class employees are represented than parity would predict. Once underutilization is quantitatively established, an employer must 1) demonstrate that the underutilization is the legitimate effect of a BFOQ or results from business necessity; or 2) develop an affirmative action program with specific, action oriented steps to overcome this underutilization.

*Sources: Stonybrook University Diversity Glossary, Online Dictionary of Social Sciences, University of Idaho Diversity Dictionary*



## APPENDIX A

## Full – Time Instructional Faculty by Ethnicity and Gender

Fall 2006	Female	Male	White	Black/AA	All Other	Total
Professor	42	81	116	3	4	123
Associate Professor	41	63	91	8	5	104
Assistant Professor	63	75	119	8	11	138
Instructor	48	27	64	3	8	75
Lecturer	1		1		0	1
Total	195	246	391	22	28	441

Fall 2007	Female	Male	White	Black/AA	All Other	Total
Professor	40	78	111	2	5	118
Associate Professor	44	62	95	6	5	106
Assistant Professor	62	67	108	7	14	129
Instructor	59	26	72	2	11	85
Lecturer	2	1	3		0	3
Total	207	234	389	17	35	441

Fall 2008	Female	Male	White	Black/AA	All Other	Total
Professor	37	81	111	3	4	118
Associate Professor	48	56	95	5	4	104
Assistant Professor	65	68	109	8	16	133
Instructor	50	23	65	1	7	73
Lecturer	14	11	22	1	2	25
Total	214	239	402	18	33	453

Fall 2009	Female	Male	White	Black/AA	All Other	Total
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Professor	37	86	114	4	5	123
Associate Professor	55	56	98	6	7	111
Assistant Professor	70	66	107	7	22	136
Instructor	52	23	61	2	12	75
Lecturer	15	11	22	0	4	26
No Rank		1	0	1	0	1
<b>Total</b>	<b>229</b>	<b>243</b>	<b>402</b>	<b>20</b>	<b>50</b>	<b>472</b>

<b>Fall 2010</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Black/AA</b>	<b>All Other</b>	<b>Total</b>
Professor	41	88	122	4	3	129
Associate Professor	54	55	91	8	10	109
Assistant Professor	76	70	118	6	22	146
Instructor	59	31	73	5	12	90
Lecturer	15	10	22		3	25
<b>Total</b>	<b>245</b>	<b>254</b>	<b>426</b>	<b>23</b>	<b>50</b>	<b>499</b>

<b>Fall 2011</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Black/AA</b>	<b>All Other</b>	<b>Total</b>
Professor	44	88	124	4	4	132
Associate Professor	45	52	79	9	9	97
Assistant Professor	88	83	133	3	35	171
Instructor	41	23	56	4	4	64
Lecturer	16	9	22		3	25
<b>Total</b>	<b>234</b>	<b>255</b>	<b>414</b>	<b>20</b>	<b>55</b>	<b>489</b>

<b>Fall 2012</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Black/AA</b>	<b>All Other</b>	<b>Total</b>
Professors	50	89	129	4	6	139
Associate Professors	46	48	74	9	11	94
Assistant Professors	78	85	122	9	32	163
Instructors	41	22	54	3	6	63

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Lecturers	13	8	19		2	21
No Rank	1	3	3		1	4
Total	229	255	401	25	58	484

Fall 2013	Female	Male	White	Black/AA	All Other	Total
Professors	51	82	122	4	7	133
Associate Professors	44	45	70	7	12	89
Assistant Professors	81	87	121	9	38	168
Instructors	48	24	58	6	8	72
Lecturers	14	9	21		2	23
No Rank		1			1	1
Total	238	248	392	26	68	486

*Source: Valdosta State University Factbook 2011-2012*

*Source: Valdosta State University Factbook 2012-2013*