

## 2022/2023 PCGE Annual Report to the President

*The purpose of the President's Commission on Gender Equity (PCGE) is to review the roles, needs, and opportunities of our diverse students, faculty, and staff at Kansas State University, promoting gender equity for all. We make recommendations to the university president for policy changes as appropriate.*

The following provides our accomplishments for the past year and presents issues the commission felt should be brought to the President's attention.

\*We note that on Dec. 1, 2022, Rana Johnson was appointed as the inaugural Vice President for Diversity, Equity, Inclusion, and Belonging, and she is active as an Ex Officio member of the Commission.

### Accomplishments and Recommendations

#### Official Name Change to President's Commission on Gender Equity (PCGE)

The commission, previously known as the President's Commission on the Status of Women (PCSW), recommended the name change to President Linton in the 2021-22 annual report, and the new title has been formally approved and adopted. Historically, the Kansas State University PCSW has focused on issues that affect women on our campuses. Over the years, we have increasingly dedicated and expanded our work to be more inclusive. For example, our Professional Development Fund is open to all applicants regardless of gender. Moreover, our alliance with the Center for Advocacy and Response and Education (CARE) office and the Transgender Taskforce is inclusive of transgender individuals. Our name change reflects the expanding need for inclusivity in understanding of issues of gender equity at Kansas State University. The PCGE website was updated accordingly and can be found here: <https://www.k-state.edu/gender-equity/>

#### Fair Compensation/Pay Equity

In March, this work group completed a university-wide report to President Linton on male/female representation among students, faculty, and staff at Kansas State University. This effort was a partnership between the PCGE, Human Capital Services (Sneha Iyer, Jay Stephens), Compensation and Organizational Effectiveness Manager, and the Office of Institutional Research (Bin Ning, Yuhao Liu). The report addressed male/female representation among students (degree programs and graduation rates) as well as faculty and staff (positions and salaries). The report additionally incorporated male/female data from the Career Center (Kerri Keller, Executive Director) listing self-reported job positions and salaries from >9000 Kansas State University alumni. The finalized report, entitled "Equity Report: Female/Male Staff, Students and Faculty at Kansas State University" is attached here as **Appendix I**. Our recommendations are summarized here:

- While the staff data show that the *average* female and male salaries are comparable for any given pay grade, females are underrepresented in the highest pay grade (>\$150,000). Similarly, range progression data reveals a trend in which female salaries lag behind male salaries in the pay grades corresponding to >\$80,000. Thus, efforts should continue to

provide opportunities for females in the corresponding staff positions. Additional information on the various positions in the highest pay grade could inform how best to correct inequities.

- University programs should continue to recruit and support female students who choose male dominated majors such as Engineering and Computer Science, which lead to higher paying jobs post-graduation.
- Support of female dominated degree programs, such as Education, should be enhanced, for example with technology know-how, to drive job market value for all students, irrespective of sex.
- Increased efforts should be made to recruit and incentivize more female faculty and female academic leaders during job and talent searches.
- For females at the rank of Associate Professor, mentoring programs should be to encourage the success of these individuals in efforts such as grant allocation and collaboration with faculty at other institutions. Females are often saddled with service roles that compromise productivity and career advancement. More attention and training should focus on awareness of this issue, to promote service role equity among male and female faculty.
- We recommend additional resources and workshops for supporting female faculty to encourage promotion to higher ranks as well as to leadership positions within the university.
- Finally, our original goal was to assess gender equity at Kansas State University. However, this task currently presents many challenges due to the dearth of data on transgender and intersex individuals. Future data collection and coding efforts should be made to assess global representation, pay compensation and leadership positions of individuals of all genders.

### **Menstrual Equity**

A new work group was formed in the previous year (October 2021) to identify and assess menstrual equity, which refers to the affordability, accessibility, and safety of menstrual products. Importantly, menstrual equity is not simply defined by products; it is also about education and reproductive care. Menstrual equity is actualized through equal access to menstrual hygiene products and reproductive health and is a very timely issue being addressed across the nation. Last year, our commission in partnership with K-State Facilities (Linda Craghead) submitted a proposal to the K-State Foundation for the All In for K-State campaign in April 2022. We proposed the acquisition and installation of menstrual product dispensers on all three campuses and longer-term funding for menstrual products in all women/family/gender neutral K-State restrooms. Although our proposal was declined, we are happy to report that the university under President Linton's leadership has taken the necessary steps to address this urgent need.

At the beginning of this academic year (2022-23), Kansas State University installed Aunt Flow dispensers for free-of-charge pads and tampons in 12 restrooms on the main campus as part of a pilot program. A university-wide survey was set up for feedback on the need of free products and quality of the products in the Aunt Flow dispensers. The response was overwhelmingly positive. We, the PCGE, updated our informational flyer about menstrual equity

and this was distributed at our table at the International Women's Day event in the Business Building on March 8, 2023. We additionally gave away free menstrual products from the Aunt Flow Dispensers and encouraged participation in the above-mentioned survey. This summer, Aunt Flow Dispensers are being installed and serviced across the Kansas State University campuses. As we approach Fall 2023, our vision of free-of-charge menstrual products for the entire K-State community is becoming a reality.

### **Mental Health**

Our efforts in the area of Mental Health focused on four areas: (1) Identifying mental health programs and resources for students, faculty and staff who identify as women (trans and cis), non-binary, gender fluid, intersex, and/or queer; (2) Identifying available financial support mental health resources; (3) Contextualizing this within the present political climate; and (4) Recommendations around future growth for gender focused equity-minded mental health support. In support of our work, we conferred with the following campus leaders:

- Kathleen Hatch, Morrison Family Associate Vice President for Student Well-being
- Kyle Chamberlin, Assistant Dean of Student Life, K-State Salina
- Kodee L. Walls, Associate Director of Counseling and Psychological Services
- Justin Frederick, Interim Director of the Office of Institutional Equity
- Brandon Haddock, LGBT Resource Center Coordinator
- Stephanie Foran, Director CARE Office
- Kris Grinter, Director of Admissions, K-State Salina

### **Mental Health Programs and Resources**

The following resources and initiatives were identified by campus partners as resources and support:

- JED Campus Initiative
- Counseling and Psychological Services (CAPS)
- The Family Center
- Well-being Collaborative (Wildcat Wellness Coalition no longer exists)
- Cats Connect
- Employee Assistance Program through Human Capital services
- Morrison Family Center for Student Well-being
- Telus Health Student Support (previous My SSP-LIFEWORKS)
- Bandana Project and Project Waypoint
- K-State Salina Health and Wellness

\*Note: The Black Voice Community Support Group mentioned in the 2019-2020 Annual Report no longer exists.

### **Resources in Development**

- Creating a well-being assessment for students that should be available Fall 2023
- Evaluating potential for well-being peer-to-peer coaching
- K-State Salina is teaming up with the LGBTQ Resource Center in Manhattan to provide access to programming for K-State Salina campus students

### **Financial Assistance to support access to mental health support**

- **Center for Advocacy, Response, and Education (CARE) Healing Fund.** Some of the dollars from the Victims of Crime Act (VOCA) grant that funds CARE is used for the Healing Fund. For the September 2022-October 2023 grant cycle, \$30,000 was allotted for the Healing Fund.
  - Audience: students, faculty, and staff who have been or are currently victims of sexual violence (including rape), dating and domestic violence, sexual harassment, and stalking.
  - Guidelines are strict and dictated by the terms of the grant. Clients must meet with a Survivor Advocate and CARE to receive \$600 to help pay for current therapy/mental health services, which is paid directly to service providers. This funding source and amount is subject to change pending renewal of the VOCA grant.
  - Impact: During the last grant year, CARE awarded over \$45,000 that paid for about 550 sessions. Many of the student recipients did not have health insurance.
- **Dusty Joe Garner LGBT Center Excellence Fund.** Dusty Joe Garner, a K-State graduate, established this fund to support LGBTQ+ students needing physical and mental health care.
  - Audience: Degree-seeking graduate or undergraduate students who are permanent residents of the United States may access the funding, even if enrollment is part-time.
  - Recipients must provide documentation of expenses. Funds are either reimbursed to the student or paid to the provider directly.
  - Impact: In 2023, 31 students received approximately \$65,000 in total funding. The average award per recipient was \$200.00 with a range of \$25.00 - \$1,500. Funded services included individual or couples therapy (both on and off campus providers), HIV/STI testing at Lafene Health Center, gender affirming care at Lafene Health Center, medications, cognitive testing, and mental health stabilization with Pawnee Mental Health.
- **Services K-State Proud Scholarship**—provides a small grant to students who need mental health support that is beyond their means. Though, those we consulted with noted that the response to requests has been inconsistent.
- **Funding from donors and SGA at K-State Salina** support access to free mental health counseling. Emergency funding also is available. Students access resources through student life or admissions.

### Gaps in services

- Long-term psychotherapy support for students—for CAPS, long-term services are beyond their scope of care and mission for students. However, they are building relationships with providers in the community (through word-of-mouth) who are LGBTQ competent and safe therapists to refer out to for long-term care.
- Perceptions of Institutional Betrayal—for students targeted by anti-trans, anti-abortion, and racist legislation, the university’s silence has been perceived as complicity. Students, faculty, and staff have expressed not only increased and substantial minority stress, but concern that institutional fear and pressure from the legislature and cis-heteronormative white supremacist culture surrounding K-State is unduly influencing policy and

administrative decisions about non-discrimination and when and how to support populations that are being targeted.

- Access to mental health services is often unattainable for the uninsured. Paying out of pocket for therapy is not possible when resources are directed toward other basic needs like food and housing.

**Anti-Trans Legislation’s Impact on Mental Health:** According to our campus partners, CAPS and other campus offices saw an increase in students needing mental health services triggered by the anti-trans politics happening in Kansas and nationally. Providers explained that “clients are feeling incredibly vulnerable and helpless.” Many students needed additional crisis support, resources to access gender affirming care, and materials for gender marker changes in anticipation of the change in Kansas law under SB 180. This Spring other offices experienced an increase in mental health concerns and students/faculty/staff in the LGBTQIA+ community expressing being very concerned about their safety and community due to state politics.

### **Mental Health Recommendations and Inquiries**

- It would be reasonable to scrutinize the mental health programs and resource options K-State offers to ensure they provide affirming support to the specific needs of LGBTQIA+ clients, women, people of color, and those who exist at the intersection of those identities.
- Expand K-State’s structural support for gender-expansive students, faculty, and staff.
- Leverage belonging. Leverage networks and support. This will require additional resourcing and material support to offices, programs, and departments doing this work.
- Increase education: Basic sexual and menstrual health education opportunities as well as education about gender identity. Offering on-line resources or 20-minute discussion videos could alleviate stigmatization and misinformation.
- LGBTQIA+ specializing Counselors and Therapists in Manhattan and Kansas are few. Offering increased training of K-State students in care professions--like Social Work, Family and Marriage programs, and school counseling--with LGBTQIA+ specific education through targeted faculty hires and increased support for cultural competency graduation standards could increase the number of queer competent counselors available to address the needs of the K-State queer population and extended community.

### **Professional Development Fund**

The Professional Development Fund supports K-State full-time Support Staff and Unclassified Professionals (non-faculty) in facilitating career development. To be eligible for funding, the employee must be a full-time K-State classified staff member or unclassified professional (non-faculty) who has been employed by the university in a full-time position for at least one full academic year (two consecutive semesters). The applicant additionally requests departmental or unit support. Employees may apply for funding once per academic year with priority given to first-time applicants. Payment for up to 50% of expenses (\$500 maximum per academic year) may be awarded depending on the number of requests received. The funds are used for seminars, workshops, and conferences both in-person or virtually as limited travel costs are reimbursed. The Professional Development Fund committee appointed by the chair meets to review

applications. The funds are usually awarded in both the fall and spring semesters, but this year we reimbursed only in the spring semester.

This year's awardees additionally received departmental financial support, and many were first time awardees. In Spring 2023, we awarded \$6825.38 to 14 awardees. Two were prior recipients of the award, and the remainder were new awardees. The awardees used the funds for travel to conferences and meetings in Kansas City, Overland Park, Wichita, Orlando, Los Angeles, Atlanta, Denver, Boston, and Washington, D.C.

## **Other Activities and Concerns of the Commission**

**Leadership Change for 2022-2023** – Monica Macfarlane served as our new chair from October 2022 through December 2022. She departed from the university in January 2023, and since then, Esther Swilley and Kathrin Schrick have served as Interim Co-Chairs. Other recent departures include Kathleen Voecks and Natasha Taylor. At this point we do not have a chair for 2023-24, and will ask Rana Johnson for continued guidance of the PCGE going forward.

**Strategic Plan – Future plans of our commission.** In light of the new strategic plan, we wish to discuss the future role and duties of the PCGE. What does President Linton want our committee to accomplish and is there a vision for how we fit into the strategic plan?

## **Conclusion and Perspectives**

The commission will continue to examine issues that are important to women and other similarly compromised groups on the campuses, to review other issues or concerns, and recommend possible solutions to those issues. We appreciate the support of President Linton and the administration regarding our recommendations thus far. Thank you for taking the time to review this report. We will continue to work on the behalf of gender equity and equality at Kansas State University.

## **2022-2023 President's Commission on Gender Equity**

### **Faculty Representatives**

*Esther Swilley*, Interim Co-Chair of the PCSW, Associate Professor and Department Head, Marketing

*Judy Klimek*, Clinical Professor of Anatomy and Histology, College of Veterinary Medicine

*Kathleen Voecks*, Associate Professor, Head of Design, School of Music, Theatre, and Dance

### **KSU Salina Aerospace and Technology Representative**

*Kris Grinter*, Instructor, Sociology, Anthropology & Social Work

### **Unclassified Professionals Representatives**

*Deborah Kohl*, Program Coordinator, Master of Agribusiness (MAB), Agricultural Economics

*Leena Chakrabarti*, Associate Director for Student Services, English Language Program (ELP)

*Laurel Moody*, Assistant Dean, Office of Student Life

*Natasha Taylor*, Academic Program Coordinator, Staley School of Leadership

## **University Support Staff Representatives**

Three (3) vacancies after departure of Monica MacFarlane

## **Student Representatives**

*Sophia Thuenemann*, Co-Director, Sexual Assault Awareness and Prevention, Student Governing Association and Undergraduate, Human Development and Family Science  
*Slava Prokhorets*, Graduate Student, Psychological Sciences  
*Payton Lynn*, Undergraduate, Educational Studies  
*Kate Thomas*, Undergraduate, Political Science  
*Taylor Witt*, Mass Communications

## **Ex Officio Representatives**

*Kathrin Schrick*, Interim Co-Chair, Past Chair (2021-22), Associate Professor, Division of Biology  
*Jeannie Brown Leonard*, Vice Provost for Student Success  
*Stephanie Foran*, Assistant Director, Center for Advocacy, Response and Education (CARE)  
*Christie Launius*, Associate Head, Social Transformation Studies  
*Colleen Rittmann*, Executive Assistant, Office of the Vice President for Student Life  
*Sara Thurston*, Director, International Student and Scholar Services  
*Brandon Haddock*, Coordinator, LGBTQ Resource Center  
*Rachel Levitt*, LGBTQ Faculty Staff Alliance, and Chair, Transgender Taskforce, Teaching Assistant Professor, Social Transformation Studies  
*Amber Shumway*, Director, Office of Institutional Equity and Title IX Coordinator  
*Rana Johnson*, Vice President for Diversity, Equity, Inclusion & Belonging

**Appendix I.** Equity Report: Female/Male Staff, Students and Faculty at Kansas State University

## Appendix 1.

### Equity Report: Female/Male Staff, Students and Faculty at Kansas State University

**Sponsored by:** President's Commission on Gender Equity (PCGE) and Office of the President

**Data Analysis and Support by:** Office of Institutional Research  
Human Capital Services  
Career Center

#### Introduction

The President's Commission on Gender Equity (PCGE) (previously the President's Commission on the Status of Women, PCSW) formed a subcommittee charged with data collection and compilation of a report to evaluate female versus male representation, pay equity, and leadership at Kansas State University. Our subcommittee included members from various departments of the university, and we worked in collaboration with the Office of the President, engaging the Office of Institutional Research, Human Capital Services, and the Career Center.

This report focuses on the female/male makeup of the staff, students, and faculty at Kansas State University, addressing representation, compensation, and academic leadership positions. Our evaluation of female/male equity was mostly restricted to the five-year period from 2015-2020, corresponding to the timeframe preceding the COVID-19 pandemic. For several key data sets, we analyzed more recent data from the year 2021.

#### Limitations

The original intent of this report was to assess gender equity at Kansas State University. However, the available data only address the limited binary categories referred to here as 'female (F)' and 'male (M)'. Nonetheless, the information gleaned from this limited data set helps us to illuminate the different experiences of individuals who identify as female versus male. We acknowledge several important limitations to working with this data:

- **Transgender individuals:** There is no delineation between individuals assigned female or male at birth and those who have changed their sex marker to identify as female or male later in life. This means that transgender individuals are likely included in the data but are not identified as a unique category.
- **Intersex individuals:** Those who identify as intersex are also likely included in the data, but are similarly not detected by being subsumed into either female or male categories.
- **Gender and sex are not the same:** No conclusions can be drawn about gender equity since sex and gender are not strictly correlated. Gender refers to socially constructed roles of individuals, while sex is usually categorized as male or female. Moreover, there is variation in the biological attributes that comprise sex and how these attributes are expressed. This report encourages understanding sex discrimination as a first step toward establishing more nuanced understanding of gender equity issues.



The overall analysis is subdivided into four main data sets: **(I) Staff Data, (II) Student Data, (III) Faculty Data, and (IV) Academic Leadership Data.** Salaries of females and males were evaluated for staff and faculty, while the student data includes self-reported salaries from alumni in their first year of employment following graduation. Other various female/male breakdown data are documented here to assess possible inequities related to education and career development.

As this report is reviewed, please note that the compensation data were collected and compiled prior to the FY23 cost of living adjustments (COLA) and merit increases (pay incentive for performance based on employee performance rating) which were incorporated into the FY23 fiscal year contracts.

### **Market-based compensation for university employees**

Kansas State University utilizes a market-based approach in establishing employee compensation. Pay grades are determined through a market review for similar positions in higher education or comparable industries. Market reviews are conducted by the compensation team in Human Capital Services. Because the review data points are broadly based, the established market pay for positions is applicable across all three campuses (Manhattan, Salina, and Olathe), with departments having the flexibility to adjust pay within the pay range as needed to be market competitive. An individual's base salary is a complex metric dependent on numerous factors not included or able to be represented by the data in this report, such as performance, specialty area, experience, and education. The following information should be considered when reviewing this report:

- **Staff** - Each pay grade contains a group of positions – these positions may differ in duties and type of role. Some positions may be more competitive or have more recent hires which may impact pay progression within the range. Additionally, some positions may need an updated market review as the labor market becomes more competitive for a specific role, or the position may be misplaced within the compensation structure.
- **Faculty** –Salary survey data from the College & University Professional Association indicates (CUPA-HR) different fields of study (e.g., engineering, English) have a different market with different levels of pay within the labor market. This impacts the relevance of the data (differentiated only by female/male sex and rank), especially in cases where some fields are dominated by a sex.
- **Performance ratings** are not represented or included for consideration in pay data or comparisons.
- **Experience and qualifications** prior to current positions, which often determine where someone is placed for salary, are not represented, or included for consideration in pay data or comparisons.

## I. Staff Data

Staff salary data were compiled according to 26 pay grades (01A-16A and 01B-10B). Before conducting the analysis and to normalize the data, all 9-month staff salaries were converted to 12-month salaries, all part-time salaries were converted to full (1.00) FTE and annualized salaries were considered.

**Table 1.1. Kansas State University staffing numbers and salary information by pay grade.**

Source: Kansas State University HRIS as of December 2021

Pay Grade	No. of Job Titles	Staff Totals				Average Salaries		
		Female	Male	Total	% Female	Female Salaries	Male Salaries	Female Salaries ÷ Male Salaries
01A	3	4	5	9	44%	\$23,608	\$23,541	100.2%
02A	4	31	16	47	66%	\$26,607	\$25,741	101.1%
03A	7	96	80	176	55%	\$26,285	\$25,887	100.7%
04A	16	110	41	151	73%	\$31,417	\$31,266	100.1%
05A	17	146	69	215	68%	\$33,434	\$34,054	99.4%
06A	27	175	80	255	69%	\$39,245	\$36,455	102.3%
07A	48	144	57	201	72%	\$42,588	\$40,823	101.2%
08A	55	277	183	460	60%	\$46,758	\$47,881	99.1%
09A	43	162	108	270	60%	\$55,511	\$54,952	100.4%
10A	52	154	92	246	63%	\$62,336	\$64,144	98.9%
11A	45	69	57	126	55%	\$72,625	\$73,718	99.3%
12A	29	42	24	66	64%	\$83,089	\$83,879	99.7%
13A	24	39	27	66	59%	\$93,319	\$98,841	97.6%
14A	24	32	28	60	53%	\$115,742	\$119,882	98.4%
15A	13	15	6	21	71%	\$139,677	\$147,332	98.5%
16A	6	2	8	10	20%	\$151,588	\$163,446	94.1%
01B	1	13	7	20	65%	\$28,978	\$27,153	102.3%
02B	1	8	2	10	80%	\$30,621	\$30,582	100.0%
03B	2	0	0	0	N/A	N/A	N/A	N/A
04B	4	19	26	45	42%	\$37,731	\$34,234	105.7%
05B	2	5	4	9	56%	\$43,769	\$41,478	102.4%
06B	9	111	85	196	57%	\$45,882	\$47,379	98.6%
07B	11	16	30	46	35%	\$54,150	\$56,169	97.6%
08B	8	24	37	61	39%	\$63,119	\$59,646	103.5%
09B	11	7	17	24	29%	\$78,269	\$73,726	104.3%
10B	5	3	8	11	27%	\$76,187	\$89,423	88.8%
<b>Totals/Avg</b>	<b>451</b>	<b>1704</b>	<b>1097</b>	<b>2801</b>	<b>60.8 %</b>			<b>99.8%</b>

**Table 1.1** provides information on staff numbers and salaries by pay grade. Each pay grade includes a variety of positions. Employees in 18 out of the 26 pay grades are represented by a majority of female employees. Average female salaries are higher than average male salaries in about half of the pay grades. In general, average female salaries are lower than average male salaries in pay grades greater than ~\$80,000. Overall, female employees make 99.8% of the male salary within their pay grade.

**Table 1.2: Kansas State University compa-ratio and range progression data based on pay grades.**

Source: Kansas State University HRIS as December 2021

Pay Grade	No. of Job Titles	Compa-Ratio			Range Progression		
		Average Female Compa-Ratio	Average Male Compa-Ratio	Female to Male Compa-Ratio	Average Female Range Progression	Average Male Range Progression	Female to Male Range Progression
01A	3	0.94	0.94	100%	35%	34%	102%
02A	4	0.99	0.95	103%	49%	40%	124%
03A	7	0.9	0.9	100%	22%	24%	92%
04A	16	0.97	0.96	101%	45%	42%	105%
05A	17	0.95	0.96	99%	38%	40%	95%
06A	27	1.00	0.91	109%	49%	29%	171%
07A	48	0.96	0.91	105%	40%	30%	135%
08A	55	0.93	0.95	98%	34%	39%	88%
09A	43	0.99	0.98	101%	48%	45%	107%
10A	52	0.97	0.99	98%	43%	48%	90%
11A	45	0.98	1.00	98%	45%	49%	91%
12A	29	0.98	0.99	99%	45%	47%	95%
13A	24	0.95	1.01	95%	41%	51%	79%
14A	24	0.98	1.02	96%	46%	55%	84%
15A	13	0.99	1.04	95%	48%	59%	81%
16A	6	0.9	0.96	93%	30%	42%	71%
01B	1	1.01	0.95	107%	53%	39%	135%
02B	1	0.96	0.96	100%	42%	42%	101%
03B	2	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
04B	4	0.97	0.87	112%	44%	25%	176%
05B	2	1.00	0.95	105%	49%	40%	124%
06B	9	0.94	0.96	97%	38%	43%	89%
07B	11	0.99	1.01	98%	48%	52%	93%
08B	8	1.00	0.94	106%	49%	39%	126%
09B	11	1.08	1.02	106%	65%	53%	121%
10B	5	0.92	1.08	86%	37%	64%	58%
<b>Totals/Avg</b>	<b>451</b>			<b>100.24%</b>			<b>105.29%</b>

Table 1.2 provides information on compa-ratios<sup>1</sup> and range progressions<sup>2</sup> by pay grade. Average male compa-ratios are higher than average female compa-ratios within most pay grades. Average male range progressions are higher than average female range progressions in 15 of the 26 pay grades. The range progressions are lowest for females in the highest pay grades (13A, 14A, 15A, 16A, 10B). Overall, female

employees earn 100.24% of the average male compa-ratios and 105.29% of the average male range progressions within their pay grade.

The overall data show that in December 2021, 60.8% of the staff employees at Kansas State University were female. Since our focus was on pay equity, rather than analyzing job families in which female to male ratios are likely skewed, we analyzed 26 separate pay grades starting from an average salary of ~\$23,500 (pay grade 01A) to an average salary of >\$150,000 (pay grade 16A) ([Table 1.1](#)).

The percentage of females versus male staff employees varied widely from 20% to 80%, depending on the pay grade. Only 20% of the employees in the highest pay grade (16A, >\$150,000) were female, whereas 80% females populated one of the lower pay grades (02B, ~\$30,500). Within pay grade groups, average salaries for females were between 88.8% and 105.7% of average male salaries. Across all pay grades, average salaries for females are 99.8% of male salaries.

Metrics of pay equity (compa-ratio<sup>1</sup> and range progression<sup>2</sup>, defined below) showed that the overall averages for female and male compa-ratios and range progressions are similar ([Table 1.2](#)). However, grouping of the data according to pay grade revealed that compa-ratios are higher for male salaries in most pay grades (21 out of 26 pay grades). Female range progressions are lowest within the highest pay grades that correspond to salaries greater than ~\$80,000.

#### Footnotes:

<sup>1</sup>**Compa-ratio:** A measure that expresses current pay rates as a percentage of the range midpoint. In other words, a compa-ratio compares salary to the midpoint of the given salary range. A compa-ratio of 1.0 means that the employee is paid at the exact midpoint of the range, whereas values higher or lower than 1.0 indicate how they are paid relative to the midpoint.

<sup>2</sup>**Range progression:** The position of an employee's pay level within a pay grade. The ability for pay movement or progression is typically based upon performance.

Formula: Range progression = (Salary – Range Minimum) / (Range Maximum – Range Minimum)

\*\*Both compa-ratio and range progressions are suitable metrics for evaluating pay equity.

**Outliers:** While conducting this analysis, many potential outliers were encountered.

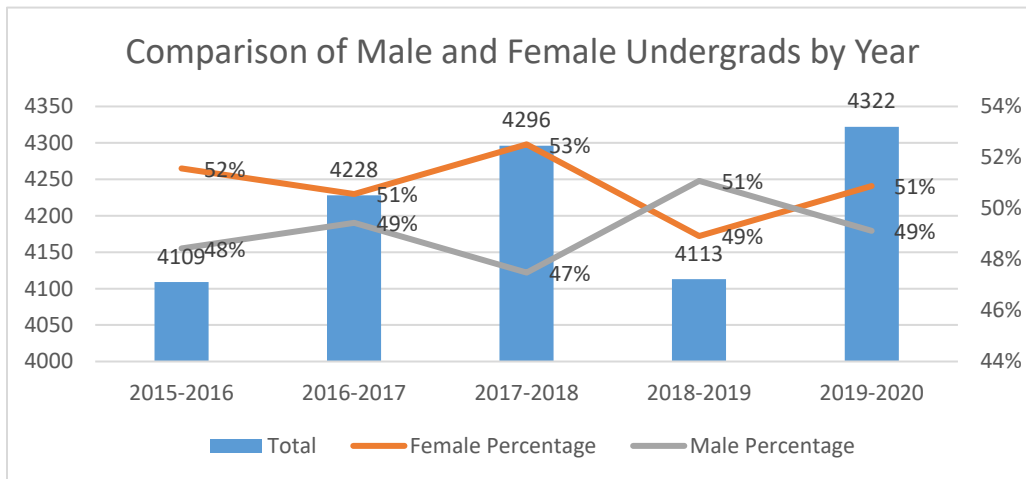
- Pay grades: There are some pay grades that have no or very few employees. For instance, pay grade 03B in research compensation structure has no employees, pay grades 17A and 18A had 3 and 1 employees respectively and hence these pay grades were removed from the analysis as there was little comparative value and potential of identifying individual employees.
- Grandfathered salaries: A few pay grades have employees whose base salary is over the maximum salary of the pay grade they are currently in. These employees were already receiving higher salary before the implementation of the compensation structure at Kansas State University. These pay grades were considered potential outliers only while comparing "Maximum Annualized Salary".

**Limitations:** Multiple factors such as attrition and hiring rates, differences between temporary and regular employees, and changes in pay grades of a position due to changes in market of respective positions were not considered while conducting this analysis.

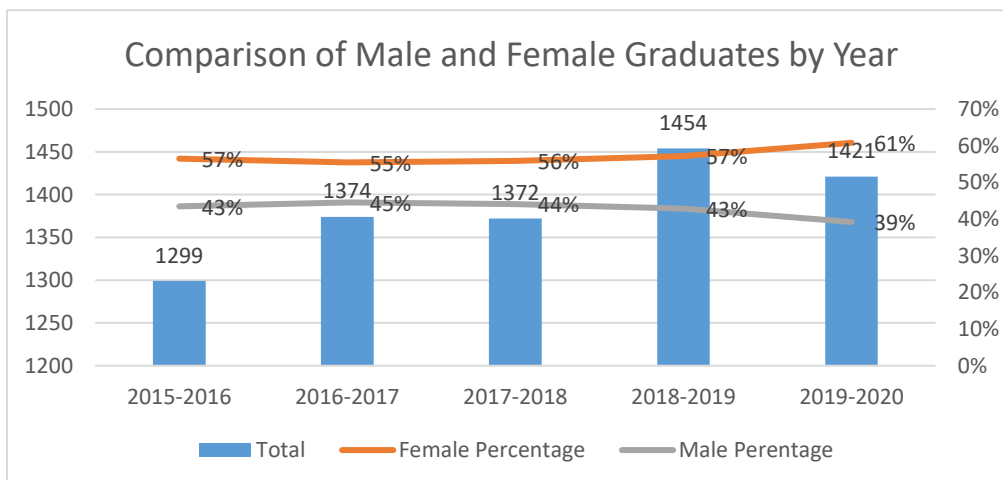
## II. Student Data

We examined female/male representation for students who earned Kansas State University degrees from 2015-2020. Slightly more than half (51-53%) of the undergraduate degrees were earned by female students (**Figure 2.1**). The percentage of master’s and doctorate degrees earned by females appeared to increase, from 57% in 2015-16 to 61% in 2019-20 (**Figures 2.2 and 2.3**).

The female/male breakdown data of degrees earned at Kansas State were analyzed for the major associated with each degree for the academic year 2015-2020 (**Figures 2.4, 2.5, and 2.6**). Mechanical Engineering was the top major for males, while Elementary Education was the top major for females. Animal Science and Mass Communication were also highly populated by females, as was Veterinary Medicine. Construction Science, Computer Science and Finance were highly male dominated. Kinesiology majors included males and females in similar numbers. Similarly, business majors in Accounting, Management and Marketing were equally represented by males and females.

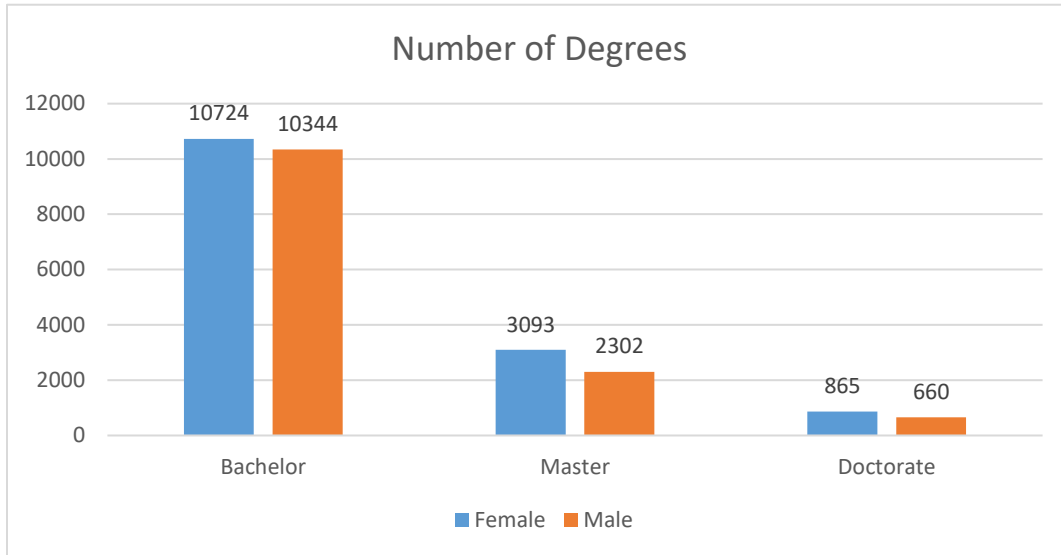


**Figure 2.1. Percentage of Kansas State University undergraduate degrees earned by males vs females by year.** Blue bars indicate total numbers of undergraduate degrees earned for each academic year from 2015-2020. Percentages of female and male students are shown for each year.

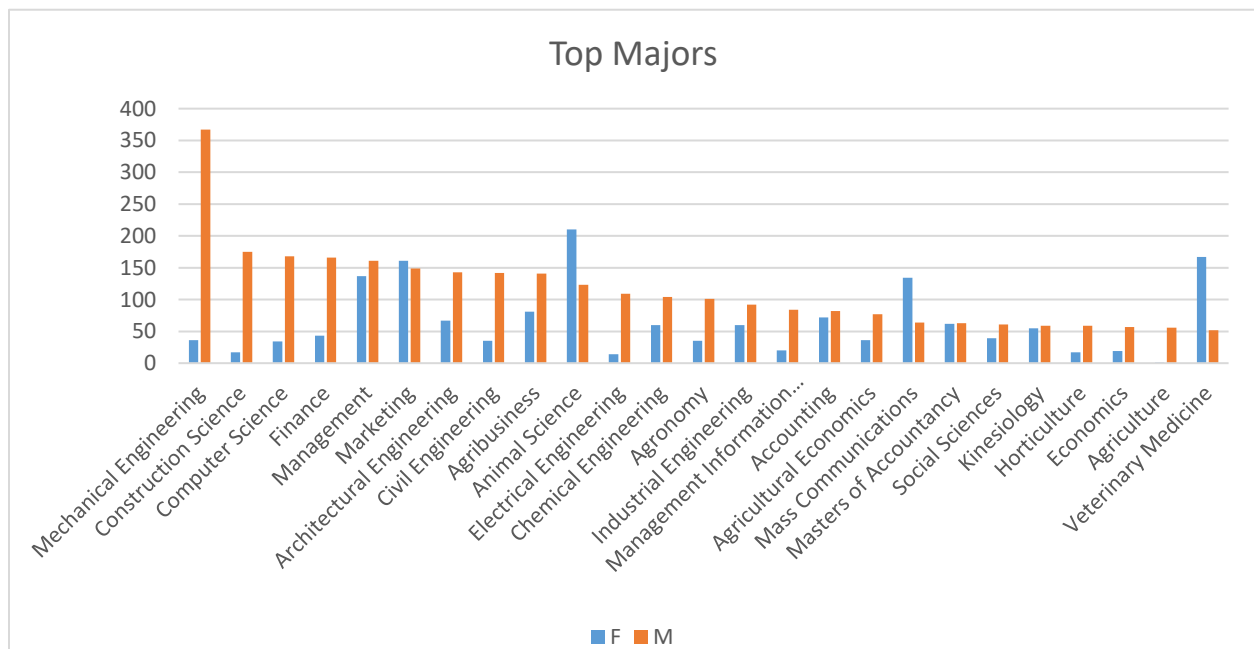


**Figure 2.2. Percentage of Kansas State University graduate degrees earned by males vs females by year.** Blue bars indicate total numbers of graduate (master’s and doctorate) degrees earned for each year from 2015-2020. Percentages of female and male students are shown for each academic year.

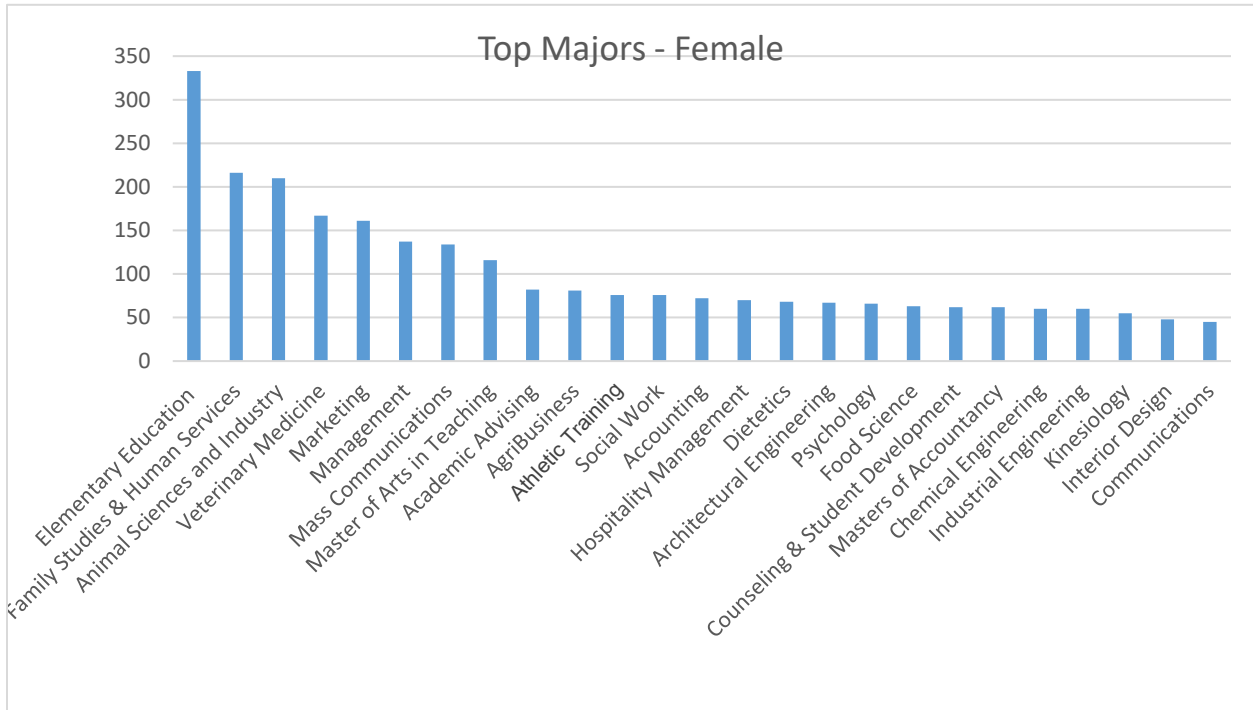
According to self-reported salaries from Kansas State alumni who graduated between 2015 and 2020, female salaries are ~83% of male salaries (Figure 2.7), which is similar to the national average. The average salary for male graduates is ~\$55,500, while the average salary for female graduates is ~\$46,100. Job placement for both male and female Kansas State graduates is highest in Kansas, followed by Missouri and Texas, and thereafter Colorado, Nebraska, and California (Figure 2.8).



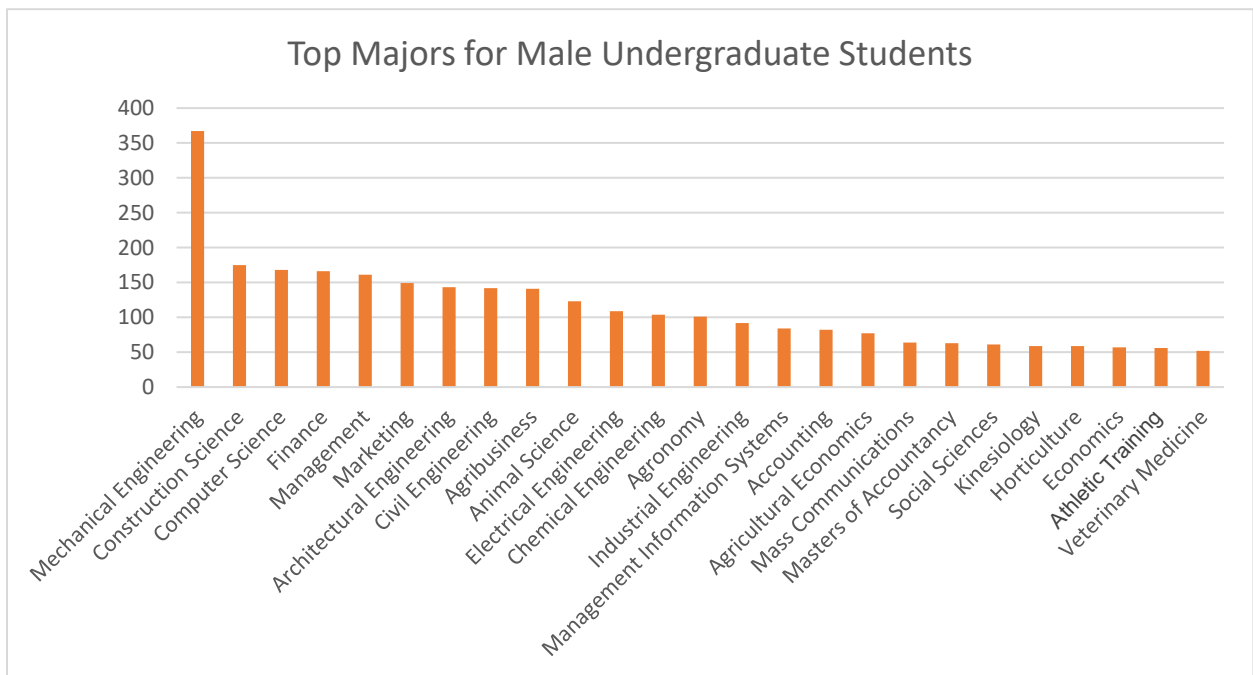
**Figure 2.3. Numbers of bachelor, master’s and doctorate degrees awarded from 2015-2020.** Females earned a greater number of undergraduate degrees as well as more graduate (especially master’s) degrees at Kansas State University from 2015-2020.



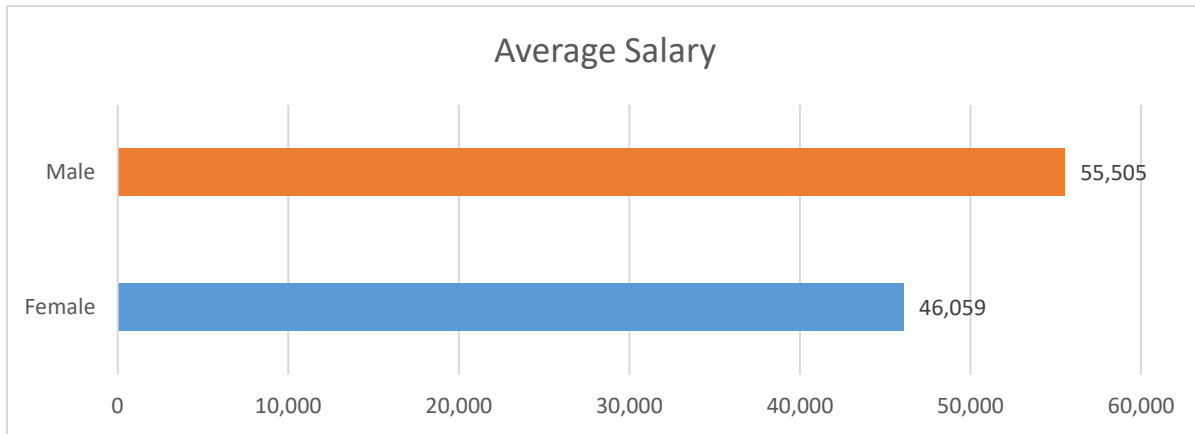
**Figure 2.4. Number of degrees earned by males and females for each major.** Bars indicate the numbers of degrees for students graduating in 2020.



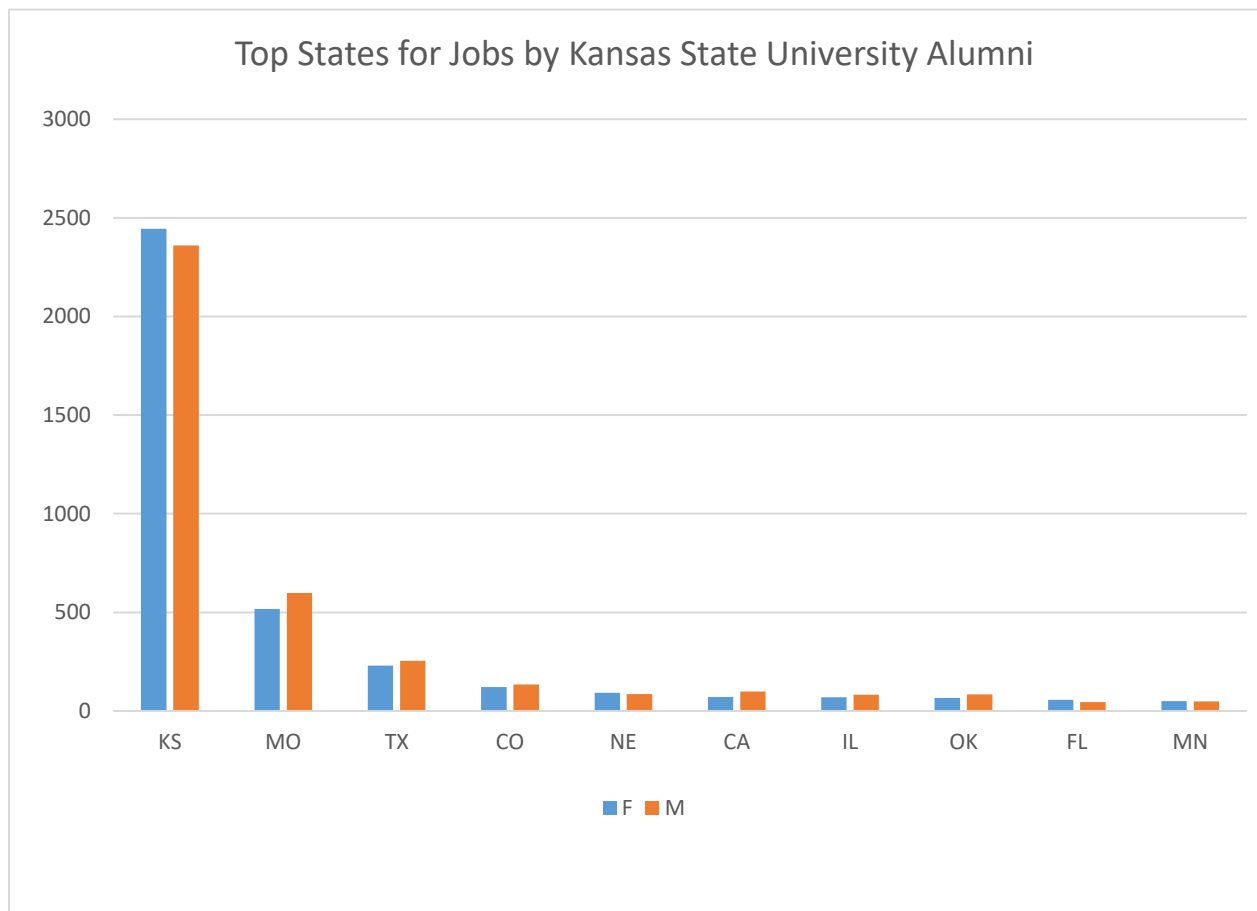
**Figure 2.5. Numbers of degrees awarded to females from 2015-2020.** Of the majors that skew female, Elementary Education ranks the highest, followed by Family Studies & Human Services and Animal Science and Industry.



**Figure 2.6. Numbers of degrees awarded to males from 2015-2020.** In majors that skew in males, Mechanical Engineering degrees outnumbered other degrees earned by male undergraduates.



**Figure 2.7. Average salaries of male and female Kansas State University alumni for degrees earned from 2015-2020. Salaries were from the first year after graduation.**

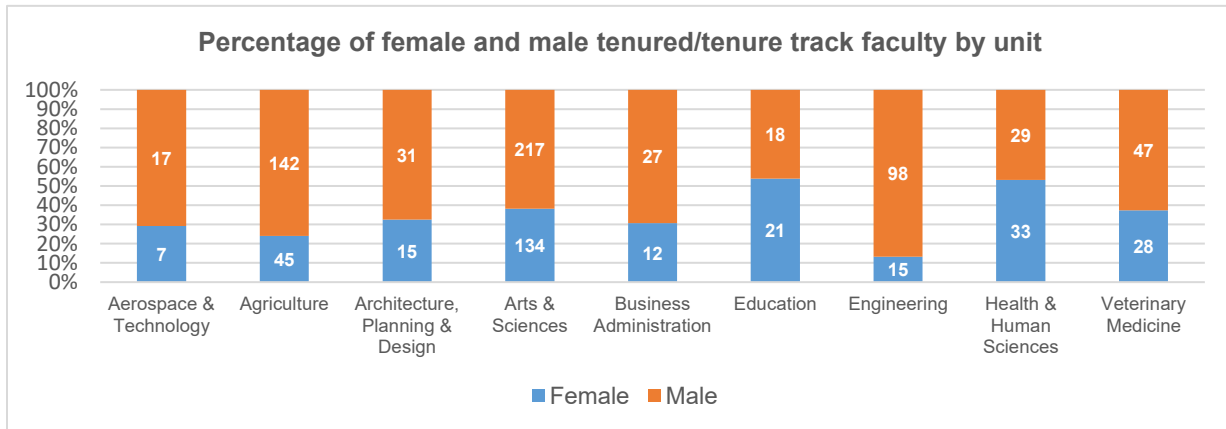


**Figure 2.8. United States locations of jobs held by Kansas State University alumni. Most female and male students who earn undergraduate degrees from Kansas State are employed in Kansas, Missouri, and Texas, followed by Colorado, Nebraska, California and other states.**



### III. Faculty Data

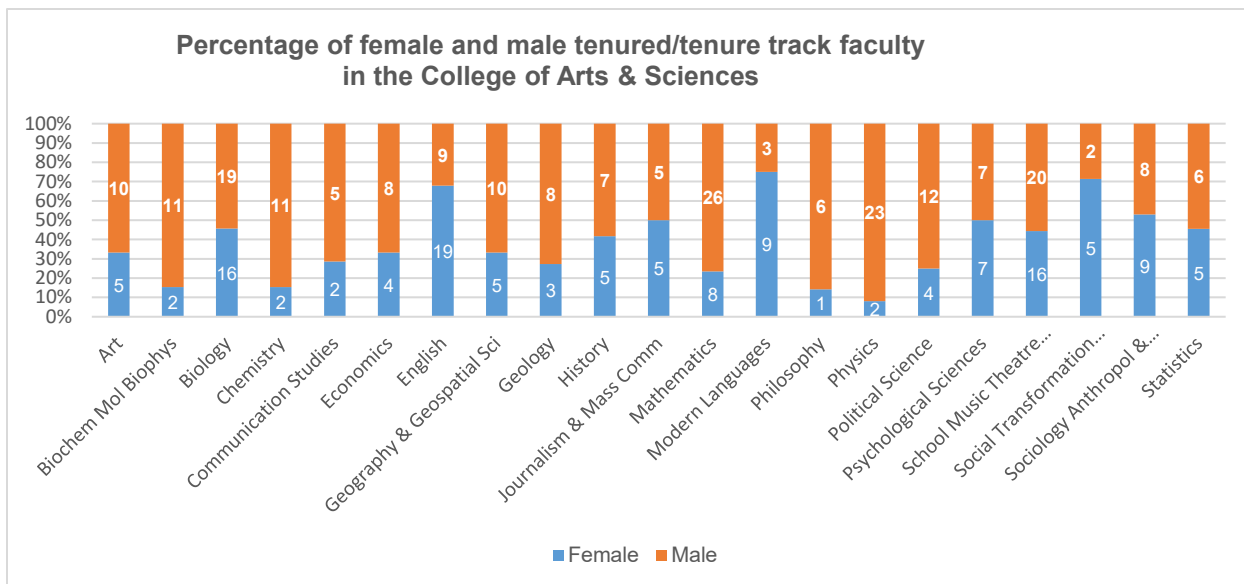
The Office of Institutional Research (OIR) provided extensive data on the ~1400 full-time faculty employed at Kansas State University. For each data set, we examined the percentage female faculty and made comparisons in accordance with unit and rank. We first considered the percentage of tenured or tenure-track faculty who are female by unit or college (**Figure 3.1**). Overall, the data show that ~33% of tenured or tenure-track faculty at Kansas State University are female. The Colleges of Education and the Health and Human Sciences were the only units with roughly 50% female faculty with ~54% and ~53%, respectively. In contrast, only ~13% of faculty are female in the Carl R. Ice College of Engineering, and only ~24% female faculty are employed in the College of Agriculture. The other units had between ~29-38% female faculty, despite the larger percentage of degrees awarded to females in most of these units.



**Figure 3.1. Percentage of female and male tenured/tenure track faculty by unit.** The numbers of faculty in each category are indicated on the data bars.

In **Figure 3.2**, we focused on the 21 departments/divisions within the College of Arts and Science, which overall, has ~38% tenured and tenure-track female faculty. We found overrepresentation of females in English and Modern Languages with ~68% and 75% female faculty. Departments that showed underrepresentation include Biochemistry and Molecular Biophysics, Chemistry, Philosophy, and Physics with ~15%, 15%, 14% and 8% female faculty. Females were also underrepresented in Mathematics (~23%) and Political Sciences (~25%). Two of the larger units, the Division of Biology and the School of Music, Theatre and Dance, appear to have nearly equal representation with ~46% and 44% female faculty, respectively.

**Table 3.1** presents data on the numbers and mean salaries of female and male full-time faculty by unit/college and academic rank. In this data set, the female salary is expressed as a percentage of the male salary to provide an indication of the pay gap. A value of 100% indicates that both females and males earn equal salaries. An overall female/male gap of ~82% was seen across units and ranks, meaning that female faculty are paid 18% less on average. However this aggregate number masks considerable variation among units and ranks. In the largest unit, the College of Arts & Sciences, there was a marked female/male pay gap of ~86% among 155 full professors, with a similar pay gap among the 49 instructors. Analysis showed that when the salary data was corrected for 9 month versus 12-month salaries, there were no remarkable differences to the original data set that considered annual salaries regardless of pay schedule. In 18 out of 43 comparisons, females earned less than 95% of their male counterparts. In only 9 out of 43 comparisons, females earned 105% or more than their male counterparts, while the remainder 16/43 comparisons showed similar salaries.



**Figure 3.2. Percentage of tenured/tenure track faculty in 21 units within the College of Arts & Sciences.** Numbers of female and male faculty are indicated on the data bars.

In [Table 3.1](#), we examined whether the female/male pay gap can be explained by year-in-rank for each comparison. Overall, the data shows a year-in-rank gap between females and males of ~78%, which approximates the overall pay gap of ~82%. This aggregate comparison seems to be misleading. Closer analysis revealed that the year-in-rank gap does not always mirror the pay gap. For example, in the College of Architecture, Planning & Design, there is a pay gap of 77% for the rank of full Professor. This is not explained by a year in rank gap of 105%, indicating that females have served approximately the same number of years in the rank of Professor as their male counterparts.

For 6 out of the 9 units/colleges (Arts & Sciences, Business Administration, Education, Engineering, Health & Human Sciences, Veterinary Medicine), we noted that the time in rank for full Professors was less in years for females (57%, 75%, 74%, 43%, 61%, 55%) in comparison to males, while the opposite was true for the rank of Associate Professor (124%, 151%, 134%, 123%, 156%, 167%).

The university-wide data for female and male salaries shows similar trends. In [Table 3.2](#), the overall female/male pay gap of ~82% seems to be most influenced by the pay gap of ~87% among the 381 Full Professors at Kansas State University. Overall, no female/male pay gap was seen for Assistant Professors, regardless of whether the data was corrected for a 9-month versus 12-month pay schedule. The aggregate data for year in rank also mirrored the striking contrast between the ranks of Full Professor and Associate Professor. For Full Professors, there was a year-in-rank gap of ~61%. In contrast, for Associate Professors, the year in rank gap was ~115% overall.

#### IV. Academic Leadership Data

Finally, we examined female/male representation for the current academic leadership (2021-2022) at Kansas State. For each unit/college we compared representation among Deans, Associate Deans, Assistant Deans, and Chairs/Directors to all other positions within that unit ([Figures 4.1 - 4.3](#)). Overall, there are 34% females in leadership positions in comparison to 50% in all other positions. We noted the largest disparity in representation for the College of Art & Sciences. Of the 30 leadership positions, only seven of those (23%) are held by females, whereas the overall population of this unit is comprised of ~49% females. In contrast, in the College of Veterinary Medicine, 57% females are in leadership positions, nearly approaching the overall population of ~65% females in this unit.

**Table 3.1. Mean salaries and years in rank of full-time academic faculty by unit.** The female/male gap in pay is indicated by the female salary percentage of the male salary. The years in rank is similarly given as the female years in rank as the percentage of male years in rank.

Unit	Academic Rank	Female (F)		Male (M)		F/M Gap		Female (F)		Male (M)		F/M Gap	
		Salary		Salary		Female Salary		Years in Rank		Years in Rank		Female Years in Rank	
		Mean	n	Mean	n	% of Male Salary	Mean	n	Mean	n	% Male Years in Rank		
Aerospace & Technology	Professor	97859.00	3	102945.79	14	95.1%	9.69	16	12.00	69	80.8%		
	Associate Professor	92777.00	2	76801.50	2	120.8%	3.80	10	5.77	30	65.9%		
	Assistant Professor	56000.00	1	73000.00	2	76.7%	3.00	12	4.16	19	72.1%		
	Instructor	56053.14	7	65837.43	7	85.1%	2.00	1	9.22	9	21.7%		
	Lecturer	-	-	75382.00	6	N/A	1.50	4	-	-	N/A		
Agriculture	Professor	127940.00	16	139435.72	69	91.8%	11.33	3	10.75	4	105.4%		
	Associate Professor	100068.80	10	100360.03	30	99.7%	8.17	6	9.57	14	85.4%		
	Assistant Professor	84184.79	12	80670.00	19	104.4%	2.50	6	2.67	12	93.6%		
	Instructor	102577.00	1	71883.95	9	142.7%	0.00	1	8.00	1	0.0%		
	Lecturer	88628.25	4	-	-	N/A	6.02	49	10.61	110	56.7%		
Architecture, Planning & Design	Professor	109572.00	3	139488.50	4	78.6%	5.50	52	4.43	74	124.2%		
	Associate Professor	81026.50	6	87216.07	14	92.9%	3.19	37	4.83	35	66.0%		
	Assistant Professor	64687.50	6	69639.58	12	92.9%	9.04	27	10.10	22	89.5%		
	Instructor	50000.00	1	54000.00	1	92.6%	3.13	23	4.25	4	73.6%		
Arts and Sciences	Professor	102142.64	45	118335.46	110	86.3%	8.67	3	11.64	11	74.5%		
	Associate Professor	79713.40	52	84840.36	74	94.0%	7.00	3	4.64	11	150.9%		
	Assistant Professor	71814.32	37	68555.41	35	104.8%	2.00	4	3.25	4	61.5%		
	Instructor	41108.93	27	47717.45	22	86.2%	12.14	14	16.00	8	75.9%		
	Lecturer	59188.34	23	59661.99	4	99.2%	2.50	2	0.00	1	N/A		
Business Administration	Professor	183216.00	3	196130.91	11	93.4%	5.67	3	7.67	6	73.9%		
	Associate Professor	159112.00	3	158443.00	11	100.4%	9.38	13	7.00	6	134.0%		
	Assistant Professor	127044.00	4	125025.00	4	101.6%	9.70	10	2.00	4	485.0%		
	Instructor	73831.50	14	69070.00	8	106.9%	6.60	5	4.00	1	165.0%		
Education	Lecturer	112750.00	2	66000.00	1	170.8%	0.00	3	1.67	3	0.0%		
	Professor	129842.00	3	99815.00	6	130.1%	5.60	5	12.89	37	43.4%		
	Associate Professor	80883.46	13	83127.00	6	97.3%	6.88	8	5.58	33	123.3%		
	Assistant Professor	64475.20	10	66156.25	4	97.5%	3.00	1	5.05	19	59.4%		
	Instructor	45101.60	5	51175.00	1	88.1%	1.67	3	5.70	10	29.3%		
Engineering	Lecturer	106000.00	3	63545.33	3	166.8%	3.00	2	2.62	13	114.5%		
	Professor	128368.20	5	142556.24	37	90.0%	5.76	17	9.50	12	60.6%		
	Associate Professor	103517.00	8	107029.76	33	96.7%	7.05	11	4.55	11	155.8%		
	Assistant Professor	83000.00	1	87725.32	19	94.6%	4.53	11	4.00	4	113.8%		
	Instructor	68111.00	3	63519.70	10	107.2%	8.22	20	9.25	4	88.9%		
Health & Human Sciences	Lecturer	77892.50	2	72855.23	13	106.9%	6.75	4	1.00	3	675.0%		
	Professor	106942.77	17	122941.83	12	87.0%	8.67	3	6.93	14	125.1%		
	Associate Professor	87658.64	11	103173.27	11	85.0%	11.00	2	14.50	2	75.9%		
	Assistant Professor	81572.82	11	84326.50	4	96.7%	2.00	1	1.50	2	133.3%		
	Instructor	51259.16	20	68949.50	4	74.3%	8.71	7	8.00	7	108.9%		
Veterinary Medicine	Lecturer	68428.02	4	78452.67	3	87.2%	-	-	4.00	6	N/A		
	Professor	167435.86	7	173506.26	27	96.5%	5.25	7	9.70	27	54.5%		
	Associate Professor	128760.67	15	128535.75	12	100.2%	5.13	15	3.08	12	166.6%		
	Assistant Professor	107391.82	23	107585.98	22	99.8%	3.17	23	2.82	22	112.4%		
All	61500.00	1	50000.00	1	123.0%	4.00	1	2.00	1	200.0%			
All	86746.77	444	106023.73	697	81.8%	5.94	444	7.66	697	77.5%			

**Table 3.2. Mean salaries and years in rank of full-time academic faculty across the university.** Female/male gaps are calculated as in [Table 3.1](#).

Academic Rank	Female (F)		Male (M)		F/M Gap		Female (F)		Male (M)		F/M Gap	
	Salary		Salary		Female Salary		Years in Rank		Years in Rank		Female Yrs in Rank	
	Mean	n	Mean	n	% Male Salary	Mean	n	Mean	n	% Male Yrs in Rank		
Professor	115084.10	101	131594.67	280	87.5%	6.74	101	10.93	280	61.7%		
Associate Professor	92250.91	120	98862.33	192	93.3%	6.23	120	5.26	192	118.4%		
Assistant Professor	82568.70	105	81955.49	127	100.7%	3.82	105	3.87	127	98.7%		
Instructor	54936.57	80	61405.52	60	89.5%	8.91	80	9.60	60	92.8%		
Lecturer	70759.00	38	71001.73	30	99.7%	3.05	38	2.77	30	110.1%		
All	86592.53	444	104573.01	689	82.8%	5.99	444	7.58	689	79.0%		

#### IV. Academic Leadership Data - continued

We additionally noted a female/male disparity for Deans versus Assistant Deans. Whereas only 42% of Deans at Kansas State University are female, 62% of the Assistant Deans are female. Overall, among chairs or directors of departments, only 29% of the 70 university-wide leadership positions are occupied by females.

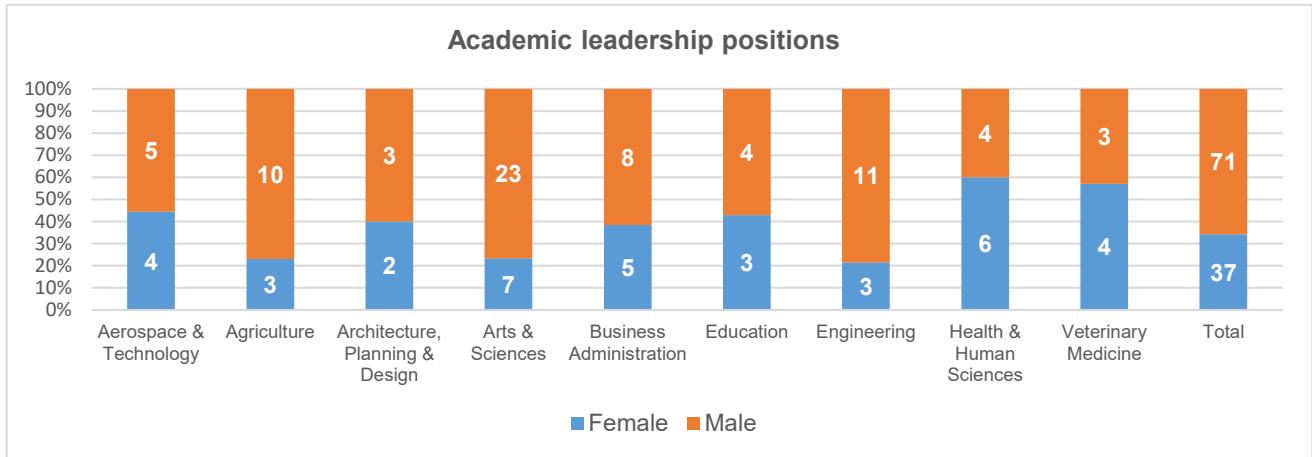


Figure 4.1. Percentage of academic leadership positions held by females and males in each unit.

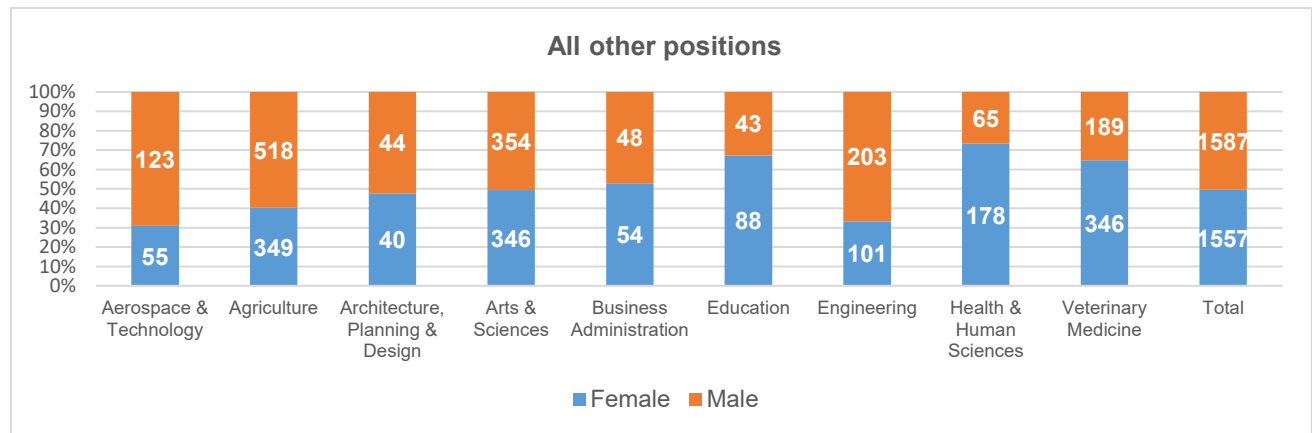
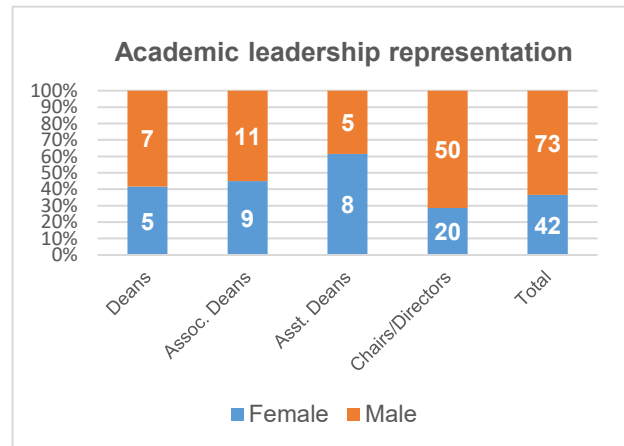


Figure 4.2. Percentage of all other positions held by females and males in units shown in Figure 4.1.

Figure 4.3. Percentage of academic leadership positions held by females and males. Units include those indicated in Figures 4.1 and 4.2 as well as the Graduate School, Library, and Global Campus. Overall, females appear underrepresented in leadership positions, especially as departmental chairs or directors.



## Overall Summary and Recommendations

The goal of this report was to uncover any possible incongruencies between female and male representation, pay and leadership positions across staff, student and faculty at Kansas State University.

## Main Findings

### Staff

- Overall, 60.8% of the staff employees at Kansas State University are female.
- Female staff percentage varies by pay grade, ranging from 20% to 80%. The lowest percentage of female employees (20%) is in the highest pay grade (16A, >\$150,000), while the highest percentage of female employees (80%) is in one of the lower pay grades (02B, ~\$30,500).
- Within pay grades, average salaries for females at Kansas State are between 89% and 105% of average male salaries. Overall, across all pay grades, average salaries for females are 99.8% of male salaries
- Compa-ratios are higher for male salaries, as compared to female salaries, in most pay grades. Female salary range progressions are lowest within the highest pay grades that correspond to salaries greater than ~\$80,000. Aggregate data fail to uncover these inequities.

### Students

- ~51-53% of the total undergraduate degrees at Kansas State University were awarded to females each academic year from 2015-2020.
- Females earned >50% of the graduate (master's and doctorate) degrees, and there was an increase from 57% (2015) to 61% (2020) within the 5-year time period that we examined.
- The percentage females in each baccalaureate degree program varied widely across disciplines. The top major for females earning a bachelor's degree was Elementary Education, while the top major for males earning a bachelor's degree was Mechanical Engineering.
- Overall, the average salary for female Kansas State alumni in their first year after graduation (~\$46,100) was 83% that of their male counterparts (~\$55,500).
- No differences were seen in job placement for male and female Kansas State University alumni: It is highest in Kansas, followed by Missouri, Texas, Colorado, Nebraska, and California.

### Faculty

- ~33% of tenured or tenure-track faculty are females. Even in colleges that are dominated by female students (Education, Health & Human Sciences, Veterinary Medicine), the percentage of female faculty was only ~50% or lower. Several of the disparities mirrored trends in the student population. For example, low numbers of female faculty are found in Engineering.
- Analysis of salary pay gaps showed that across the university, female faculty earn ~82% of their male counterparts. Quantification of year-in-rank data showed that this disparity can partially be

explained by females holding positions for fewer years. However, female/male pay gaps could not always be explained by comparison to year-in-rank data.

- Females are less likely to receive promotions from Associate Professor to Full Professor. There was a clear trend of less time-in-rank for female full professors and more time-in-rank for female Associate Professors. These trends suggest that females take longer time to earn and/or be granted promotions.
- There was no female/male salary gap for Assistant Professors when analyzing the data in aggregate.

### **Academic Leadership**

- Overall, ~34% of leadership positions are filled by females.
- Although there are some units in which the leadership mirrors the male/female composition of that unit, we found that in multiple instances, such as in the College of Arts & Sciences, there is a marked underrepresentation of females in leadership at the level of director/department chair.
- The higher percentage of females at the position of Assistant Dean in comparison to Dean indicates that females lag behind in promotions to the next higher academic rank.

### **Recommendations**

While the staff data show that on average, female and male salaries are comparable for any given pay grade, females are underrepresented in the highest pay grade (>\$150,000). Similarly, range progression data reveals a trend in which female salaries lag behind male salaries in the pay grades corresponding to >\$80,000. Thus, efforts should continue to provide opportunities for females in the corresponding staff positions. Additional information on the various positions in the highest pay grade could inform how best to correct inequities.

University programs should continue to recruit and support female students who choose male dominated majors such as Engineering and Computer Science, which lead to higher paying jobs post graduation.

Support of female dominated degree programs, such as Education, should be enhanced, for example with technology know-how, to drive job market value for all students, irrespective of sex.

Increased efforts should be made to recruit and incentivize more female faculty and female academic leaders during job and talent searches.

For females at the rank of Associate Professor, mentoring programs should be to encourage the success of these individuals in efforts such as grant allocation and collaboration with faculty at other institutions. Females are often saddled with service roles that compromise productivity and career advancement. More attention and training should focus on awareness of this issue, to promote service role equity among male and female faculty.

We recommend additional resources and workshops for supporting female faculty to encourage promotion to higher ranks as well as to leadership positions within the university.

Finally, our original goal was to assess gender equity at Kansas State University. However, this task currently presents many challenges due to the dearth of data on transgender and intersex individuals. Future data collection and coding efforts should be made to assess global representation, pay compensation and leadership positions of individuals of all genders.