



Clare Boothe Luce Program

2021 Information Form Ratings Criteria

Selection Committee members review each form submitted based on the five criteria listed below. If your institution is severely deficient on one or more of the criteria listed, and have no confirmed plan to ameliorate such deficiency, please consider waiting until you are more competitive to submit the Information Form.

It is important not only that the information provided reflects strength in the grant area desired (undergraduate, graduate, or professor), but also that if your percentages of women faculty are currently below the national average, your institution share its plan for improving your percentages of women faculty.

1) Female Students Statistics

- a. Enrollment and degrees are at or above national average (undergraduate physical sciences and math, 38-49%; physics, computer science and engineering, 19-21%)
- b. Enrollment and degrees granted have been stable or increasing over the ten-year window
- c. Differences between enrollment and degrees earned are similar for females and males

2) Female Faculty Statistics

- a. Hiring over last 10 years has been near the Ph.D. production level (physical sciences and math, 27-38%; physics, computer science and engineering 19-23%)
- b. Similar percentages of females and males remain at the university
- c. Similar percentages of females and males have received tenure and promotion

3) Strength of Science/Engineering

- a. Institutional actions that show a commitment to the strength of these disciplines
- b. External awards or recognition in these disciplines in the last five years
- c. Other evidence (proportion of student majors and proportion of faculty; new or renovated facilities; etc.)

4) Evidence of Institutional Commitment to the Goals of the CBL Program

- a. Checked boxes on form show evidence of commitment
- b. The institution's mission and/or strategic plan are in alignment with the goals of the Care Boothe Luce Program for Women in STEM
- c. Programs, policies and/or practices specifically aimed at ensuring the equitable recruitment, retention and career development of female students and faculty
- d. Programs match the category of request (undergrad/grad/professorship)

5) Impact

- a. Size (number of students and % of women majoring and earning degrees in the physical sciences, mathematics, computer science and/or engineering),
- b. Programs for training students in research and the use of instrumentation
- c. Collaborations that strengthen the impact of smaller institutions
- d. The proportion of students who pursue advanced degrees in science/engineering or achieve recognition in a scientific or technical career

Statistics above are based on data from the National Science Foundation – please see data tables below

Earned Degrees Conferred, by Broad Field, Level and Sex 2017

| Field | Bachelor's Degrees | Doctoral Degrees |
|----------------------------------|---------------------------|-------------------------|
| Biological Sciences | 71,244 | 4,235 |
| Females | 61.0% | 52.4% |
| Mathematical Sciences | 10,071 | 522 |
| Females | 41.8% | 27.1% |
| Physics & Astronomy | 1,628 | 393 |
| Females | 21.3% | 19.4% |
| Chemistry | 7,379 | 1,115 |
| Females | 49.3% | 38.6% |
| Geology/Atmospheric/Ocean | 2,836 | 380 |
| Females | 38.8% | 42.7% |
| Computer Sciences | 13,654 | 444 |
| Females | 19.1% | 22.0% |
| Engineering | 24,904 | 2,448 |
| Females | 21.5% | 23.6% |

Source: National Science Foundation, National Center for Science & Engineering Statistics, special tabulations of U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completions Survey, 2016-17.

Note: Data based on degree-granting institutions eligible to participate in Title IV federal financial aid programs and may not match previously published data that were based on accredited higher education institutions.

**DOCTORAL SCIENTISTS AND ENGINEERS EMPLOYED
IN FOUR-YEAR COLLEGES AND UNIVERSITIES
BY FIELD OF DOCTORATE, ACADEMIC RANK AND SEX, 2017**

| Field of Doctorate | Total | Assistant Professors | Associate Professors | Full Professors |
|--------------------------------------|---------------|-----------------------------|-----------------------------|------------------------|
| Biological/Life Sciences | 90,500 | 17,900 | 15,700 | 23,450 |
| % Women | 40.8 | 43.9 | 36.9 | 27.1 |
| Mathematics and Statistics | 18,800 | 3,450 | 5,000 | 7,350 |
| % Women | 23.9 | 30.4 | 26.0 | 17.7 |
| Physical Sciences | 44,150 | 7,400 | 8,350 | 14,200 |
| % Women | 23.9 | 29.1 | 25.7 | 15.8 |
| Computer & Info. Sciences | 8,800 | 2,150 | 2,450 | 2,750 |
| % Women | 22.7 | 23.3 | 20.4 | 18.2 |
| Engineering | 40,900 | 8,400 | 8,600 | 13,850 |
| % Women | 18.6 | 20.8 | 18.6 | 12.3 |

Source: National Science Foundation, Division of Science Resources Statistics, Survey of Doctorate Recipients, 2017. Note: "Total" includes "Instructor or Lecturer," "Rank not applicable" and "Other" faculty (e.g. adjuncts).