



Participant Diversity Report

Year Two

April 1, 2009-March 31, 2010

National Institute for Mathematical and Biological Synthesis
March, 2010

NIMBioS Participant Diversity Report, Year Two

Introduction

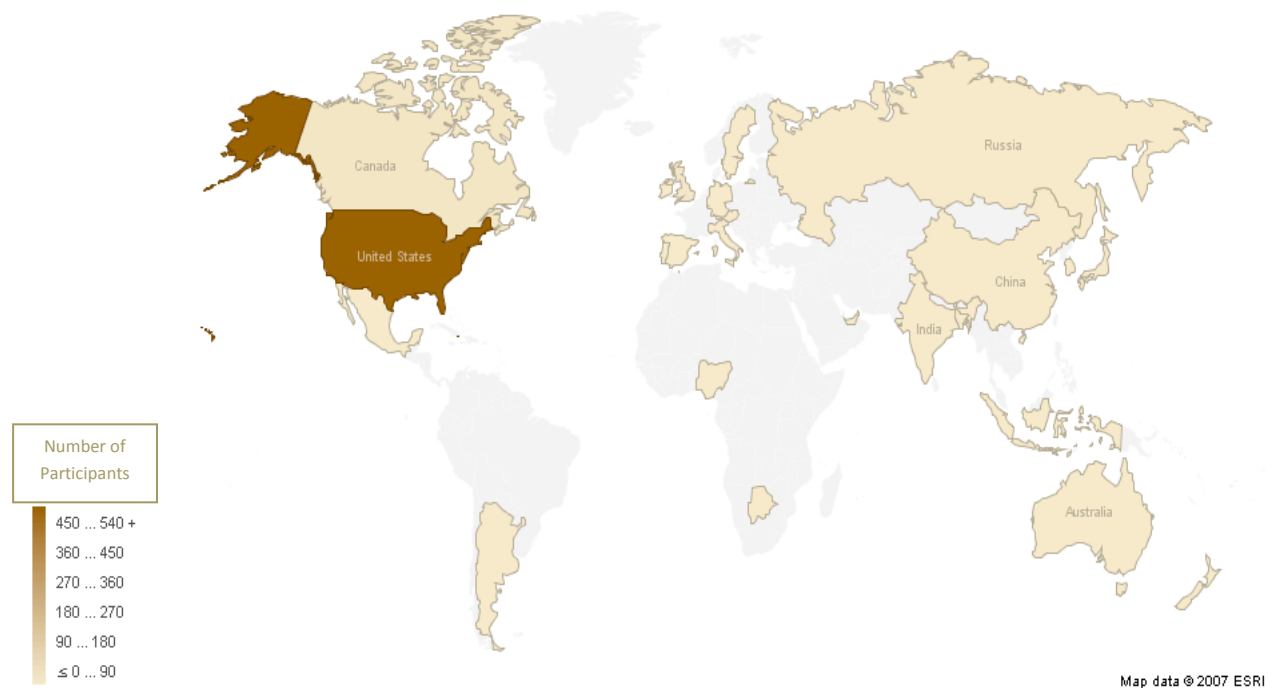
This is a report of the diversity represented by NIMBioS' participants during its second annual reporting period (RP 2) to the National Science Foundation. The report covers the period of April 1, 2009-March 31, 2010. An electronic demographics survey aligned to the reporting requirements of the National Science Foundation was sent to all participants before their arrival at NIMBioS. A link to the survey was sent to each of the 618 participants during RP 2 three weeks before the date of his or her event. Reminder emails were sent to non-responding participants at one and two weeks beyond the initial contact date. The overall response rate for the demographic survey during RP 2 was 77%. Demographic questions regarding gender, race, ethnicity, and disability status were optional. When feasible, the Evaluation Coordinator supplied missing demographic data from other sources (e.g. institution, primary field of study). The evaluator did not assume race, ethnicity, or disability status for any participant who did not report this information. All demographic information is confidential, and results are reported only in the aggregate.

Participant Demographics

Geographic Diversity

During RP 2, a total of 618 people from 25 countries participated in NIMBioS events (109 of these people visited NIMBioS more than once during the reporting period). Most participants came from the United States (90.5%), Canada (3.4%), and the United Kingdom (1.8%) (Figure 1).

Figure 1. NIMBioS RP 2 Participants by Country



Within the U.S., 43 different states were represented, as well as Puerto Rico. While the greatest number of participants came from within Tennessee (151), several other states were represented by relatively large numbers of participants, including North Carolina (34), California (33), Virginia (30), and Colorado (28) (Figure 2).

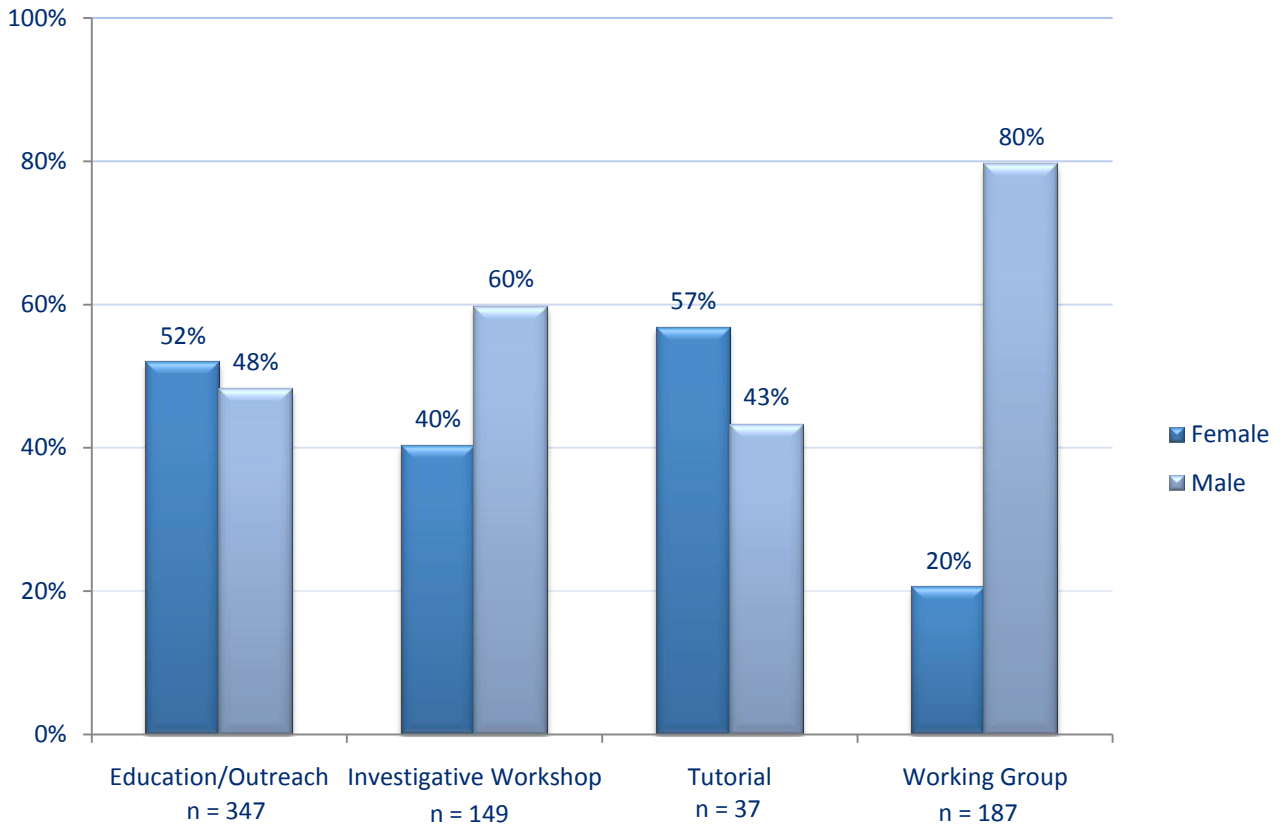
Figure 2. NIMBioS RP 2 Participants by U.S. State



Gender, Racial, and Ethnic Diversity

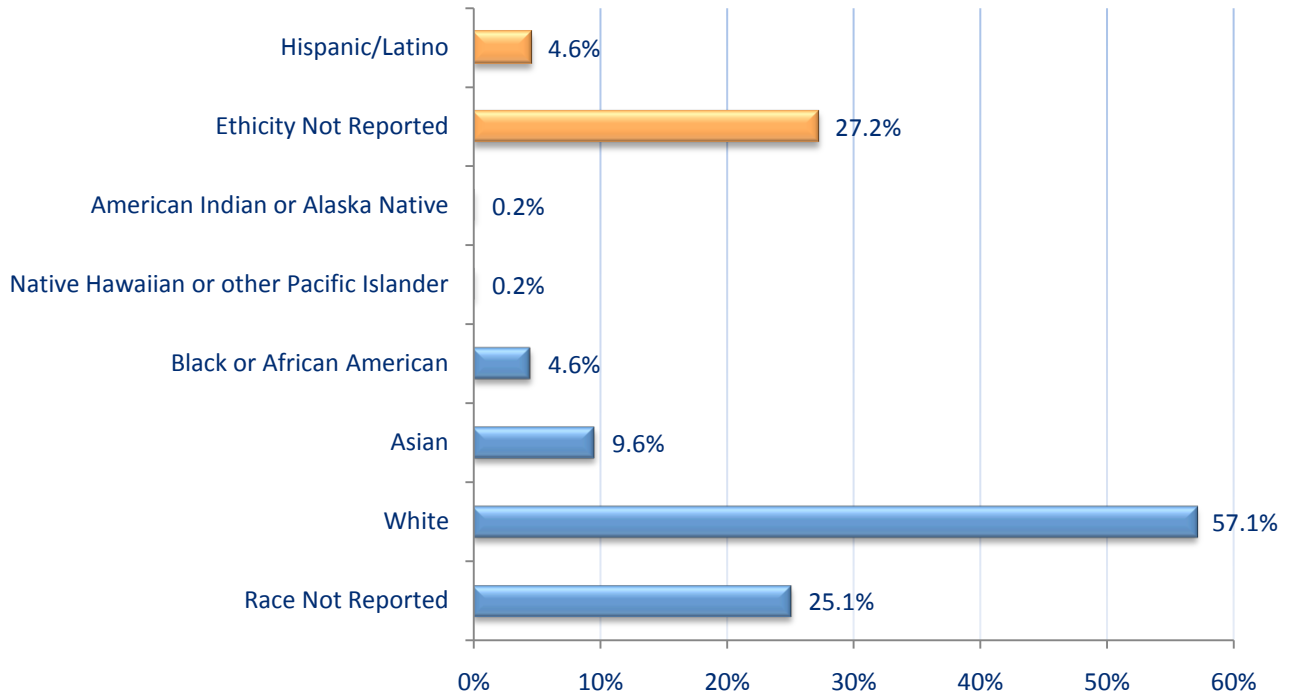
Across all 33 events during RP 2, the ratio of gender was 57% male to 43% female. Within specific activity types, this gender ratio varied. (Note: Although tutorials are considered part of the Education and Outreach (EO) Program at NIMBioS, the NIMBioS leadership team is interested in analyzing the gender, ethnic, and racial composition of these events separately from the rest of the EO activities.) While EO activities and the Tutorial have a similar gender ratio, relatively fewer women have participated in Investigative Workshops. Working Groups show a larger imbalance with regard to gender, with 80% of participants being male (Figure 3).

Figure 3. Gender composition of participants by event type



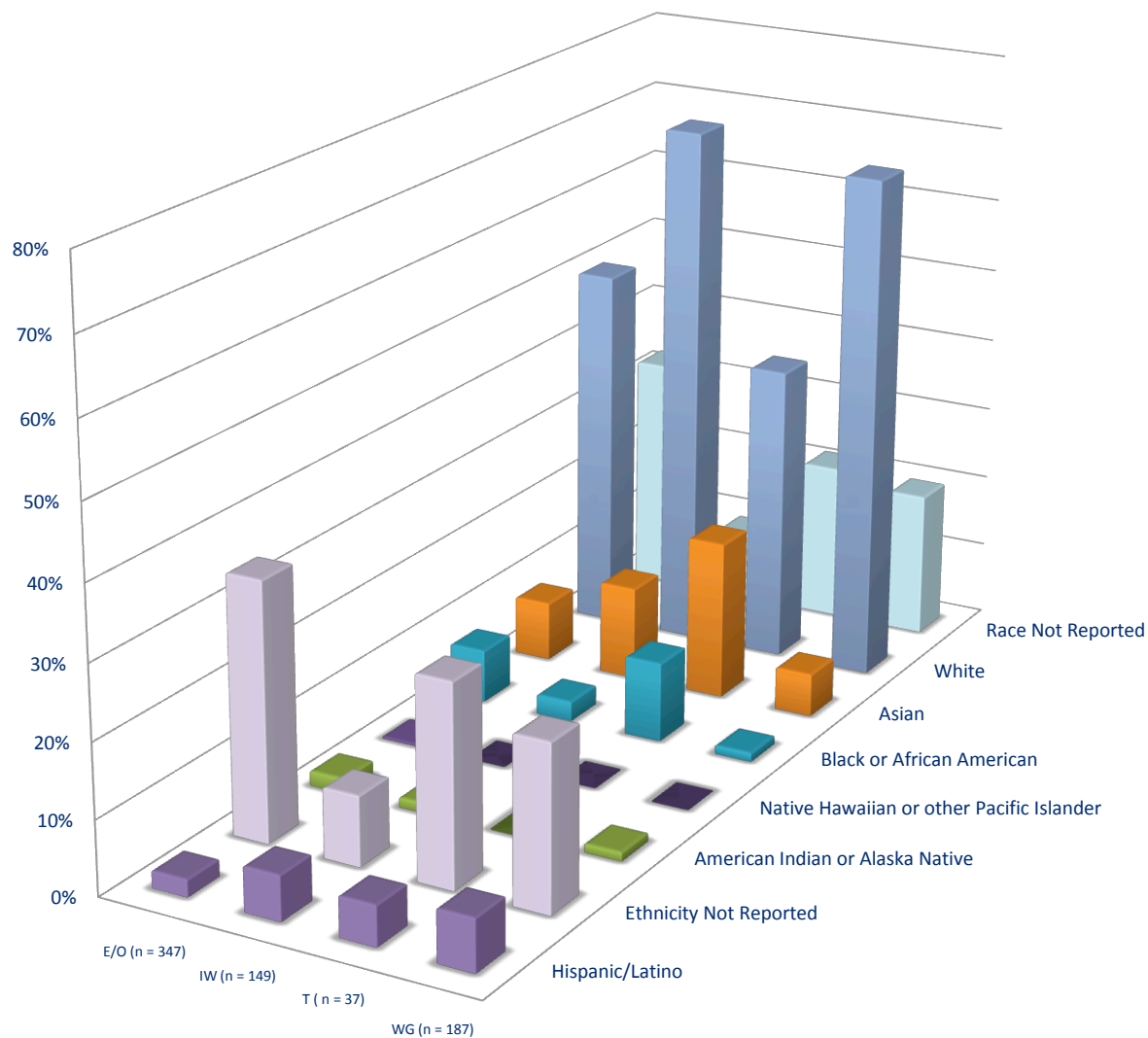
Of the 447 participants who opted to report their ethnicity status, 4.6% indicated they were Hispanic/Latino. Of the 459 who reported their racial status, the majority (57.1%) indicated they were white; however, Asian, black or African American, native Hawaiian/Pacific islander, and Native American races were also represented (Figure 4).

Figure 4. Ethnic and racial composition of participants (n = 618)



By event, Working Groups showed the greatest percentage of Hispanic/Latino participants (7%), followed by Investigative Workshops (6%). Among the different event types, participants self-identifying racially as white were always in the majority, followed by Asian and Black or African American (Figure 5).

Figure 5. Ethnic and racial composition of participants, by event type



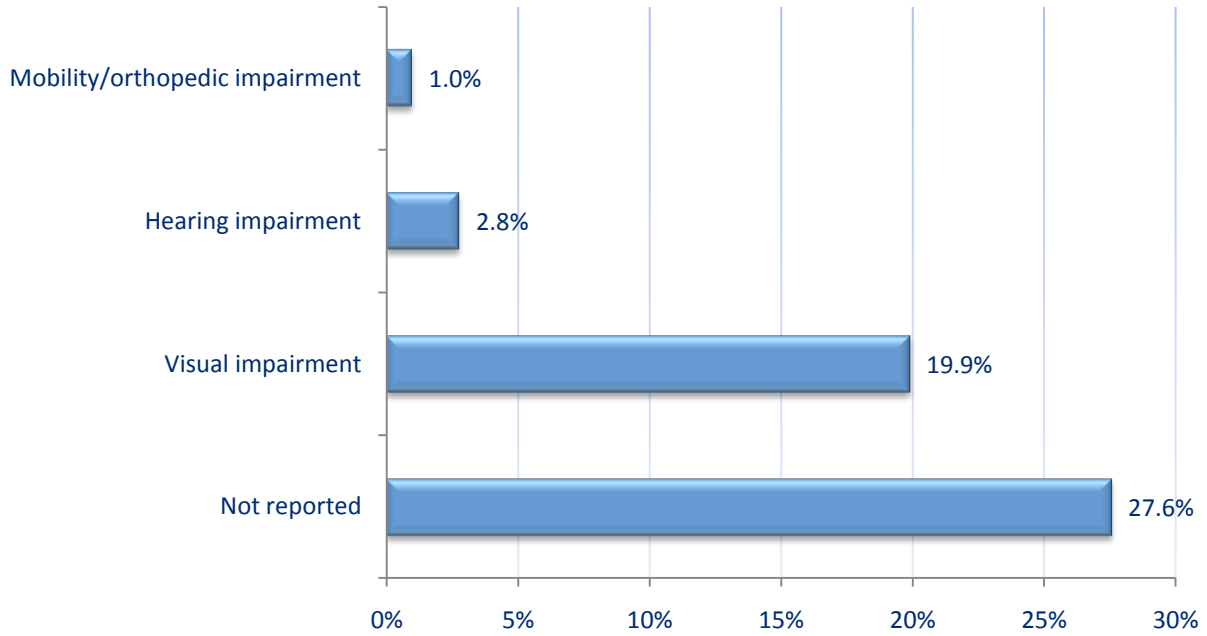
	E/O (n = 347)	IW (n = 149)	T (n = 37)	WG (n = 187)
Hispanic/Latino	2.3%	6.0%	5.4%	7.0%
Ethnicity Not Reported	34.6%	9.4%	27.0%	22.2%
American Indian or Alaska Native	2.0%	1.3%	0.0%	1.2%
Native Hawaiian or other Pacific Islander	0.3%	0.0%	0.0%	0.0%
Black or African American	7.2%	2.7%	10.8%	1.2%
Asian	8.1%	12.8%	21.6%	5.8%
White	49.9%	71.8%	40.5%	69.0%
Race Not Reported	32.3%	9.4%	21.6%	19.9%

E/O = Education and Outreach Activities
 IW = Investigative Workshops
 T = Tutorial
 WG = Working Groups

Disability Status

Of the 444 participants indicating disability status, nearly 20% indicated having some sort of visual impairment, while nearly 3% indicated having a hearing impairment. A smaller percentage indicated having mobility impairment (Figure 6).

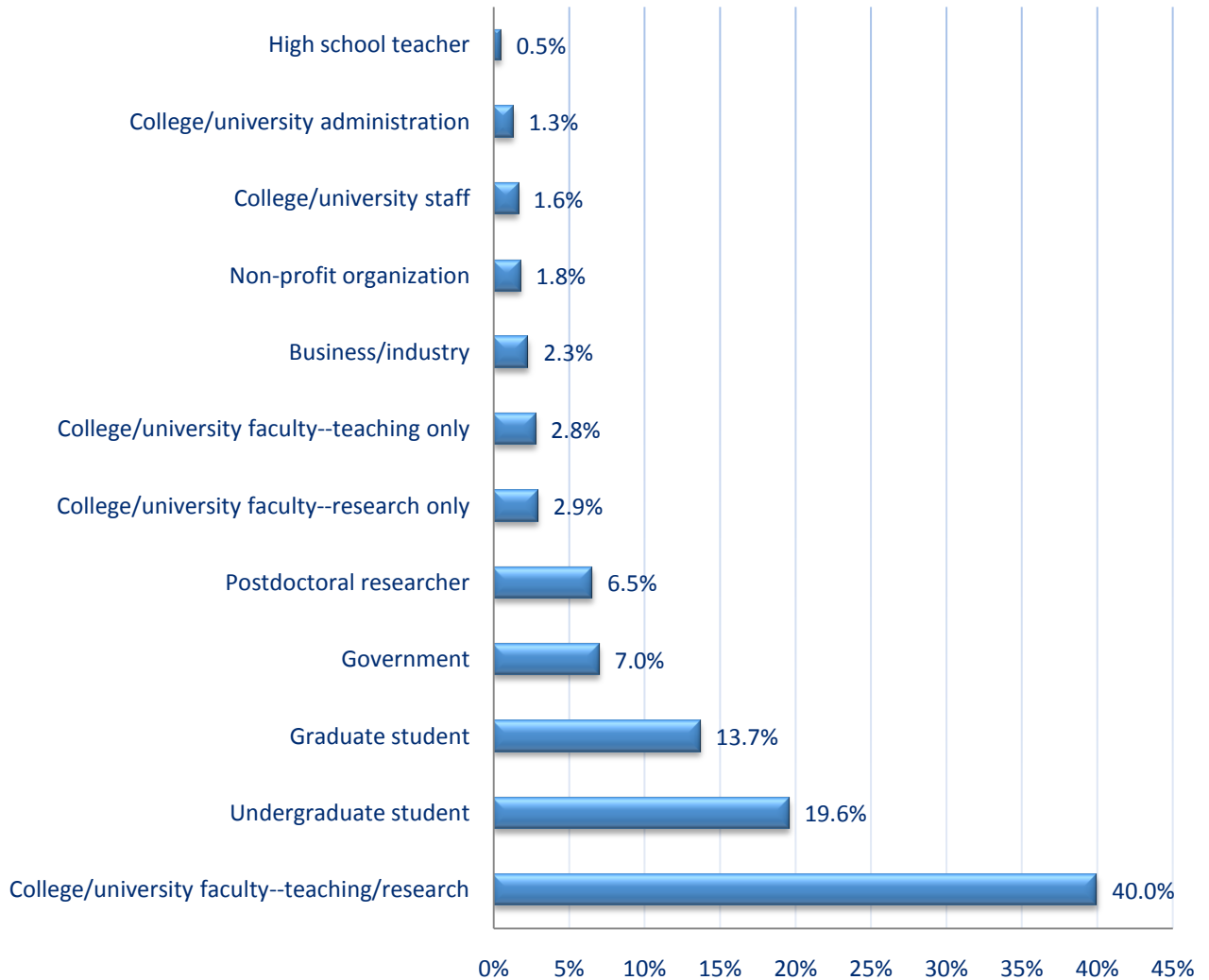
Figure 6. Disability status of participants (n = 618)



Institutional and Disciplinary Diversity

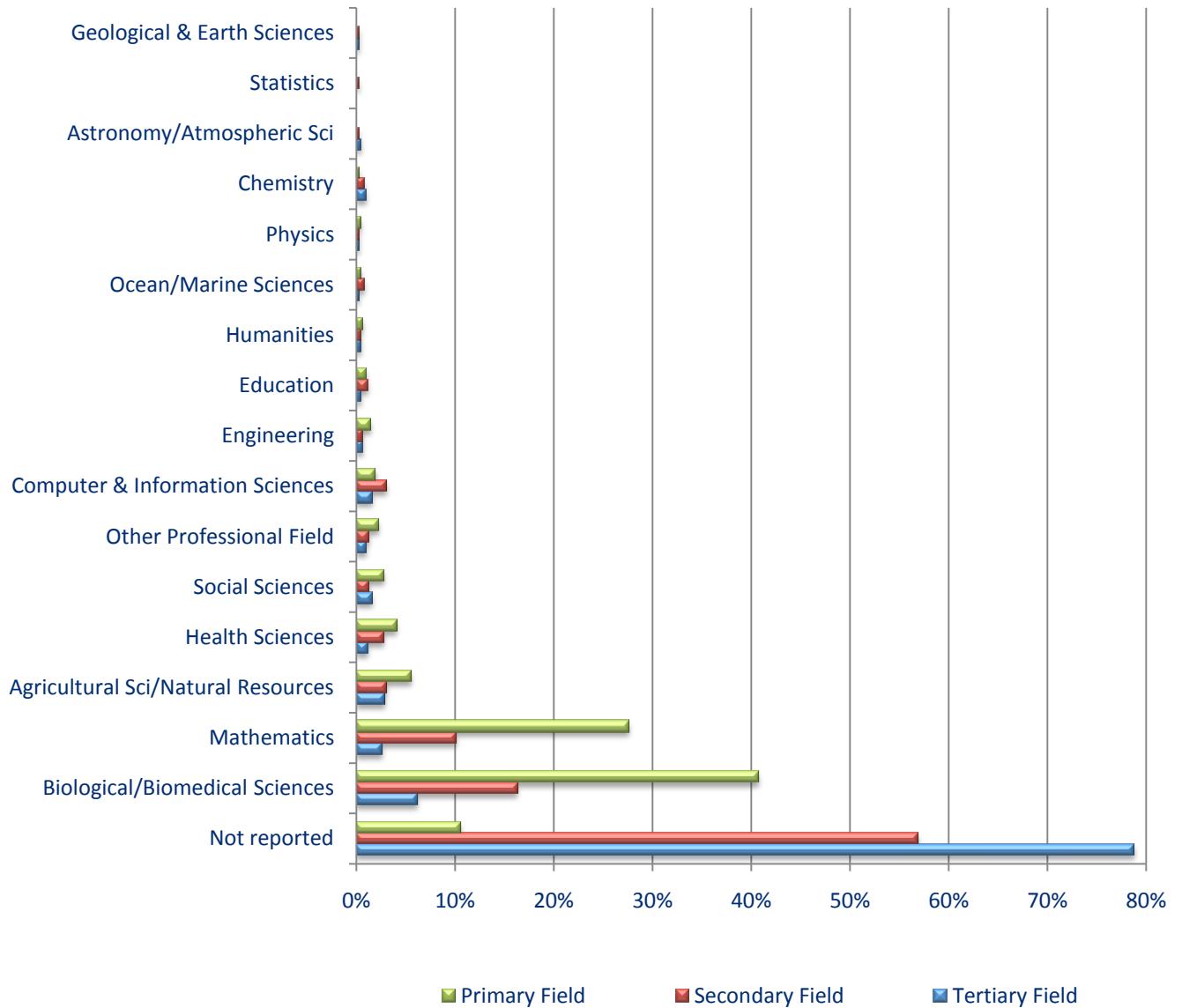
The majority of NIMBioS participants were college/university faculty or staff, undergraduate, or graduate students; however, many participants came from government, business/industry, non-profit, or other positions (Figure 7).

Figure 7. Status of participants (n = 618)



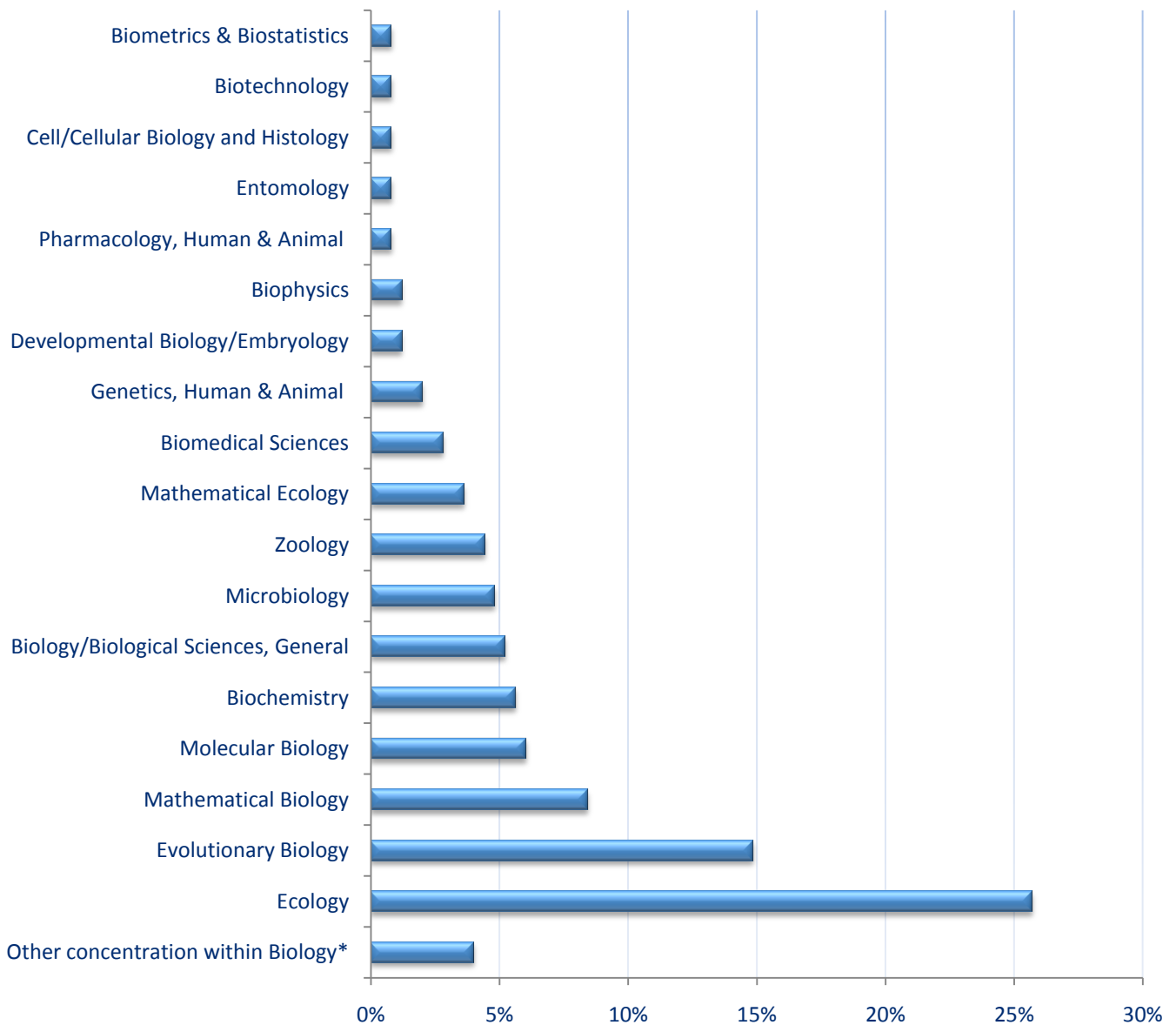
Participants at NIMBioS indicated primary, secondary, and tertiary fields of study, as well as areas of concentration within those fields. The most commonly reported fields of study included biological/biomedical sciences, mathematics, and agricultural sciences/natural resources, although many other disciplines were represented (Figure 8).

Figure 8. Primary, secondary, and tertiary discipline areas of participants (n = 618)



The 249 participants naming Biological/Biomedical Sciences as their primary field of study indicated 27 different areas of concentration within which they would classify their primary areas of research/expertise. The most commonly indicated area of concentration was ecology (26%), followed by evolutionary biology (15%) and mathematical biology (8%) (Figure 9).

Figure 9. Participant research/expertise area concentrations within biological/biomedical sciences field of study (n = 249)



* Other concentrations having only one participant: Wildlife/Range management, Veterinary Medicine, Plant pathology/phytopathology, Physiology, Human & Animal, Pathology, Human & Animal, Neuroscience, Immunology, Endocrinology, Botany/Plant Biology

Participants during RP 2 represented 249 different institutions, including colleges and universities, government institutions, private businesses, non-profits, and high schools (Figure 10). Of the 207 *different* colleges/universities represented, most were classified as comprehensive (having undergraduate and graduate programs) (Figure 11).

Figure 10. Types of institutions represented

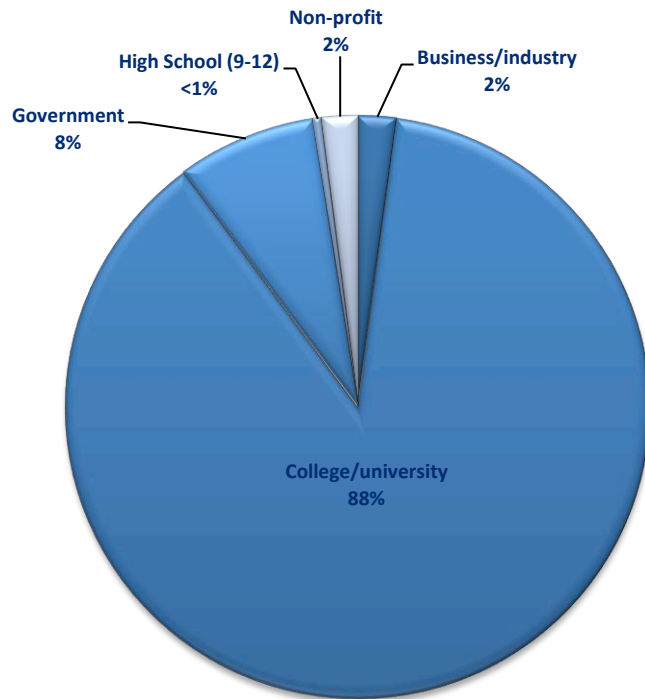


Figure 11. Characteristics of participants' colleges/universities

