



Participant Diversity Report  
Year Three  
September 2010-April 2011

National Institute for Mathematical and Biological Synthesis  
April, 2011

# NIMBioS Participant Diversity Report, Year Three

## Introduction

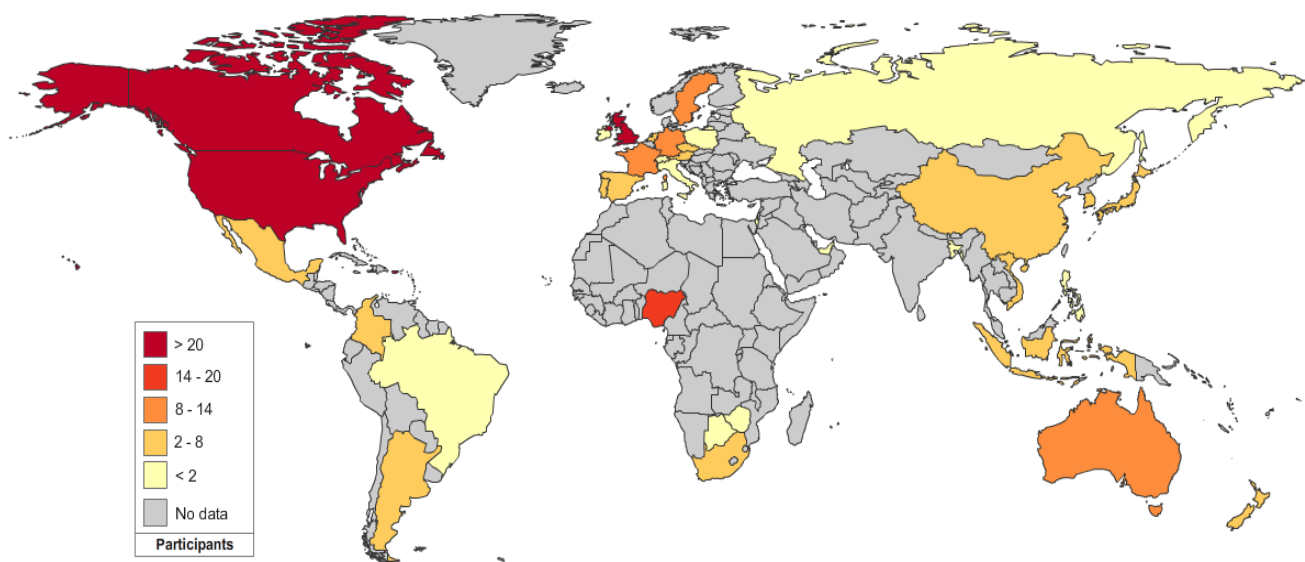
This is a report of the diversity represented by NIMBioS participants during its third annual reporting period (RP 3) to the National Science Foundation. The report covers the period of September 2010-April 2011. An electronic demographic survey aligned to the reporting requirements of the National Science Foundation was sent to all participants before their arrival at NIMBioS. A link to the survey was sent to each of the participants who had not previously visited NIMBioS 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 3 was 88%. 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 3, a total of 567 participants (500 different people) from 19 countries participated in NIMBioS events. Most participants came from the United States (88%), Canada (4%), and the United Kingdom (3%) (Figure 1).

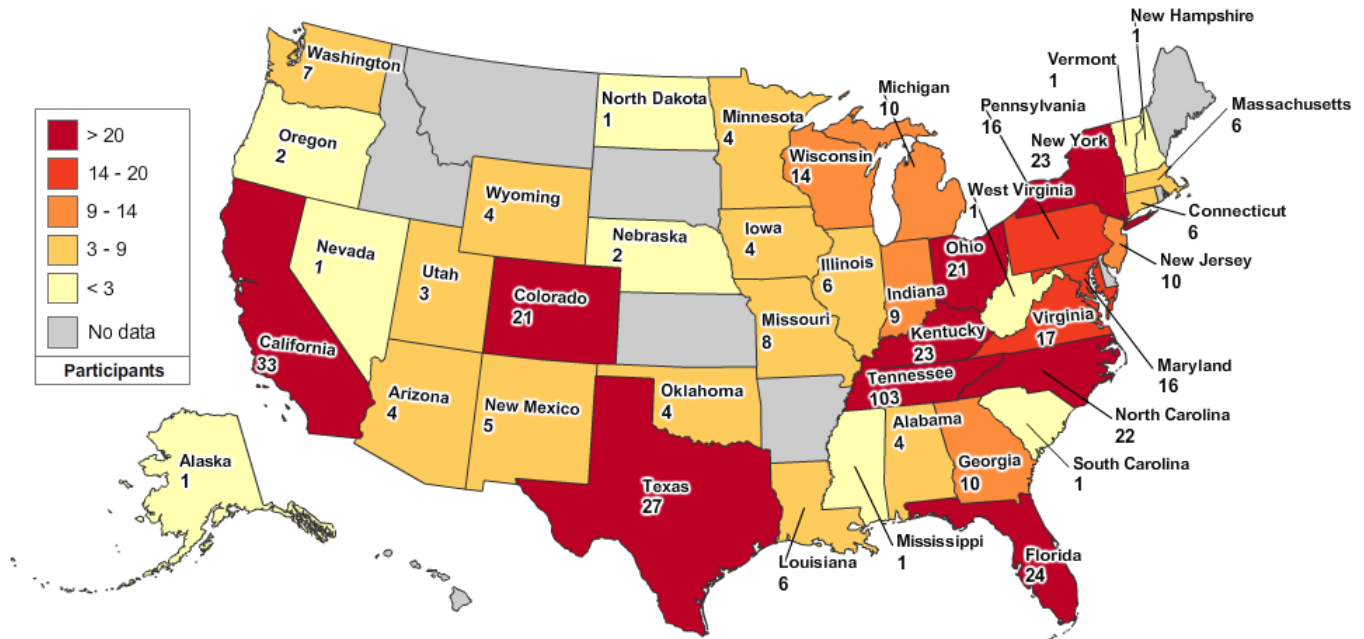
Figure 1. NIMBioS RP 3 Participants by Country



Within the U.S., 42 different states were represented, as well as the District of Columbia and Puerto Rico. While the greatest number of participants came from within Tennessee (103), several other states

were represented by relatively large numbers of participants, including California (33), Texas (27), and Florida (24) (Figure 2).

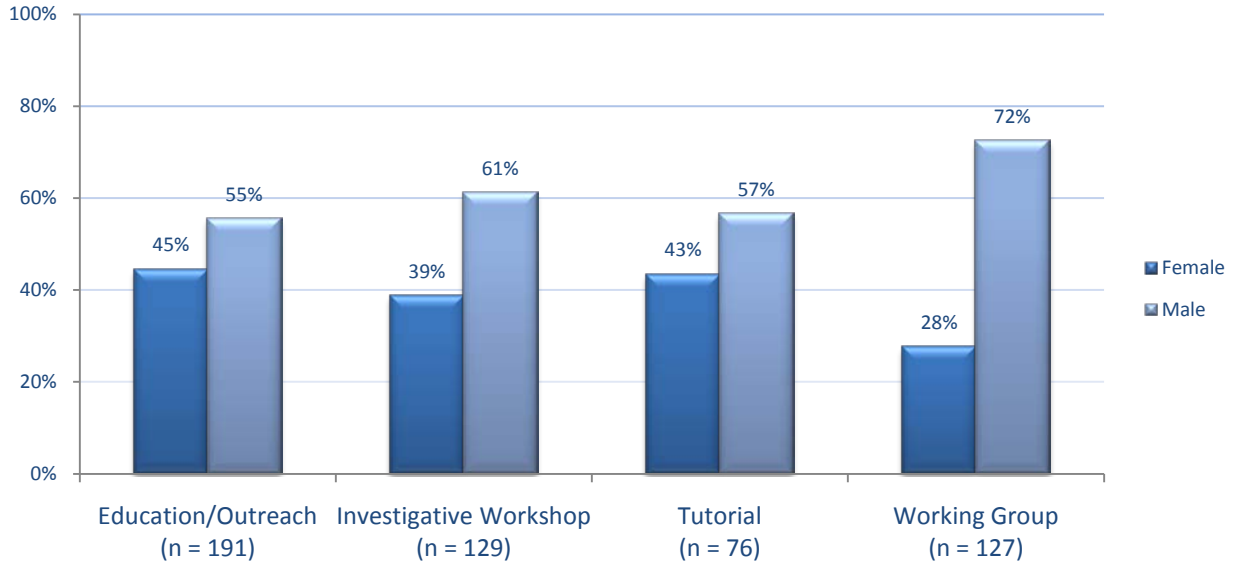
Figure 2. NIMBioS RP 3 Participants by U.S. State



### Gender, Racial, and Ethnic Diversity

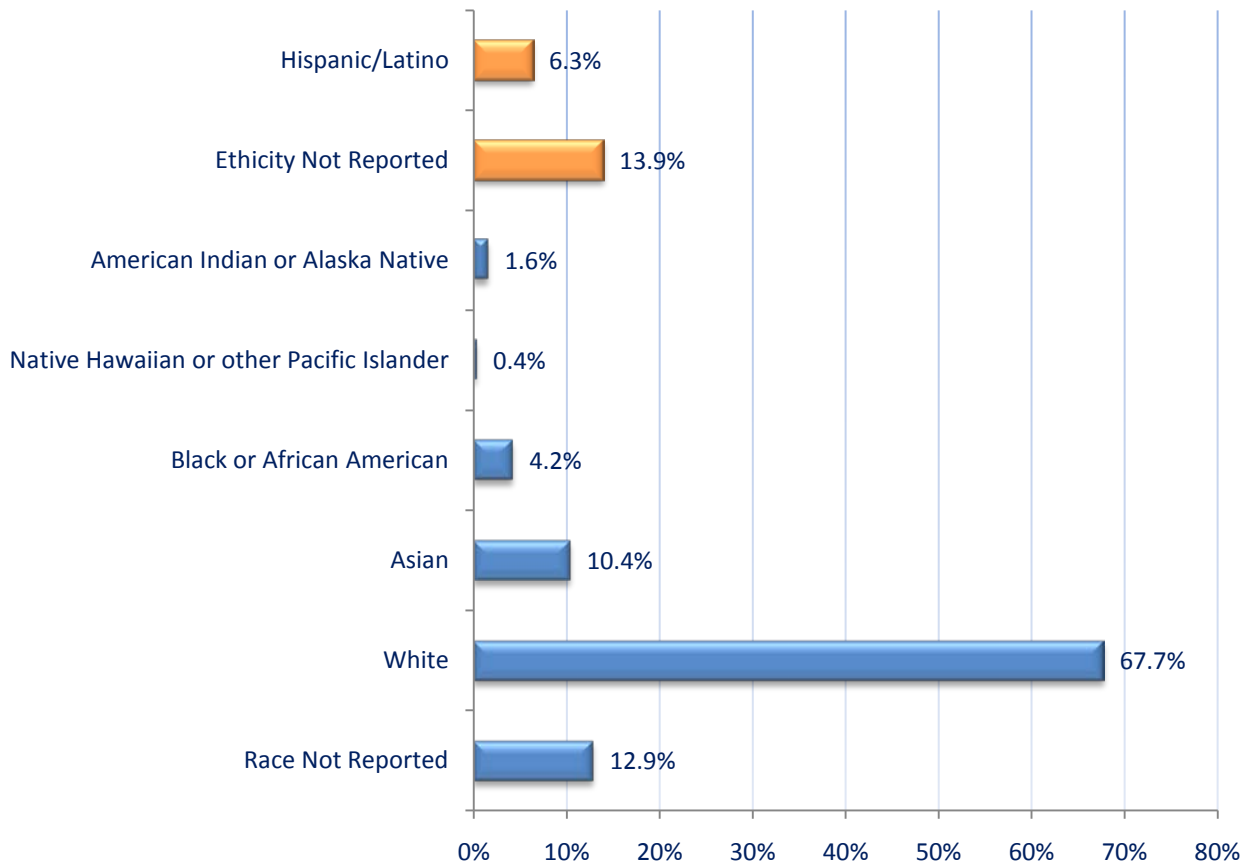
Across all events during RP 3, the ratio of gender was 62% male to 38% female. Within specific activity types, this gender ratio varied. (Note: Although tutorials are considered part of the Education and Outreach (EO) Program at NIMBioS, the NIMBioS leadership team is interested in analyzing the gender, ethnic, and racial composition of these events separately from the rest of the EO activities.) Most major events have an approximate 60/40 ratio of males to females, with the exception of Working Groups (Figure 3).

**Figure 3. Gender composition of participants by event type**



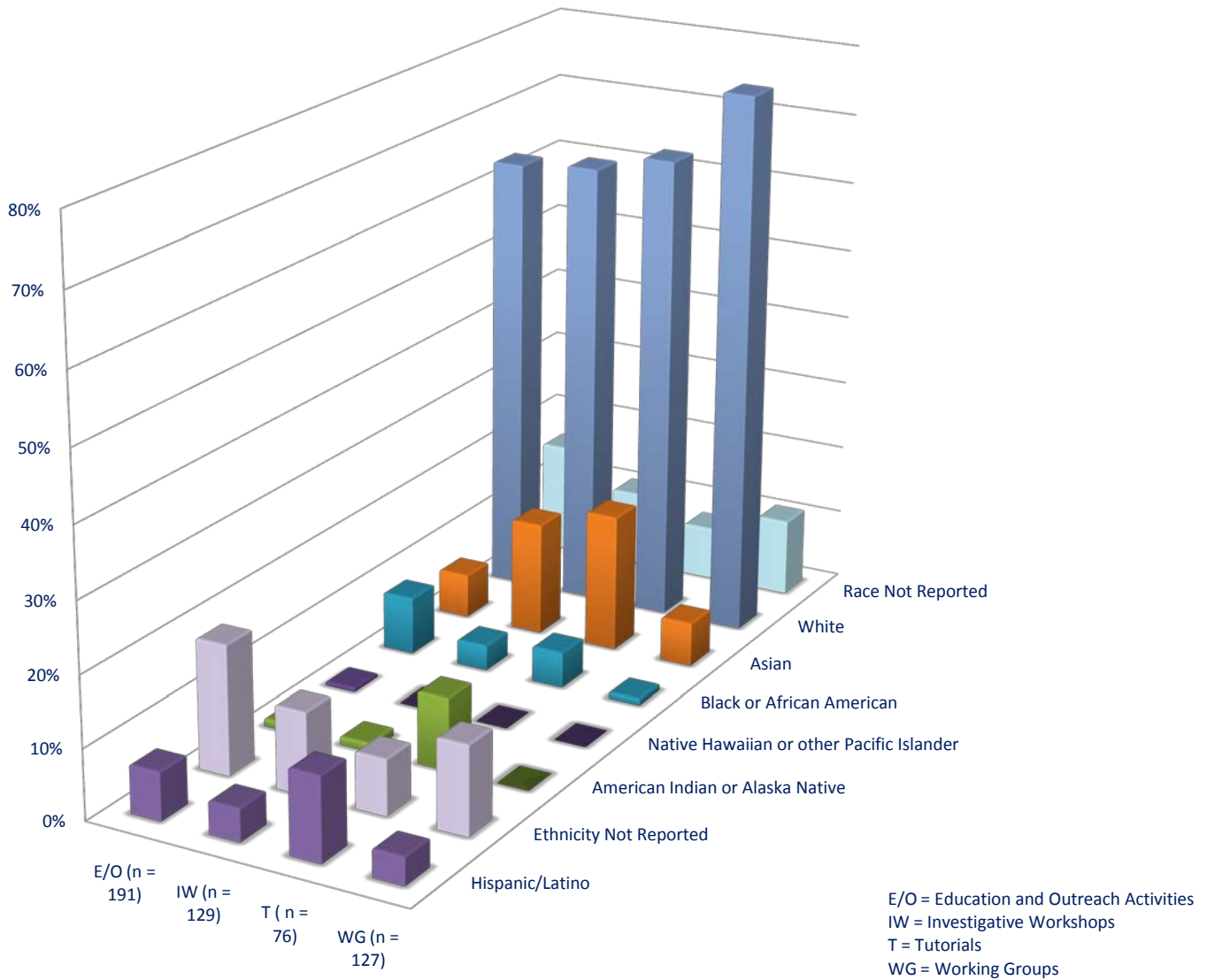
Of the 488 participants who opted to report their ethnicity status, 6.4% indicated they were Hispanic/Latino. Of the 494 who reported their racial status, the majority (67.7%) indicated they were white; however, Asian, black or African American, native Hawaiian/Pacific islander, and Native American races were also represented (Figure 4).

Figure 4. Ethnic and racial composition of participants (n = 567)



By event, Tutorials showed the greatest percentage of Hispanic/Latino participants (11.9%), followed by Education and Outreach (6.8%). 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

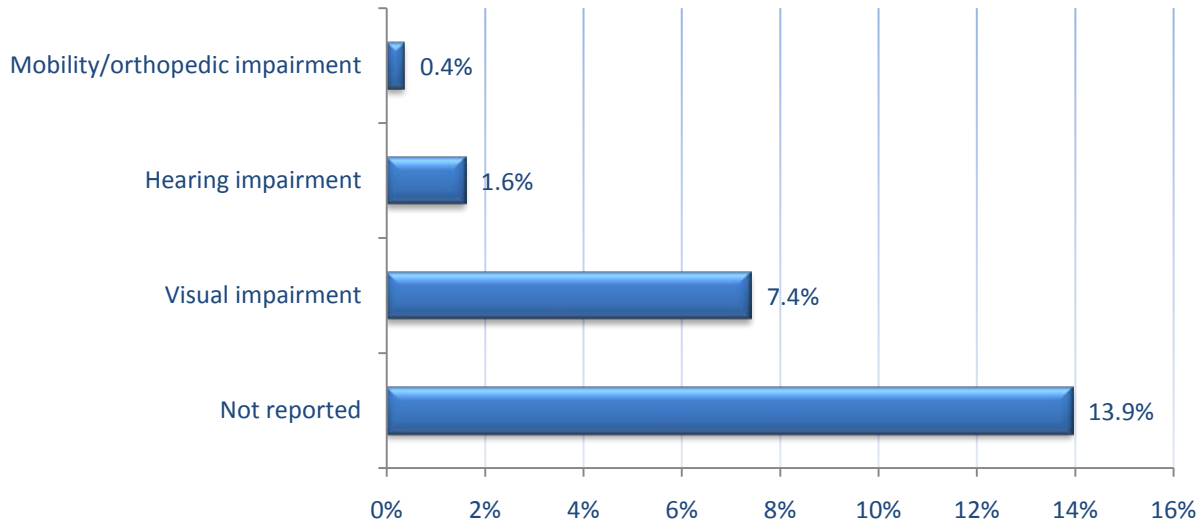


	E/O (n = 191)	IW (n = 129)	T (n = 76)	WG (n = 127)
Hispanic/Latino	6.8%	4.7%	11.9%	3.9%
Ethnicity Not Reported	18.3%	11.6%	7.9%	12.6%
American Indian or Alaska Native	1.1%	1.2%	10.3%	0.0%
Native Hawaiian or other Pacific Islander	0.6%	0.0%	0.0%	0.0%
Black or African American	8.2%	3.6%	5.1%	0.9%
Asian	6.3%	16.3%	19.7%	6.3%
White	63.4%	64.3%	67.1%	78.0%
Race Not Reported	15.9%	10.8%	7.7%	11.1%

### *Disability Status*

Of the 488 participants indicating disability status, 7% indicated having some sort of visual impairment, while nearly 1.6% indicated having a hearing impairment. A smaller percentage indicated having mobility impairment (Figure 6).

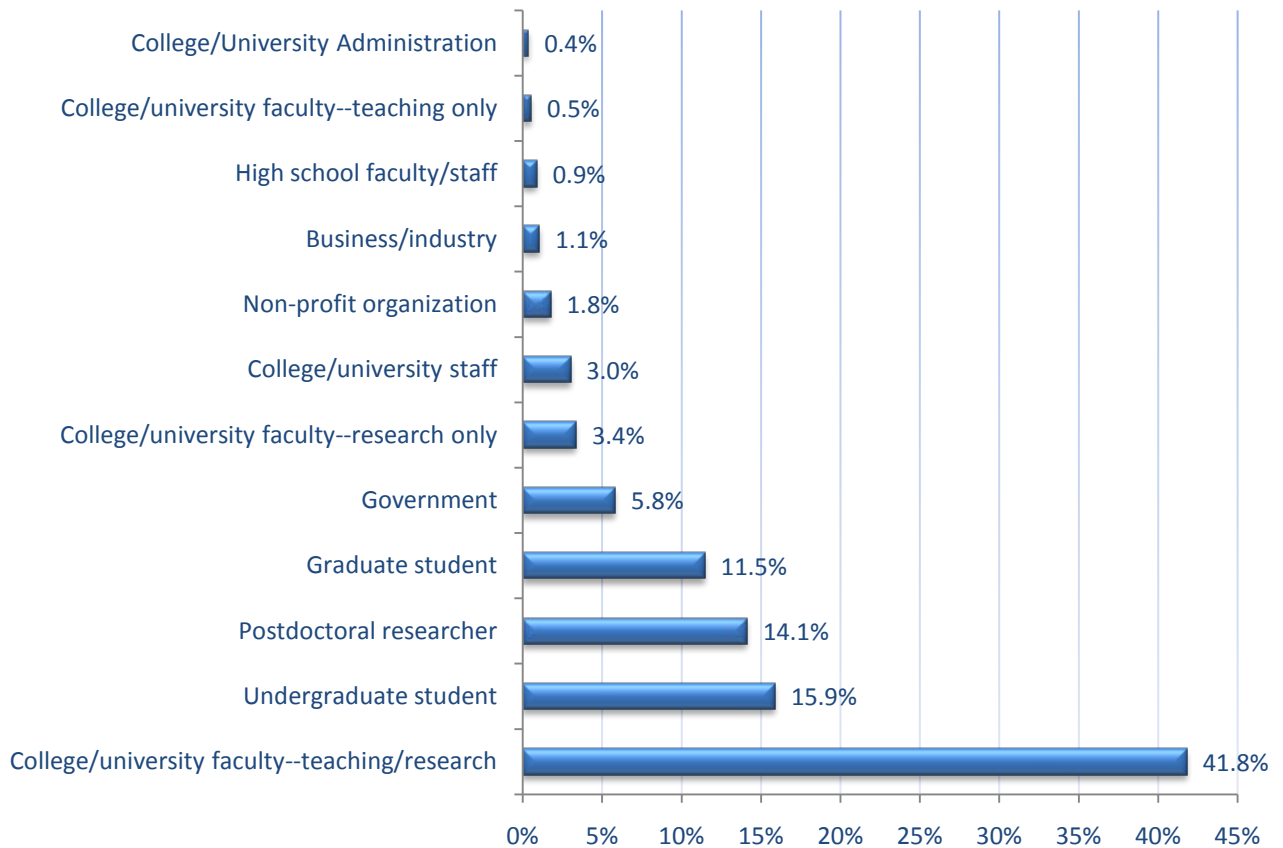
**Figure 6. Disability status of participants (n = 567)**



### *Institutional and Disciplinary Diversity*

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

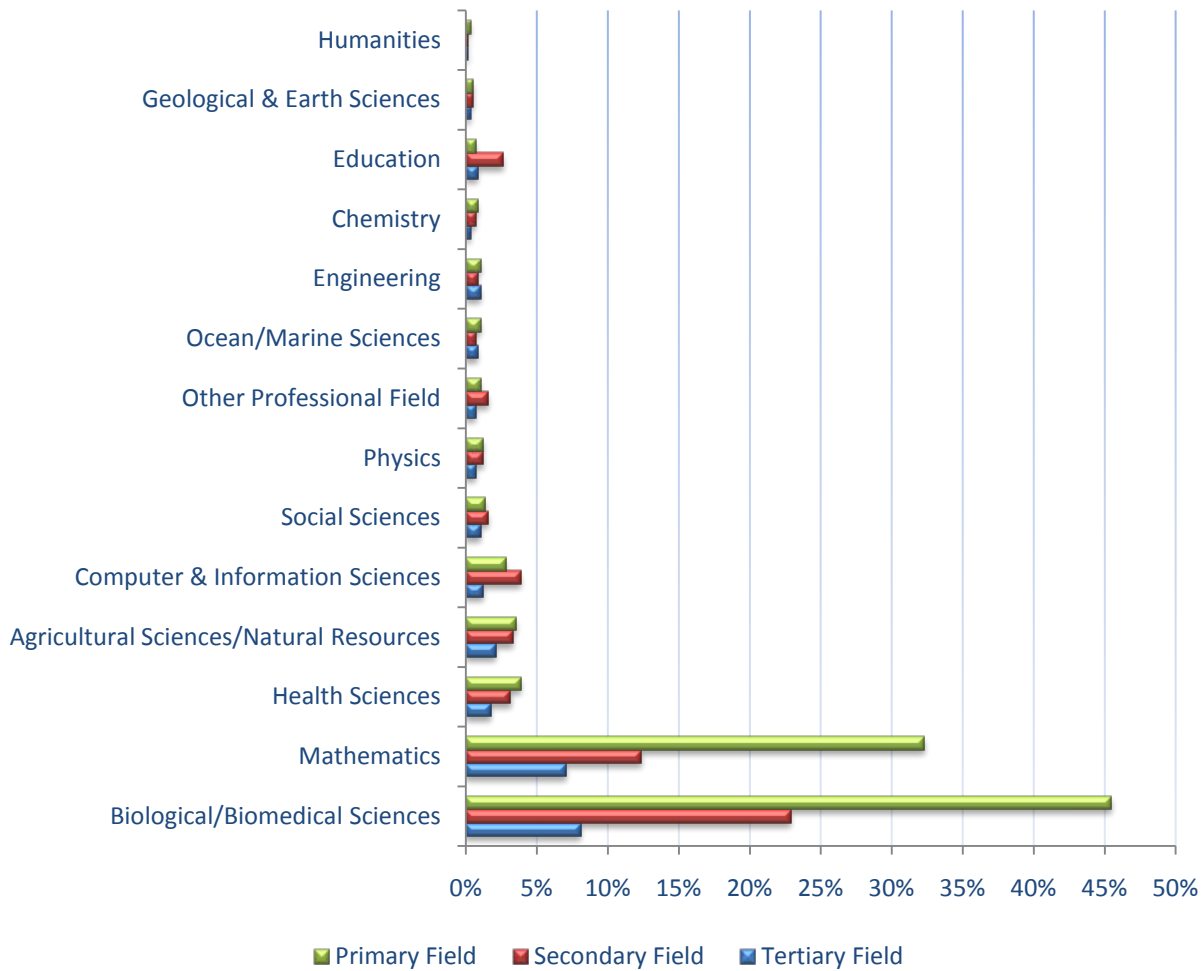
Figure 7. Status of participants (n = 567)



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 health sciences, although many other disciplines were represented (Figure 8).

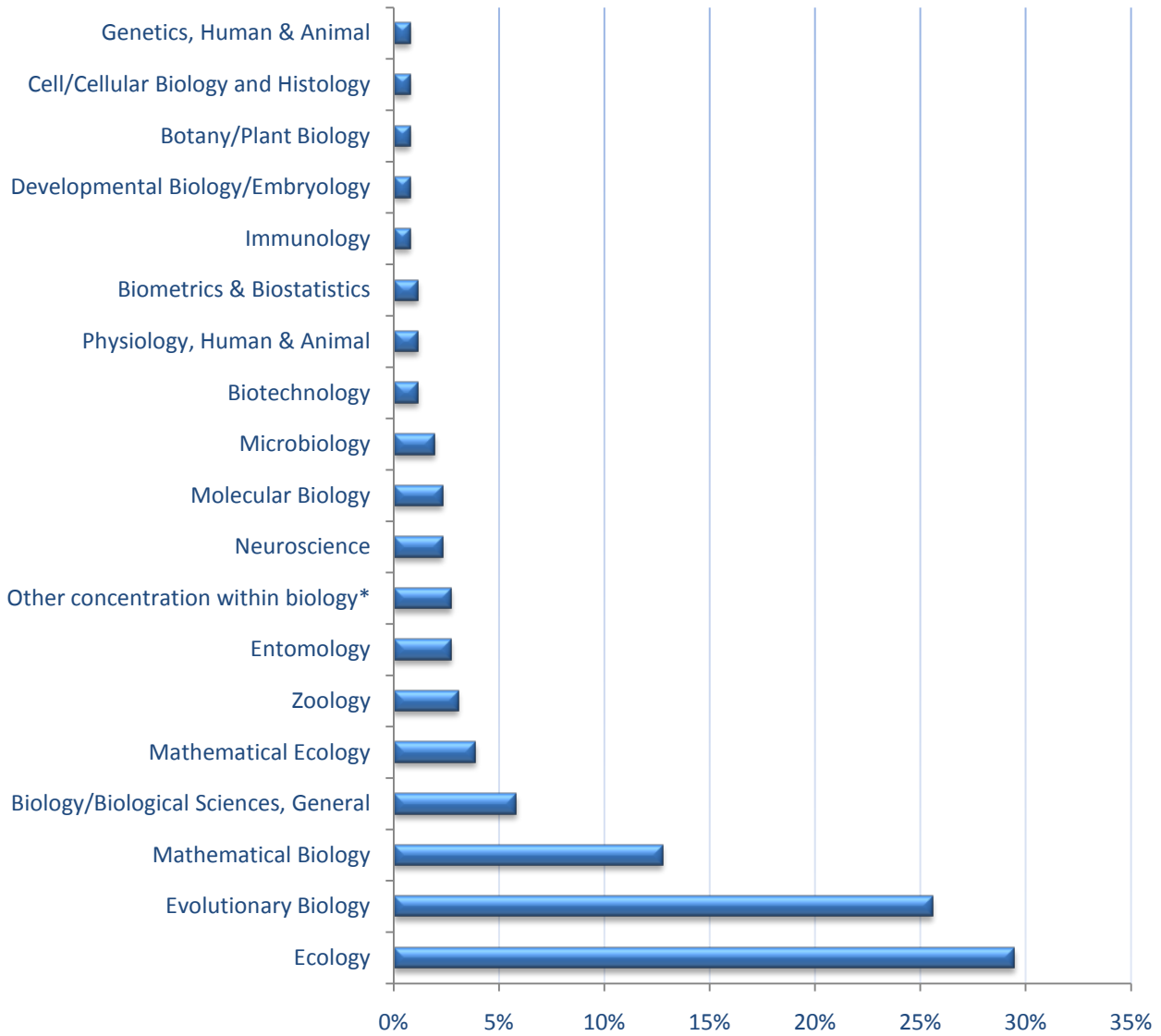


**Figure 8. Primary, secondary, and tertiary discipline areas of participants (n = 567)**



The 258 participants naming Biological/Biomedical Sciences as their primary field of study indicated 26 different areas of concentration within which they would classify their primary areas of research/expertise. The most commonly indicated area of concentration was ecology (29%), followed by evolutionary biology (26%) and mathematical biology (13%) (Figure 9).

**Figure 9. Participant research/expertise area concentrations within biological/biomedical sciences field of study (n = 258)**



\* Other concentrations having only one participant: Molecular ecology, Wildlife/range management, Plant physiology, Biochemistry, Biomedical Sciences, Parasitology, Biophysics

Participants during RP 3 represented 262 different institutions, including colleges and universities, government institutions, private businesses, non-profits, and high schools (Figure 10). Of the colleges/universities represented, most were classified as comprehensive (having undergraduate and graduate programs) (Figure 11).

Figure 10. Types of institutions represented

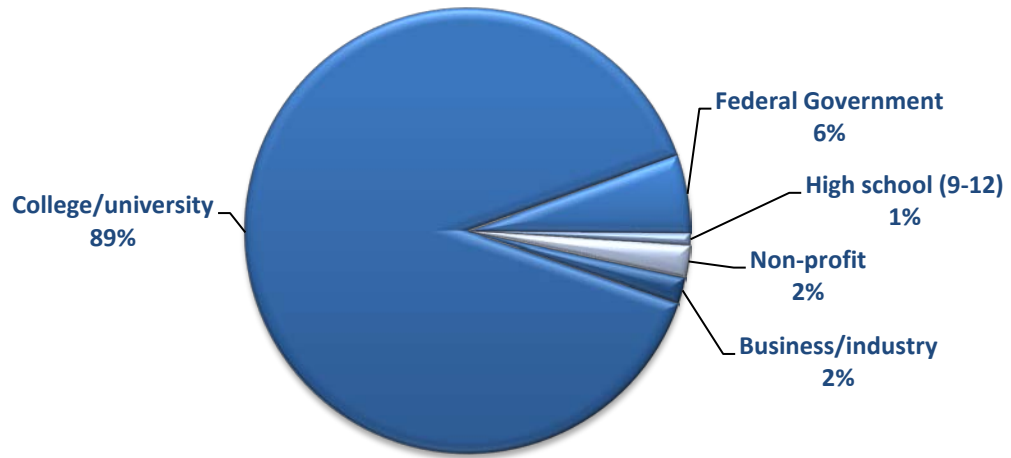


Figure 11. Characteristics of participants' colleges/universities

