

## Wood, Brandy S

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**From:** Brutkiewicz, Randy R  
**Sent:** Saturday, February 27, 2016 2:55 PM  
**To:** Brutkiewicz, Randy R  
**Subject:** From Randy's Desk - Why diversity matters  
**Attachments:** GRE Performance Information--Racial\_Ethnic Group--2015.pdf

Colleagues,

In this month's note from my desk, in line with it being Black History Month, I thought I would discuss why diversity matters to the Graduate Division.

Historically, the percentage of incoming IBMG graduate students who are members of underrepresented minority (URM) groups (based on race/ethnicity) has been:

Year	Total Class Size	URM %
2007	33	3.03%
2008	42	0.00%
2009	46	19.57%
2010	35	11.43%
2011	40	12.50%
2012	31	16.13%
2013	22	9.09%
2014	28	10.71%
2015	16	12.50%

Some of you may wonder how we review the IBMG applications of URM applicants. The answer is, “holistically”—just as we do for anyone else who applies to the IBMG Program. We do not limit our review to, for example, whether applicants hit a certain minimum score on the GRE. In fact, there is a difference in scores on the GRE if you stratify the data on the basis of ethnicity or race (see attached pdf). It should be noted that the ETS, which runs the GRE and TOEFL exams, is strongly against using the GRE as a sole parameter for admissions decisions. In a very general sense, because it is not true for all, students from URM backgrounds do have lower average GRE scores than majority applicants. However, we look at the entire application package—for everyone. Based on that, the IBMG Admissions Committee decides on who should be invited for a campus visit. Following a campus visit interview, with the faculty interview evaluations included in the data reviewed, the admissions committee makes recommendations on whether a candidate should be made an offer to the IBMG Program. **That recommendation is based solely on whether the committee believes he or she would be successful in the IBMG program.** Thus, we are simply looking for the best students for the IBMG program based on all of the reviewed criteria—not because they identify as a minority. Diversity matters.

In terms of overall diversity in the Graduate Division itself, that's apparent by simply looking at the people we have on our team here. This was not a plan by me to make sure we had a diverse office. We simply were fortunate to recruit the best candidates for each open position in our office. That diversity has resulted in an outstanding creative and talented team. Diversity matters—in all of its forms.

When you come into my office in MS207, you may notice a plaque I have on my wall which is the 2010 Distinguished Service Award from the American Association of Immunologists (AAI). I served on the AAI's Minority Affairs Committee for six years, the last four as its Chair. You might ask, “How can someone with the last name of ‘Brutkiewicz’ serve on a Minority Affairs Committee, let alone be its Chair?” Certainly, my predecessor on the Committee, Gerry Sonnenfeld,

does not come from a URM background. Regardless, here's full disclosure: my mother's family comes from Puerto Rico. Diversity and inclusion have always been important to me; I am sure they are important to you as well.

I want to hear from you about anything that is important to you and the ideas you have to help us serve our students, postdocs, faculty and staff better. I am in the Graduate Division office (MS207) on Mondays, Wednesdays and the second half of Fridays. Also, feel free to contact me via phone or email (274-3441 or [rbrutkie@iu.edu](mailto:rbrutkie@iu.edu)).

Thank you for all you do for our trainees.

Sincerely,  
Randy

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# A Snapshot of the Individuals Who Took the *GRE*® revised General Test



The **GRE**®  
r e v i s e d  
General Test

**U.S. Citizenship Status and Racial/Ethnic Group (continued)**

Table 1.3 shows that for both U.S. men and women, test takers who classified themselves as Asian, on average, obtained a higher Quantitative Reasoning score than any other racial/ethnic group. Test takers who classified themselves as White (non-Hispanic), on average, obtained higher Verbal Reasoning scores than other racial/ethnic groups. Test takers who classified themselves as White (non-Hispanic) or Asian scored higher on the Analytical Writing measure than other racial/ethnic groups.

**Table 1.3. GRE revised General Test Score Information, by Racial/Ethnic Group and Gender (U.S. Citizens)**

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
<b>American Indian</b>	1,812	1	150.7	7.2	147.4	7.4	3.6	0.8
Men	640	35	151.2	7.6	149.5	8.1	3.5	0.8
Women	1,111	61	150.4	7.0	146.2	6.7	3.7	0.7
No Response	61	3	152.3	6.4	146.1	6.0	3.6	0.9
<b>Asian</b>	19,171	6	152.7	7.8	154.0	8.1	3.9	0.8
Men	7,773	41	153.7	7.9	156.7	8.0	3.9	0.8
Women	10,780	56	151.9	7.7	152.1	7.7	3.9	0.8
No Response	618	3	153.7	7.8	154.2	7.8	3.9	0.8
<b>Hawaiian/Pacific Islander</b>	862	<1	150.2	6.9	148.2	7.0	3.7	0.7
Men	292	34	151.1	7.1	150.7	7.0	3.7	0.7
Women	552	64	149.7	6.8	146.9	6.7	3.7	0.7
No Response	18	2	-	-	-	-	-	-
<b>Black</b>	24,704	8	146.9	7.2	143.6	6.7	3.3	0.8
Men	7,593	31	147.6	7.4	145.2	7.3	3.3	0.8
Women	16,467	67	146.6	7.0	142.9	6.3	3.3	0.8
No Response	644	3	147.0	7.6	143.4	6.9	3.3	0.8
<b>Mexican</b>	8,996	3	149.9	7.0	147.1	7.1	3.6	0.7
Men	3,348	37	151.0	7.0	149.6	7.4	3.6	0.8
Women	5,467	61	149.1	6.9	145.7	6.5	3.6	0.7
No Response	181	2	151.4	7.9	147.4	7.8	3.7	0.8
<b>Puerto Rican</b>	3,219	1	149.0	7.4	146.2	7.2	3.4	0.8
Men	1,173	36	149.6	7.6	148.0	7.7	3.4	0.9
Women	1,976	61	148.5	7.3	145.2	6.6	3.5	0.8
No Response	70	2	151.2	6.5	147.1	7.0	3.6	0.8
<b>Other Hispanic</b>	12,727	4	150.5	7.4	147.7	7.4	3.7	0.8
Men	4,468	35	151.9	7.5	150.4	7.7	3.7	0.8
Women	7,983	63	149.6	7.2	146.2	6.7	3.6	0.8
No Response	276	2	152.0	7.5	147.9	7.2	3.7	0.8

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**U.S. Citizenship Status and Racial/Ethnic Group (continued)**

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**Table 1.3. GRE revised General Test Score Information, by Racial/Ethnic Group and Gender (U.S. Citizens)**

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
<b>White (Non-Hispanic)</b>	192,832	59	153.8	7.1	150.9	7.2	3.9	0.7
Men	70,621	37	155.4	7.0	153.4	7.4	4.0	0.7
Women	116,884	61	152.9	7.0	149.3	6.6	3.9	0.7
No Response	5,327	3	154.5	7.1	150.9	7.2	4.0	0.7
<b>Other</b>	11,105	3	153.5	7.9	150.1	8.0	3.9	0.8
Men	4,077	37	155.1	8.0	152.7	8.1	3.9	0.8
Women	6,551	59	152.5	7.8	148.4	7.5	3.9	0.8
No Response	477	4	154.8	7.9	150.9	8.2	3.9	0.8
<b>No Response</b>	50,393	15	153.2	8.1	150.8	8.2	3.8	0.8
Men	15,433	31	154.7	8.1	153.6	8.4	3.8	0.8
Women	24,806	49	152.1	7.9	149.1	7.6	3.8	0.8
No Response	10,154	20	153.9	8.0	150.7	8.2	3.9	0.8
<b>Total</b>	325,821	100	152.8	7.6	150.2	7.8	3.8	0.8
Men	115,418	35	154.3	7.6	152.8	8.0	3.9	0.8
Women	192,577	59	151.8	7.5	148.6	7.1	3.8	0.8
No Response	17,826	5	153.8	7.9	150.5	8.0	3.9	0.8

**Note:** A total of 325,821 U.S. citizens took the GRE revised General Test between July 1, 2014, and June 30, 2015. The percentages for the overall Racial/Ethnic groups were based on this total group of test takers; the percentages for the gender groups within each Racial/Ethnic group were based on the group of test takers who were within the particular Racial/Ethnic group.

Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**-Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**-Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); **Other**-Other