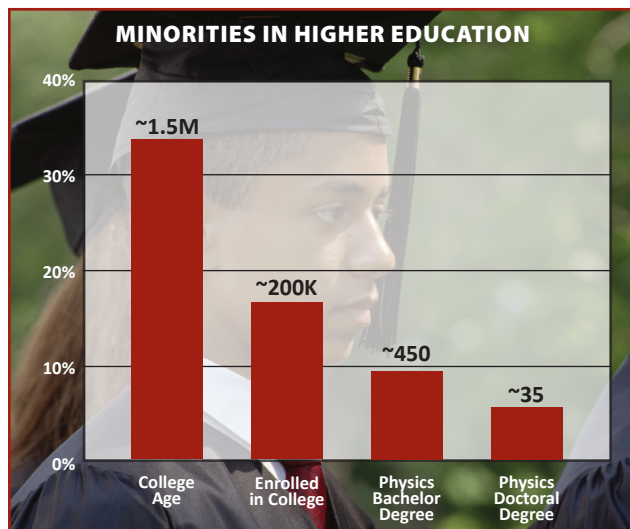
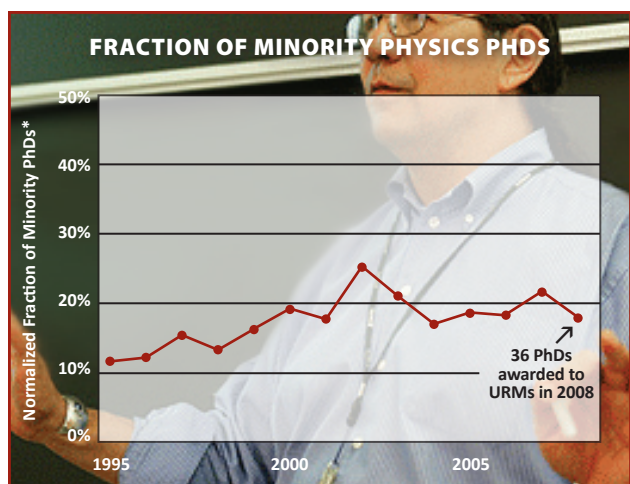


Underrepresented minorities in physics suffer significant attrition at every level. Each year the US awards roughly 450 bachelors degrees and 35 PhDs to URM. The transition to PhD is especially important since it produces role models and mentors.



Source: U.S. Census Bureau, Current Population Survey (2009); IPEDS Completion Survey Department of Education (2002-2009)

The percentage of PhDs awarded to this demographic, when adjusted for population growth, has been essentially unchanged for more than a decade. The absolute number of URM physics PhDs entering the workforce each year could be increased if programs are put in place that facilitate the pursuit of graduate education in physics among these minority students.



Source: U.S. Census Bureau, IPEDS Completion Survey

*Normalized to URM population fraction. 100% on this graph would indicate that the percentage of physics PhDs awarded to URMs would equal the percentage of URMs in the US population.

The Minority Bridge Program seeks to increase, within the next decade, the percentage of physics PhDs awarded to URM students to 10% — the fraction that currently receive physics Bachelor's degrees. APS is making a significant commitment to this process, and is working with organizations, universities, and students.

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Theodore Hodapp

APS Director of Education and Diversity

Peter Muhoro

APS MBP Project Manager

Sara Webb

APS MBP Project Coordinator

Arlene Modeste Knowles

APS Career and Diversity Programs Administrator

CONTACT

Peter Muhoro

American Physical Society
One Physics Ellipse, College Park, MD 20740
phone: 301 209 3245 fax: 301 209 3357
muhoro@aps.org

minoritybridgeprogram.com



MINORITY BRIDGE PROGRAM

AMERICAN PHYSICAL SOCIETY

Increasing the number of minorities earning PhDs in Physics

minoritybridgeprogram.com

PROJECT COMPONENTS

WHAT IS THE MINORITY BRIDGE

PROGRAM? Physics ranks at the bottom of science disciplines in educating the growing US population of African-, Hispanic-, and Native-Americans. The situation is not improving, as the fraction of PhDs in physics awarded to underrepresented minorities (URM) among US citizens, about 5-6%, has not increased over the past decade. The American Physical Society's Minority Bridge Program seeks to increase, within the next decade, the fraction of physics PhDs awarded to URM students to 10%, the fraction that currently receive physics Bachelor's degrees. To do so, we will create a national network of sustainable research-focused programs that bridge the transition from institutions where URM students receive their undergraduate education to top research universities.

CREATE BRIDGE EXPERIENCES The central focus of any Bridge Experience must be to help talented students succeed in graduate education. Bridge Experiences provide an intellectual and cultural transition for students who have potential for success in doctoral education. We plan to help establish a sufficient number (~5) of these Bridge Experiences through a competitive process at a variety of institutions, to provide adequate capacity for reaching our stated goal of at least 20 more URM PhDs each year. APS will recruit throughout the country, including Puerto Rico, and provide a common application process.

BUILD RELATIONSHIPS/RECRUIT STUDENTS The success of this project relies heavily on effective partnerships with faculty at participating institutions. These relationships are also crucial to help inform students of opportunities and recruit them into the program. We will build these connections both through summer workshops and also through visits to institutions that produce the largest number of URM students with a focus on HBCUs, Black Serving Institutions and Hispanic Serving Institutions, informing students of opportunities.

DEVELOP PARTNERSHIP INSTITUTIONS We will develop a national network of at least 20 Doctoral Granting Institutions that demonstrate commitment to working with diverse students and supporting them as graduate scholars. These institutions will be selected through a competitive process from a broad range of institution types.

PROVIDE OVERSIGHT AND SYNERGISTIC ACTIVITIES APS will provide project oversight and will pursue centralized activities to build recognition, and bring efficiencies of scale to the project. We will organize recruiting/relationship-building visits to Minority Serving Institutions; provide a common application for students interested in a Bridge Experience; establish additional institution-independent mentoring for students; act as student advocate to help mediate solutions to advising problems; facilitate common data collection, analysis, and research on project goals and components; provide summer workshops for Bridge students and faculty mentors; raise awareness within the physics community on issues faced by URM students; and disseminate project goals, results, and best practices through the Society's publications.

