Minorities in physics suffer significant attrition at every level. Each year the US awards roughly 450 bachelors degrees and 30 PhDs to URMs. The transition to PhD is especially important since it produces role models and mentors.

The American Physical Society (APS) has made a significant commitment to this process; working with organizations, universities, and students to achieve these goals. We propose to increase, within the next decade, the fraction of minority students receiving PhDs to the same fraction that receive bachelor degrees.

A steering committee, consisting of nationally-recognized leaders in physics research, education and minority issues, guides the project.

### MBP STEERING COMMITTEE

- **Cherry Murray (Chair)**
  APS President, 2009
  Dean of Engineering and Applied Science
  Harvard University

- **J.D. Garcia**
  Professor Emeritus, University of Arizona

- **Yolanda George**
  Deputy Director of AAAS Education Programs

- **Wendel Hill**
  Professor, University of Maryland

- **Anthony Johnson**
  Professor, University of Maryland Baltimore County

- **Ramon Lopez**
  Professor, University of Texas at Arlington

- **Steve McGuire**
  Professor, Southern University

### MBP MANAGEMENT TEAM

- **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**
American Physical Society’s MINORITY BRIDGE PROGRAM (MBP) seeks to increase the representation of African American, Hispanic American and Native American students earning doctorate degrees in Physics. We are facilitating bridge programs between institutions that serve minority populations and PhD-granting research institutions with the commitment and resources to sustain such programs.

Physics ranks at the bottom when considering the fraction of students completing either baccalaureate or doctoral degrees. These underrepresented minority (URM) students make up a third of the college-age US citizens and a quarter of the US undergraduate population. However, they earn fewer than 10% of the US physics bachelor’s degrees. There is further attrition between the bachelor’s and the doctoral level, with only about 5% to 6% of PhDs granted to under-represented minorities.

**PROJECT COMPONENTS**

**ESTABLISHING BRIDGE PROGRAMS** The central focus of any Bridge program must be to help talented students succeed in graduate education. Bridge programs provide an intellectual and cultural transition for students who have potential for success in doctoral education. We plan to establish a few of these programs through a competitive process at a variety of institutions, to provide adequate capacity for reaching our stated goal of 20 more PhDs each year. APS would provide recruiting throughout the country, including Puerto Rico, for all Bridge programs as well as a common application process.

**BUILD RELATIONSHIPS/RECRUIT STUDENTS** The success of a program with the scope of the MBP relies heavily on effective partnerships between program administration and faculty at participating departments. Having close working relationships with faculty is crucial to the recruitment of students into the program. This will be through direct contact with underrepresented minority students at universities and conferences informing students of various opportunities and through summer workshops held to learn from each other’s experience.

**DEVELOP PARTNER INSTITUTIONS** We will work with a larger cohort of about 20 institutions that demonstrate commitment to working with diverse students and supporting them as graduate scholars. These institutions will also be selected by a competitive process from a broad range of institution types, and must demonstrate activity in mentoring, advising and supporting students intellectually, socially and financially.

**PROVIDE OVERSIGHT AND SYNERGISTIC ACTIVITIES** The American Physical Society will provide project oversight and pursue centralized activities that can benefit the community as a whole. These include annual recruiting and relationship-building visits; a common application and application mentoring process for Bridge program students; additional institution-independent mentoring for students; act as ombudsman to help mediate solutions to problems; community advocacy; common data collection, analysis, and research on project goals and components; a summer workshop for Bridge students and faculty mentors; and dissemination of project goals, results, and best practices through Society publications.