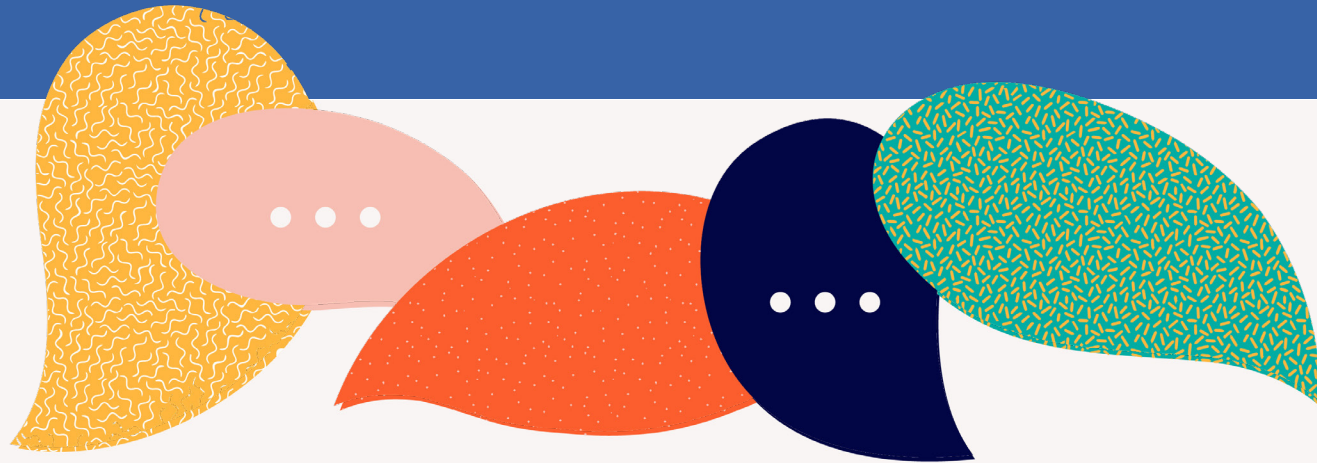


# THE SPS CHAPTER INCLUSION SELF-ASSESSMENT



# Section 1 | Belonging

	Starting the discussion	Making Progress	Transforming
<b>Faculty</b>	<ul style="list-style-type: none"> <li>Some, but not all, students feel valued by the faculty. Some faculty are known to judge students based on their identity.</li> <li>There is no safe way to tell the department that some faculty members don't make you feel like you belong.</li> <li>Faculty promote a general sense of community with students centered around physics with little cultural awareness of student needs.</li> </ul>	<ul style="list-style-type: none"> <li>There is a strong connection between the students and faculty. Faculty support student initiatives and participate when invited. There is a sense of community within the department.</li> <li>Faculty and faculty advisors have been trained to be culturally aware of student needs.</li> </ul>	<ul style="list-style-type: none"> <li>The department recruits faculty who are committed to supporting the success of every student in the program.</li> <li>Faculty recognize their biases and actively work to minimize their impact on marginalized students.</li> <li>Faculty care about me as a person and my future success. Faculty value and respect students' unique perspectives based on their identity.</li> </ul>
<b>Student</b>	<ul style="list-style-type: none"> <li>There are efforts made towards promoting inclusivity, but few specific actions.</li> <li>Some derogatory comments go unchallenged and have been heard in common areas, such as suggestions that some students are there to fill a quota.</li> </ul>	<ul style="list-style-type: none"> <li>A code of conduct or values statement concerning inclusion in classrooms and common spaces exists is made readily available to students and faculty and is mentioned during club meetings and at the start of classes.</li> <li>Diversity in student club leadership positions is/are valued and sought.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion forums engaging both faculty and students to address topics such as imposter syndrome, stereotype threat, and microaggressions are conducted. The club recruits students from local and regional underserved high schools. The club supports new students and new students actively participate in SPS and department activities.</li> </ul>
<b>Counterspace</b>	<ul style="list-style-type: none"> <li>There are few or no places on campus where the needs of BIPOC are centered. Students of color may not feel entirely comfortable in the physics or STEM lounges.</li> </ul>	<ul style="list-style-type: none"> <li>There are campus-wide student organizations for people of color to participate in. Students of color have access to a dedicated study space on campus.</li> </ul>	<ul style="list-style-type: none"> <li>The department provides a dedicated study space for students. The department financially supports a group of students, staff, and faculty to attend and present at national conferences intended for people of color (i.e., NSBP, SACNAS). Students feel that faculty are respectful of student spaces.</li> </ul>

	Starting the discussion	Making Progress	Transforming
<b>Climate</b>	<ul style="list-style-type: none"> <li>There is a sense of survival of the fittest among students. Students that are struggling aren't supported and told to change majors by faculty.</li> <li>Faculty suggests that certain people aren't cut out for physics and astronomy. There's an attitude of "that was easy for me; if it isn't for you then you shouldn't be here."</li> </ul>	<ul style="list-style-type: none"> <li>The physics major is challenging, but the department works to foster a sense of collaboration, not competition.</li> <li>Our professors never make students feel bad about needing academic or personal support and provide this support to students regularly.</li> </ul>	<ul style="list-style-type: none"> <li>The department makes a point to address concerns about the climate and culture of the department.</li> <li>The department fosters a strong sense of belonging for all students, by recognizing historical underrepresentation while encouraging cultural diversity.</li> <li>Faculty see it as their role to support all students' success and provide the necessary support.</li> </ul>
<b>Harassment response</b>	<ul style="list-style-type: none"> <li>Students generally don't feel comfortable approaching faculty with identity-based harassment issues. There are little to no resources in the department or on campus to assist with harassment. My department does little to advertise these resources.</li> </ul>	<ul style="list-style-type: none"> <li>Title IX and other anti-harassment policies are made available to students (i.e., via a poster, included in the syllabus). Faculty are aware of where to direct students who are experiencing issues of harassment or bias.</li> </ul>	<ul style="list-style-type: none"> <li>Identity-based harassment claims are promptly addressed through proper university protocol. The department has designated advocates who support a harassment-free environment and students know who to go to with identity-based harassment claims.</li> </ul>



## Section 2 | Physics & Astronomy Identity

	Starting the discussion	Making Progress	Transforming
<b>Faculty / Adviser / Club</b>	<ul style="list-style-type: none"> <li>The club adviser does not often attend or support student events or encourage BIPOC students to attend.</li> <li>Some students and faculty have a stronger connection with certain groups of students they view as similar to them.</li> <li>Some students have been asked why we are still in physics or have been encouraged to leave.</li> </ul>	<ul style="list-style-type: none"> <li>The club and department actively recognize the achievements and milestones of marginalized students.</li> <li>Most faculty understand the benefits of encouraging students and promoting student success.</li> <li>Club meetings happen at times that don't conflict with affinity groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students feel that the club adviser supports and encourages students from marginalized groups to take leadership roles in the chapter.</li> <li>The chapter makes members aware of NSBP/NSHP/SACNAS and other affinity groups on and off campus.</li> <li>Students are surveyed by the department and chapter leadership. The club is included in department decisions.</li> </ul>
<b>Student</b>	<ul style="list-style-type: none"> <li>BIPOC students do not feel like they are fully part of the department (e.g. they might only come to attend classes.)</li> <li>Some students are often isolated or excluded.</li> <li>Derogatory comments from other students about race go unchallenged.</li> </ul>	<ul style="list-style-type: none"> <li>BIPOC students have a stronger presence in department events, participate in and lead student club meetings, and actively pursue undergraduate research.</li> <li>While some students actively drive a sense of community, most students don't put a lot of sweat equity into building a cohesive club.</li> <li>The club is seen as an important part of the department.</li> </ul>	<ul style="list-style-type: none"> <li>Students make incoming majors feel welcome. A specific outreach is made to those traditionally underrepresented in physics. Study groups and social events include everyone, including BIPOC students.</li> <li>Events include the input of all members. Marginalized students have a strong sense that they belong in the department.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>Some research opportunities for undergraduates are available, though they feel highly selective. Only students going to graduate school are celebrated. Advising is not required, is uneven, and is not connected with course selection.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to attend identity-based conferences, and the department provides support and resources. Opportunities to teach, such as Learning Assistant and Teaching Assistant programs, are available.</li> <li>A broad array of careers and graduate school are both discussed and advertised.</li> </ul>	<ul style="list-style-type: none"> <li>Students and alumni help to identify colloquium speakers, course topics, and topic-specific courses. A diverse set of scientists are discussed in courses.</li> <li>Students and alumni are consulted as the department seeks to improve the curriculum. Every student who wants to can participate in research.</li> </ul>

	<b>Starting the discussion</b>	<b>Making Progress</b>	<b>Transforming</b>
<b>Faculty diversity</b>	<ul style="list-style-type: none"> <li>Students rarely see faculty and guest speakers that represent a diversity of people.</li> <li>A small fraction of faculty members actively advocates for minoritized students. If this champion leaves, a void in support is felt by minoritized students.</li> </ul>	<ul style="list-style-type: none"> <li>There is a diversity of people within the department.</li> <li>Traditionally underrepresented students often see people like them in leadership roles.</li> <li>The department regularly brings in diverse colloquia speakers including BIPOC speakers.</li> </ul>	<ul style="list-style-type: none"> <li>Students see and interact with faculty that represent a diversity of people, including Black faculty.</li> <li>There are support systems for every student to connect with faculty members they identify with.</li> </ul>
<b>Prosocial behaviors</b>	<ul style="list-style-type: none"> <li>Faculty seem to focus on academic success and are not cognizant of student interests and off-campus activities such as outreach.</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize faculty support in outreach activities. Faculty are involved in inviting alumni from a diverse set of backgrounds to speak to students about the work that they are doing to improve society.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty facilitate the organization of outreach activities and volunteer alongside students in outreach events that serve underserved communities. Faculty communicate how a degree in physics or astronomy empowers students to improve society, particularly for marginalized groups and students feel empowered to improve society, especially within marginalized groups, with their degrees</li> </ul>
<b>Career options</b>	<ul style="list-style-type: none"> <li>Students do not feel that they have all had similar career advising experiences with faculty; faculty only discuss graduate school options with students whom they think will succeed.</li> </ul>	<ul style="list-style-type: none"> <li>The SPS Careers Toolbox is highlighted frequently, from recruitment events to advising during students' third year (or earlier).</li> </ul>	<ul style="list-style-type: none"> <li>Students feel educated about a wide range of career opportunities that come from a degree in physics. Faculty show equal support for alumni who work for non-profits, government, industry, and academia.</li> </ul>

## Section 3 | Academic Support

	Starting the discussion	Making Progress	Transforming
<b>Leadership preparation</b>	<ul style="list-style-type: none"> <li>Officers meet at least once a semester to plan out activities and resources for all undergraduates.</li> <li>Collaborations are not often sought with other student groups.</li> </ul>	<ul style="list-style-type: none"> <li>Officers meet regularly throughout the semester with each other and the general student body in the department.</li> <li>Students have the opportunity to attend conferences that support leadership development, such as AAPT, NSBP, NSHP, and SACNAS.</li> <li>Officers have met with identity-based student groups such as STEM students of color groups to learn how to support members.</li> </ul>	<ul style="list-style-type: none"> <li>Officers have discussions with faculty around leadership building curriculum and professional development opportunities and collaborate on ways to build a diverse future leadership.</li> </ul>
<b>Commitment to students and leadership</b>	<ul style="list-style-type: none"> <li>Students have faculty mentor(s) in the department for both academic and group activities.</li> <li>Informal faculty mentoring for students of color is rarely recognized.</li> </ul>	<ul style="list-style-type: none"> <li>The department has several outstanding faculty mentors who regularly meet with students and student groups.</li> <li>Student leaders have a voice in department decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Student groups recognize outstanding mentors to both individuals and student groups.</li> <li>Informal faculty mentoring for students of color is recognized.</li> </ul>
<b>Advising and mentoring</b>	<ul style="list-style-type: none"> <li>Students only meet with their faculty advisers to approve course registration.</li> </ul>	<ul style="list-style-type: none"> <li>Students have faculty advisers who actively support both non-academic and academic needs.</li> <li>The department uses inflexible and sometimes impersonal advising.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meet regularly with their students and get to know them personally. They are prepared to help students seek accommodations if concerns arise about academic, financial, or other issues.</li> </ul>
<b>Student professional development</b>	<ul style="list-style-type: none"> <li>Most students do not attend professional development opportunities or meetings for club and regional groups.</li> <li>Some students present at local research conferences</li> </ul>	<ul style="list-style-type: none"> <li>Some students attend and give regional or national research presentations and participate in outreach events.</li> <li>Alumni do not often interact with or present to students.</li> </ul>	<ul style="list-style-type: none"> <li>The department regularly informs students of professional development resources such as the Career Toolbox. Students regularly present at local and regional conferences and interact with alumni through colloquia, tours, internships, and newsletters.</li> </ul>

	Starting the discussion	Making Progress	Transforming
<b>Resource guides for students</b>	<ul style="list-style-type: none"> <li>Students can find contact information for staff and faculty on the department website, but no information regarding how to seek help and advice around, tutoring, professional development, or student organizations.</li> </ul>	<ul style="list-style-type: none"> <li>The department website includes a guide to the major. Information is provided about the support provided by individuals and offices within the university.</li> <li>Support for academic support and mental health is not obvious or easy to find.</li> </ul>	<ul style="list-style-type: none"> <li>Students are regularly given the opportunity to provide feedback on the clarity and accuracy of the departmental resources and guides, such as a guide to the major and the department website. The major, professional development, and student organizations that represent all students are discussed between academic advisers and advisees.</li> </ul>



## Section 4 | Personal Support

	Starting the discussion	Making Progress	Transforming
<b>Financial</b>	<ul style="list-style-type: none"> <li>Typically, faculty and departments are unaware of the financial struggles of students. Faculty are unaware of how to direct financial aid questions if questions arise. Faculty have considered what resources need to be made available within the department to ensure students know where to go.</li> </ul>	<ul style="list-style-type: none"> <li>When they learn of student financial difficulties, faculty and departments can direct students to alternate forms of financial aid (i.e. emergency grant funding and food bank resources) and encourage students to seek out scholarships (through SPS or otherwise).</li> </ul>	<ul style="list-style-type: none"> <li>The department actively trains faculty to recognize students struggling with financial issues and trains them on ways to direct them to helpful resources. Departments should ensure strong connections with financial aid and student services offices to ensure students get the help they need.</li> </ul>
<b>Paid work</b>	<ul style="list-style-type: none"> <li>Some opportunities for departmental employment such as paid research and tutoring exist for students. It is not clear to all students how they find or apply for these opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Departments encourage faculty to seek funding for students and utilize university funds to employ students who are seeking employment.</li> <li>Departments and SPS chapters advertise opportunities (such as internships, REUs, and jobs portals) in the student lounge and in classes.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and departments work with students to accommodate their needs stemming from work and family obligations so that students have adequate time and support to be successful. Departments implement paid TA, Learning Assistants, or other paid educational job opportunities programs (such as tutoring jobs). All students are encouraged to apply and participate.</li> </ul>
<b>Mental health</b>	<ul style="list-style-type: none"> <li>How does the University address mental health needs? Are there resources available and do students know how to access them?</li> <li>The club sometimes has programming that addresses mental health.</li> <li>It's often unclear what resources are available and when.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and departments show empathy for students experiencing mental health issues. Faculty encourage students to get help but don't always know where to send them.</li> <li>The clubs actively promote the University's mental health resources.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and departments normalize seeking mental health services. Faculty are flexible in students needing extra time for assignments, emergency financial aid, and counseling services. Departments include references to university mental health services in syllabi and services are advertised within the department and in student spaces.</li> </ul>



	Starting the discussion	Making Progress	Transforming
<b>Intersectional identity</b>	<ul style="list-style-type: none"> <li>Faculty make an effort to treat all students the same.</li> <li>Students do not feel like they can express their full identities or bring social issues related to their identities into the classroom or lab.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty make an effort to learn about students' individual identities and backgrounds both in and out of the classroom.</li> <li>Faculty recognize that students now are different than when the faculty were students.</li> <li>Students feel like they are accepted, and their social identities are better understood, but they don't feel comfortable expressing their true feelings about what they are experiencing.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty members and departments are comfortable discussing differing identities, backgrounds, stereotypes, and marginalization. They recognize the unique promise of every student by viewing their strengths instead of their weaknesses. Departments and faculty join student discussions of the societal issues of concern to students. Students feel comfortable and safe bringing their whole selves to the department and to these discussions. Students feel that their unique experiences are heard and addressed.</li> </ul>



## Section 5 | Leadership and Structures

	Starting the discussion	Making Progress	Transforming
<b>SPS/club officers</b>	<ul style="list-style-type: none"> <li>Officers are elected every year by the membership. Officers host periodic meetings. Surveys and town halls to hear from all undergraduate members about how they could be included in activities are not regularly done.</li> </ul> <p>Activities at this level:</p> <ul style="list-style-type: none"> <li>Hang posters of AIP member societies in areas of heavy student traffic.</li> <li>Discuss AIP member societies at club meetings</li> <li>Invite AZC, ZC, or SPS National Officer to brainstorm activities</li> </ul>	<ul style="list-style-type: none"> <li>Officers strive to hear from all undergraduate physics and astronomy majors and leave the club in better shape than when they began. Some mentoring of future club leaders is accomplished each year. The diversity of the club leadership reflects the diversity of the department. The club invites speakers from underrepresented groups and the club visits an underserved local high school.</li> </ul> <p>Activities at this level:</p> <ul style="list-style-type: none"> <li>Invite student leaders from the Diversity, Equity &amp; Inclusion or Multicultural Centers to talk about opportunities to partner with SPS activities and/or provide leadership training.</li> <li>Posters reflecting a variety of ethnic, cultural, LBGTQ+, gender physicists, scientists, mathematicians, and technologists are visible throughout the department.</li> </ul>	<ul style="list-style-type: none"> <li>The club adheres to the SPS code of conduct and has publicly posted ground rules for common spaces that embrace equity and inclusion of all students. Events highlighting diversity in physics and astronomy are regularly advertised to members and the club regularly hosts diverse speakers and periodically hosts colloquia on diversity, equity, and inclusion topics.</li> </ul> <p>Activities at this level:</p> <ul style="list-style-type: none"> <li>Actively recruit and encourage members to utilize co-membership with the National Society of Black Physicists &amp; National Society of Hispanic Physicists.</li> <li>Invite cultural, LBGTQ+, ethnic, religious, engagement or activists campus clubs/ organizations to a game night, pizza party or ice cream social.</li> <li>Regular social media posts highlighting the research or work of physicists from underrepresented groups, particularly Black, and Indigenous people of color.</li> </ul>

	Starting the discussion	Making Progress	Transforming
<b>Student recognition</b>	<ul style="list-style-type: none"> <li>The club and its members do not acknowledge service within the club or engage with programs offered by student affairs, or the multicultural center.</li> </ul> <p>Activities at this level:</p> <ul style="list-style-type: none"> <li>Partner with Multicultural department/Diversity Centers to learn about significant cultural events and inclusion training.</li> <li>Commit to participating in one campus multicultural event per quarter/semester.</li> </ul>	<ul style="list-style-type: none"> <li>The department alumni newsletter highlights the successes of BIPOC SPS members, Alumni, and Sigma Pi Sigma members.</li> </ul> <p>Activities at this level:</p> <ul style="list-style-type: none"> <li>Partner with college/university foundation giving scholarships for African American students who declare a physics major.</li> </ul>	<ul style="list-style-type: none"> <li>Student successes are regularly shared through department announcements. The department partners with campus programs that support African American students, and recognizes the importance of such programs for student belonging, professional identity development, and academic/personal support.</li> </ul> <p>Activities at this level:</p> <ul style="list-style-type: none"> <li>Partner with university foundation or college to fund students to attend Black Physicists, National Society of Hispanic Physicists, PhysCon, SPS Zone meetings, and/or AAPT conferences and present research.</li> </ul>
<b>Campus resources</b>	<ul style="list-style-type: none"> <li>Members are aware of some campus resources but do not know which ones are most helpful for a specific situation.</li> </ul> <p>Activities at this level:</p> <ul style="list-style-type: none"> <li>Invite TRiO, CAMP or other scholarly programs to present at club meetings.</li> <li>Post fliers for TRiO, CAMP, or other scholarly programs in high-traffic areas and/or student collaboration areas.</li> </ul>	<ul style="list-style-type: none"> <li>The club adviser is well informed about campus resources including student affairs offices, advising, research funding opportunities, multicultural centers, and tutoring. When students approach them with problems, they can point to peers for resources.</li> </ul> <p>Activities at this level:</p> <ul style="list-style-type: none"> <li>Recognize student leaders with an annual leadership award.</li> </ul>	<ul style="list-style-type: none"> <li>Club officers and the adviser are well informed about campus resources. Student leaders meet with the department and faculty to communicate peer needs and concerns.</li> </ul> <p>Activities at this level:</p> <ul style="list-style-type: none"> <li>Read &amp; discuss ways to implement recommendations in the TEAM UP report.</li> </ul>
<b>Incentives and rewards</b>	<ul style="list-style-type: none"> <li>A single club member advocates consistently for minoritized students. Ultimately, when this champion burns out or graduates, a void in support is felt by minoritized students.</li> </ul>	<ul style="list-style-type: none"> <li>The club leaders empower students to advocate for each other, themselves and minoritized students. Black students are encouraged to apply for external funding, REUs, and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The department and club hold every member accountable for the inclusion of all other students. Club values and norms are clearly stated. Faculty work with students to apply for external funding for those traditionally underrepresented in physics, such as scholarships and bridge programs.</li> </ul>



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