AIP
American Institute of Physics

TEAM-UP REPORT

THE TIME IS NOW

Systemic Changes to Increase African Americans with Bachelor's Degrees in Physics and Astronomy

Appendix 9: Rubric for High School Students/Parents to Evaluate Physics & Astronomy Departments

TEAM•UP

APPENDIX 9: RUBRIC FOR HIGH SCHOOL STUDENTS/PARENTS TO EVALUATE PHYSICS & ASTRONOMY DEPARTMENTS

Congratulations on your choice to enter one of the most rewarding, challenging, and fun careers! The TEAM-UP report was designed to examine the factors affecting the representation of African Americans in the field of Physics and Astronomy. This rubric was designed by organizing findings and recommendations into a score sheet. You can use this rubric, before making the decision to attend a particular school, to determine if the physics department will be supportive of your success. If you can, try to schedule a visit and an appointment with the department chairperson or the director of undergraduate studies to more fully ask questions framed by this document.

Belonging

Fostering a sense of belonging is essential for African American student persistence and success.

	Excellent	Good	Fair	Poor	Not Discussed
Faculty have strong & positive interactions with students (through research, projects, club activities, etc.).					
Student clubs and organizations are available, such as Society of Physics Students.					
Peers of the same affinity group are present in the department and/or university.					
Instances of microaggressions are acknowledged and addressed.					

Physics Identity

To persist, African American students must perceive themselves, and be perceived by others, as future physicists and astronomers.

	Excellent	Good	Fair	Poor	Not Discussed
Faculty have mechanisms to encourage and recognize student success.					
Students have the opportunity to attend and present at conferences.					
Students have the opportunity to perform research.					
Students have the opportunity to become Learning Assistants.					
Faculty and staff of the same race or affinity group are present to serve as role models.					
Students have the opportunity to participate in community service-based projects.					

Academic Support

Effective teaching and a strengths-based approach to academic support are necessary for African American student retention and success.

	Excellent	Good	Fair	Poor	Not Discussed
Faculty use state-of-the-art teaching methods in the classroom.					
Ways in which faculty demonstrate that students are valued by the department are discussed.					
Advising systems are in place which provide early warning of academic, financial and other difficulties.					
Resources are available for academic, financial and other difficulties (including mental health and stress).					
There are multiple pathways to degree completion (i.e. a variety of courses and each are offered each semester or at least once per year).					

Personal Support

Many African American students need support to offset financial burdens and stress.

	Excellent	Good	Fair	Poor	Not Discussed
Financial aid is available.					
Textbooks used are at reasonable cost or free.					
There are available mental health resources on campus.					
There are first-generation college graduates among the faculty.					
The university and department are able to report the number of first-generation physics and astronomy majors.					
The university and department acknowledge and welcome all aspects which relate to my affinity group.					
The department describes the various career pathways available to me with a physics or astronomy degree.					

Leadership and Structures

For sustainability, academic and disciplinary leaders must prioritize creating environments, policies, and structures that maximize African American student success.

	Excellent	Good	Fair	Poor	Not Discussed
Special programs exist to help students with physics identity and belonging.					
The department offers dual-degree programs and research funding.					
The university has a multi-cultural center.					
The university has a tutoring center.					
Students are made aware of the campus resources.					