**Discussion Prompts:**

1. **What has been the most important positive change for your underrepresented group (e.g., women, Asians) in the profession in recent years? Why?**

* A twitter hashtag for the support of graduate students - #BlackGrad – has been good for community building. Other useful social media resources include #WoCWednesday and the twitter account @womenalsoknow (website: [www.womenalsoknowstuff.com](http://www.womenalsoknowstuff.com)).
* Workshops on the tenure process for black political scientists have helped to disseminate knowledge on (a) how to explain what black political scientists do, and how to value it / demonstrate its value; and (b) how to write your tenure dossier to explain student evaluations, and the value of ethnic/race research.
* We have been glad to hear about several black (women) scholars who have acquired tenure and promotion; this is important because we will have more senior scholars in the pipleline.
* APSA support (for women) at a high level has been valuable for opening doors, but we feel like APSA realigning the old scholarship is invalid because it doesn't include women and minorities.
* There seems to be an increasing realization of the unique needs of graduate students. Some organized sections have reduced membership fees for graduate students, for instance. APSA has now established a status committee for graduate students in the profession.
* The creation of the LGBT caucus has been positive; we have seen more sensitivity trainings.
* For Community College Faculty, the most important positive change has been being increasingly recognized as legitimate members of the profession. CC faculty often feel that they are treated like second class citizens. They may not have PhDs, may not publish, may not work at elite institutions. Yet, they feel they are doing essential work in the profession and want to be recognized as political scientists, as experts.

1. **What is the top challenge your group now faces in the profession? Why?**

* Costs related to attending APSA are a big problem for graduate students, as well as smaller schools and historically black colleges and universities (HBCUs); by not addressing the issues re: funding for graduate students, we are enabling the ‘creaming effect’, and we do not end up with the best or most diverse pool at APSA. (Some institutions don't allow APSA interviewing)
* Problems in the pipeline from HBCUs make it harder to increase diversity of the profession.
* Gaps in cohorts, with senior scholars, is challenging (w/ more junior scholars in the pipeline, this may soon wane); it’s not a problem of attention or retention, per se. Arguably, w/ years with few black scholars, the pipeline needs time and more recruitment to rebuild itself.
* Contingent faculty face challenges related to jobs and benefits, creating issues with lack of stability and lack of respect; these make it difficult for CF to advocate for themselves.
* Critical work that is supportive and respectful of LGBT families and subjects is increasingly challenged, and can depend in large part on geography.
* Graduate students face broad challenges related to liveability, particularly in regards to sustainable wages and lifestyles.
* At Community Colleges, we face challenges around the use/abuse of adjunct faculty. Even within CC faculty, there is a hierarchy between FT and PT. Full time faculty often lack funding to support participation in professional organizations and professional development, but they are more likely to have access to this kind of support. They are more likely to be rewarded for participating. They are more likely to be adequately compensated at their jobs to be able to engage in the profession even if they don't have institutional funding.

1. **What is the most important issue that you think the caucuses and committees might work together to address in the immediate future? Why?**

* The discipline has been rocked by suicides and tragedy, which suggests that mental health at all levels of the profession warrants greater attention. There is too much pressure in the discipline; we need to talk more about stress and its effects, as well as how to better support each other, focusing especially on our ‘work/life’ balance.
* Also, on the issue of funding for graduate students, committees and caucuses need to push APSA to figure something out – maybe push for crowd funding (e.g. “will you give $1 to support graduate students?). We can set expectations of status committee members and work together to influence APSA policy (e.g. they should waive fees for the status committees, as this would require only a small amount of money).
* Scholars at research universities could be given the time to workshop the feedback on the diversity report.
* Both the LGBT caucus and the committee for the status of graduate students emphasized the importance of leveraging the value of the APSA network, so that we may do more to advocate for each other. Network can also be used for mentorship – learning from those before us.
* Together we can focus on recruitment at the undergraduate level, to work on building the pipeline; we could even focus on high school students, introducing them to our research and the notions of inquiry that underlie our work.
* We should look at how research ties into teaching—who does what work, what work gets done, persons who shape knowledge. *Syllabus in AP is lacking a race lens!* People have to self-teach.
* For contingent faculty, it is critical to address the status of higher education, especially long-term divestment in higher ed (an issue exacerbated by the current administration).
* We need to work together to respond to fewer academic jobs, including increasing understanding of non-academic job options, as well as reviving the academic job market.
* In some ways the organization (APSA) is passe. Members who lead the organization have full time, tenured jobs, where they can focus largely on their niche research. They do not represent the reality of today's higher educational environment. I think the committees can work together to address real world concerns and issues: how to prepare graduate students for a different job market, how to be better teachers in the classroom, advocating for higher education generally, keeping programming and services offered by being part of the organization relevant.

1. **How do you think that more coordination among the caucuses and committees could best be accomplished?**

* We could do quarterly conference calls.
* We should have an event at APSA – maybe a plenary, followed by breaking out for business meetings, or something like ½ day short courses. Most of the groups support the idea of intentionally creating opportunities to get together (e.g. a pre-conference day).
* APSA could give incentives to caucuses and committees to organize panels, plan receptions, etc., with adjusted panel allocations (e.g. in American politics).
* We should have a set of panels on issues in higher education that can speak to multiple status committees and caucuses (e.g. diversity, employment, social issues)
* We should pay attention to cross-cutting dependencies among underrepresented groups, for instance many new academics may become contingent faculty; women, LGBT, racial or ethnic minority contingent faculty may face specific challenges.
* We need clear communication from APSA staff that is consistent, and consistently shared equally with all groups. For example, one status committee chair heard several references to a "guide" for chairs. She never received this guide. Do all Chairs of committees receive this?
* Let’s seek to facilitate communication (via APSA) with other committees; each committee/caucus would have an outreach person.
* We could have a Chairs/Caucus head list serv.
* It would be great to have an annual summary of the work of each caucus and committee, to be shared among everyone, e.g. What are the priorities of each committee/caucus that year? We should solicit specific feedback from the committees/caucuses regularly and facilitate sharing relevant info with relevant other groups.