The APD Committee met with Deans Hackman, el-Yasin, and Harper-Mangels to discuss issues in graduate teaching.

- The first question the APD asked the deans was what percentage of requests for 6th year teaching was granted: the administrators did not have this information and indicated that individual departments were more likely to have relevant data. However, they did provide data on the number of graduate TFs in years 6-8 over the academic years 2007-08 through 2011-12.
  - In general, the university has recently turned to hiring non-students for teaching, indicating a shortage of graduate teachers.
  - The data show that 6th year teaching has increased over the period 2007-2012, but not in years 7 and 8. This may reflect a recent increase in the graduate student population, especially after 2010.
  - APD representatives reported that in years past, departments have felt pressure to reduce requests for teaching, but it was unclear where this pressure came from – the Deans insisted that the Graduate School administration has not pressured departments to reduce teaching positions. There is also a perception that sections have gotten larger over time – but the graduate school policy has been consistent: sections are limited to 18 students in most subjects.
  - The deans said that the graduate school has moved toward greater transparency, but policies have not changed.
  - APD representatives emphasized that some small departments – like Medieval Studies – have persistent problems with procuring teaching for their student, even during their teaching years. This is also a problem for some large departments, such as History.
  - There is a pervasive sense among graduate students that they are being pressured to get out in 5 years and should not be teaching in year 6. **However, graduate students in most GSAS programs are guaranteed 6 years of registration.**
- The APD also discussed issues pertinent to language teaching, including the disproportionate burden of language teaching, the question of adequate compensation for TFs, whether the graduate school has the authority to tell departments how to distribute work.
  - APD representatives illustrated some of the problems with language teaching by discussing the Slavic Department, where a reform of the language TF program to teaching 2 weekly courses has not brought about a significant reduction in overall work, at least not to the level stipulated by the TF-2 level assigned to language TFs in Slavic.
  - The problem of whom to go to with teaching-related problems was discussed – sometimes the departmental DGS and the Graduate School Administration have referred students to each other.
  - The Deans said that departments have ultimate discretion concerning language teaching issues. Students should talk to their DGS first, but the relevant Dean is always available as a resource.
• Students emphasized that the workload is contingent on section sizes, which for language teaching are currently capped at 15. However, sections are often larger due to the reluctance of departments to turn away interested undergraduates.

• The Deans said that requests for new sections and additional TFs are almost always granted.

• Associates in Teaching Program:
  ▪ The current description of the program discourages upper-year students, since students in priority teaching years cost the program virtually nothing. However, this is not universally true, as programs low in TFs must hire new teachers and compensate them at the PTAI level to replace a teacher lost to the AT program.
  ▪ At present, there is no fund devoted specifically to the AT program, which complicates discussions of the funds available for upper-year applicants.
  ▪ However, it bears emphasizing that Bill Rando’s committee makes the ultimate decisions concerning AT applications, so the financial considerations emphasized by the program’s current description are unlikely to affect the consideration of individual applications.

• There were several issues that the Deans wanted to discuss, including:
  ▪ The success of the Interdepartmental Teaching Interest Survey, implemented for the first time in Fall 2012. The vast majority of students contacted for the survey responded.
  ▪ It was recommended that next time, the survey results should supply data on upper-year students.
  ▪ Currently, TFs for exclusively graduate-level courses do not receive evaluations. This will soon be changed.