The main issue discussed at this meeting of the APD was the reconsideration of Shopping Week by a Teaching and Learning Committee led by Dean Levesque. Shopping week creates a number of issues relevant to graduate students, especially due to the uncertainty of section assignments, but this committee does not include any graduate students. Ksenia Sidorenko and Lauren Tilton will meet with Dean Levesque on Friday, February 1st on behalf of the GSA, therefore the APD decided to convey some recommendations and pose some questions to the committee which would represent the graduate student perspective:

- New features have recently been introduced, such as pre-registration for small seminar courses. Have these been effective and can this feature be expanded to larger lecture courses?
- It is currently hard to distribute shopping students among sections during shopping week, when student numbers are fluid and they are not required to commit to a section. At the same time, the number of sections cannot be determined until the number of students is relatively stable.
- Some APD members suggested that section times might be determined earlier. In some courses, the sections are not set until the course is populated.
- Would it be possible to limit the number of courses a student can shop? This is a system currently employed at many universities during their add/drop or shopping periods.
- It may be useful to gather data on historical enrollment figures in particular courses or departments to better predict each semester’s enrollments.
- As it is currently implemented, shopping week discourages professors from assigning much work or covering significant material during shopping week.

The APD also continued the discussion of the teaching forum which could be financed by “other events” funds from the GSA budget:

- Due to the GSA’s unique ability to facilitate communication of people in disparate programs, a natural focus of this event could be interdisciplinary.
- It may be useful for graduate students to invite faculty winners of teaching awards. They could discuss teaching issues at a roundtable or give presentations of their teaching experiences and techniques.
- There could be a second roundtable for student teachers. Alternatively, selected student teachers could give brief presentations of experiences or issues in teaching, which would be followed by discussion with the audience.