Members of the APD committee representing the language departments met to discuss issues relating to graduate language teaching.

- Differing departmental conditions: Romance Languages and Literatures and Italian lack the foreign exchange students that German uses to teach and grade on Fridays.
- International Students on F1 visas are required to be full-time students. As such, their permitted working hours are extremely limited. In light of this, the question of whether language teaching is work or not becomes very important, since language teaching generally requires longer hours than other kinds of teaching.
- TF levels assigned to language teachers may vary by department. In some departments, such as Slavic, language TFs are assigned to Level 2 – with a stipulated weekly workload of approximately 10 hours. This does not correspond to the actual experience of teaching Russian, however. The real weekly commitment is closer to 20 or even 25 hours. In Italian, where students teach five days a week, language teachers are classified as Part-Time Acting Instructors (PTAIs).
- Several suggestions were offered to reduce language teaching workloads, such as splitting up of teaching, as is already done in German with a different student teaching on Fridays in some courses. Another possible arrangement is that of Slavic, where graduate TFs teach two days out of five but are required to attend at least two of the other three sessions, which are taught by a full-time Lector. Such team-teaching arrangements could also involve multiple TFs, rather than one TF and a lector, thereby opening up more TF positions. However, team teaching tends to decrease TF autonomy and add the problem of synchronizing the teaching of two different instructors.
- The representatives agreed that smaller classes would reduce the TF workload (especially in terms of grading, which is very time-consuming) and would also be beneficial to the students.
- A question was raised regarding how the quality of language teaching is measured, and what arguments might be made in favor of reducing class sizes.
- Consistently stressed was the inequality of compensation across types of teaching. Language TFs are generally made to work more than their TF level ostensibly allows. A five-day, independently taught course can be so time-consuming that it can prevent the graduate student from making any substantial progress on his or her own research. Given this situation, should language TFs receive extra compensation?
- The problem of 6th-year teaching was raised. If it turns out, following the November 6th meeting with the deans in charge of graduate teaching that 6th-year teaching is available to all those who request it, an appeal for an official guarantee of 6th-year teaching may be in order. Such a guarantee would be especially valuable for international students, who would thereby be able to apply for 6-year visas.
- There were no representatives of non-European languages present, and issues pertinent to those programs are therefore unknown.
- A proposal was made to institute regular inter-departmental meetings of the language coordinators.