

UNIVERSITY OF WARWICK		
GTA Working & Advisory Group		
PUBLIC MINUTES OF THE MEETING HELD 10:00 Wednesday 04 March 2026, Microsoft Teams		
Present	Sara Hattersley	Chair
	Rhiannon Martyn	Deputy Chair
	Oliver Turner	Lead ADC PGR programmes
	Alex Fraser	Dept Administrator ADC
	Michele Underwood	Research Development Manager, Doctoral College
	Echo Zhuo	Student Experience
	Abbie Birchill	People Team
	Maryam Masood	Faculty of Science academic reps WMG
	Naomi Pullin	Faculty of Arts Academic rep History
	Camilla McClean	Faculty of Social Science academic reps WBS
	Laura Lammasniemni	Faculty of Social Science academic reps Law
	Karoline Schnieder	Faculty of Social Science administrative rep PAIS
	Stephanie Schnurr	Faculty of Arts Academic rep
	Rochelle Sibley	Faculty of Arts Academic rep
	Angel Varghese	UCU PGR rep (Arts)
Postgraduate Researchers	Michael Cavaliere	Maths PGR
In Attendance	Michael Ward	Chair of Academic Faculty SEM
	Adele Browne	Director of Student Experience and Engagement
Secretary	Louise Sutcliffe	Doctoral College
Ref	Item	
001	Apologies for absence Liam Cremona, Nicolas Hopcroft	
002	Declarations of Interest No new declarations were made.	
Items for discussion		
003	Graduate Teaching Assistants- an Introduction The group received a PowerPoint presentation alongside a verbal report, followed by discussion on the key points outlined below. • An overview was provided on the background and development of the GTA role, including a brief history of its implementation at Warwick. • Feedback and contractual considerations were discussed, particularly in relation to training provision. It was noted that paid training time is constrained by the limits of existing contracts. • Data was shared indicating 822 GTA contracts as of December 2025. It was clarified that this figure represents the number of contracts rather than the number of individual GTAs, which presents challenges in understanding the true scale of engagement. • The group also discussed the different types of GTA contracts in use at Warwick and the implications these have for consistency, support, and development. • The importance of recognising and valuing those who support GTAs was highlighted, including reference to a proposed or existing “thank you” or recognition initiative for staff contributing to GTA support. • Finally, discussion touched on post-GTA pathways, including engagement with alumni and the development of a GTA developer or alumni network to support continued professional development beyond the role.	

004	Proposal for new GT Associate role The Committee received the report (007-FGPC250918, General) and key points and discussions were as follows: • Members were invited to submit any questions to Mike Ward the after reviewing the paper in detail. The background to, and rationale for, the proposed Graduate Teaching (GT) Associate role was outlined. • It was noted that the role could provide departments with additional teaching support while offering potential career development benefits for PGRs. The proposal was described as responsive to fluctuations in student numbers and complementary to, rather than a replacement for, existing GTA roles. It was emphasised that the role would need to be sufficiently attractive to PGRs to ensure take-up. • The group discussed the potential benefits of the role for PGRs who face gaps in childcare provision, noting that some PGRs are not entitled to government childcare support. The proposed role could therefore address an unmet need while supporting teaching delivery. • Members were invited to consider and suggest ways in which the role could be further improved or made more appealing. It was noted that the proposal had emerged alongside the work of this group. • Discussion considered the distribution of teaching hours, noting that full-time PhD students in GTA roles may reach their maximum permitted teaching hours, particularly when teaching first-year undergraduate modules. The proposal could allow some teaching hours to be allocated to GT Associates, including PGRs studying part-time. • The group highlighted the need for clarity around how the role would support PGRs undertaking fieldwork and agreed that a clear structure would be required. Disciplinary differences were noted, with a need for flexibility to accommodate varying teaching models and research demands. • Progression within the role was also discussed, including the possibility of increased teaching responsibility in later years (for example, by the fourth year of study), allowing for a developmental pathway. • It was acknowledged that funding arrangements would require further consideration and that the role may not be suitable for, or available to, all PGRs. However, it was suggested that the proposal could present an opportunity to increase the number of funded PhD places.
005	Membership and Terms of Reference 2025-26 The working group agreed the terms of reference and confirmed the membership for 2025–26. The Chair invited members to suggest any additional members, including the possible inclusion of master’s students who undertake undergraduate teaching.
006	Position of GTAs and our priorities in relation to the five revised strands of the PGR strategy, and relationship to other working groups The working group discussed the position of Graduate Teaching Assistants (GTAs) in relation to the five revised strands of the PGR Strategy and their relationship with other relevant working groups. Challenges were noted around the timing of teaching commitments alongside PGRs’ own research timelines. It was highlighted that, in some cases, supervisors may discourage PGRs from undertaking GTA roles due to concerns about workload and progress, although there is some growing understanding among supervisors of the value and demands of GTA responsibilities. Disciplinary differences were identified, with variable expectations and practices across departments. The role of the module convenor was highlighted as particularly important in providing effective support to GTAs.

	It was suggested that teaching should be a standing item on the agenda of supervision meetings to support better planning and transparency. It was also noted that supervisors may have limited visibility of the teaching duties undertaken by their supervisees, which can hinder effective support.
007	Current training and development figures The working group received an overview of the current training and development figures. It was noted that the data is provided without comparative context, such as historical benchmarks or cohort size. The group agreed that the data could be explored in more detail at a future meeting. It was also noted that while demand for training is high, not all those who sign up can be accommodated due to capacity limitations.
Items below this line were for receipt and/or approval, without discussion	
008	Useful documentation The group received and noted the useful documentation here for the group to review and look at not being discussed.
Other	
009	Any other business The Chair will circulate a Padlet via the Teams space and invite members to contribute their thoughts, preferences, and ideas on GTA WAG priorities for 2026 and beyond. Action: Members to add items to the Padlet by 2 April 2026
Next meeting: Thursday 30 April 2026 13:00 (Microsoft Teams)	

DECISIONS AND ACTIONS			
ITEM	ACTION	LEAD AND DUE DATE	STATUS
[2025-2026]			
009 Any other business	Members invited to contribute to the Padlet (GTA WAG: priorities for 2026 and beyond) with thoughts, preferences and ideas for the priorities of the group	Chair- Sara Hattersley 2 April 2026	Completed