



**Guidelines**  
**for**  
**Occasional Classroom Teaching for Career Development Purposes**  
**for**  
**Research Fellows/Post-Docs**

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**1. Purpose**

The purpose of this programme is to develop robust guidelines to aid those Research Fellows/Post-Docs who wish to avail of **occasional classroom teaching for career development purposes**.

The occasional **classroom** teaching to be conducted by the Research Fellows/Post-Docs should not impact the research outputs specified in the grant and needs to be agreed by all parties involved: the post-doc, the Principal Investigator (PI), the School and the funding body. It is the responsibility of the Head of School (HoS) and PI to ensure that any such teaching financed by College is not in breach of existing contracts with funding bodies.

PIs should ensure to discuss any **classroom** teaching component for career development purposes, where possible, **prior** to the commencement of the employment contract.

**2. Principles:**

The principles of this initiative are:

- It is for career development purposes for Research Fellows/Post-Docs
- It is **not** for covering core teaching needs of the School, this should be covered under normal staffing approval process
- No obligation for any Researcher to engage in **classroom** teaching (only if required to do so by their funding body)
- Must have approval from the grant provider
- Approval must be obtained in advance from PI/HoS/DUGTL/DPGTL
- Other than those Funders whose terms and conditions **require / allow** additional remuneration for career development teaching (as set out in Scenario 2), the remuneration for research and teaching will normally be within the framework of the initial contract (as set out in Scenario 3).
- Availing of teaching opportunities cannot result in the employee being employed beyond a 100% full time equivalent (FTE)
- Classroom teaching should be occasional and normally not used as a substitute for core teaching activity
- Normally, an individual Research Fellow / Post-Doc's teaching load should be capped at two academic years, maximum of 20% of the Schools teaching allocation model for contact hours per annum; accumulation of which over two years can be distributed flexibly



3. Possible Post-Doc teaching scenarios under this initiative:

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| 1. | Research grant agreements <b>with built-in teaching</b> requirements                    | Some funders have an in-built teaching component for career-development purposes. The teaching component is usually clearly specified in the application. It is the contractual obligation of the respective School to facilitate this teaching. No costs incur to the host-institution, as it is understood that the teaching is <b>an integral part of the funds provided</b> by the funding body.  |
| 2. | 100% FTE research contracts <b>with</b> funder's guidelines/provision for teaching:     | <p>Some funding bodies allow post-docs to avail of teaching opportunities for career development, with stated criteria within their funding terms and conditions; these include the insistence that this teaching must be remunerated by the home-institution additional to the funds provided by the funding body. Typically, these are 1 to 2-year individual grants.</p> <p>We strongly encourage that the teaching to be conducted in the course of the grant is discussed and agreed between the respective School and the post-doc <b>before</b> the start of the grant and employment commences, so that it can be provided for in the initial employment contract.</p> <p>If teaching opportunities arise in the course of the grant contract, once the details are confirmed an amended terms &amp; conditions confirmation letter issues.</p> <p>The occasional teaching to be conducted by the Post-Doc should not impact the research outputs specified in the grant and needs to be agreed by all parties involved: the PI/Mentor, the post-doc, the School, the funding body.</p> <p>The remuneration for teaching will be covered by the School and should normally be as Adjunct Teaching Fellow.</p> |
| 3. | 100% FTE research contracts <b>without</b> funder's guidelines /provision for teaching: | <p>The most common scenario is that post-docs are hired for a specific research project on a 100% FTE basis, without provisions for teaching. In these instances, occasional teaching terms need to be negotiated between the funding body and the PI and signed off by the Head of School. If the funding body allows remuneration for teaching additional to the salary covered by the funding body, scenario #2 above applies.</p> <p>If not, the funding body will typically agree to cover the percentage of the research commitment (say, 80% FTE), while the percentage of teaching duties as an Adjunct Teaching Fellow (say, 20%FTE) will be <b>covered by the respective School</b>; the total of research and teaching commitment combined cannot exceed 100% FTE.</p>   |



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|    |   | <p>Once the details are confirmed, an amended terms &amp; conditions confirmation letter to reflect the change to Research post FTE and a contract confirming the Adjunct Teaching Fellow issues.</p> <p>It is the responsibility of the PI and the HoS to safeguard that any such teaching financed by College is not in breach with existing contracts with funding bodies.</p>   |
| 4. | Part-time research contracts of less than 100% FTE: | <p>If a Post-Doc is hired on a part-time research contract of less than 100% FTE (e.g. 60% FTE), up to the remaining percentage (i.e. 40% FTE) can be used for career development teaching commitments. The normal staffing process needs to be followed for the Adjunct Teaching Fellow post, which will result in an additional contract issued to reflect the new arrangement.</p> <p>The remuneration for teaching will be covered by the School and should normally be as Adjunct Teaching Fellow. The definite duration and the specified purpose of this teaching needs to be clearly stated and is non-renewable.</p> |

**4. Owner**

The owner of this programme is the Dean of Research

**5. Implementation and review**

The Programme was implemented in 2024/25 academic year and will be reviewed after two years of operation.

The following paragraph will be inserted into **Research Fellow** employment contracts from date of implementation where teaching arrangements under this Programme are not advised at time of hiring. :

*In consultation with the School of [insert name of School] and as opportunities arise, you may also contribute to specific teaching activities. These activities require consent between you and the School. The teaching assignment must be permitted by the relevant external funding agency. The teaching components are offered as a reasonable part of the training and career development, and the delivery of a specific teaching component should be occasional and normally be restricted to a period of no more than two academic years in which the teaching methodologies can be developed.*

*If teaching is an inbuilt component of the grant for career development purposes, the teaching range is typically defined in the initial grant application signed off by the respective School.*