Full Professor of Plasma Physics
Permanent Contract

DCU School of Physical Sciences
Faculty of Science and Health
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The Senior Academic Leadership Initiative

This SALI Programme is managed by the Higher Education Authority (HEA), on behalf of the Department of Education and Skills (DES). Following a competitive process based on an annual Call for applications from higher education institutions (HEIs), the HEA approved two new and additional senior academic leadership posts for Dublin City University in the areas of Physical Sciences (Full Professor of Plasma Physics) and Computing (Full Professor of Computing – Natural Language Processing) to assist in accelerating gender balance at senior levels.

Dublin City University
Dublin City University (http://www.dcu.ie) is a research-intensive, globally engaged, dynamic institution that is distinguished by both the quality and impact of its graduates and its focus on the translation of knowledge into societal and economic benefit. DCU prepares its students well for success in life, and in the workplace, by providing a high-quality, broad education appropriate to the challenges and opportunities of the 21st century. As Ireland’s University of Enterprise, it is characterised by a focus on innovation and entrepreneurship and a track record of effective engagement with the enterprise sector. Excellence in its education and research activities has led to its consistent position in the rankings of the world’s top young universities (e.g. THE 100 Under 50).

DCU School of Physical Sciences
The DCU School of Physical Sciences was founded in 1980 as one of the foundation schools of DCU (then NIHE). The School offers a wide range of undergraduate and postgraduate programmes and also supports a vibrant community of PhD scholars. It takes great pride in the achievements of its graduates who have gone on to play key roles nationally and internationally in research, education, industry and many other professional domains. The focus of the School is on applied physics, with plasma science as one of its main priority areas.

National Centre for Plasma Science and Technology (NCPST)
Reflecting this focus, one of the four research centres hosted by the School includes the National Centre for Plasma Science and Technology (NCPST). The Centre was established in 1999 through a combination of state and private funding under the HEA-PRTLI 1 programme. Since its establishment, the NCPST has enabled researchers at DCU to secure funding from Science Foundation
Ireland (SFI), Enterprise Ireland (EI), Irish Research Council (IRC), European grants and industrial support. It has also brought together large-scale collaborations with major industry leaders such as IMEC, Scientific Systems Ltd, LAM Research, Johnson & Johnson, and INTEL. Of international importance, the NCPST is part of the Euratom fusion R&D programme which has its focus on the construction of the world’s largest energy research project, ITER. Europe is represented in this project by F4E (Fusion for Energy) and NCPST manages Ireland’s contribution. The NCPST has also grown plasma technology capabilities and provided a platform for significant initiatives in undergraduate, postgraduate and continuing education. NCPST is one of DCU’s most long standing and important research centres and is a key contributor to DCU’s international standing in terms of annual publications and citations.

The Position
Reporting to the Head of School, the DCU School of Physical Sciences is now seeking to appoint an exceptional, internationally-recognised plasma physicist, committed to the pursuit of leading-edge research, who will help to support strategic research leadership in the School, the NCPST Research Centre and across DCU. The successful candidate will also be expected to contribute to teaching, curriculum development, and administrative activities in the School, across all levels. This position presents an exciting opportunity for an individual to make a significant contribution to the future of DCU as it enters its next stage of major development.

Key Responsibilities

Research
To lead research activity in the School by:
— Publishing new ideas and findings in top tier international journals
— Seeking funds from external agencies and/or organisations to support personal and School research initiatives
— Leading the development of collaborative and interdisciplinary research within the School and wider University
— Providing research mentorship to early career academics
— Leading the dissemination of research via the hosting of research conferences, seminars, etc
— Enhancing the reputation of the School in the international research community via conference presentations, journal editorships, external examining, etc
— Developing and leveraging international research networks to enrich the research activity of the School
— Enriching the research culture and environment in the School

Teaching
To lead teaching and learning activity in the DCU School of Physical Sciences by:
— Delivering teaching in a manner consistent with the highest academic standards
— Using a wide range of teaching and assessment methodologies which foster a deep approach to learning and which equip students with the skills and attributes needed to be lifelong learners
— Designing and developing new undergraduate and post graduate programmes, including state-of-the-art plasma modules
— Enriching the scholarship of teaching within the School
— Fostering a culture of teaching innovation within the School
— Supervising PhD students and contributing to the School’s PhD supervisory process

Leadership/Management/Service
To contribute to the leadership, management and administration of the DCU School of Physical Sciences and the NCPST Centre by:
— Delivering management and service roles to a high standard (including as required roles such as, Head of School, Associate Dean and Executive Dean)
— Active engagement in accreditation-related activities
— Contributing proactively to relevant School and University committees, working groups and meetings
— Engaging in, and contributing to, staff development activities

External Engagement
— To help enhance the reputation of the DCU School of Physical Sciences through engagement in, and leadership of, external academic, business (including consultancy), professional, public sector and community activities (approved by the Executive Dean, where appropriate)

Person Specification/Experience Requirements
Applications are invited from academics who are active researchers within the broad area of plasma physics. Applicants must possess a PhD in Physics. The successful candidate will have:
— An excellent and sustained publication record of the highest international standard in plasma physics/science
— Evidence of established research programmes in one or more of the plasma application areas of medicine, cellular biology and oncology, new materials and nanotechnology, energy sustainability and environment would be particularly welcome
— A proven track record of significant success in attracting external research funding
— Deep experience of teaching and programme development at both undergraduate and postgraduate levels
— Evidence of teaching excellence and innovation and a record of successful PhD supervision

Candidates must demonstrate excellent interpersonal and communication skills consistent with the highest quality of teaching, research, management and external engagement, together with evidence of successful teamwork and a collegial approach. The successful candidate will play an important role in the further enrichment of the School’s national and international reputation; they must demonstrate clear leadership attributes and skills and have the ability and interest to inspire and motivate colleagues with regard to all areas of activity of the DCU School of Physical Sciences.

Evidence of effective external engagement (academia, business community, media and wider society) is highly desirable and candidates must demonstrate a commitment to such activities which are in keeping with School’s mission and strategy.

Mandatory Training
The appointee will be required to undertake the following mandatory compliance training: University Orientation, GDPR and Compliance. Other training may need to be undertaken when required.
Essential Role and Application Information

Section 1: Introduction

1.1 Call for applications
Applications are invited from suitably qualified candidates for a new post in Full Professor of Plasma Physics under the Senior Academic Leadership Initiative (SALI) Call 2019, in line with the requirements set out in the Higher Education Authority (HEA) Call document [link](https://hea.ie/assets/uploads/2019/06/FINAL-Call-document-2019-06-21.pdf)

This SALI Programme is managed by the Higher Education Authority (HEA), on behalf of the Department of Education and Skills (DES). Following a competitive process based on an annual Call for applications from higher education institutions (HEIs), the HEA approved two new and additional senior academic leadership posts for DCU in the areas of Physical Sciences (Full Professor of Plasma Physics) and Computing (Full Professor of Computing – Natural Language Processing) to assist in accelerating gender balance at senior levels.

1.2 Background
Diversity is a key strength of Irish higher education. In recent decades our universities, institutes of technology, and colleges have been transformed, from predominantly national institutions catering primarily for school-leavers, to internationally oriented institutions engaged with an increasingly diverse student body, of all ages, backgrounds and gender identities.

Higher education legislation requires institutions to promote gender-balance among students and staff, and for the HEA to promote the attainment of equality of opportunity.

The [HEA National Review of Gender Equality in Irish Higher Education Institutions (2016)](http://hea.ie/assets/uploads/2018/11/Gender-Equality-Taskforce-Action-Plan-2018-2020.pdf) was an important first step in highlighting the gender inequality that existed at senior academic levels in our HEIs. The HEA Expert Group report outlined a number of recommendations for the HEIs, HEA, research funding agencies and other key stakeholders. However, since the publication of the HEA Expert Group report, progress has remained exceptionally slow.

The DES proposed that a targeted and proportionate positive action should be taken to accelerate the achievement of gender equality objectives.

Such an approach is consistent with a range of Government strategies and policies including, for example:


The Gender Equality Taskforce identified significant measures that could accelerate progress in achieving gender equality in the Irish HEIs. Their Action Plan 2018-2020 encompasses a suite of initiatives to bring about sustainable organisational change and to empower a culture of gender equality in the HEIs for all staff, academic and professional, as well as management and support staff at all levels. Ambitious targets for the proportion of academic and professional, management and support staff of each gender to be in senior positions in 1, 3 and 5 years will be agreed with the HEA and monitored annually through the Strategic Dialogue process. Their report is available here - [http://hea.ie/assets/uploads/2018/11/Gender-Equality-Taskforce-Action-Plan-2018-2020.pdf](http://hea.ie/assets/uploads/2018/11/Gender-Equality-Taskforce-Action-Plan-2018-2020.pdf)
The HEA Expert Group and Gender Equality Taskforce both recognised that in addition to the organisational and culture change initiatives needed, a significant targeted positive action initiative was required in order to effect change within a reasonable time frame at the highest academic level in both sectors. Analysis of recruitment trends by the Gender Equality Taskforce highlighted that rate of change, over the period 2013 – 2017, at the most senior grades is slower than at other grades.

International evidence is that the establishment of new and additional gender-specific posts would be a proportionate and effective means to achieve rapid and sustainable change, and on that basis has the potential to be transformative for the higher education sector in terms of securing gender equality goals.

As part of the launch of the Gender Equality Taskforce Action Plan, it was also announced that a new Senior Academic Leadership Initiative (SALI) would be established.

Section 2

2.1 Objective of the Initiative
The Senior Academic Leadership Initiative aims to help achieve equality of outcome in the higher education sector. New and additional senior academic leadership posts have been funded in areas where:

— there is clear evidence of significant gender under-representation
— this appointment will have significant impact within the faculty, department, functional unit and the HEI
— they would be a proportionate and effective means to achieve accelerated and sustainable change within an institution.

These posts are new and additional to the sector, i.e. they are in addition to the existing Employment Control Framework (ECF), and they will be funded through new and additional funding provided specifically to help progress gender balance among academic staff at senior levels.

The key objective of this Initiative is principally to attract outstanding female applicants both from within the sectors currently and internationally. The Initiative will also assist in increasing the number of women involved in the decision-making processes in the institutions, as advocated in the EU Commission Strategy on Promoting Equality in Decision Making.

In securing two posts under this initiative, our institution has demonstrated its commitment to gender equality. Our institution has also demonstrated plans for future developments in this area and has outlined the organisational and cultural initiatives in place to support the newly appointed staff.

While this Initiative gives priority to highly qualified female candidates within the boundaries of what is legally permissible, in order to address their underrepresentation; preferential consideration of female candidates is excluded if other reasons worthy of legal protection prevail. In exceptional circumstances, candidates who are in a minority or protected under Irish social legislation, or who also belong to an underrepresented minority in academic posts may be considered if they can clearly articulate reasons worthy of legal protection as to why they should be considered.
Section 3: Call Criteria and Application Guidelines

3.1 Applicant Eligibility
Two SALI posts have been approved for our institution in the area of Physical Sciences (Full Professor of Plasma Physics) and Computing (Full Professor of Computing – Natural Language Processing) by the HEA, and the applicants can only be appointed within these specific areas.

Only applicants who are suitably qualified will be appointed. If applicants do not meet the normal competition rules for appointment at Full Professorship Professorship/SL3 level, then appointment will not be made.

This is a dedicated Call under the Senior Academic Leadership Initiative, and is an open competition for which both internal and external candidates will be eligible. In line with the objectives of the HEA SALI Call 2019, applications from highly qualified female candidates will be prioritised within the boundary of what is legally permissible, in order to address their underrepresentation. However preferential consideration of female candidates is excluded if other reasons worthy of legal protection prevail. In exceptional circumstances, applications from candidates who are in a minority or protected under Irish social legislation, or who also belong to an underrepresented minority in academic posts may be considered if they can clearly articulate reasons worthy of legal protection as to why they should be considered.

3.2 Applicant Assessment Process and Guidelines
Dublin City University’s normal recruitment procedures apply for appointment at Full Professorship Professor/SL3 level.

In line with the HEA Expert Group recommendation 1.16, institutions are required to review the recruitment and assessment procedures currently being used to ensure that such processes are gender-proof. For example, institutions should consider how best to factor in time spent away from an academic career when asking for measurable outputs, e.g. asking applicants to identify their top 3–5 publications/outputs with no time limits would negate periods of time spent away from an academic career, however asking for the publications/outputs over the last 5 years would disadvantage someone who has spent time away from their academic career.

A key objective of the Initiative is to strengthen diversity at senior academic leadership level in Higher Education Institutions (HEIs) given the benefits that increased diversity would be expected to generate for HEIs as set out in the report of the Gender Equality Taskforce.

Consequently, other capabilities and life experiences which have been acquired by applicants outside of the academic environment can be taken into account in assessing candidates, in so far as they are of importance for the suitability, performance and capability of applicants to perform senior academic leadership roles in higher education and to underpin the achievement of increased diversity at that level.

Section 4: Funding and Duration
The successful applicants will be permanent employees of Dublin City University, under its standard terms and conditions.