

Position Title	Associate Professor / Academic Lead (Paramedicine)
Group/Portfolio	School of Medicine and Dentistry, Health Group
Classification	Associate Professor (Level D)
Position Number	00057147
Reports To	Head of School
Employment Type	Full-time, Continuing

1.0 Position Purpose

The incumbent Associate Professor is expected to make a significant contribution to all activities of the School of Medicine and Dentistry and the Health Group and play a significant role within the profession/discipline.

The Associate Professor will make substantial distinctive contributions to teaching, research and engagement within the Paramedicine discipline. They will also make major original and innovative contributions to the field of expertise which are recognised as outstanding nationally or internationally.

In addition to the expectations associated with an Associate Professor, as Academic Lead for the Paramedicine discipline they will provide leadership and management of the staff. They will be responsible for establishing and maintaining ongoing collaborative partnerships that support learning and teaching, research and service within paramedicine, health professions and health care services as relevant to the discipline. The Academic Lead will also be a member of the School of Medicine and Dentistry's Executive.

2.0 Eligibility Requirements

- The occupant will hold a doctoral qualification or equivalent accreditation and standing.
- Demonstrated experience in academic leadership in relation to teaching, research and scholarship, with a strong record of driving performance.
- Registration with the Australian Health Practitioner Regulation Agency (Ahpra).

3.0 Key Responsibilities

This position description incorporates the full scope of academic responsibilities for this level. Actual expected responsibilities are applied in accordance with individual work profiles and in consultation with the incumbent's Academic Supervisor.

- Provide leadership and management of the Paramedicine discipline including planning, budgeting for and allocation of all resources to enhance program culture and outcomes.
- Foster an outstanding student experience and encourage active participation and engagement in learning and teaching across the spectrum of the University's undergraduate, postgraduate and professional program suite facilitating high quality, student-centred learning activities consistent with Griffith Graduates of the Future strategy.

- Continuously improve teaching practice through professional development and critical reflection informed by a range of evaluation approaches.
- Inform the quality, innovation, currency and evidence-base of teaching and learning through scholarly activities, commitments and outputs.
- Lead, develop and implement evidence-based strategies that facilitate improved student retention, employability and successful outcomes for students.
- Demonstrate leadership in innovation and a future-focused approach to support high quality learning and teaching outcomes for students evidenced by technology enhanced learning, problem oriented, authentic learning and assessment practices.
- Lead and contribute to developments in the discipline, school and group learning and teaching quality enhancement strategies.
- Lead and mentor academic staff to develop, implement and reflect on scholarly approaches to teaching and demonstrate a high level of quality learning and teaching in the Group.
- Provide educational leadership to the School through making high level personal contributions to teaching at all levels including responsibility for academic courses and programs.
- Contribute to the advancement of knowledge through a diverse range of research contributions including producing high impact high quality research and scholarly work.
- Undertake high quality research of international standing that may have measurable impact on policy and practice for the wider community and attract and generate national competitive research funding.
- Provide academic leadership ensuring consistently high-quality experiences and outcomes are achieved for higher degree research (HDR) candidates.
- Promote and enhance higher degree research programs and develop strategies to encourage a pipeline of strong HDR students.
- Provide mentoring and leadership by fostering the research of other groups and individuals within the School, and inter-disciplinary collaboration across the University.
- Promote and lead a student-centred service culture and establishment of positive, respectful and supportive relationships between staff and students.
- Develop meaningful and impactful partnerships with the broader community, by actively engaging and collaborating with external stakeholders at a national level.
- Promote and enhance the performance and reputation of the University through engaged scholarship and purposeful, impactful industry and community outreach activities.
- Contribute to the enhancement of the Group and University's standing and reputation by promoting the impact educational and research initiatives and activities with external communities.
- Promote and lead the enhancement of student learning experiences through active engagement with industry and broader community to develop work integrated learning opportunities and support employability initiatives.
- Support, ensure and maintain compliance with relevant legislation and University policies and procedures, including equity and health & safety and exhibit good practice in relation

to same.

- Be a leading example of the principles and values embodied in the University's Code of Conduct, and behave, act and communicate at all times to reflect fairness, ethics and professionalism.

4.0 Key Capabilities

- Griffith University identifies the attributes of resilience, flexibility, creativity, digital literacy and entrepreneurship as critical to our graduates' success, in the rapidly changing future world of work. We have established a Griffith University Capability Development Framework to provide a common language of some of the non-technical organisation skills that will support our staff to thrive now and into the future. The Capability Development Framework will assist you to understand the current skill level of this position in the non-technical but critical skill domains that are increasingly important in a changing workplace context.

To read about some of the non-technical organisation skills for this position, please see the **Leads Self/Others** section of our [Capability Development Framework](#).