



anzmac
AUSTRALIAN & NEW ZEALAND MARKETING ACADEMY

Call for Nominations:

2017 ANZMAC Emerging Marketing Educator Award

This Award will be presented to the person judged to have demonstrated outstanding contribution and excellence in learning and teaching in marketing.

Eligibility:

- It is assumed that the nominee has no more than five years equivalent full-time employment as a Marketing academic, excluding any leave of absence
- Nominees will have established a track record for excellence and innovation in teaching in marketing education
- Previous recipients of the Emerging Marketing Educator of the Year Award are not eligible to apply
- Nominees will be currently employed full time at an Australian or NZ university, or an ANZMAC Institutional member university, and have been for the last 2 years
- Nominees are fully paid INDIVIDUAL members of ANZMAC
- **Nominees must complete the 2017 ANZMAC Awards Nomination Form, which must accompany the formal submission**

Nomination:

Candidates must complete their own application form.

The evidence cited for the Award will normally span a number of years of work. The application must include:

- A completed nomination
- A curriculum vitae
- A statement about how the nominee's activities are relevant to the ANZMAC community (100 words)
- A statement from the nominee addressing the selection criteria provided (of no more than **three** pages*, minimum 12 font)
- Supporting documentation as appendices (up to five pages). This can include student and peer commentary, testimonials, evidence of the nature and role of education-related output, etc.

****Please note: Material exceeding the specified maximum will not be considered.***

Selection Criteria:

Nominees are required to address **all** five of the selection criteria specified by the 2014 AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING:

- 1. Approaches to the support of learning and teaching that influence, motivate and inspire students to learn.** This may include fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; and enabling others to enhance their approaches to learning and teaching.
- 2. Development of curricula, resources and services that reflect a command of the field.** This may include developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; and contributing professional expertise to enhance curriculum or resources.
- 3. Approaches to assessment, feedback and learning support that foster independent learning.** This may include integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs and learning styles; and contributing professional expertise to enhance assessment and/or feedback.
- 4. Respect and support for the development of students as individuals.** This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; and influencing the overall academic, social and cultural experience of higher education.
- 5. Scholarly activities and service innovations that have influenced and enhanced learning and teaching.** This may include showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; and demonstrating leadership through activities that have broad influence on the profession.

Judging

A panel comprising selected prior award winners, Executive Committee members, and ANZMAC Fellows will assess nominations. The ANZMAC Awards Committee will make final decisions on all award recommendations. The nomination will be judged against the criteria on the extent to which it shows evidence (in the written statement) that the nominee's contribution has:

- influenced student learning, student engagement, and/or the overall student experience
- gained recognition from fellow staff, the institution, and/or the broader community
- been sustained over time

Note that these outcomes can be associated with undergraduate, postgraduate and/or research student education or supervision.

Please ensure that your appendices (teaching and learning evidence) are labelled and are all referenced in the text addressing the selection criteria to facilitate assessment. Further, consider that only objective student evaluations can be used, do not include unsolicited emails/letters from students.

Submissions and Deadline

Please submit your nomination documentation electronically to Professor Michael Jay Polonsky, Chair ANZMAC Awards Committee, Michael.Polonsky@deakin.edu.au, by **5pm, Monday, 1st August 2017.**

Contact:

Further details on the nomination process for this award can be obtained by contacting:

Professor Michael Jay Polonsky
Chair ANZMAC Awards Committee
Phone: +61 39 9244 6968
Email: Michael.Polonsky@deakin.edu.au