

NCA Organizational Communication Division

Call for Awards Nominations: 2021-2022

The Organizational Communication Division of NCA invites nominations from division members for several awards addressing outstanding scholarship, teaching and service. **All nominations are due by August 1st, 2021.**

Three awards will be granted to author(s) of theory and/or research on organizational communication: one for an outstanding **scholarly book** (which can include one for outstanding **edited book**, one for an outstanding **textbook** (see textbook definition and selection criteria below), and one for an **outstanding article**. Book nominations may include authored scholarly and edited books; articles may include monographs and chapters in an edited book. Textbook nominations may include first editions or revisions, provided the nominated work has not received the division's book award previously. The **service engagement** award honors one member who has demonstrated outstanding teaching and external engagement that has resulted in significant community transformation. Beginning with the 2020-2021 year award, we will also grant annual awards for outstanding **teachers** (at the following levels of instruction: graduate student instructor, fixed-term faculty, tenure-track faculty, and tenured faculty) as well as for **outstanding mentorship**.

To be considered for an award, all articles, books, and textbooks must meet the following minimum criteria (see selection criteria below):

- **Nominations will be accepted for articles published between July 1, 2020 and June 30, 2021.** To qualify, we will use the print date of publication for print journals (i.e., not the date the article appears online). We will use the date of release online for electronic journals.
- **Nominations will be accepted for books published between 2019 and 2021.** In 2016, we voted to extend the publishing window for books and textbooks to three years. Books nominated previously must be re-nominated to be considered this year.
- Upon receipt of the award, at least one author must be an NCA member (i.e., a current member or a member during the eligibility period). Award recipients will be announced during the division business meeting at the NCA convention in Seattle, WA USA, and award winners should ideally attend the conference to receive their award in person. *If attendance is not possible, please notify the awards chair.*

To nominate the work of others or yourself, send a brief statement of nomination and the accompanying publication.

- For article/chapter nominations, electronic submissions are encouraged and preferred; if you must submit via mail, please contact the awards chair for further instruction.

- When nominating a book or textbook, please send an electronic statement to the awards committee chair, and ask the book publisher to mail copies of the book under separate cover to the awards committee chair and selection committee members (check first with the awards committee chair for a member list).

Nominating statements may be submitted by the author(s) or anyone else. *Nominating statements for articles and books will be used for nomination purposes only; they will **not** be forwarded to the selection committee.* All nominations must be **received no later than **August 1st**** in order to be considered for the award. Please note that nominations will not be considered without receipt of the accompanying article, chapter, or service award materials. For books, the nomination is due by **August 1st**, and the books must be received by committee members by **August 15th**.

Please send nominations to Rahul Mitra at ncaocdwards@gmail.com or to the following mailing address: 4981 Crooks Road, Royal Oak, MI 48073.

Selection Criteria

(1) Selection criteria for **scholarly articles/chapters and books:**

- a. the extent to which it breaks new ground conceptually and theoretically (e.g., does it make a difference in how we think about, research, teach or otherwise “do” organizational communication?)
- b. the extent to which it demonstrates original thought and exemplifies the best work of the field
- c. the extent to which it makes a social and/or practical contribution to the application of organizational communication
- d. the extent to which intellectual rigor is evidenced (e.g., are the methods sound and sophisticated if it is empirical; is the assessment and analysis thorough and meticulous if it is a review?)
- e. the extent to which it is written in language that is clear and accessible to the intended audience.

(2) Selection criteria for **textbooks:**

To be considered a textbook, the book must have certain characteristics: (a) its primary audience should be students versus researchers and practitioners, with the bulk of sales coming from undergraduate college courses; (b) it should contain conventional distinguishing features of textbooks, such as discussion questions, classroom activities, learning objectives, keywords and definitions, or

cases; (c) it may be designed around special topics or issues such as organizational communication and ethics in the classroom; and (d) its purpose is not to present groundbreaking work that contains new information but to provide overviews and syntheses of previously published theory, research, and strategies for use of such theory and research.

Textbooks will be reviewed based on the following criteria:

- a. *Synthesis*: the extent to which it provides syntheses of organizational communication theory and research in ways that facilitate students' understandings and analyses of work and other organizational experiences (e.g., does it make a difference in how we use organizational communication theory and research to work through everyday organizational issues?);
- b. *Originality*: the extent to which it demonstrates (1) original frameworks for theory and research presentation and (2) exemplifies the best work of the field;
- c. *Practicality*: the extent to which it makes a social and/or practical contribution to the application of organizational communication;
- d. *Intellect*: the extent to which intellectual rigor is evidenced (e.g., is the assessment and analysis of research and theory thorough and meticulous?);
- e. *Accessibility*: the extent to which the book is written in language that is clear and accessible to students.
- f. *Utility*: the extent to which the book is amenable (i.e., useful, helpful, efficacious) to/in actual classroom implementation
- g. *Supplements*: the extent to which supplementary features of the book facilitate the learning process (e.g., formatting, explicit and highlighted definitions of key terms, learning objectives, discussion questions, classroom activities, cases and spotlights on scholars, workbooks or websites). The committee will consider the relevance of supplementary features even in instances when they are not directly constructed by the author.
- h. *Diversity*: the extent and manner in which the text reflects the diversity of student bodies around the world.

Additional parameters:

- If six or more (text)books are nominated, and at least three of them are

- edited, an award for best edited book may also be presented.
- If less than three (text)books are nominated, the award may be held over until the following year.
 - In the event of a tie, the OCD Executive Committee will determine the winner.

(3) Selection criteria for the *service engagement award*:

The Service Engagement Award of the Division of Organizational Communication was established in 2009 to honor members that have demonstrated outstanding external engagement and/or service learning that has resulted in significant community transformation. Recognizing the partnership of theory and praxis, the Service Engagement Award is awarded to scholars who have demonstrated a commitment to one of the Division's most valued missions, "to prepare students to participate in their communities and work places in a more informed way." The award celebrates and honors the myriad of ways that our scholars extend their scholarship beyond the normal demands of the classroom or institutional service to participate in community renewal; the economic, political; or social empowerment of those without voice; and to collaborate with students in ways that foster deeper civic engagement and academic learning.

A nominating statement should make the case for demonstrated outstanding external engagement and/or service learning that has resulted in significant community transformation. It may include references to supporting materials included as supplements to the statement. These may include letters of support and other evidence of community transformation. Because the goal is to be inclusive of all sorts of engagement, the call is by design open-ended. Limited to no more than 5 supporting documents.

(4) Selection criteria for the *outstanding teaching award*:

The Outstanding Teaching Award of the Organizational Communication Division was established in 2020 to honor superlative teaching in higher education in topic areas related to organizational communication (allied subject matter are included, i.e. organizational behavior, business communication, professional public speaking, etc.). Self-nominations are encouraged. Nomination from someone other than the nominee should come from someone well acquainted with the nominee's qualifications. Nominees must have a part-time or full-time teaching assignment at an institute of higher education at the time of nomination. This award carries a specific focus in undergraduate courses, however, graduate teaching efforts may also be submitted for consideration. Each year up to four esteemed teachers will be honored: one graduate teaching assistant (who are instructors of record), one fixed-term teacher, one tenure-track teacher, and one tenured teacher. Nominees for this award must be members of the National Communication Association at the time of acceptance (not at the time of nomination).

Please submit the packet (or any inquiries) to: The Awards Chair, with “NCA OCD Outstanding Teaching Award Nomination” in the subject line.

Please submit the following materials as evidence of exceptional teaching by **August 1**: (1) Letter of nomination by the candidate or someone else (the letter should not exceed 850 words, should address the nominee’s scope of teaching experience, criteria listed in eligibility below, and provide a rationale for the nomination); (2) One Course Syllabus (nominees may provide a brief explanation of the course for which they are submitting a syllabus); (3) One Assignment Description, (4) a current CV.

Nominations must *demonstrate holistic excellence in teaching*, which can be conveyed in a variety of ways including, but not limited to:

- Success teaching a wide variety of students (i.e. adult learners, underrepresented students, etc.),
- Cultivating a diverse, inclusive and equitable classroom environment,
- Experience with high-impact educational practices (i.e. learning communities, writing intensive, common intellectual experiences, experiential/community-engaged learning, etc.)
- Applied focus along with critical inquiry
- Depth and/or breadth of teaching in organizational communication subject matter,
- Dissemination of organizational communication pedagogy through, for instance, publications about teaching, leading workshops, mentoring novice teachers, etc.
- Evidence of incorporating a diversity of different curricular content (i.e. different types of content, variety of subject matter) or a diversity of teaching delivery formats (i.e. traditional, online, hybrid, flipped courses),
- Creative course design, among others, and
- Any additional materials demonstrates excellence in teaching in organizational communication

(5) Selection criteria for the Outstanding Mentorship Award:

The Outstanding Mentorship Award of the Organizational Communication Division was established in 2020 to formally recognize and honor the often hidden labor that goes into mentoring students and scholars. Those who are nominated should *demonstrate excellence as a mentor in either formal or informal capacities for either undergraduate and/or graduate students*.

Nominations are encouraged among all academic ranks (to include all levels of the professoriate, fixed-term faculty, lecturers, graduate students, and instructors). Self-nominations are encouraged. Nomination letters from someone other than the nominee should come from someone well-acquainted with the nominee’s qualification. Nominees who are not awarded in any given year will have their nominations carried over into the subsequent year, for an additional two years. In any given year, the selection committee may determine to award more than one nominee.

Please submit the following materials as evidence of exceptional mentorship by **August 1**: (1) Statement of mentorship philosophy and evidence of practice that addresses criteria listed in eligibility requirements (should not exceed 600 words) and (2) one letter from a previous mentee who can speak to the criteria listed in the eligibility requirements below. Please submit the packet (or any inquiries) to: the Awards Chair, with “NCA OCD Outstanding Mentorship Award Nomination” in the subject line.

Strong nominations will speak to the qualitative and meaningful impact or influence in the lives of recent and/or former protégés. Nominees for this award must have an exemplary record of mentoring and be members of the National Communication Association at the time of acceptance (not nomination). An exemplary record of mentoring may include:

- Demonstration of student centeredness in goal setting and attainment
- Engages in advocacy for student development, equity, access, and inclusion (e.g., curriculum, accommodations, programmatic opportunities)
- Cultivates a culture of inclusiveness with colleagues and students
- Offers opportunities for students to engage in research, teaching, and/or field projects (e.g., faculty research/teaching, community-based projects, student-led research)
- Helping students identify, access, and utilize resources and connections throughout the mentoring relationship (e.g., nominating students for awards, facilitating career development, expanding student networking, leading students in service or experiential learning, students have excelled in their academics, won awards due to research, coauthored publications, achieved occupational success)