Editor:
Renee Kaufmann, University of Kentucky

Editorial Assistant:
America L. Edwards, University of California Santa Barbara

Consulting Editors:
Brandi N. Frisby, University of Kentucky
Xialing Lin, Penn State Scranton
Stephen Spates, Michigan State University
Patric R. Spence, University of Central Florida
Jessalyn I. Vallade, University of Kentucky

The *Journal of Communication Pedagogy (JCP)* is a peer-reviewed journal sponsored by the Central States Communication Association. The journal publishes only the highest quality articles that extend communication theory, research, and practice in meaningful ways. We seek manuscripts that focus on instructional communication research situated in a variety of contexts such as (but not limited to) health, business/industry, religious, risk/crisis, training and leadership, public relations, journalism, forensics, and nonprofits both within the borders of the United States and beyond them. We are particularly interested in diversity, equity, and inclusion research as well as research that examines the use of technology in instruction. We welcome manuscripts that focus on instructional communication research within the communication discipline and beyond it (e.g., education, agriculture, social work, legal studies, engineering and S.T.E.M., pharmacy, nursing, health sciences). In sum, we seek manuscripts that examine communication pedagogy as it occurs across subfields in the communication discipline, in disciplines throughout the academy, and in contexts beyond the walls of higher education.

JCP manuscript types:

Research Articles are theory-based, methodologically sound, and data-driven empirical analyses of communication pedagogy as it occurs in any context including, but not limited to traditional face-to-face or online classrooms. We welcome all methods of scholarly inquiry. The discussion section must include (a) conclusions as they extend theory and research, (b) implications that inform instructional communication practices, and (c) suggestions for future research. Manuscripts should not exceed 8500 words, including title page, abstract, tables, notes, references, and appendices.

NEW Short Reports are research articles that replicate and/or revisit previous communication pedagogy or instructional communication research through a renewed lens on diversity, equity, inclusion, and belonging (DEIB). We welcome all methods of scholarly inquiry. The discussion section must include implications for instructional communication practices that are tied to DEIB. Manuscripts should not exceed 4500 words, including title page, abstract, tables, notes, references, and appendices. The title should begin with "Short Report." Please submit under the "Research Article" tab and designate as "Short Report" in title and abstract description.

Reflective Essays are agenda-setting pieces focused on a thorny issue or problem inherent in communication pedagogy that educators may need to address. Reflective essays may include issues across contexts (e.g., health, business, risk, crisis, public relations, journalism, education) or in relation to individual identities, group membership(s), and/or social justice (e.g., diversity, equity, and inclusion). Each essay must clearly identify the thorny issue or problem and suggest means by which to address it. Reflective essays may be written in first person and should not exceed 3000 words, including title, abstract, tables, notes, references, and appendices.

Best Practices describe best practices in communication pedagogy in the classroom and other applied settings and professions (e.g., listening, empathy, civil discourse, formal presentations in face-to-face and online environments, conflict management and resolution, teamwork, gender, intercultural, leadership). These professions may range from health (e.g., doctor-patient relational communication) to business (e.g., employer-employee communication, customer service) to education, among others. Manuscripts must be grounded in research and include clearly designated best practice tips for successful implementation based on experience/assessment. Best practice articles may be written in first person and should not exceed 3500 words, including title, abstract, tables, notes, references, and appendices.

Please review submission guidelines: https://scholarworks.wmich.edu/jcp/