

## Special Issue

# Advancing Change in Faculty Evaluation: Pathways to Inclusive Evaluative Cultures and Structures

### Message from the Guest Editors

In this Special Issue, we call for articles that consider how to advance change in the domain of faculty evaluation. We welcome articles that address one or more of the following themes:

- Historical, cultural, and empirical analyses concerning epistemic exclusion in research and scholarship;
- Faculty workload inequities exacerbated by COVID-19, threats to diversity, equity, and inclusion, and/or other external conditions;
- How evaluative committees, departments, and/or institutions are supporting faculty whose research agendas have been disrupted due to the federal government's defunding of research, including science research and research concerned with diversity, equity, and/or inclusion;
- Approaches to changing or reforming faculty evaluation policies or practices addressing workload differences and inequities, such as differences stemming from varying appointment types or foci of faculty work;
- The relationship between faculty evaluation and the articulation of higher education as a public good;
- Promising cases of inclusive evaluation, especially concerning epistemic inclusion, innovations in teaching and learning, and recognition of service and leadership.

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### Guest Editors

Prof. Dr. Leslie D. Gonzales  
Dr. Dawn Culpepper  
Wuqi Yu

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### Deadline for manuscript submissions

31 December 2026



## Education Sciences

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CiteScore 6.2



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## About the Journal

### Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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### Editor-in-Chief

Prof. Dr. Daniel Muijs

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### Author Benefits

#### High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

#### Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

#### Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 24.8 days after submission; acceptance to publication is undertaken in 4 days (median values for papers published in this journal in the first half of 2026).