

Student Accountability for Objective Evaluations of Faculty

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KEYWORDS Academic Engagement. Academic Excellence. Accountability. Educational Institutions. Student Evaluation of Faculty. Learning-Teaching Process

ABSTRACT Student Evaluation of Faculty (SEF) is an important component of the US educational system and an indispensable tool to keep track of the faculty's role to make the institution's academic practice more engaging, objective and effective. SEF also allows institutions to assess faculty performance, future career stability, advancement and promotion. Unfortunately, SEFs generally exempt students from any responsibility in their own academic outcome. The article presents an analysis of a study based on a modified version of the current SEF form utilised by the Bronx Community College. This modified form includes questions about a student's responsibilities, to measure their accountability making the evaluation more objective using a descriptive research design method. Results confirmed that students must play an active part in the process by assuming their own responsibilities of regularly and timely attending class, increasing study time, utilising the resources of tutoring, faculty office hours, and extended recitation to improve their own outcome and produce a valid evaluation of faculty.