The Hinckley Lecture Series and the John S. Hinckley Fellowship are made possible by a generous endowment from the John S. Hinckley Family.

Past Hinckley Fellows

2010  Cliff Nowell, Economics
2009  Judy Elsley, English
2008  Jeff Eaton, Geosciences
2007  Michael Wutz, English
2006  Eric Amsel, Psychology
2005  Yasmen Simonian, Clinical Laboratory Sciences
2004  Kent Van De Graaff, Zoology
2003  Frank Guliuzza, Political Science
2002  Brian Davis, Business Education
2001  William H. McVaugh, Psychology
2000  John M. Mbaku, Economics
1999  Arthur Adelmann, Visual Arts
1998  Craig J. Oberg, Microbiology
1997  Dolly Samson, Information Systems & Technologies
1996  Donald Sharpes, Teacher Education
1995  Gloria Z. Wurst, Zoology
1994  Ronald Mano, Accounting
1993  Samuel I. Zeveloff, Zoology
1992  Richard M. Alston, Economics
1991  Gene A. Sessions, History

Please join us in Fall 2011 for the 12th Annual Hinckley Lecture, to be given by the 2011 John S. Hinckley Fellow, selected for outstanding teaching, service, and scholarship at Weber State University.

http://weber.edu/hinckley

11th Annual Hinckley Lecture

Dr. Cliff Nowell
Associate Dean for Faculty Development and Professor of Economics

2010 John S. Hinckley Fellow

Non-Response Bias in Student Evaluations of Teaching

November 5, 2010
1:00 PM
Hetzel-Hoellein Room (Special Collections)
Stewart Library

Sponsored by
The Office of Academic Affairs
Weber State University
Non-Response Bias in Student Evaluations of Teaching

For as long as colleges and universities have been conducting student evaluations of teaching (SET), faculty have questioned the validity of information collected. Substantial effort has been expended to improve the SET process, and researchers have communicated a consistent understanding of why students evaluate teachers as they do. Still, a lingering question which has not been adequately addressed regarding the value of using SET data to evaluate teacher performance is whether or not the students who complete the SET questionnaires administered at the end of the semester accurately represent the opinions of all the students enrolled in the class.

Using a unique set of data, Drs. Gale and Nowell show that no sample selection bias is likely to be present in teaching evaluations conducted at the end of the semester. Data gathered at the end of the semester, from a subset of students enrolled in the class, does not create a bias in the conclusions drawn from the analysis of SET data even though the data is drawn from a non-random sample of students who are present at the end of class.

Biography

Dr. Cliff Nowell began his career at Weber State in 1988 as an Assistant Professor in the Economics Department. Since that time, Cliff has served as an Administrative Intern to the Provost, Chair of the Economics Department, Associate Dean of Faculty Development and Interim Dean of the John B. Goddard School of Business and Economics.

Shortly before joining the Weber State faculty, Cliff received his Ph.D. in Economics at the University of Wyoming where he also received his Master’s and Bachelor’s degrees.

In addition to his dedicated service to WSU, Cliff has authored and co-authored a number of articles for publication in journals such as, the *American Journal of Economics and Sociology, Assessment and Evaluation in Higher Education, the Journal of Economic Education, Experiments in Environmental Economics, Ecological Economics*, and the *Journal of Economic Behavior and Organization*, to name just a few. His areas of research emphasis include faculty performance as assessed by student evaluations, student cheating, and economic ecology.

Dr. Nowell currently teaches Economics courses focusing on managerial economics, business statistics, econometrics, money and banking, environmental economics, and industrial organization.