Instru	uctor Questionnair	re Co	ollege:			Se	ection(s)	:				
1.	Male	Fe	male									
2.	Years of teaching	experienc	e:									
3.	Male	y members in your economics department (excluding visitors):Female (Full-time)Female (Part-time)										
4.		tment arrange or regularly sponsor any activities designed to appeal to female s a women in economics clubs or lectures on gender-related issues)?No										
5.	How many studer	nts are in this class? Section 1MaleFemale Section 2MaleFemale										
6.	Following are sev grade is determine during the semest to collaborate wit	ed by this er. In addi	type of tion, ple	assignm	ent and	the num	ber of su	ach assig	nments g	given		
			Percent of Course Grade		Number of Assignments		Collaboration allowed? (Check if yes.)					
Exar	ms											
Writ	ing Assignments											
Quiz	zzes											
Prob	olem Sets											
Parti	icipation											
Pres	entations											
	nputer gnments or Labs											
Othe	er (please specify)											
7.	Over the course of the following activities		ester, wl	nat perc	ent of cla	ass time	do you	typically	devote to	o each of		
			0%	1- 10%	11- 20%	21- 40%	41- 80%	81- 90%	91 -99%	100%		
Discussions												
Experiments/Computer		Labs										
Games												
Lect	ure											
Dem	nonstrations											
Stud	ent Presentations											
Grou	up problem solving											
Othe	er (please specify)											
8.	What type of class	s is this? _	Mic	ero .	M	acro _	Cc	mbined	Micro/M	acro		

			ongly agree		S	Strongly Agree
It is very important that students are given opportunities to discuss 1 current events on a regular basis in introductory economics classes.				3	4	5
I make a special effort to include topics and a samples of particular interest to female students throughout the entire semester				3	4	5
	very important that students in an introductory economics s learn to use economic models and to think analytically.	1	2	3	4	5
10.	Do you use a curve in determining either exam or course letter	er gra	des? _	Yes_	No	
11.	Do you do a warm-up activity at the beginning of the semeste each other?YesNo	r to h	elp stu	dents go	et to k	now
12.	Please check which of the following topics you cover or ment of a semester. Define "cover" to mean that you spend at leas topic. Topics that are "mentioned" are discussed more quick	t 10 n	ninutes	of class	s time	on the
			<u>N</u>	<u>Iention</u>	<u>Co</u>	<u>over</u>
Priso	oners' dilemma	_				
Labo	or market discrimination	_				
Poverty and income distribution						
Pres	ent discounted value		_			
Labo	or supply decisions of women with children		_			
Occi	upational segregation		_			
Edu	cation vouchers		_			
Agri	cultural markets		_			
Con	nparable worth		_			
Affi	rmative action		_			
Con	nparative advantage applied to the family		_			
Anti	trust regulation		_			
Long	g-run economic growth and LDC's		_			
Hou	sework and the measurement of GDP		_			
Und	erground economy and measurement of GDP		_			
Incre	eased labor force participation of women		_			
Prob	elems with CPI as a measure of the price level		_			
Une	mployment rates broken down by gender		_			
Infla	tion/Unemployment tradeoff by demographic group		_			
Insti	tutional Structure of the Fed		_			
	On average, approximately what percent of each of the exams yo (i.e., not final exam) are multiple choice or true-false questions?	_		g the se	meste	r in this
	On average, approximately what percent of the exams you give do in this class are problems or questions requiring brief written e	_			(i.e., n	ot final
16. C	On average, approximately what percent of the exams you give d	uring	the se	mester ((i.e., n	ot final

exam) in this class are essay questions?_____