Women leaders: balancing professional and personal lives

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Women Leaders:

Balancing Professional and Personal Lives

by

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Senior Project

Jepson School of Leadership Studies

University of Richmond

Richmond, VA

April, 1995
WOMEN LEADERS:  
Balancing Professional and Personal Lives

Meredith L. Schalick

Leadership 398

April 21, 1995
The concept for my Senior Project originated from concerns and questions about my future and observations I have made about women leaders. This project was designed for four purposes: (1) to meet a need for University of Richmond students, (2) examine a subject in which I have vested interest because of my career goals, (3) improve my research skills, and (4) address an issue dealing with women and leadership. The project attempts to illustrate that women, as a result of their role assignment by society to be the primary care-provider for children, face certain challenges when they seek to find a balance between a professional career outside of the home and the responsibilities of a family. These challenges sometimes act as inhibitors for women as they try to reach the leadership positions of their chosen field.

This project began to formulate during the summer of 1994 while I served as an intern with the Government Relations Department at the American Red Cross National Headquarters in Washington, DC. I interacted with and observed many women leaders in the private, public, and non-profit sectors throughout my internship. I respect many of these women because they attained incredible success in a context which I plan to enter: politics. They acquired positions which, in my mind, appeared exciting and challenging; exactly what I envision for myself as my professional career develops. However, as I became more familiar with these women, I began to notice common characteristics about their personal lives which disturbed me. First, the majority of these women were single. They either never married or were divorced at least once. Second, the women rarely had children, and if they were mothers, they almost always had only one child. Next, the women typically worked twelve hour days, and consequently, I assumed that they had little time to devote to personal development or social activities. Finally, the women with
children were usually older, and I hypothesized that it was probably because they felt that they were unable to lead this type of lifestyle when their children were younger.

I became anxious about my career plans for government service and my desire to have a family. I felt that the women I had observed were not even trying to “have it all,” and that there must be good reasons behind their decision to, in my opinion, ignore their personal lives. I began to wonder if a career in public service is conducive to women who have children. After some reflection and research, I realized that very few women in politics have children and that my role models, Shirley Chisholm and Jeannette Rankin, had not led the type of personal life I envision for myself. Suddenly, my life’s ambition became shrouded with doubts and fears about whether or not I could “have it all.” I addressed these concerns in my internship journal and seminar discussion, and I soon discovered that I was not alone in my observations nor anxiety. However, very few of the women my age had discussed these issues with other people.

During a conversation with a professor about my future, the observations that I had made a few months earlier about women in the political context arose. As we discussed my conclusions about these women leaders and the issues surrounding their lives, I realized that my position as Senior Class President enabled me to help other women at the University of Richmond who were struggling with the same questions about their future. Thus, the “Having It All” program and the topic for my Senior Project were born.

The “Having It All” program became a panel discussion sponsored by the Westhampton College Class of 1995. I thought that a program addressing the challenges and demands of balancing a career and family would be an excellent event for the senior
class to sponsor. Since seniors are usually in the midst of making choices and decisions which will ultimately affect their ability to attain a balance in their lives, I felt that we should at least be engaged in constructive conversation about the issues surrounding the challenges and decisions ahead. So, I approached my cabinet with the idea and they adopted the project as their own. Consequently, my leadership skills would be needed to help the cabinet create and implement the plans necessary to effectively sponsor a campus-wide program. After months of preparation, the panel discussion took place on March 2, 1995.

**CONTRIBUTION TO LEADERSHIP STUDIES**

Much of the leadership research surrounding women addresses leadership styles and the differences, if any, between men and women. Plus, very little is written about the effects of conflicting roles between the professional and personal lives of leaders. This project explores a new topic in leadership studies and examines the unique situations and characteristics of most women leaders. In addition, the project helps to explain the small number of women in leadership positions in politics.

**LITERATURE REVIEW**

While there is a lack of literature specifically addressing this project, there are several related areas. These subjects include: multiple roles, women leaders, and women in politics.

**Multiple Roles**

Society has assigned gender roles to both men and women. Women are expected to be the primary care providers for their children, and this “automatic” duty creates numerous roles and responsibilities for women who choose to work outside of the home.
Leaders typically have additional responsibilities and obligations which would create even more roles for women in leadership positions. Thus, a woman leader with children is faced with multiple roles. These roles, by convention, are at least wife, mother, and paid worker (Barnett, 1984).

Most of the research about women and multiple roles concerns stress and role quality. There are two major and conflicting hypotheses about the effects of occupying multiple roles. The first hypothesis, referred to as the “scarcity hypothesis” (Marks, 1977), was put forth by sociologists Goode (1960) and extended by Coser (1974), Slater (1963) and others. This formulation rests on two premises: (a) that individuals have a limited amount of energy; and (b) that social organizations are greedy, demanding all of an individual’s allegiance. According to this model, people do not have enough energy to fulfill their role obligations and, as a result, compromises are required. As a result, “...the more roles one accumulates, the greater the probability of exhausting one’s supply of time and energy and of confronting conflicting obligations, leading to role strain and psychological distress” (Barnett, 1984, 1-2).

This theory has many implications for working women. According to the research, women leaders with children must sacrifice some aspect of their lives. For many women, as a recent poll in Richmond, Virginia’s Style Weekly indicates, the loss manifests in the form of “personal time.” Readers were asked how often it was a challenge to have enough time for: (1) their children, (2) their spouse, and (3) themselves. As Table 1 illustrates, the respondents, or persons providing the most care for the children, rated time for themselves as the category which was most often “always a challenge.” While eliminating personal time does not necessarily negatively affect one's ability to attain a
leadership position, it does contribute to high levels of stress which can adversely affect job performance (Baruch, 1985).

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Always a Challenge</th>
<th>Sometimes a Challenge</th>
<th>Never a Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN</td>
<td>27 %</td>
<td>51 %</td>
<td>22 %</td>
</tr>
<tr>
<td>SPOUSE</td>
<td>34 %</td>
<td>52 %</td>
<td>14 %</td>
</tr>
<tr>
<td>SELF</td>
<td>53 %</td>
<td>38 %</td>
<td>9 %</td>
</tr>
</tbody>
</table>

N = 505 "households"  
81 % of respondents were female.

The "scarcity hypothesis" was challenged in 1973 by Gove and Tudor when they suggested that men experience fewer symptoms of psychiatric dysfunction than do women because women are committed simultaneously to work and family roles. In other words, multiple role involvement was viewed as enhancing well-being. A second theory thus emerged in the mid-1970's that focused on the positive gains of multiple roles. Marks (1977) and Sieber (1974), the major theorists of this revisionist "expansion hypothesis," emphasized the privileges rather than the obligations of people with multiple roles.

In a 1985 study by Baruch and Barnett, 238 Caucasian women ages 35 to 55 provided interesting data concerning role quality, multiple role involvement, and psychological well-being. The most distressing aspects for these paid workers were "having too much to do, having to juggle conflicting tasks, and lacking career growth opportunity" (14). Interestingly, many women noted "juggling" and "too much to do" as negatively related to their ability to master and find pleasure in their personal and professional lives. This research supports the "scarcity hypothesis" by suggesting that the
women in this study were not able to master or receive pleasure from their roles because they were overworked and struggling to balance too many roles.

This same study was the subject of further research about gender and stress. By examining the data provided by the women, Baruch(1985) concluded that role strain was significantly associated with occupying the role of mother. However, role overload and conflict were not significantly related to occupying the roles of paid worker and wife. "Further, the strongest predictor of role strain and anxiety was the quality of a woman's experience in the role of mother, assessed by the difference between the level of gratification and the level of concerns she reported" (13). This observation clearly points to the added responsibilities of motherhood as the primary cause of role strain. Essentially, the demands of caring for children increase stress levels in women, possibly creating obstacles in other roles.

In Juggling, Faye Crosby interviewed 20 middle-class women between the ages of 30 and 50 who work outside of the home and have at least one child in school. While all 20 said that they have too much to do and could identify stresses in their lives, they also enjoy the juggling life (see Table 2). The book details the lives of several women who hold executive-level jobs. Jennifer, a wife, mother of a young child and college administrator, and Jane, a married businesswoman involved in local politics who has two young boys, are excellent examples of leaders with multiple roles. Jennifer says,

... And what would you give up? You don't want to give up having a child. You don't want to give up having work. ...Each role has something compelling that you wouldn't want to give up. ...Having this kind of lifestyle is clearly more stressful than having another kind, but it's also more beneficial. I feel like I have some choice, and this is what I've chosen to do. (62-63)
Jane agrees with Jennifer's perspective:

I can't imagine not doing it. I cannot imagine being one dimensional, having just one role. I know most (women) have at least two or three. There are times when I feel, "ach, why do I do this? This is just too much." But, on balance, it's more beneficial to juggle. (63)

Jane continues by describing that what she finds most beneficial about juggling is getting to utilize all of her skills and explore all of her interests. She believes that this makes her a good role model for her children because they see that people can do all different types of activities and jobs. In addition, Jane feels accomplished by fulfilling so many different roles.

Crosby, as well as almost all of the women she interviewed, obviously agrees with the "expansion hypothesis." Crosby writes:

Juggling produces both practical and psychological benefits. In a material sense, a woman's involvement in one role can enhance her functioning in another. Being a wife can make it easier to function as a mother and easier to work outside of the home. Being a mother can facilitate the activities and foster the skills of the efficient wife or the effective worker. And employment outside of the home can contribute in substantial, practical ways to how one works within the home, as a spouse and as a parent. (85)

<table>
<thead>
<tr>
<th></th>
<th>Stressful</th>
<th>Beneficial</th>
<th>Both</th>
</tr>
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<tbody>
<tr>
<td>&quot;On balance, do you think that it is more stressful or more beneficial to you to struggle?&quot;</td>
<td>3</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

(1991, 61)

A study by Wethington and Kessler also supports the "expansion hypothesis." The authors followed a random sample of 745 married women from 1985 to 1988, and made the following conclusions: (1) women who reduced their commitment from full-time employment to non-employment reported more symptoms of distress, and (2) those who increased their commitment from homemakers to full-time employment reported a
decrease in distress symptoms. However, it is interesting to note that the research

discovered that women benefited from increased employment hours whether or not they
had children and irrespective of the number and ages of their children.

This observation implies that children have no effect on distress symptoms as
women increase their outside employment. Yet, the study does not address the issue of
job satisfaction and promotion in correlation with the amount of employment hours or
number of children. The relationship between these factors is the true test for women
leaders as they approach both a career and family. While the studies on stress, role
quality, and psychological well-being are valuable, they only magnify half of the issue.
There needs to be more research done on the opportunities for professional women with
children to achieve advancement and success in the work-force.

**Women Leaders**

Heller (1982) interviewed six male and six female leaders from business,
educational, and social service organizations for a study on women and men leaders. She
makes some interesting observations about the lifestyles and roles leaders play, especially
women. Heller writes:

*Leadership roles are notoriously demanding interns of time and energy. The
accommodation of family and leadership roles is difficult to imagine outside of the
traditional model of the woman doing all of the housekeeping and almost all of the
parenting while the man does almost none of the parenting and all of the
breadwinning. (155)*

Heller also notes that five out of six of the men are married and have children, while two
of the six female leaders are married and only three of the women have children. She
concludes that, "(t)hese figures indicate that a greater conflict exists for women than for
men" (156).
A concept that is repeatedly used in literature about women leaders is "superwoman." This term is used to describe the women who add the role of career woman to the roles of wife and mother. It is a common belief of society that men's families supposedly serve to support their careers, not to make further demands on them. Women, on the other hand, are expected to meet the demands of their family irrespective of the demands of their other roles. Terborg (1977) illustrates in a review of literature on women and management that although it is possible for women to assume managerial roles, it is difficult for them to "shed" family roles.

While women may gain satisfaction from calling themselves "executives" or "leaders" and feel more included in parts of society, Heller asserts that because they are "(f)orced to emphasize productivity, we avoid the nasty worry about whether doing a lot equals achievement, whether having it all means losing it all" (156). Once again, role quality, stress, well-being, and now guilt are intertwined with the issues of women leaders and their role as the primary care provider.

When questioned about the dilemma of multiple roles, Heller writes that most people offer the solution that women should drop out of the labor force for a period of time to bear and rear their children. The three women with children in Heller's study of leaders are older than all but one of the men, and all three had spent some years as stay-at-home mothers. This introduces the fact that some women have a delayed entry or interruption in their career. This has a direct result on the ability of women to rise to leadership positions and fully develop their careers because they have fewer years in the work force to improve weaknesses and capitalize on strengths.

Barrett (1979) and Rather (1980) reviewed strategies and results of nearly a
decade of affirmative action programs around the world. Both researchers conclude that the lack of continuity created by women exiting the work force to have children, even just for a limited amount of time, is one of the greatest causes of discrepant pay and job levels between men and women. This is a fascinating conclusion given the strong push for longer maternity leave and the standards of the Family and Medical Leave Act of 1993. Although, now that men are given more opportunities for leave for the birth or adoption of a child, perhaps there will be less of a discrepancy.

Heller and Casey (1992) each suggest that women dealing with roles of mother, wife, and leader should consider some sort of altered work schedule. They suggest flex-time, a compressed work week, permanent part-time, or job sharing. However, there is doubt whether it is possible for most leaders to meet their responsibilities with anything less than at least a five day, forty-hour work week.

*Women in Politics*

Politics is undoubtedly one of the most demanding and inflexible contexts. The hours are long, irregular, and expand as careers develop. Plus, most of the responsibilities and advancement opportunities for politicians occur after hours and on the weekends at dinners, rallies, and conventions. Consequently, men and especially women, given their expected role as the primary care-giver, find it difficult to handle family responsibilities with this type of career.

Sociologists have long stressed the primacy of the role of mother in the identification of the adult female. When women become mothers, they immerse themselves in their children's world and begin a socialization process which transforms their perspective to mainly focus upon those issues, political and non-political, which now affect
their "new" life. Many women feel that they are lost without this transformation and its responsibilities, and they resist opportunities which would relinquish this opportunity. Hence, considering the demands of public service, women would hesitate to commit to this type of career. In essence, most women's motherhood becomes more important than their labor participation and this limits their chance at holding political office because of the demands of the context (Flora, 1972).

Lee (1976) did a study entitled "Why Few Women Hold Public Office: Democracy and Sexual Roles" which compiled survey results from men and women participating in local politics in four suburbs of Westchester County, New York. She found that the factor most responsible for limiting women's participation in politics was having children at home. Only a small percentage of women (5.3%) who had one or more children at home ran for office, while more than one-fourth of the women with no children at home (26.1%) had done so. There was also a low percentage of women running for office at child-bearing and child rearing ages. Lee concluded that having children at home affected men less because they are generally not primarily responsible for child care.

Lee asserts that the discouraging effect of children on women's desire to seek public office also greatly restricts their ability to run for office after the children reach older ages and leave home. This is due to the fact that children often prohibit women from gaining experience in their twenties, thirties, and early forties that their male counterparts are acquiring. When they are finally relieved of their child care responsibilities, they usually lack the political "know-how" and connections to effectively compete against the more experienced men. Essentially, most men interested in politics get ahead and it is difficult for women to catch-up.
The conclusions of this study are that the percentage of women holding public office is unlikely to ever equal that of men unless,

... radical changes occur in the current sexual role assignments and role expectations in America, especially those related to child care, are such that they deny to most American women equality of opportunity to compete against men for elected public office and elite positions of power in our government system. (297)

Lee does assert that the trend of women having fewer children and the pervasive establishment of excellent child care centers will help lessen the inhibiting impact of children. However, the fact that many political activities continue to occur at night and the fact that more people are marrying and having children later in life neutralizes some of this progress.

LeVeness and Sweeney (1987) agree that women who must first raise children commence their political careers late and, therefore, limit their chances of reaching high elected office. Yet, since political women are expected to defer to their roles as mother and wife, the cycle seems endless. For example, if women run for office themselves, the question of whether they are fulfilling their responsibilities as parents immediately arises: "The wife of a governor does not have to be home with her baby, it seems. The wife who aspires to be a governor does!" (5). The authors conclude by explaining that the gap between when women finish their formal education and begin their political career without public criticism is critical to women's success in politics.

"HAVING IT ALL"

The "Having It All" program was both the most rewarding and difficult aspect of this project. The opportunity to organize a campus-wide seminar challenged and improved my skills as a leader. Throughout the three months of preparation, I created a
sense of ownership, communicated with participants and organizers, facilitated meetings, set and assessed goals, delegated tasks, and motivated and empowered followers.

Support and Ownership

I knew that in order to effectively organize a seminar of this type that I would need the help of many people. So, considering the appropriateness of the topic, I approached my Class Cabinet with the concept at our December meeting. At first, several group members did not believe that the idea would attract an audience nor was it applicable to their lives. But after more discussion and key support from two well respected members of the cabinet, the group agreed that this was a worthwhile venture. They took ownership of the project and were excited about addressing an issue that was important to the members of Westhampton College.

I started a brainstorming session about the design of the program and names of faculty and administrators who would be of assistance to this type of seminar. Plus, we tossed around a few names of possible participants. This process enabled everyone to participate in the original planning session of "Having It All," and I made sure that each cabinet member contributed a name or suggestion. Finally, we concluded the meeting with a list of goals for the program, future tasks, and a possible date for the event.

This reflection illustrates several lessons about group processes and establishing ownership and goals from Leading Groups and Formal Organizations. I make a conscious effort to analyze the members of my cabinet to identify their roles and thus attempt to meet their individual needs. As a result, I help to develop a cohesive, productive, and effective group. Plus, my inclusive leadership style helps to establish and encourage ownership of ideas and decisions in members. My knowledge about creating goals for
activities and organizations assisted the group in identifying our expectations for the program.

Immediately following this meeting, I wrote a letter to contact the twenty or so University of Richmond professors, student leaders, administrators, and staff members that were suggested by the Cabinet. It was difficult to articulate this undeveloped concept in a manner that would convince others to commit their time and energy. Nevertheless, after several drafts, I sent a letter through campus mail with a description of "Having It All," our rationale for its importance, and a request for a date and time when they could attend a meeting. I followed these letters with phone calls and found a common date and time for the meeting. We knew that outside support would be vital to the success of the program and we were on our way to gaining the needed resources, feedback, and suggestions.

There were two main leadership "lessons" that helped me during this stage of gaining support. First, Critical Thinking helped me to create cogent arguments and write clear, concise written communication. These skills were invaluable as I communicated with all of the people involved with the seminar. Second, my internship this summer taught me about the value of follow-up telephone calls and short, "attention-getting" letters. This is very important when soliciting support for a cause, idea, or event.

**Communication**

My communication skills were continuously utilized and improved during this project. I was always explaining the seminar to others, both orally and in writing. My ability to convey my thoughts effectively was imperative as the development of "Having It All" moved along. I spoke with various deans, professors, leaders in the community, fellow students, and support staff during the planning stages of the event. Plus, the
communication lines between myself and the members of the Cabinet had to be maintained to ensure that their needs were being met and tasks were being accomplished. While I have not taken a specific course about communication skills for leaders, my experiences in group projects, internships, and other campus organizations have helped me to develop effective and professional communication skills.

Facilitation

In my opinion, one of the most difficult leadership situations is when the followers are older than the leader. This was definitely a challenge in this project. I worked with administrators, student government advisors, professors, and members of the community who were older, wiser, and more experienced than my cabinet and I. Yet, I had to view them as colleagues and followers in order to accomplish the goals of the program. It was difficult to make this transition. I am reminded of one of the seminars during my internship experience this past summer. We spoke about this very topic and discussed the excellent communication skills and sensitivity needed in these situations. Dr. Swatez was quick to point out that we will most likely be leading people our parents' ages throughout our lives, and that we needed to address our fears and concerns during our internships. The discussion certainly helped with my internship, and it also enabled me to adapt and handle this situation.

Another issue dealing with facilitation is keeping an agenda. I am a relationship-oriented leader with some tendencies towards task-oriented behaviors. One of my weaknesses as a leader when I entered the Jepson School was my susceptibility to "get off track." I often expanded irrelevant ideas or continued casual conversation during meetings because I wanted to make everyone feel comfortable. My hesitancy to shorten
discussion for the sake of efficiency made meetings long and unproductive. Yet, after the many group projects, leadership style instruments, and Critical Thinking materials, I realize that there are times when straying from the task-at-hand is both appropriate and inappropriate. My ability to determine the relevancy of contributions helped to keep the many planning meetings of "Having It All" both comfortable and productive.

Goals

As I mentioned several times earlier, we established goals for "Having It All" before we began to plan the event. As we discussed our expectations for the program, I recorded some of the thoughts of the Cabinet and later in the meeting reviewed the notes with them to establish the goals. I helped the group find common ideas and agree upon the direction of our efforts.

This stage of the leadership process is something I learned in Formal Organizations. I was a member of the mission and goals team during that class and the struggles we experienced with our assignment are firmly imbedded in my mind. After much trial and error, we learned the difference between objectives and goals, and also became aware of techniques to gather input when determining goals. This knowledge continues to be extremely valuable to me as a leader.

One of the most important aspects of goals is their routine assessment. Just as we reviewed our company's goals in Formal Organizations, the goals of "Having It All" were analyzed each time we met in order to assure that we were realistic in our expectations. This constant appraisal allows both leaders and followers to gauge the accuracy of their direction and the extent of their progress.
Delegation and Empowerment

Delegating responsibility continues to be my main weakness as a leader. I am a very trusting person, yet I have high expectations for a project in which I am involved. Consequently, as a leader, I reject most of my tendency to trust others and I try to do almost everything myself. Since I learned about this characteristic during my first group project in History and Theories, I have been trying to improve upon my ability to delegate. The progress has been slow, but "Having It All" illustrated my improvement.

After outlining the major tasks involved with the seminar, I asked for volunteers from my cabinet to accomplish these jobs. The women were eager to help and almost everyone took some aspect of the project as their own specific contribution to the event. While this may seem like an ordinary leadership practice, if one considers my leadership style just one year ago with the planning of Ring Dance, I am an entirely different type of leader. I allowed members of my cabinet to be responsible for most of the details of the program, and thus took a step back and only helped when they needed my guidance. I empowered them to accept responsibility, take pride in their accomplishments, and overcome obstacles. "Having It All" was just as much, if not more, their project as it was mine. On the other hand, during Ring Dance, I only asked for help and empowered my followers when I was on the brink of a nervous breakdown. The literature about the positive effects of delegation and empowerment and the group analysis I completed on my cabinet last year was convincing. So, I changed my habits.

VIDEO SUMMARY

The video recording of "Having It All" accompanies this paper. The video captures much of the humor, frankness, and interpersonal dynamics of the two-hour
seminar. The video begins with a short discussion of the issues, history of the seminar idea, and an introduction of the moderator, May Lily Lee. Lee is the host of "Behind the Lines" and is a reporter for "Virginia Currents." She is based with Central Virginia Public Television. Lee then introduces the five panelists: Lee Brazzell, Dr. Patricia Moss, Laurie Neff, Laurie Shadowen, and Frost Telegadas. The program from the event provides a short biography of the panelists:

Lee Brazzell - Mrs. Brazzell is the executive director of the Women's Resource Center (at the University of Richmond) and the mother of a six year-old son.

Dr. Patricia Moss - Dr. Moss is a dentist and single parent of a fourteen year-old daughter.

Laurie Neff - Laurie is the Associate Dean of Westhampton College and the mother of a one and a half year-old daughter. Laurie and her partner, Bruce, have negotiated a job share arrangement so that he is able to work part-time and be the primary care provider for their daughter.

Laurie Shadowen - Mrs. Shadowen is an attorney and the mother of three daughters all under the age of four. She recently postponed her career to become a full-time at home mother.

Frost Telegadas - Mrs. Telegadas is an attorney and the mother of a one year-old son. She had a private legal practice for eight years, has taken a six-month leave of absence, and will begin part-time job with the Virginia State Bar Association next week. (appendix B)

Next, the moderator leads each participant through a description of their story of having both a career and family. The discussion eventually develops into questions from both the moderator and audience.

The panelists represent a variety of occupations, family lifestyles, and career stages. Each member of the panel contributed valuable insight as to her experience as a woman balancing professional and personal lives. Their personal narratives became lessons and advice for the audience. Each woman contributed something unique to the
panel during the discussion.

Laurie Neff embodies that fact that women are not relegated to the role of the primary care-provider as a result of our gender. Lee Brazzell, an African-American leader in the women's movement, adds diversity to the panel and represents both traditional and non-traditional roles during the stages of her career. Dr. Patricia Moss is the only single parent on the panel, and thus speaks from a different perspective. She discusses her troubled relationship with her teenage daughter, and relates some of the tension to her inability to fit the model of the stay-at-home mother. Frost Telegadas cautions women about trying to follow society's "blue-print" without being true to one's self. Finally, Laurie Shadowen, as the only panelist with more than one child, insists that the careful planning of her family is the key to her ability to handle her life. She also represents the many women who take a leave of absence from their careers to raise their children.

SURVEY ANALYSIS

A survey was placed on each audience chair during the set-up for "Having It All." The survey had two purposes: (1) assess the effectiveness of the program, and (2) gather opinions about women and leadership positions. The survey asked for the gender and age of the respondents to determine the audience composition. It also had both open- and close-ended questions in order to allow for more explanation from the respondents (see appendix A).

All of the 49 respondents were female, and the breakdown according to age is as follows (see Table 3):
Table 3

<table>
<thead>
<tr>
<th>18 years</th>
<th>19 years</th>
<th>20 years</th>
<th>21 years</th>
<th>22 years</th>
<th>23-30 years</th>
<th>over 30 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>4</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>5</td>
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</tbody>
</table>

The first set of questions asked the women if they felt the program was effective, covered an important topic, was applicable to them, and met a need of University of Richmond students. All respondents answered "yes" to these four questions. This validated the impetus of "Having It All" and also measured its effectiveness.

The next question asked if the respondents had thought about the issues involved in balancing a career and family before "Having It All." Then, the third question wanted to find out if they had discussed these issues with other people. The results show that four women attending the program had not considered the topic and seven people had not discussed them with others. This revelation showed that the program educated women about these issues as well as created a "free space" in which to examine the topic.

All 49 of the respondents said that the program had helped them. Some of the elaborations were:

- More respect for other people's choices (over 30 respondent)
- It helped me to see that there are many options available to me in this search for a balance and it made me see it can be done (21 year-old).
- It's a reality check! (21 year-old)
- It offered diverse viewpoints; it made me think about my own life and relationship with my single, working mother. (19 year-old)

These quotations offer evidence to the unanimous response to the question about the program's effectiveness. Plus, as the last comment illustrates, there were benefits from this program that we did not foresee.

The fifth question asked audience members if their ability to balance a career and
family had affected decisions about their future. The responses were mixed: yes = 22, no = 15, and somewhat = 2. The following are some of the explanations from these answers:

- I've decided to have my children first and then start my career. I have my doubts now if that was a smart decision. (23-30 year-old)
- I realize that it may not be possible to do both (career and family) at the same time. (21 year-old)
- I don't want to be president of the United States anymore, just governor of Ohio! (20 year-old)
- Time! I don't have it now as a college student, how will I manage with even bigger responsibilities? (19 year-old)

These quotations are good examples of the feelings and doubts of women of these age groups. Obviously, either earlier consideration, the program or both have led these women to think critically about their decisions, goals, and future plans.

The next question on the survey wanted to know if the respondents thought that there are barriers which prevent women from attaining leadership positions. The answers were overwhelmingly "yes": yes = 46 and no = 3.

- There are definite management barriers - "glass ceiling" and "sticky floor" due to the structure of the work place. (over 30 category)
- Mainly because leadership positions take tremendous amounts of time and women never seem to have that much to spare. (21 year-old)
- In order to be a great leader, you have to have your full heart in your work. But some women's hearts are with both their children and career. (18 year-old)

These comments support the "scarcity theory" explained earlier in this project.

Interestingly, one of the "no" respondents said, "If you work hard enough, you can eventually attain the positions." This comment implies that women do not have special barriers because of their gender. Yet, if this accurate, it then becomes difficult to explain the statistics which depict the small number of women in leadership positions.

The last question of the survey attempted to get a profile of the present family
situations and the future family plans of audience members. The question asked those respondents who plan to have children if they would work outside of the home and to what degree. The majority stated that they would have a part-time career, at least until their children were older. Once again, the amount of dedication it requires to become a leader in one's field is an issue. All four of the respondents already with children work full-time (unfortunately the survey instrument did not request the ages of the children). The other interesting fact to note about the responses to this question is that while the majority said that they would work part-time after children, full-time employment was very close (18:15). This reinforces the need for this program and continued discussion between women planning to "have it all" and those attempting to achieve this balance right now.

CONCLUSION

The relationships between the survey results, panel discussion, and literature review present three main conclusions for this project. First, it is difficult, if not impossible, for women to relinquish the assigned role of primary care-provider of children. While Laurie Neff is an example of someone who broke this mold, she is the exception, rather than the rule, of this project. Second, most women experience role strain when they combine the roles of mother, wife, and paid-worker. The studies described in the literature, as well as the testimony during "Having It All," support this conclusion. Finally, in order for women to attain leadership positions, they usually must either (1) not have children, (2) not fulfill the traditional role of primary care-provider, (3) give-up their career in some capacity, and/or (4) find the perfect balance between their professional and personal lives. This is a heavy responsibility which involves very tough decisions and
sacrifices. As the women on the panel stated, it is never easy and each woman must find the path that is right for her.

I believe that there are two images of the woman attempting to "have it all." The first view is the glamorous woman with the perfect face, figure, and job who handles all three of her roles with ease. Second, the bedraggled and frazzled "supermom" has a faded, stained, and badly tattered cape. The first makes women feel inadequate and the second gives women fear about the future and guilt about their ambitions. I hope this project has alleviated and prevented some of this simultaneous loss and gain for at least a few women.

This project has been very fascinating and rewarding. The subject allowed me to complete a project involving both research and service that enriched my life and, hopefully, the lives of many others. I also improved my skills as a leader and explored new areas of responsibility in my role as the Senior Class President. Nevertheless, I await the day when society's gender role assignments will shift so that there will no longer be a need for a study of the nature.
REFERENCES


Appendix A

“Having It All” Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
   was effective? yes no
   covered an important topic? yes no
   was applicable to your life? yes no
   met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you? yes no
   If “yes,” then how?

(5) Have considerations about your ability to have both a family and career
   affected your plans for the future? yes no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to
   men, from attaining leadership positions? yes no
   If “yes,” then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then
   skip this question.

   a). Do you plan to work outside of the home? yes no
      If “yes,” then will you work: full-time part-time do not know

   b). Do you work outside of the home? yes no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
SURVEY DATA

- All the respondents were female.
- Total number of respondents = 49.

<table>
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<th>Count</th>
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<tbody>
<tr>
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<td>19</td>
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<td>18</td>
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RESPONSES

(1) a).-d). all respondents answered “yes”

(2) Totals: \( y = 45 \quad n = 4 \)

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<td>18</td>
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(3) Totals: \( y = 42 \quad n = 7 \)

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<td>23-30</td>
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<td>19</td>
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<td>2</td>
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<tr>
<td>18</td>
<td>6</td>
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(4) Totals: \( y = 49 \quad n = 0 \)

- great to see generations of women sharing from experience
- interesting to see how other women made their decisions
- more respect for other people's choices
- insights and good advice for women in general

<table>
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<th>Age Range</th>
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<tbody>
<tr>
<td>over 30</td>
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<td>0</td>
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<tr>
<td>23-30</td>
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- insightful, new information, informative
- really made me think about going into a career with a family
- focused my thoughts about my life, gave me inspiration-- these women are incredible

<table>
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<tr>
<th>Age Range</th>
<th>y</th>
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<tbody>
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<td>22</td>
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- shed more light on the issue, showed the ups and downs
-its helped me realize that it is possible to have a career and a family and be able to manage both.
-find a personal balance, be true to your heart, be well-rounded, find level playing field

21:

\[ y = 15 \quad n = 0 \]

-It made me think about the challenges of having a family.
-It helped me see that there are many options available to me in this search for a "balance" and it made me see it can be done.
-Know that others feel the way I do.
-Think more in depth about my future.
-Showed different ways of approaching decisions.
-Financial concerns and the caution to wait was interesting
-Addressed the realities of these issues
-It made me see that others are dealing with the same issues; made me face up to the realities I'll be dealing with; having women with such different lifestyles gave me a chance to get a peek into different lives I might want to live.
-No right solution to the problems addressed- great to hear different stories
-Gave me different perspectives and possible answers and made me realize that there are different answers for everyone
-Real life examples of success and failure in many areas of life
-It's a reality check!
-It helped to relieve some of the stress surrounding these issues.

20:

\[ y = 4 \quad n = 0 \]

-Seeing and hearing about these women was very inspiring
-Re-emphasized the need to do what is best for me, not what is best for others
-"As a junior, just beginning to look for employment and life in the 'real' world, my career and major decisions have been affected by my ability to enter/re-enter the workforce after pregnancy."
-Given a slice of reality; some words of wisdom that will help

19:

\[ y = 8 \quad n = 0 \]

-Good to hear the experience of these women
-Helpful to hear how different women have dealt with balancing career and family
-"Has helped me to think about my future more objectively. I fell more at ease now about making decisions about career and kids."
-"It has really made me think about what I want to do realistically about the rest of my time here at UR."
-These women were all so inspiring, and at the same time gave me a very realistic perspective of the working mother.
-I think it really helped me to have a discussion with women who did not glaze over the realities of balancing a career and family.
-To see that there is so many things to do
-"It offered very diverse viewpoints; it made me think about my own life and my relationship with my single, working mother."

18:

\[ y = 6 \quad n = 0 \]

-It has helped me to understand other women's own experiences first-hand
"It has showed me that women are not stuck in certain career tracks just because they want to have children."
-It helped me relax that there are options
-"Being a mother is very important to me, but so is a career. I appreciate both more now."

(5) \[ y = 22 \quad n = 15 \quad \text{somewhat} = 2 \]

over 30: \[ y = 3 \quad n = 2 \]

- Having decisions, financial planning, discussion on number of children
- No kids

23-30: \[ y = 2 \quad n = 1 \]

- I've decided to have my children first and then start my career.
- Have my doubts now if that was a smart decision.
- I don't have a plan because I am not sure what I want, confusion.

22: \[ y = 2 \quad n = 2 \]

- I want to establish a career before I have a family
- Time commitments to both

21: \[ y = 6 \quad n = 7 \quad (\text{somewhat} = 2) \]

- One major reason I want to teach is because of the schedule I will be able to keep (vacations, hours, etc.); however, I am sure I want to stay home with my kids until they go to school.
- I realize that it may not be possible to do both at the same time.
- I don't know what my plans are, but I definitely want a family.
- I decided to teach because I wanted to be able to be home with my children in the afternoons.
- It hasn't changed my decisions yet because I have not had to make major decisions, but it has entered my mind in a major way!
- I feel it will be awhile before marriage and when I will be making these decisions.
- Yes, I am currently involved in a serious relationship and am planning to move to the same location so that our relationship can hopefully progress towards marriage. I will be thinking about these issues at that time.

20: \[ y = 4 \quad n = 0 \]

- I am trying to figure out how to juggle family and career.
- I am a family-oriented person and have given considerable thought to a career that balances both family and job.
- Entering education field—flexible?
- I don't want to be president of the U.S. anymore, just governor of Ohio.

19: \[ y = 6 \quad n = 2 \]

- I will listen to my heart, and not completely rule out having children
- I have deferred from a medical career
- I am not sure that what I thought I wanted to do before is really what I want to do.
- "Time! I don't have it now as a college student, how will I manage with even bigger responsibilities!!"
-Yes, I always consider the impact my chosen career will have on raising a family, so I work my plans around that.

18:  
\[ y = 4 \quad n = 2 \]
- I consider both when considering a major.
- I see the options. I also realize that I cannot plan my life until the time comes.
- I want to make a major difference in both society and my children's lives.
- Knowing I want both, but children are more important to me, teaching was/is my choice (but I also love the profession).

(6) **Totals:**  
\[ y = 46 \quad n = 3 \]

over 30:  
\[ y = 5 \quad n = 0 \]
- I could write a book.
- Definite management barriers; idea of "glass ceiling" and "sticky floor" for a lot of women workers; 1) attitudes towards women, as well as, 2) attitudes towards children, 3) structure of work place
- Traditional views, unequal salaries

23-30:  
\[ y = 3 \quad n = 0 \]
- "I feel that women are looked at as the primary care takers and if children are sick or need something extra than the women will be missing time from work"
- The male-dominated structure, glass ceiling, belief that women can't do it all

22:  
\[ y = 3 \quad n = 1 \]
- Children, maternity leave
- "If you work hard you can eventually attain the positions."
- Need to feel that they are the primary care givers

21:  
\[ y = 13 \quad n = 2 \]
- Just the way women have traditionally been treated throughout the years, although I think these barriers are slowly dropping
- Women are still expected to be the primary caregivers of children and handle the majority of household duties
- Time constraints
- Children—traditional role of stay home mom
- Mainly because leadership positions take tremendous amounts of time and women never seem to have that much to spare
- Society's view that women should be the primary caregivers for their children has a big influence
- Norms, expectations— I feel that leadership positions require a lot of complete commitment and women have to keep the idea of raising kids in the back of their minds, while I don't hear men making their decisions based on being a care-giver (not even semi-jointly).
- If a woman chooses to raise children, it definitely limits certain career options (depending on her values of family).
- Children take time
- "I wouldn't call them barriers though. I feel that women are more inclined to take care of children and due to this, are less likely to spend the amount of time it takes to make it to the top."
- Trying to raise and care for a family

20:  \[ y = 4 \quad n = 0 \]
- Traditional role of women
- Views left from past generations-- may be subconscious, but are present
- Corporations are hesitant to hire and advance women because of maternity leave
- Sexist and outdated stereotypes

19:  \[ y = 9 \quad n = 0 \]
- More of a duty for women to take care of the children-- an expectation
- "Social blueprints"
- Glass ceilings
- Barriers of society's perception of women, (i.e., not giving them a position they deserve)
- Time! Also related to that is the multiple roles we are expected to assume: mother, wife, career woman, leader, etc.
- I believe that society has preconceived notions about women in leadership roles. Whether they are subconscious or conscious, they still help to deter women from attaining important leadership positions.
- Balancing career and family, sexism that still exists.

18:  \[ y = 6 \quad n = 0 \]
- I believe that women are inevitably discriminated against and must work harder to attain the same goals as men
- The restrictions of having a family
- Stereotypes that still exist as to what a woman's role should be
- In order to be a great leader, you have to have your full heart in your work. But some women's hearts are with both their children and their career.
- Traditional gender roles
The Westhampton College Senior Class Cabinet would like to thank the following people and organizations for their assistance with this program:

Holly Blake
Lee Brazzell
Angela Detlev
Scott Digby
Patricia Harwood
Gill Hickman
Beth Hyde
May Lily Lee
Lucretia McCulley
Patricia Moss
Laurie Neff
Ann Perkins
Patricia Patterson
Beth Selzer
Laurie Shadowen
Cherie Sheridan
Carla Shriner
Frost Telegadas
Colleen West
Carol Wharton
Class of 1996 Cabinet
Class of 1997 Cabinet
Class of 1998 Cabinet
Westhampton College Dean's Office
Westhampton College Residence Life Staff
W.C.G.A.
W.I.L.L.

HAVING IT ALL!!

An informal panel discussion about finding a balance between professional and personal lives.

MARCH 2, 1995
7:00 PM
N.C.R.R.
MAY LILY LEE - Ms. Lee is the host of "Behind the Lines" and a reporter for "Virginia Currents". She is based with Central Virginia Public Television.

MODERATOR

career to become a full-time at home mother.
Irene daughers all under the age of four. She has recently postponed her

Laurie Shadowner - Mrs. Shadowner is an attorney and the mother of

Mrs. Patricia Moss - Dr. Moss is a dentist and single parent of a husband

Dr. Patricia Moss - Alzheimer's Association

Richmond, she was the executive director of the Southeast Georgia

Residency Center and the mother of a six-year-old son. Before coming to

Lee Brizzell - Mrs. Brizzell is the executive director of the Women's

Association next week.

Frost Telegads - Mrs. Telegads is an attorney and the mother of one

parent-time and be the primary care provider for her daughter.

Laurie Nef - Laurie is the Associate Dean of Oshawdian College and

RESPONDENT = PERSON PROVIDING MOST CARE FOR CHILDREN (86% FEMALE) 

Self

Spouse

Children

Always a Challenge

Sometimes a Challenge

Never a Challenge

60%

50%

40%

30%

20%

10%

0%
HAVING IT ALL!!

An informal panel discussion with women from the Richmond community about . . .

*the pressures and challenges of balancing a career and family!!*

Thursday, March 2, 1995
7:00 PM
North Court Reception Room

Come interact with women representing various careers as they discuss the decisions and factors which have affected their ability to balance both a professional and personal life.

Sponsored by Westhampton College Class of 1995 Cabinet
"Having It All" Survey

by

Meredith L. Schalick

Senior Project

Jepson School of Leadership Studies

University of Richmond

Richmond, VA

April 1995
“Having It All” Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
   was effective? yes no
   covered an important topic? yes no
   was applicable to your life? yes no
   met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you?
   If “yes,” then how? yes no

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future? yes no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions? yes no
   If “yes,” then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

   a). Do you plan to work outside of the home? yes no
      If “yes,” then will you work: full-time part-time do not know

   b). Do you work outside of the home? yes no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 (over 30)

(1) Do you feel this program:
   was effective? yes no
   covered an important topic? yes no
   was applicable to your life? yes no
   met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you? yes no
   If “yes,” then how? __________________________________________________________________________

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future? yes no
   If “yes,” then how? __________________________________________________________________________

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions? yes no
   If “yes,” then what are the barriers? __________________________________________________________________________

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

   a). Do you plan to work outside of the home? yes no
      If “yes,” then will you work: full-time part-time do not know

   b). Do you work outside of the home? yes no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  
- male  
- female  

Age:  
- 18  
- 19  
- 20  
- 21  
- 22  
- 23-30  
- over 30  

(1) Do you feel this program:  
- was effective?  
- covered an important topic?  
- was applicable to your life?  
- met a need of University of Richmond students?  

(2) Had you thought about these issues before this program?  

(3) Had you discussed these issues with other people before this program?  

(4) Has this program helped you?  
If “yes,” then how?  

(5) Have considerations about your ability to have both a family and career affected your plans for the future?  
If “yes,” then how?  

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?  
If “yes,” then what are the barriers?  

(7) If you plan to have children, then only answer question (7) a).  
If you already have children, then only answer (7) b).  
If you do not already have children and do not plan to have children, then skip this question.  

a). Do you plan to work outside of the home?  
If “yes,” then will you work:  
- full-time  
- part-time  
- do not know  

b). Do you work outside of the home?  
If “yes,” then do you work:  
- full-time  
- part-time  

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male          female

Age: 18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?
   yes  no

(4) Has this program helped you?
   yes  no
   If “yes,” then how?
   MORE RESPECT FOR OTHER PEOPLE’S CHOICES

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future?  yes  no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions?  yes  no
   If “yes,” then what are the barriers?
   TRADITIONAL VIEWS
   UNEQUAL SALARIES FOR MEN & WOMEN

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

a). Do you plan to work outside of the home?  yes  no
   If “yes,” then will you work:  full-time  part-time  do not know

b). Do you work outside of the home?  yes  no
   If “yes,” then do you work:  full-time  part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   - was effective? yes  no
   - covered an important topic? yes  no
   - was applicable to your life? yes  no
   - met a need of University of Richmond students? yes  no

(2) Had you thought about these issues before this program? yes  no

(3) Had you discussed these issues with other people before this program? yes  no

(4) Has this program helped you?
   If “yes,” then how?
   - A lot of insights + good advice for women.

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future? yes  no
   If “yes,” then how?
   - No kids

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? yes  no
   If “yes,” then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home? yes  no
      If “yes,” then will you work: full-time  part-time  do not know

   b). Do you work outside of the home? yes  no
      If “yes,” then do you work: full-time  part-time

Please use the back for any additional comments. Thank you for your time.

Meredith White-Goostree
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1)  Do you feel this program:
   - was effective?  yes  no
   - covered an important topic?  yes  no
   - was applicable to your life?  yes  no
   - met a need of University of Richmond students?  yes  no

(2)  Had you thought about these issues before this program?  yes  no

(3)  Had you discussed these issues with other people before this program?
    yes  no

(4)  Has this program helped you?
    If “yes,” then how?
    yes  no

(5)  Have considerations about your ability to have both a family and career
    affected your plans for the future?  yes  no
    If “yes,” then how?

(6)  Do you believe that there are barriers that prevent women, compared to
     men, from attaining leadership positions?  yes  no
     If “yes,” then what are the barriers?

(7)  If you plan to have children, then only answer question (7) a).
     If you already have children, then only answer (7) b).
     If you do not already have children and do not plan to have children, then
     skip this question.

   a).  Do you plan to work outside of the home?  yes  no
       If “yes,” then will you work:  full-time  part-time  do not know

   b).  Do you work outside of the home?  yes  no
       If “yes,” then do you work:  full-time  part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
   was effective? yes no
   covered an important topic? yes no
   was applicable to your life? yes no
   met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program?
   yes no

(4) Has this program helped you? yes no
   If “yes,” then how?
   It really made me think about going into a career with a family.

(5) Have considerations about your ability to have both a family and career
   affected your plans for the future? yes no
   If “yes,” then how?
   I’ve decided to have my children first and then start my career. Have my doubts now if that was a smart decision.

(6) Do you believe that there are barriers that prevent women, compared to
   men, from attaining leadership positions? yes no
   If “yes,” then what are the barriers?
   I feel that women are looked at as the primary caretakers and if children are sick or need something extra then the women will be missing time from work.

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home? yes no
      If “yes,” then will you work: full-time part-time do not know

   b). Do you work outside of the home? yes no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male   female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?  yes  no
   If “yes,” then how?
   focused my thoughts about my life
   gave me inspiration - these are incredible

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future?  yes  no
   If “yes,” then how?
   I don’t have a plan be I’m not sure what I want, confusion

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?  yes  no
   If “yes,” then what are the barriers?
   the male-dominated structure - class
   gender - belief that I can’t do it all

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home?  yes  no
      If “yes,” then will you work: full-time  part-time  do not know

   b). Do you work outside of the home?  yes  no
      If “yes,” then do you work: full-time  part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male  female

Age: 18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
  was effective? yes  no
  covered an important topic? yes  no
  was applicable to your life? yes  no
  met a need of University of Richmond students? yes  no

(2) Had you thought about these issues before this program? yes  no

(3) Had you discussed these issues with other people before this program?
   yes  no

(4) Has this program helped you?
   yes  no
   If “yes,” then how?
   """
   ""
   ""
   ""

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future? yes  no
   If “yes,” then how?
   """
   ""
   ""
   ""

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions? yes  no
   If “yes,” then what are the barriers?
   "Children, marriage, leave"

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

   a). Do you plan to work outside of the home? yes  no
      If “yes,” then will you work: full-time part-time do not know

   b). Do you work outside of the home? yes  no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
"Having It All" Survey

Please circle answers when appropriate.

Gender: male  female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
- was effective?
- covered an important topic?
- was applicable to your life?
- met a need of University of Richmond students?

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you?
If “yes,” then how?

yes no

(5) Have considerations about your ability to have both a family and career affected your plans for the future?
If “yes,” then how?

I want to establish a career before I have a family

yes no

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?
If “yes,” then what are the barriers?

yes no

If you work hard you can eventually attain the positions

(7) If you plan to have children, then only answer question (7) a).
If you already have children, then only answer (7) b).
If you do not already have children and do not plan to have children, then skip this question.

a). Do you plan to work outside of the home?
If “yes,” then will you work: full-time part-time do not know

b). Do you work outside of the home?
If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  
- male  
- female

Age:  18  19  20  21 [22]  23-30  over 30

(1) Do you feel this program:
- was effective? yes  no
- covered an important topic? yes  no
- was applicable to your life? yes  no
- met a need of University of Richmond students? yes  no

(2) Had you thought about these issues before this program? yes  no

(3) Had you discussed these issues with other people before this program? yes  no

(4) Has this program helped you? yes  no
   If “yes,” then how?
   IT'S HELPED ME REALIZE THAT I CAN HAVE A CAREER AND A FAMILY AND DO BOTH.
   I'M SUCCESSFUL.

(5) Have considerations about your ability to have both a family and career affected your plans for the future? yes  no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? yes  no
   If “yes,” then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home? yes  no
      If “yes,” then will you work: full-time  part-time  do not know

   b). Do you work outside of the home? yes  no
      If “yes,” then do you work: full-time  part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male  female
Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
   was effective? yes  no
   covered an important topic? yes  no
   was applicable to your life? yes  no
   met a need of University of Richmond students? yes  no

(2) Had you thought about these issues before this program? yes  no

(3) Had you discussed these issues with other people before this program? yes  no

(4) Has this program helped you?
   If “yes,” then how?

   Balancing [?] time
   and children? Be on a level
   Be well rounded! [?] playing [?] child

(5) Have considerations about your ability to have both a family and career
   affected your plans for the future? yes  no
   If “yes,” then how?
   [Time commitments to both —]

(6) Do you believe that there are barriers that prevent women, compared to
   men, from attaining leadership positions? yes  no
   If “yes,” then what are the barriers?
   [Need to feel they are]
   [Primary caregivers]
   [Forgotten —]

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

   a). Do you plan to work outside of the home? yes  no
      If “yes,” then will you work: full-time part-time do not know

   b). Do you work outside of the home? yes  no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.

Great Panel
Many different perspectives and thoughts.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  marked  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?
   If “yes,” then how?
      It made me think about the challenges of having a family.
      yes  no

(5) Have considerations about your ability to have both a family and career affected your plans for the future?  yes  no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?  yes  no
   If “yes,” then what are the barriers?
      Just the way women have traditionally been treated throughout the years, although I think these barriers are slowly disappearing.

(7) If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home?  yes  no
      If “yes,” then will you work:  full-time  part-time  do not know

   b). Do you work outside of the home?  yes  no
      If “yes,” then do you work:  full-time  part-time

Please use the back for any additional comments. Thank you for your time.
"Having It All" Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?  yes  no
   If "yes," then how?
   It helped me see that there are many
   options available to me in this search. It is a
   " sandbox " and it made me see what can be done.

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future?  yes  no
    If "yes," then how?
    One major reason I want to teach is because
    of the schedule. I will be able to have children
    in the future. However, I am sure I will need
    your help. Also, I believe that having children
    would make me a better teacher. I want to
    provide the majority of household duties.

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions?  yes  no
    If "yes," then what are the barriers?
    Women are expected to do the
    majority of household duties.

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

   a). Do you plan to work outside of the home?  yes  no
      If "yes," then will you work:  full-time  part-time  do not know
      Will not work until kids are in school

   b). Do you work outside of the home?  yes  no
      If "yes," then do you work:  full-time  part-time

Please use the back for any additional comments.  Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
   was effective? yes no
   covered an important topic? yes no
   was applicable to your life? yes no
   met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you?
   If “yes,” then how?

(5) Have considerations about your ability to have both a family and career affected your plans for the future? yes no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? yes no
   If “yes,” then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

   a). Do you plan to work outside of the home? yes no
      If “yes,” then will you work: full-time part-time do not know

   b). Do you work outside of the home? yes no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
"Having It All" Survey

Please circle answers when appropriate.

Gender: ☐ male ☑ female

Age: 18 19 20 ☑ 21 22 23-30 over 30

(1) Do you feel this program:
was effective? ☑ yes ☐ no
covered an important topic? ☑ yes ☐ no
was applicable to your life? ☑ yes ☐ no
met a need of University of Richmond students? ☑ yes ☐ no

(2) Had you thought about these issues before this program? ☑ yes ☐ no

(3) Had you discussed these issues with other people before this program?
   ☑ yes ☐ no

(4) Has this program helped you?
   If “yes,” then how?
   ☑ yes ☐ no
   Think more, plan ahead, have a plan.

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future? ☑ yes ☐ no
    If “yes,” then how?
    I realize it may not be possible to do both.

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions? ☑ yes ☐ no
    If “yes,” then what are the barriers?
    Children take over career.

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.
    a). Do you plan to work outside the home? ☑ yes ☐ no
       If “yes,” then will you work: full-time ☑ no
           part-time ☐ do not know
    b). Do you work outside of the home? ☑ yes ☐ no
       If “yes,” then do you work: full-time ☑ no
           part-time ☐

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male  female

Age: 18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program? yes  no

(3) Had you discussed these issues with other people before this program? yes  no

(4) Has this program helped you? yes  no
   If “yes,” then how?

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future? yes  no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions? yes  no
   If “yes,” then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

   a). Do you plan to work outside of the home? yes  no
      If “yes,” then will you work: full-time  part-time  do not know
   b). Do you work outside of the home? yes  no
      If “yes,” then do you work: full-time  part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?  yes  no
   If “yes,” then how?
   financial concerns + the career decision was made with more certainty

(5) Have considerations about your ability to have both a family and career affected your plans for the future?  yes  no
   If “yes,” then how?
   I don’t know what my plans are, but definitely want a family

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?  yes  no
   If “yes,” then what are the barriers?
   Male/female leadership positions talk
   Time + Canada never seem to have enough

(7) If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home?  yes  maybe  no
      If “yes,” then will you work:  full-time  part-time  do not know

   b). Do you work outside of the home?  yes  no
      If “yes,” then do you work:  full-time  part-time

Please use the back for any additional comments. Thank you for your time.

Thanks, Meredith!
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1)  Do you feel this program:
    was effective?  yes  no
    covered an important topic?  yes  no
    was applicable to your life?  yes  no
    met a need of University of Richmond students?  yes  no

(2)  Had you thought about these issues before this program?  yes  no

(3)  Had you discussed these issues with other people before this program?
    yes  no

(4)  Has this program helped you?
    If “yes,” then how?
    yes  no

(5)  Have considerations about your ability to have both a family and career
    affected your plans for the future?  yes  no
    If “yes,” then how?
    I decided to take the real estate exam because
    I wanted to be able to work
    and be at home with my children in
    the afternoons.

(6)  Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions?  yes  no
    If “yes,” then what are the barriers?
    Some barriers are that
    women’s
    traditional
    obligations
    of
    children,
    work,
    and

(7)  If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

    a).  Do you plan to work outside of the home?
        If “yes,” then will you work:  full-time  part-time  do not know
        yes  no

    b).  Do you work outside of the home?
        If “yes,” then do you work:  full-time  part-time
        yes  no

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?
   If “yes,” then how?
   mad me face up to realities of such things as needing to
   have a chance to

(5) Have considerations about your ability to have both a family and career
   affected your plans for the future?  yes  no
   If “yes,” then how?
   didn’t change my plans

(6) Do you believe that there are barriers that prevent women, compared to
   men, from attaining leadership positions?  yes  no
   If “yes,” then what are the barriers?
   I think women are not given a chance to
   be able to

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

   a). Do you plan to work outside of the home?  yes  no
      If “yes,” then will you work: full-time part-time do not know

   b). Do you work outside of the home?  yes  no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 **21** 22 23-30 over 30

(1) Do you feel this program:
   was effective? yes no
   covered an important topic? yes no
   was applicable to your life? yes no
   met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you?
   If “yes,” then how?
   yes no

(5) Have considerations about your ability to have both a family and career
   affected your plans for the future? yes no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to
   men, from attaining leadership positions? yes no
   If “yes,” then what are the barriers?

(7) If you plan to have children, then only answer question (7a).
   If you already have children, then only answer (7b).
   If you do not already have children and do not plan to have children, then skip this question.
   a). Do you plan to work outside of the home? yes no
      If “yes,” then will you work: full-time part-time do not know
   b). Do you work outside of the home? yes no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male [female]

Age: 18 19 20 21 22 23-30 over 30

1. Do you feel this program:
   - was effective? yes no
   - covered an important topic? yes no
   - was applicable to your life? yes no
   - met a need of University of Richmond students? yes no

2. Had you thought about these issues before this program? yes no

3. Had you discussed these issues with other people before this program? yes no

4. Has this program helped you?
   If “yes,” then how?
   yes no

5. Have considerations about your ability to have both a family and career affected your plans for the future? yes no
   If “yes,” then how?

6. Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? yes no
   If “yes,” then what are the barriers?

7. If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then skip this question.
   a. Do you plan to work outside of the home? yes no
      If “yes,” then will you work: full-time part-time do not know
   b. Do you work outside of the home? yes no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
- was effective?  yes  no
- covered an important topic?  yes  no
- was applicable to your life?  yes  no
- met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?
   yes  no

(4) Has this program helped you?
   If “yes,” then how?

   Thank so much for your help and support.

(5) Have considerations about your ability to have both a family and career affected your plans for the future?
   If “yes,” then how?

   Thank so much for your help and support.

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?  yes  no
   If “yes,” then what are the barriers?

   Thank so much for your help and support.

(7) If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home?  yes  no
      If “yes,” then will you work:  full-time  part-time  do not know

   b). Do you work outside of the home?  yes  no
      If “yes,” then do you work:  full-time  part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

*Please circle answers when appropriate.*

**Gender:**
- male
- female

**Age:**
- 18
- 19
- 20
- 21
- 22
- 23-30
- over 30

(1) **Do you feel this program:**
- was effective? ________ yes ________ no
- covered an important topic? ________ yes ________ no
- was applicable to your life? ________ yes ________ no
- met a need of University of Richmond students? ________ yes ________ no

(2) **Had you thought about these issues before this program?**
- yes ________ no

(3) **Had you discussed these issues with other people before this program?**
- yes ________ no

(4) **Has this program helped you?**
- yes ________ no

If “yes,” then how?

(5) **Have considerations about your ability to have both a family and career affected your plans for the future?**
- yes ________ no

If “yes,” then how?

(6) **Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?**
- yes ________ no

If “yes,” then what are the barriers?

(7) **If you plan to have children, then only answer question (7) a).**
**If you already have children, then only answer (7) b).**
**If you do not already have children and do not plan to have children, then skip this question.**

a). **Do you plan to work outside of the home?**
- yes ________ no

If “yes,” then will you work: __________ full-time __________ part-time __________ do not know

b). **Do you work outside of the home?**
- yes ________ no

If “yes,” then do you work: __________ full-time __________ part-time

*Please use the back for any additional comments. Thank you for your time.*
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?
   If “yes,” then how?
   yes  no

(5) Have considerations about your ability to have both a family and career affected your plans for the future?  yes  no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?  yes  no
   If “yes,” then what are the barriers?
   trying to care for a family

(7) If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then skip this question.
   a). Do you plan to work outside of the home?  yes  no
      If “yes,” then will you work:  full-time  part-time  do not know
   b). Do you work outside of the home?  yes  no
      If “yes,” then do you work:  full-time  part-time

Please use the back for any additional comments.  Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
   was effective? yes no
   covered an important topic? yes no
   was applicable to your life? yes no
   met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you?
   If “yes,” then how?
   Seeing and hearing about these women’s lives was very inspiring.

(5) Have considerations about your ability to have both a family and career affected your plans for the future? yes no
   If “yes,” then how?
   I am trying to figure out how to juggle family & career.

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? yes no
   If “yes,” then what are the barriers?
   Dual role of women

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home? yes no
      If “yes,” then will you work: full-time part-time do not know

   b). Do you work outside of the home? yes no
      If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
was effective?  yes  no
covered an important topic?  yes  no
was applicable to your life?  yes  no
met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?
If “yes,” then how?

re-emphasizes the need to do what is best for me, not for others

(5) Have considerations about your ability to have both a family and career
affected your plans for the future?  yes  no
If “yes,” then how?

I am a family oriented person - have given considerable thought
to a career that balances both family and job

(6) Do you believe that there are barriers that prevent women, compared to
men, from attaining leadership positions?  yes  no
If “yes,” then what are the barriers?

views still left over from past
generations - may be subconscious, but are present

(7) If you plan to have children, then only answer question (7) a).
If you already have children, then only answer (7) b).
If you do not already have children and do not plan to have children, then
skip this question.

a). Do you plan to work outside of the home?  yes  no
If “yes,” then will you work: full-time  part-time  do not know

b). Do you work outside of the home?  yes  no
If “yes,” then do you work: full-time  part-time

Please use the back for any additional comments. Thank you for your time.
"Having It All" Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program: was effective? yes no
covered an important topic? yes no
was applicable to your life? yes no
met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you? yes no
If "yes," then how?
As a junior just beginning to look for employment, life in "real" world—my career and major decisions have been affected by my ability to enter/ re-enter education field—flexible

(5) Have considerations about your ability to have both a family and career affected your plans for the future? yes no
If "yes," then how?
Entering education field—flexible

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? yes no
If "yes," then what are the barriers?
Corporations—hesitant to hire, advance women, flexible maternity leave

(7) If you plan to have children, then only answer question (7) a).
If you already have children, then only answer (7) b).
If you do not already have children and do not plan to have children, then skip this question.

a. Do you plan to work outside of the home? yes no
If "yes," then will you work: full-time part-time do not know
b. Do you work outside of the home? yes no
If "yes," then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male  female

Age: 18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
- was effective? yes  no
- covered an important topic? yes  no
- was applicable to your life? yes  no
- met a need of University of Richmond students? yes  no

(2) Had you thought about these issues before this program? yes  no

(3) Had you discussed these issues with other people before this program? yes  no

(4) Has this program helped you?
If “yes,” then how?
- Given a slice of reality
- Some words of advice, wisdom that will help

(5) Have considerations about your ability to have both a family and career
affected your plans for the future? yes  no
If “yes,” then how?
- I don’t want to be president of the United States
- Just Governor of Ohio

(6) Do you believe that there are barriers that prevent women, compared
to men, from attaining leadership positions? yes  no
If “yes,” then what are the barriers?
- Society,刻板印象

(7) If you plan to have children, then only answer question (7) a).
If you already have children, then only answer (7) b).
If you do not already have children and do not plan to have children, then
skip this question.

a). Do you plan to work outside of the home? yes  no
If “yes,” then will you work: full-time  part-time  do not know

b). Do you work outside of the home? yes  no
If “yes,” then do you work: full-time  part-time

Please use the back for any additional comments. Thank you for your time.

Great job, sincerely,
God bless your thesis!
"Having It All" Survey

Please circle answers when appropriate.

Gender: male [female]  
Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:  
- was effective? [yes] no  
- covered an important topic? [yes] no  
- was applicable to your life? [yes] no  
- met a need of University of Richmond students? [yes] no

(2) Had you thought about these issues before this program? [yes] no

(3) Had you discussed these issues with other people before this program? [yes] no

(4) Has this program helped you?  
If "yes," then how?  
Good to hear the experiences of these women.

(5) Have considerations about your ability to have both a family and career affected your plans for the future? [yes] no  
If "yes," then how?

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? [yes] no  
If "yes," then what are the barriers?  
More of a duty for women to take care of the kids - an expectation.

(7) If you plan to have children, then only answer question (7) a).  
If you already have children, then only answer (7) b).  
If you do not already have children and do not plan to have children, then skip this question.

a). Do you plan to work outside of the home? [yes] no  
If "yes," then will you work: full-time [part-time do not know]

b). Do you work outside of the home?  
If "yes," then do you work: full-time [part-time no]

Please use the back for any additional comments. Thank you for your time.
"Having It All" Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
   - was effective? yes no
   - covered an important topic? yes no
   - was applicable to your life? yes no
   - met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you?
   If "yes," then how?
   yes no

(5) Have considerations about your ability to have both a family and career affected your plans for the future?
   yes no
   If "yes," then how?

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? yes no
   If "yes," then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home?
      If "yes," then will you work: full-time yes no
      part-time do not know

   b). Do you work outside of the home?
      If "yes," then do you work: full-time yes no
      part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?  yes  no
If “yes,” then how?
   Helped me to understand different lifestyles and how careers & family

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future?  yes  no
If “yes,” then how?
   I will listen to my heart, not completely rule out
   having children

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions?  yes  no
If “yes,” then what are the barriers?
   Social & discrimination

(7) ? If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
? If you do not already have children and do not plan to have children, then
   skip this question.

   a). Do you plan to work outside of the home?  yes  no
      If “yes,” then will you work:  full-time  part-time  do not know

   b). Do you work outside of the home?  yes  no
      If “yes,” then do you work:  full-time  part-time

Please use the back for any additional comments.  Thank you for your time.

This was great! Thank you very much.

[Signature]
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?
   If “yes,” then how?
   yes  no

(5) Have considerations about your ability to have both a family and career affected your plans for the future?
   If “yes,” then how?
   yes  no

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?
   If “yes,” then what are the barriers?
   yes  no

(7) If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home?  yes  no
      If “yes,” then will you work:  full-time  part-time  do not know

   b). Do you work outside of the home?  yes  no
      If “yes,” then do you work:  full-time  part-time

Please use the back for any additional comments.  Thank you for your time.
"Having It All" Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
   was effective? yes no
   covered an important topic? yes no
   was applicable to your life? yes no
   met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you?
   If "yes," then how?
   yes no

   It has really made me think about what I want to do, especially about the rest of my time here at UR.

(5) Have considerations about your ability to have both a family and career affected your plans for the future? yes no
   If "yes," then how?
   I'm not sure that what I thought I wanted to do is what I want to do.

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? yes no
   If "yes," then what are the barriers?
   Barriers by society's perceptions of women, (i.e., not giving them a position)

(7) If you plan to have children, then only answer question (7) a.
    If you already have children, then only answer (7) b.
    If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home? yes no
      If "yes," then will you work: full-time part-time do not know

   b). Do you work outside of the home? yes no
      If "yes," then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
"Having It All" Survey

Please circle answers when appropriate.

Gender: [ ] male [ ] female
Age: [ ] 18 [ ] 19 [ ] 20 [ ] 21 [ ] 22 [ ] 23-30 [ ] over 30

(1) Do you feel this program:
   [ ] yes [ ] no
   - was effective?
   - covered an important topic?
   - was applicable to your life?
   - met a need of University of Richmond students?

(2) Had you thought about these issues before this program? [ ] yes [ ] no

(3) Had you discussed these issues with other people before this program? [ ] yes [ ] no

(4) Has this program helped you? [ ] yes [ ] no
   If "yes," then how?
   These women were all so inspiring, and at the same time gave me a very realistic perspective.

(5) Have considerations about your ability to have both a family and career affected your plans for the future? [ ] yes [ ] no
   If "yes," then how?
   Time! I don't have it now as a college student, how will I manage with even bigger responsibilities.

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? [ ] yes [ ] no
   If "yes," then what are the barriers?
   Time - also related to that is the multiple roles we are expected to assume: mother, wife, career person.

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home? [ ] yes [ ] no
      If "yes," then will you work: full-time [ ] part-time [ ] do not know

   b). Do you work outside of the home? [ ] yes [ ] no
      If "yes," then do you work: full-time [ ] part-time

Please use the back for any additional comments. Thank you for your time.

great job everyone!
“Having It All” Survey

Please circle answers when appropriate.

Gender: male [ ] female [○]

Age: 18 [○] 19 [ ] 20 [ ] 21 [ ] 22 [ ] 23-30 [ ] over 30 [ ]

(1) Do you feel this program:
   - was effective? [yes] [no]
   - covered an important topic? [yes] [no]
   - was applicable to your life? [yes] [no]
   - met a need of University of Richmond students? [yes] [no]

(2) Had you thought about these issues before this program? [yes] [no]

(3) Had you discussed these issues with other people before this program? [yes] [no]

(4) Has this program helped you?
   If “yes,” then how?
   I think it really helped me to have a discussion
   with women who did not glare over the realities of balancing
   a career and a family.

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future? [yes] [no]
   If “yes,” then how?
   Yes I always consider the impact my decided
   career will have on raising a family so I work
   my figures around that.

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions? [yes] [no]
   If “yes,” then what are the barriers?
   I believe that society has preconceived notions about women in leadership
   roles whether they are subconscious or conscious. They still help
   keep women from attaining important leadership positions.

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then
    skip this question.

   a). Do you plan to work outside of the home? [yes] [no]
      If “yes,” then will you work: [full-time] [part-time] [do not know]

   b). Do you work outside of the home? [yes] [no]
      If “yes,” then do you work: [full-time] [part-time]

Please use the back for any additional comments. Thank you for your time.
"Having It All" Survey

Please circle answers when appropriate.

Gender:  
- male  
- female

Age:  
- 18  
- 19  
- 20  
- 21  
- 22  
- 23-30  
- over 30

(1) Do you feel this program:
- was effective?  
  - yes  
  - no
- covered an important topic?  
  - yes  
  - no
- was applicable to your life?  
  - yes  
  - no
- met a need of University of Richmond students?  
  - yes  
  - no

(2) Had you thought about these issues before this program?  
- yes  
- no

(3) Had you discussed these issues with other people before this program?  
- yes  
- no

(4) Has this program helped you?
- yes  
- no
  If "yes," then how?
  To see that there is so many things 40 CHOS

(5) Have considerations about your ability to have both a family and career affected your plans for the future?  
- yes  
- no
  If "yes," then how?

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?  
- yes  
- no
  If "yes," then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).
If you already have children, then only answer (7) b).
If you do not already have children and do not plan to have children, then skip this question.

a). Do you plan to work outside of the home?  
- yes  
- no
  If "yes," then will you work:  
  - full-time  
  - part-time  
  - do not know

b). Do you work outside of the home?  
- yes  
- no
  If "yes," then do you work:  
  - full-time  
  - part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?  yes  no
   If “yes,” then how?
   Helped me understand about my own role
   in relationship of my job vs. family

(5) Have considerations about your ability to have both a family and career
   affected your plans for the future?  yes  no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to
   men, from attaining leadership positions?  yes  no
   If “yes,” then what are the barriers?
   Sexism that still exists

(7) If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then
   skip this question.

   a). Do you plan to work outside of the home?  yes  no
      If “yes,” then will you work:  full-time  part-time  do not know

   b). Do you work outside of the home?  yes  no
      If “yes,” then do you work:  full-time  part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program? yes  no

(3) Had you discussed these issues with other people before this program? yes  no

(4) Has this program helped you?
   If “yes,” then how?
   It’s helped me to understand other women’s situations firsthand

(5) Have considerations about your ability to have both a family and career
    affected your plans for the future? yes  no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to
    men, from attaining leadership positions? yes  no
   If “yes,” then what are the barriers?
   I believe that women are unfairly discriminated against
   and must work harder to attain the same goals as men.

(7) If you plan to have children, then only answer question (7) a).
   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then
   skip this question.

   a). Do you plan to work outside of the home? yes  no
      If “yes,” then will you work: full-time  part-time  do not know

   b). Do you work outside of the home? yes  no
      If “yes,” then do you work: full-time  part-time

Please use the back for any additional comments. Thank you for your time.
"Having It All" Survey

Please circle answers when appropriate.

Gender: \[\text{male} \quad \text{female}\]

Age: \[18 \quad 19 \quad 20 \quad 21 \quad 22 \quad 23-30 \quad \text{over 30}\]

(1) Do you feel this program:
- was effective? \(\text{yes}\) \(\text{no}\)
- covered an important topic? \(\text{yes}\) \(\text{no}\)
- was applicable to your life? \(\text{yes}\) \(\text{no}\)
- met a need of University of Richmond students? \(\text{yes}\) \(\text{no}\)

(2) Had you thought about these issues before this program? \(\text{yes}\) \(\text{no}\)

(3) Had you discussed these issues with other people before this program? \(\text{yes}\) \(\text{no}\)

(4) Has this program helped you?
- If "yes," then how?

(5) Have considerations about your ability to have both a family and career affected your plans for the future? \(\text{yes}\) \(\text{no}\)
- If "yes," then how?

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? \(\text{yes}\) \(\text{no}\)
- If "yes," then what are the barriers?

(7) \text{If you plan to have children, then only answer question (7) a).} \text{If you already have children, then only answer (7) b).} \text{If you do not already have children and do not plan to have children, then skip this question.}

- a). Do you plan to work outside of the home? \(\text{yes}\) \(\text{no}\)
  - If "yes," then will you work: \(\text{full-time}\) \(\text{part-time}\) \(\text{do not know}\)

- b). \text{Do you work outside of the home?} \(\text{yes}\) \(\text{no}\)
  - If "yes," then do you work: \(\text{full-time}\) \(\text{part-time}\)

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male females

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
was effective? yes no
covered an important topic? yes no
was applicable to your life? yes no
met a need of University of Richmond students? yes no

(2) Had you thought about these issues before this program? yes no

(3) Had you discussed these issues with other people before this program? yes no

(4) Has this program helped you?
If “yes,” then how?
I helped me realize all my options

(5) Have considerations about your ability to have both a family and career affected your plans for the future? yes no
If “yes,” then how?
I see the options, I also realize I will plan my life until the time comes

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions? yes no
If “yes,” then what are the barriers?
Stereotypes will exist as to what a woman should be

(7) If you plan to have children, then only answer question (7) a). If you already have children, then only answer (7) b). If you do not already have children and do not plan to have children, then skip this question.
a). Do you plan to work outside of the home? yes no
If “yes,” then will you work: full-time part-time do not know
b). Do you work outside of the home? yes no
If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  male  female  

Age:  18  19  20  21  22  23-30  over 30

(1) Do you feel this program:
   was effective?  yes  no
   covered an important topic?  yes  no
   was applicable to your life?  yes  no
   met a need of University of Richmond students?  yes  no

(2) Had you thought about these issues before this program?  yes  no

(3) Had you discussed these issues with other people before this program?  yes  no

(4) Has this program helped you?
   If “yes,” then how?
   yes  no

(5) Have considerations about your ability to have both a family and career
   affected your plans for the future?  yes  no
   If “yes,” then how?

(6) Do you believe that there are barriers that prevent women, compared to
   men, from attaining leadership positions?  yes  no
   If “yes,” then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).

   If you already have children, then only answer (7) b).
   If you do not already have children and do not plan to have children, then
   skip this question.

   a). Do you plan to work outside of the home?
   If “yes,” then will you work: full-time  part-time  do not know

   b). Do you work outside of the home?
   If “yes,” then do you work: full-time  part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender:  [ ] male  [ ] female

Age:  [ ] 18  [ ] 19  [ ] 20  [ ] 21  [ ] 22  [ ] 23-30  [ ] over 30

(1) Do you feel this program:
   - was effective?  [ ] yes  [ ] no
   - covered an important topic?  [ ] yes  [ ] no
   - was applicable to your life?  [ ] yes  [ ] no
   - met a need of University of Richmond students?  [ ] yes  [ ] no

(2) Had you thought about these issues before this program?  [ ] yes  [ ] no

(3) Had you discussed these issues with other people before this program?  [ ] yes  [ ] no

(4) Has this program helped you?
   If “yes,” then how?
   [ ] yes  [ ] no

(5) Have considerations about your ability to have both a family and career affected your plans for the future?
   If “yes,” then how?
   [ ] yes  [ ] no

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?  [ ] yes  [ ] no
   If “yes,” then what are the barriers?

(7) If you plan to have children, then only answer question (7) a).
    If you already have children, then only answer (7) b).
    If you do not already have children and do not plan to have children, then skip this question.

   a). Do you plan to work outside of the home?
      If “yes,” then will you work:  [ ] full-time  [ ] part-time  [ ] do not know

   b). Do you work outside of the home?
      If “yes,” then do you work:  [ ] full-time  [ ] part-time

Please use the back for any additional comments. Thank you for your time.
“Having It All” Survey

Please circle answers when appropriate.

Gender: male female

Age: 18 19 20 21 22 23-30 over 30

(1) Do you feel this program:
- was effective?
- covered an important topic?
- was applicable to your life?
- met a need of University of Richmond students?

(2) Had you thought about these issues before this program?
- yes
- no

(3) Had you discussed these issues with other people before this program?
- yes
- no

(4) Has this program helped you?
- yes
- no

Being a mother is very important to me, but so is a career. I appreciate both more now.

(5) Have considerations about your ability to have both a family and career affected your plans for the future?
- yes
- no

Knowing I want both, but children are more important to me, teaching was/is my choice (but I also love the profession)

(6) Do you believe that there are barriers that prevent women, compared to men, from attaining leadership positions?
- yes
- no

If “yes,” then what are the barriers?
- traditional gender roles

(7) If you plan to have children, then only answer question (7) a). If you already have children, then only answer (7) b). If you do not already have children and do not plan to have children, then skip this question.

a). Do you plan to work outside of the home?
- yes
- no

If “yes,” then will you work: full-time part-time do not know

b). Do you work outside of the home?
- yes
- no

If “yes,” then do you work: full-time part-time

Please use the back for any additional comments. Thank you for your time.