

First-Generation College Status in the ASA Membership

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In August 2013 several members of the ASA Council called attention to studies and media reports that highlighted the particular challenges faced by students who are the first in their families to attend institutions of higher education. As sociologists Sara Goldrick-Rab and Fabian Pfeffer have noted:

Parental education has been consistently identified as an important indicator of college attainment. Students with college-educated parents are more likely to attend and complete school, and that advantage persists even among children from lower-income families. The relationship between parental education and postsecondary schooling is usually attributed to the greater levels of specific and accurate information that college-educated parents provide their children, information that can be essential to students' ability to plan, prepare for, and successfully navigate their college careers. (Goldrick-Rab and Pfeffer 2009:103)

Since these challenges extend to disadvantages in entering and remaining in the academy, the Council asked what role, if any, the ASA might play in addressing this issue. A first step was to ascertain the extent of first-generation college status within the ASA membership, and the ASA Research Department was charged with carrying out a survey to that end. The survey process is described in Appendix 1. This report presents basic results from the survey, with some suggestions for possible further research.

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Measures of First-Generation Status

We define first-generation college status among ASA members on the basis of survey respondents' reports of their parents' educational attainment. The questionnaire (Appendix 2) allowed respondents to specify educational attainment for one parent or two, and our measure of first-generation status utilizes the information provided in either case. Data for at least one parent were provided by 1,049 respondents; 12 of these responses, however, did not provide enough specific information to determine first-generation status at all, and two additional respondents provided information that did not allow a specific evaluation of their parents' college experience.

We generated three different measures of first-generation status, shown in Table 1. The first is the broadest, defining first-generation as meaning that neither parent completed a college degree of any kind, including an associate's or vocational degree. Although this definition counts respondents as first-generation even when they could draw on their parents' experiences gaining admission to and attending college, it allows that if no parent completed a degree the respondent was not able to draw on his or her parents' experience of persisting to completion. By this definition, 36.8 percent of respondents providing information would be considered the first generation in their families to attend college.

The second definition limits first-generation status to respondents whose parent(s) had not attended a four-year college or university. This definition is narrower in limiting parents' college attendance to

four-year institutions, although it then broadens the criterion to include respondents whose parents began studies but did not complete a four-year college or university degree. Definition 2 produces a rate of 27.2 percent first-generation college attendees in the ASA membership.

The third definition is the narrowest, counting first-generation as only those respondents whose parent(s) had no educational attainment beyond high school. ASA members in this category had no first-hand parental experience upon which to draw in making their own decisions about attending college and then persisting to completion of a degree. By this more restrictive definition, 21.4 percent of 2014 ASA members are the first generation in college.

For the analysis that follows of ASA members who were the first college students in their immediate families, we use Definition 1, the broadest of the three.

Characteristics of First-Generation ASA Members

The survey of first-generation status was designed to represent the ASA membership, and therefore reflects the membership category structure. The two largest membership categories are “regular,” representing primarily academic appointments, and “student”—in this case, limited mostly to graduate students. Table 2 indicates that the proportion of first-generation college students differs substantially between these two categories. In addition, consideration of additional characteristics of the survey respondents will be constrained by these membership categories, since they correspond strongly with different levels of both educational and employment attainment. Table 2 also indicates that the proportion of first-generation college students among associate members, most of whom hold positions outside academia, is similar to that of regular members. Given that the educational and age profiles of these individuals also resemble those of regular members, we combine those two categories for further analysis.

Table 3 details background characteristics of regular and associate members broken out by first-

generation status. The first-generation college attendees in this group are somewhat more diverse in terms of race and ethnicity than their non-first-generation counterparts, but fewer are women. First-generation members are also somewhat older. Table 4 presents frequencies of race/ethnicity and gender for the student member respondents, also broken out by first-generation standing. As with regular and associate members, the first-generation student members are a slightly more diverse group in terms of race and ethnicity. Women comprise a majority of both first-generation and non-first-generation members; they are again less well represented among first-generation respondents, with a more substantial gap between the categories. Age is not included in Table 4 since the student membership category represents a structural constraint on age. Respondents were about equally split between the 20-29 and 30-39 age groups, and just about half of each was first generation.

Table 5 presents the educational attainment of all survey respondents, broken out by the consolidated membership categories. ASA membership itself represents a limitation on the interpretation of the results, since nearly all ASA members are college graduates. The division by member categories further constrains this result; among regular and associate members, about 90 percent have a PhD, while about 67 percent of student members—who were defined in construction of the sample to be predominantly graduate students—hold a master’s degree. There are some fine differences at the margins of the table, however: Among regular and associate members, a few more of the first-generation college attendees (10.3 percent compared with 5.9 percent) hold a graduate degree other than a PhD. Among the students, more of the first-generation members report an undergraduate degree as their highest (14.8 percent versus 12.6 percent), while more of the non-first-generation members already hold a graduate degree.

The current employment status of all respondents is detailed in Table 6. Student members are included in the table primarily to confirm that the large majority of them are employed as students. Among regular and associate members there are some intriguing

differences between first-generation and non-first-generation respondents. Although the majority in both categories are employed as full-time faculty members, the proportion among first-generation college students is lower. There is not a clear concentration of first-generation members in positions other than full-time faculty appointments, however, as they are represented in slightly higher proportions across all of the remaining employment categories.

Table 7 provides further detail on the academic employment of regular and associate members holding positions in that sector. A majority of both first-generation and non-first-generation respondents are in positions at universities with graduate sociology programs. However, there is a slightly larger proportion of community college faculty members among the first-generation respondents. The distribution of respondents according to faculty rank reveals a larger proportion of first-generation members at full professor, likely corresponding to their somewhat higher age bracket. The distribution of respondents by faculty tenure status is essentially identical between the two categories.

Other Influences on College Decisions

In addition to their parents' educational background, respondents were asked whether they had older siblings, what level of education those siblings had completed, and how much they influenced the respondent's college decision. Respondents were also given the opportunity to identify how others influenced their college decision (grandparent, high school teacher, counselor, athletic coach, religious leader). Tables 8 and 9 summarize the responses regarding other influences on college decisions.¹

FAMILY INFLUENCE ON COLLEGE DECISIONS

As Table 8 indicates, about half of survey respondents report having an older sibling. Among

¹ We did not ask respondents directly how much influence their parent(s) had on their college decision.

those who provide it, first-generation respondents' siblings have lower educational attainment levels, with 44 percent not having completed a bachelor's degree. By contrast, nearly two-thirds of non-first-generation respondents' siblings have completed at least some graduate or professional school. As expected, those whose siblings have more education also had more influence on their college decisions, and this seems to apply similarly to both first-generation and non-first-generation respondents. The difference, then, is that fewer of the first-generation college students have an older sibling with college experience to provide advice.

Table 9 lists other influencers on respondents' college decisions, including grandparents and extended family members (a category coded from open-ended responses that includes aunts, uncles, and other family members). Grandparents are selected by only 14 percent of first-generation respondents and 18 percent of those with a parent who had completed college. Among those who identify grandparents as influencers, however, the proportion reporting they had "a great deal" of influence is higher than is the case for either high school teachers or high school counselors. This holds for both first-generation respondents and those with college-educated parents. The proportion of respondents indicating an influence from other extended family members, by contrast, is quite small.

NON-FAMILY INFLUENCES

After older siblings the most frequently-named influencers on college decisions in Table 9 are high school teachers, by a wide margin over other categories of individuals. This is true among first-generation and non-first-generation respondents alike. High school counselors are named as influencers with about the same frequency as grandparents. In terms of the extent of influence, first-generation respondents attributed a higher "great deal of influence" proportion to all three of these primary influencers than did their non-first generation counterparts, but this difference is statistically significant only for high school teachers. Taken together, this evidence suggests that for ASA members who are the first generation in college,

high school teachers have the most important influence on the college decision. These may be the only college-educated individuals in their lives. By contrast, ASA members with a college-educated parent may receive guidance from several sources.

Potential for Further Analysis

It's important to keep in mind the limitations of this analysis. The survey was designed primarily to answer a single basic question: How many ASA members are the first in their families to attend college? Since ASA members are not representative of all sociologists, and sociologists likely differ from other scholars and professionals, other data sources are called for. We would like to investigate first-generation college status among the larger population of sociologists, and do so by comparison with graduates from other disciplines. We are currently exploring existing national datasets from the Census Bureau, National Science Foundation, and US Department of Education to that end.

The question of influence on the college decision is both nuanced and multi-faceted. It would be useful to ask respondents specifically to compare the amount of influence from different individuals, and to supplement surveys with interviews to enrich our knowledge about how students and families make these decisions and how cultural capital is passed on.

References

Goldrick-Rab, Sara and Fabian T. Pfeffer. 2009. "Beyond Access: Explaining Socioeconomic Differences in College Transfer." *Sociology of Education* 82(2):101–125.

Spalter-Roth, Roberta, Nicole Van Vooren, and Mary S. Senter. 2015. *First Generation Sociology Majors Overcome Deficits*. Washington, DC: American Sociological Association. (http://www.asanet.org/documents/research/pdfs/First_Generation.pdf)

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Table 1. First-Generation College Status Among 2014 ASA Members, Three Definitions

Definition 1. Neither parent graduated from college	N	Percent
Not first generation	654	63.2
First generation	381	36.8
Valid responses	1,035	100.0
No response	25	
	1,060	

Definition 2. Neither parent has any four-year college experience	N	Percent
Not first generation	754	72.9
First generation	282	27.2
Valid responses	1,036	100.1
No response	24	
	1,060	

Definition 3. Neither parent has education beyond high school	N	Percent
Not first generation	816	78.8
First generation	221	21.4
Valid responses	1,037	100.2
No response	23	
	1,060	

Notes:

Definition 1: College in this definition means community or technical college, nursing or vocational school, baccalaureate college or graduate school. All tabulations are weighted to account for sampling non-response. Percentages may not total 100 due to rounding.

Source:

Survey of the 2014 ASA Membership, ASA Department of Research

Table 2. Membership Category and First-Generation College Status Among 2014 ASA Members

Membership category	First-Generation College				Total
	Yes		No		
	N	Percent	N	Percent	
Regular	231	40.7	337	59.3	568
Student	108	29.9	253	70.1	361
Associate	42	39.6	64	60.4	106
Valid responses	381	36.8	654	63.2	1,035
No response	25				
	1,060				
Percent first-generation by consolidated categories	N	Percent	N	Percent	Total
Regular/Associate	674	40.5			
Student	361	29.9			

Notes:

First-generation status using Definition 1 from Table 1

All tabulations are weighted to account for sampling non-response

* The difference by first-generation status is statistically significant at $p < .05$

Source:

Survey of the 2014 ASA Membership, ASA Department of Research

Table 3. Characteristics of First-Generation and Non-First-Generation Respondents Among ASA 2014 Regular and Associate Members

First-Generation College				
	Yes		No	
Race or Ethnicity	N	Percent	N	Percent
Black or African American	30	11.0	28	7.0
Asian	30	11.0	35	8.8
Hispanic or Latino	23	8.5	19	4.8
White or Caucasian	162	59.6	267	67.1
More than one race/ethnicity	11	4.0	29	7.3
Other	16	5.9	20	5.0
Valid responses	272	100.0	398	100.0
No response	4			
	674			

First-Generation College				
	Yes		No	
Gender	N	Percent	N	Percent
Women	134	49.8	231	58.3
Men	135	50.2	165	41.7
Valid responses	269	100.0	396	100.0
No response	9			
	674			

First-Generation College				
	Yes		No	
Age	N	Percent	N	Percent
20-29	6	2.2	12	3.0
30-39	60	22.3	124	30.9
40-49	66	24.5	128	31.9
50-59	60	22.3	72	18.0
60-69	64	23.8	52	13.0
70+	13	4.8	13	3.2
Valid responses	269	99.9	401	100.0
No response	4			
	674			

Notes:
 Includes only respondents providing sufficient information to determine first-generation status using Definition 1 from Table 1
 All tabulations are weighted to account for sampling non-response
 * Differences by first-generation status are statistically significant at p < .05

Source:
 Survey of the 2014 ASA Membership, ASA Department of Research

Table 4. Characteristics of First-Generation and Non-First-Generation Respondents Among ASA 2014 Student Members

Race or Ethnicity	First-Generation College			
	Yes		No	
	N	Percent	N	Percent
Black or African American	10	9.3	12	4.7
Asian	15	14.0	31	12.3
Hispanic or Latino	8	7.5	16	6.3
White or Caucasian	65	60.7	172	68.0
More than one race/ethnicity	7	6.5	12	4.7
Other	2	1.9	10	4.0
Valid responses	107	99.9	253	100.0
No response	1			
	361			

Note: The difference by first-generation status is not statistically significant

Gender	First-Generation College			
	Yes		No	
	N	Percent	N	Percent
Women	57	53.8	164	65.3
Men	49	46.2	87	34.7
Valid responses	106	100.0	251	100.0
No response	4			
	361			

Note: The difference by first-generation status is statistically significant at $p < .05$

Notes:

Includes only respondents providing sufficient information to determine first-generation status using Definition 1 from Table 1

All tabulations are weighted to account for sampling non-response

Source:

Survey of the 2014 ASA Membership, ASA Department of Research

Table 5. Educational Attainment of First-Generation and Non-First-Generation Respondents, by ASA 2014 Membership Category

Regular and Associate Members	First-Generation College			
	Yes		No	
Highest Earned Degree	N	Percent	N	Percent
Associate's	0	0.0	1	0.3
Bachelor's	4	1.5	7	1.8
Masters	22	8.1	21	5.3
J.D./M.D.	3	1.1	1	0.3
PhD	239	88.2	368	92.2
ABD	3	1.1	1	0.3
Valid responses	271	100.0	399	100.2
No response	4			
	674			
Student Members	First-Generation College			
	Yes		No	
Highest Earned Degree	N	Percent	N	Percent
Associate's	1	0.9	1	0.4
Bachelor's	15	13.9	31	12.2
Masters	72	66.7	169	66.5
J.D./M.D.	4	3.7	6	2.4
PhD	15	13.9	45	17.7
ABD	1	0.9	2	0.8
Valid responses	108	100.0	254	100.0
No response	0			
	362			

Notes:

Includes only respondents providing sufficient information to determine first-generation status using Definition 1 from Table 1

All tabulations are weighted to account for sampling non-response

Differences by first-generation status are not statistically significant

Source:

Survey of the 2014 ASA Membership, ASA Department of Research

Table 6. Employment Status of First-Generation and Non-First-Generation Respondents, by ASA 2014 Membership Category

Regular and Associate Members	First-Generation College			
	Yes		No	
Employment Status	N	Percent	N	Percent
Student	5	1.8	6	1.5
Postdoctoral fellow	13	4.8	16	4.0
Full-time faculty member	179	66.1	295	73.8
Part-time or adjunct faculty member	17	6.3	19	4.8
Emeritus/Retired faculty member	8	3.0	7	1.8
Academic Administrator	10	3.7	9	2.3
Academic researcher (non faculty)	12	4.4	15	3.8
Employed outside higher ed	22	8.1	29	7.3
Unemployed	5	1.8	4	1.0
Valid responses	271	100.0	400	100.3
No response	3			
	674			
Student Members	First-Generation College			
	Yes		No	
Employment Status	N	Percent	N	Percent
Student	82	77.4	198	78.3
Postdoctoral fellow	1	0.9	10	4.0
Full-time faculty member	6	5.7	15	5.9
Part-time or adjunct faculty member	8	7.5	13	5.1
Emeritus/Retired faculty member	0	0.0	0	0.0
Academic Administrator	0	0.0	0	0.0
Academic researcher (non faculty)	2	1.9	5	2.0
Employed outside higher ed	6	5.7	8	3.2
Unemployed	1	0.9	4	1.6
Valid responses	106	100.0	253	100.1
No response	2			
	361			

Notes:

Includes only respondents providing sufficient information to determine first-generation status using Definition 1 from Table 1

All tabulations are weighted to account for sampling non-response

Differences by first-generation status are not statistically significant

Source:

Survey of the 2014 ASA Membership, ASA Department of Research

Table 7. Academic Employment Characteristics of First-Generation and Non-First-Generation Respondents, among ASA 2014 Regular and Associate Members

First-Generation College				
Yes				
No				
Academic Employer	N	Percent	N	Percent
College or university offering a graduate degree in sociology	154	66.7	228	63.9
College or university offering a bachelor's degree in sociology	48	20.8	92	25.8
College or university not offering a sociology degree	9	3.9	17	4.8
Community or junior college	17	7.4	13	3.6
Research institute	2	0.9	3	0.8
Other	1	0.4	4	1.1
Valid responses	231	100.1	357	100.0
No response	86			
	674			

First-Generation College				
Yes				
No				
Academic Rank	N	Percent	N	Percent
Instructor or Lecturer	3	1.6	14	4.6
Assistant professor	57	30.0	85	27.8
Associate professor	50	26.3	101	33.0
Professor	78	41.1	102	33.3
Institution does not assign faculty ranks	2	1.1	4	1.3
Valid responses	190	100.1	306	100.0
No response	178			
	674			

First-Generation College				
Yes				
No				
Academic Tenure Status	N	Percent	N	Percent
Tenured	122	57.0	196	58.7
On tenure track	50	23.4	80	24.0
Not on tenure track	33	15.4	50	15.0
Institution does not award tenure	9	4.2	8	2.4
Valid responses	214	100.0	334	100.1
No response	126			
	674			

Notes:

Includes only respondents providing sufficient information to determine first-generation status using Definition 1 from Table 1

All tabulations are weighted to account for sampling non-response

* Differences by first-generation status are statistically significant at $p < .05$

Source:

Survey of the 2014 ASA Membership, ASA Department of Research

Table 8. Older Sibling Influence on College Decision Among 2014 ASA Members, by First-Generation College Status

Have an Older Sibling	First-Generation College				
	Yes		No		
	N	Percent	N	Percent	
Yes	206	54.2	312	47.6	
No	174	45.8	343	52.4	
	Valid responses	380	100.0	655	100.0
	No response	0			
		1,035			

Older Sibling Educational Attainment and College Decision Influence		First-Generation College			
		Yes		No	
		N	Percent	N	Percent
Less than college	Some Influence	14	15.6	1	2.6
	Little or No Influence	76	84.4	37	97.4
	Less than college total	90	44.1	38	12.8
College graduate	Some Influence	23	39.0	21	29.2
	Little or No Influence	36	61.0	51	70.8
	College graduate total	59	28.9	72	24.2
Graduate or professional school	Some Influence	33	60.0	96	51.3
	Little or No Influence	22	40.0	91	48.7
	Graduate school total	55	27.0	187	63.0
	Valid responses	204		297	
	No response	17			
		518			

Notes:

Includes only respondents providing sufficient information to determine first-generation status using Definition 1 from Table 1.

All tabulations are weighted to account for sampling non-response. Percentages may not total 100 due to rounding. The weighting produces a small rounding discrepancy for the breakout by first-generation status.

Source:

Survey of the 2014 ASA Membership, ASA Department of Research

Table 9. Other Influences on College Decision Among 2014 ASA Members, by First-Generation College Status

First-Generation College					
Other Influences	Yes		No		First-Generation Difference
	N	Percent	N	Percent	
High School Teacher	166	43.6	266	40.7	n.s.
High School Counselor	63	16.5	112	17.1	n.s.
Grandparent	52	13.6	118	18.0	n.s.
Peer/Significant Other+	28	7.3	55	8.4	n.s.
Extended Family+	26	6.8	17	2.6	*
Religious Leader	18	4.7	26	4.0	n.s.
Other Teacher+	13	3.4	7	1.1	*
Athletic Coach	8	2.1	28	4.3	n.s.
Employer/Co-workers+	6	1.6	2	0.3	n.s.
Mentor+	2	0.5	7	1.1	n.s.
Valid responses	381		654		

First-Generation College						
Extent of Influence		Yes		No		First-Generation Difference
		N	Percent	N	Percent	
High School Teacher	A Great Deal	69	42.1	60	23.0	*
	Some Influence	90	54.9	165	63.2	
	Little or No Influence	5	3.0	36	13.8	
		164	100.0	261	100.0	
High School Counselor	A Great Deal	17	27.4	19	17.4	n.s.
	Some Influence	31	50.0	57	52.3	
	Little or No Influence	14	22.6	33	30.3	
		62	100.0	109	100.0	
Grandparent	A Great Deal	26	50.0	45	37.8	n.s.
	Some Influence	20	38.5	63	52.9	
	Little or No Influence	6	11.5	11	9.2	
		52	100.0	119	99.9	

Notes:

Includes only respondents providing sufficient information to determine first-generation status using Definition 1 from Table 1

All tabulations are weighted to account for sampling non-response. Percentages may not total 100 due to rounding. The weighting produces a small rounding discrepancy for the breakout by first-generation status.

“Other influencer” percentages do not total 100 because respondents could select several or none.

+ = Category coded from open-ended response

* Differences by first-generation status are statistically significant at $p < .05$

Source:

Survey of the 2014 ASA Membership, ASA Department of Research

The question of first-generation college attendance among sociologists was first formally raised at the August 2013 ASA Council meeting, when Council “authorize[d] the ASA Executive Office to assemble existing data and collect new data on sociology students and faculty who are first in their family to attend college.” IRB approval for a questionnaire and sampling design were secured in May, 2014. There was some delay in carrying out the survey due to the turnover in the research director position, but the survey was carried out during February and March, 2015.

One purpose of the requested study was to examine changes in first-generation college status over time, with the most expedient means of doing that being to survey ASA members of different ages. That is the approach we have pursued. This report presents basic results from the survey, with some suggestions for possible further research.

It should be noted that the ongoing ASA Bachelor’s and Beyond (B&B) project issued a research brief (Spalter-Roth et al. 2015) on the pre-and post-graduate educational and employment experiences

of a cohort of first-generation 2012 sociology graduates. Although the findings presented in that brief are relevant for this topic, they are not included in this report.

The 2014 ASA membership database was used to draw a stratified sample of 1,753 survey participants from three membership categories: student, associate, and regular. The student and associate categories were drawn based on their representation in the eligible membership population, after excluding known undergraduate students and international associate members. A subsample of regular members was drawn to represent the distribution by gender, race/ethnicity, and age in that category. The total sample consisted of approximately 34 percent student, 10 percent associate, and 55 percent regular members. The survey was completed by 1,060 participants for a 61 percent response rate. The tabulated data presented here are weighted to represent US-based ASA members in the three categories.

Appendix 2: Questionnaire

Educational Background of ASA Members

The Council of the American Sociological Association (ASA) has authorized a study (conducted by the ASA Department of Research on the Discipline and Profession) of the educational background of ASA members. This survey will collect demographic and educational data along with information regarding who influenced your decision about college, and should take no longer than 10 minutes to complete. You have been randomly selected among ASA members to participate in this study. We encourage your participation, but it is completely voluntary and your responses will remain confidential. You may decline participation or stop at any point in the survey. If you decide to participate, your individual responses, including any contact information you provide, are confidential and your name will not appear in any publication of results. You must be at least 18 years old in order to participate. If you have questions at any time about the study or the procedures, please contact Nicole Van Vooren by emailing vanvooren@asanet.org or calling 202-383-9005 x313. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in this research have not been respected, you may contact ASA's Institutional Review Board: Western IRB at 360-252-2500 or www.wirb.com. Are you willing to participate in this survey?

- Yes, I am willing to participate
- No, I am not willing to participate

Educational Background

What is the highest degree you have completed? (Please select one)

- Associate's
- Bachelor's
- Master's
- J.D./M.D.
- PhD
- Other (please specify): _____

In what year did you complete your highest degree?

Which of the following types of colleges or universities have you attended? (Please select all that apply)

- University offering a variety of graduate degrees
- College offering primarily bachelor's degrees (with or without limited graduate programs)
- Community or junior college
- Other (please specify): _____

Which of the following best represents your primary employment status? (Please select one)

- Student
- Postdoctoral fellow
- Full-time faculty member
- Part-time or adjunct faculty member
- Emeritus/Retired faculty member
- Academic administrator
- Academic researcher (non-faculty)
- Employed outside higher education
- Unemployed, non-student student/Retired, non-faculty
- Other (please specify): _____

Academic Employment

Do you hold faculty rank? (Please select one)

- Yes
- No

What is your faculty rank? (Please select one)

- Instructor or Lecturer
- Assistant Professor
- Associate Professor
- Professor
- My institution does not assign faculty ranks
- Other (please specify): _____

Are you tenured or on a tenure track? (Please select one)

- Tenured
- On tenure track
- Not on tenure track
- My institution does not award tenure
- Other (please specify): _____

Answer If Emeritus faculty member Is Selected

Emeritus Employment

What was or is your highest faculty rank? (Please select one)

- Instructor or Lecturer
- Assistant Professor
- Associate Professor
- Professor
- My institution does or did not assign faculty ranks
- Other (please specify): _____

Was your faculty position tenured? (Please select one)

- Yes, I was awarded tenure
- No, I was not awarded tenure
- My institution did not award tenure
- Other (please specify): _____

Answer If Postdoctoral fellow Is Selected

What is the emphasis in your postdoctoral position? (Please select one)

- Primarily research
- Primarily teaching
- About equally divided between research and teaching
- Other (please specify): _____

Which of the following best describes your current primary employer? If Emeritus/Retired, please respond regarding your last employer. (Please select one)

- College or university offering a graduate degree in sociology
- College or university offering a bachelor's degree in sociology
- Community or junior college
- Other (please specify): _____

In what sector is your current employer? If Emeritus/Retired, please respond regarding your last employer. (Please select one)

- Public sector (federal, state, or local)
- Private not-for-profit
- Private for-profit
- Employed outside the United States
- Other (please specify): _____

Answer If Student Is Selected

Current Education

Which type of program are you currently enrolled in? (Please select one)

- Undergraduate
- Graduate: MA
- Graduate: PhD
- Graduate: Other degree program
- Combined undergraduate/graduate
- Other (please specify): _____

Are you currently enrolled full-time or part-time? (Please select one)

- Full-time
- Part-time

Which of the following best describes your current college or university? (Please select one)

- College or university offering a graduate degree in sociology
- College or university offering a bachelor's degree in sociology
- Community or junior college
- Other (please specify): _____

Family Educational Background

Please indicate the highest level of education each of your parents/guardians completed.

Parent/Guardian 1 (Please select one)

- Less than high school
- High School graduate (or GED)
- Associate/Nursing/Vocational degree
- Some college
- College graduate
- Some graduate or professional school
- Graduate/Professional school graduate
- I don't know
- Not applicable

Is this person your...

- Mother
- Father
- Grandparent
- Aunt/Uncle
- Other (please specify): _____

Please indicate the highest level of education each of your parents/guardians completed.

Parent/Guardian 2 (Please select one)

- Less than high school
- High School graduate (or GED)
- Associate/Nursing/Vocational degree
- Some college
- College graduate
- Some graduate or professional school
- Graduate/Professional school graduate
- I don't know
- Not applicable

Is this person your...

- Mother
- Father
- Grandparent
- Aunt/Uncle
- Other (please specify): _____

Do you have any older siblings? (Please select one)

- Yes
- No

What is the highest level of education any of your older siblings have completed? (Please select one)

- Less than high school
- High School graduate (or GED)
- Associate/Nursing/Vocational degree
- Some college
- College graduate
- Some graduate or professional school
- Graduate/Professional school graduate
- I don't know

How much influence did your older sibling(s) have on your decision about college? (Please select one)

- A great deal
- Some
- Very little
- None
- I don't recall

From the following list, please indicate the people who influenced your decision about college. (Please select all that apply)

- Grandparent(s)
- High school teacher
- High school counselor
- Athletic coach
- Religious leader
- Other (please specify): _____
- None

How much influence did this Grandparent(s) have on your decision about college?

- A great deal
- Some
- Very little
- None
- I don't recall

How much influence did this High school teacher have on your decision about college?

- A great deal
- Some
- Very little
- None
- I don't recall

How much influence did this High school counselor have on your decision about college?

- A great deal
- Some
- Very little
- None
- I don't recall

How much influence did this Athletic coach have on your decision about college?

- A great deal
- Some
- Very little
- None
- I don't recall

How much influence did this Religious leader have on your decision about college?

- A great deal
- Some
- Very little
- None
- I don't recall

How much influence did this [Other person] have on your decision about college?

- A great deal
- Some
- Very little
- None
- I don't recall

Demographics

How would you classify yourself?

- Female
- Male
- Other (please specify): _____

Which of the following categories best describes your race/ethnicity? (Please select all that apply)

- Black or African American
- Asian
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- American Indian or Alaskan Native Population
- White or Caucasian
- Other (please specify): _____

On behalf of the American Sociological Association, thank you for taking the time to participate in this study. Please click Next to submit your responses and exit this survey.