EXPLORING THE LIVED EXPERIENCE OF EARLY-CAREER MILLENNIAL NURSING

FACULTY: DERIVING MEANING FROM THEIR PERSPECTIVE

By

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ABSTRACT

**Exploring the Lived Experience of Early-Career Millennial Nursing Faculty:
Deriving Meaning From Their Perspective**

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An innovative way to combat the protracted nursing faculty shortage is to recruit up and coming generations of nurses to academia. The most recent generation to enter the academic ranks are millennials, often categorized in nursing by a birth year between 1981 and 2000. In contrast to preceding generations, millennials are seeking roles in academia earlier in their careers. Research has shown millennials have unique perspectives on the workplace and a tendency to leave positions if they are not satisfied. This pattern could pose a challenge for sustaining the nursing faculty workforce.

How millennials perceive their initial years in the nursing faculty role is largely unknown. Targeting the perspectives of these faculty allows for a proactive assessment of their viewpoints of the profession of nursing academia. Therefore, the aim of the study was to uncover the lived experience of early-career millennial nursing faculty. The study is important since millennials will be significant contributors to the future of academic nursing education. Two questions guided this inquiry: What is the lived experience of early-career millennial nursing faculty? What is the meaning behind the lived experience of early-career millennial nursing faculty?

A qualitative approach using interpretive, hermeneutic phenomenology was used to identify and explore the meaning of the lived experience of early-career millennial nursing

faculty. Data was collected using semi-structured interviews conducted through email. Van Manen's interpretation of the phenomenological method informed data analysis and resulted in three themes: being educators at heart, settling into the role, and forging our own path. Several subthemes also emerged. The unique perspectives of early-career millennial nursing faculty can inform recruitment, transition, and retention strategies.

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DEDICATION

I would like to dedicate this dissertation to my fellow millennial nursing faculty. May you continue to forge your path!

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CHAPTER I

PHENOMENON OF INTEREST AND AIM OF STUDY

One-third of nursing faculty are projected to retire by 2025 (Fang & Kesten, 2017). The inevitable wave of retirement has made the ability to recruit and retain nursing faculty a pressing matter in the profession. Similarly, the registered nurse (RN) workforce is expected to lose one million members to retirement by 2030 (American Association of Colleges of Nursing [AACN], 2019c). There is a need to add over 200,000 additional RNs every year through 2026 in response to the anticipated loss of experienced RNs (AACN, 2019c). Growing the nurse workforce is predicated on sufficient numbers of nursing faculty to educate them. This has resulted in an unfortunate catch-22; not enough nurses in practice exacerbated by not enough nursing faculty to replenish the workforce with new graduates. In 2018, more than 75,000 qualified candidates were denied admission to nursing programs (AACN, 2019c). Nearly two-thirds of nursing schools reported the inability to accept more applicants being due to a lack of nursing faculty (AACN, 2019c). If RN workforce demands are not met, there will be repercussions in clinical practice related to staffing and access to care (AACN, 2019c). Ultimately, this may negatively impact the quality of patient care (AACN, 2019c).

An innovative way to combat the nursing faculty shortage is to recruit up and coming generations of nurses to the specialty (AACN, 2005; Bagley et al., 2018; Fang & Kesten, 2017; Goodrich, 2014). The most recent generation to enter academia are the millennials, often categorized in nursing by a birth year between 1981 and 2000 (Stevanin et al., 2018). Millennials are seeking roles in academia earlier in their careers compared to preceding generations (AACN, 2005; National League for Nursing [NLN], 2017b). Understanding the experience of millennials in nursing faculty roles can help leverage the valuable traits of this generation such as a desire

for higher-level education, skill with technology, and potential for longevity (Carver et al., 2011). This chapter further delineates the phenomenon of interest, the aim and purpose of the study, pertinent operational definitions, and research questions.

Aim of the Study

Moving into the nursing faculty role can be a stressful experience. The overall perception of this time can contribute to feelings of accomplishment and an intent to stay in the role, or a sense of defeat and an intent to leave (Summers, 2017). Discrepancy between pre-conceived notions about becoming a nursing faculty and the reality of the position can lead to frustration (Summers, 2017). Research suggests millennials have high expectations of new workplaces, which can impact the experience of being new to this role (Smith, 2019).

A millennial can have nearly 15 years of experience in a nursing faculty position based on the operational definition used for this study. The choice was made to focus on a subset of the larger group due to the literature surrounding millennials and nurses as they enter new work roles. Targeting early-career nursing faculty, or those who have been in the role for five years or less, can aim attention at the newer, less experienced members of this generation. Millennials have expressed unique perspectives on the workplace and a tendency to leave positions if they are not satisfied (Deloitte, 2019; Gallup, Inc., 2016; Stewart et al., 2017). Nurses who transition to the nursing faculty role are often overwhelmed due to the vast difference from clinical practice (Mcdonald, 2010; Schoening, 2013; Summers, 2017; Weidman, 2013). This study explored both concepts simultaneously because how millennials perceive their initial years in the nursing faculty role remains largely unknown. Therefore, the aim of the study was to uncover the lived experience of early-career millennial nursing faculty. Targeting the perspectives of early-career

millennial nursing faculty allows for a proactive assessment of their viewpoint on the profession. This qualitative inquiry sought to explore two questions:

1. What is the lived experience of early-career millennial nursing faculty?

2. What is the meaning behind the lived experience of early-career millennial nursing faculty?

Phenomenon of Interest

As a practice discipline, nurses have historically had long clinical careers prior to embarking on a career in education (Carver et al., 2011). There are a number of possible reasons for this pattern. For instance, nursing faculty positions may offer less pay than clinical positions, yet require a higher degree (AACN, 2019c). Another potential contributor to this delay is the widely held notion that substantial clinical experience is a prerequisite to graduate education (AACN, 2005; Institute of Medicine [IOM], 2010). In 2010, the IOM acknowledged the shortage of nursing faculty and corroborated the need to double the amount of doctorally-prepared nurses by 2020. The IOM (2010) advocated for an increase in the number of graduate-level nursing students returning within five years of receiving their baccalaureate degree to meet this goal. In contrast to preceding generational cohorts, millennials have been conferred more baccalaureate nursing degrees and have exhibited the strongest intent to pursue graduate nursing education (AMN Healthcare, 2018). Therefore, millennials are uniquely positioned to help meet this objective.

Millennial representation in nursing faculty roles is on the rise, yet little is known about their experience in these positions. Millennial RNs have been found to change jobs within only a few years of practice (Kovner et al., 2014; Price et al., 2013; Tyndall et al., 2019). Although it remains unclear if millennial nursing faculty will exhibit this trend, learning about their holistic

view on working in academia is warranted. This study sought to explore the lived experience of early-career millennial nursing faculty to prepare for the imminent surge of this generation's presence in academic roles. The method used to explore and derive meaning from this experience was interpretive, hermeneutic phenomenology. Van Manen (1997b) asserted that systematic exploration into phenomena using this methodology can result in useful information for professional practice. Retrieving the insider's view on this lived experience can inform recruitment, transition, and retention of millennials in this field.

Focus: Specific Context of the Phenomenon

Nursing faculty span four generations including members from the veteran generation, baby boomer generation, generation X, and the millennial generation. While members of the veteran and baby boomer generation are exiting the profession for retirement, the millennial generation is just beginning their tenure. Faculty across generations share work-related characteristics, but differences have implications for the higher education work environment (Hannay & Fretwell, 2011). Feedback, recognition, modes of communication, and work-life balance are often perceived differently by generational cohorts resulting in the need for adaptability to meet employee expectations (Hannay & Fretwell, 2011).

Millennials are expected to represent the majority of the nursing workforce by the end of 2020 (Sherman & Saifman, 2018). The millennial generation's propensity to seek graduate education will produce qualified candidates for roles in academia, yet focus has been placed primarily on preparing them for clinical practice versus preparing them for faculty roles. The study of millennial nursing faculty is important to nursing since they will be significant contributors to the future of academic nursing education. A better understanding of this growing group can assist with recruitment and retention initiatives, integration into the academic culture,

and the development of effective working relationships across generations. Communication with academic colleagues and supervisors, as well as interaction with nursing students, can be optimized with this heightened understanding. Relationships between millennial nursing faculty and students present a new dynamic, as uncovered through exploration of this lived experience.

Although the transition experience and work-related characteristics among nursing faculty have been studied at length, representation from the millennial generation has not been sufficient. Similarly, efforts to learn about the generational attributes of nursing faculty have not focused on capturing the millennial experience, resulting in low participation and a limited ability to generalize results. Studies have tended to capture the role from the perspective of other generations as a result. The lack of insight on millennials limits the ability to explore how perspectives on the nursing faculty role are changing over time. This research addressed this gap by solely exploring the experience of this generation, using recruitment and data collection strategies that specifically target millennials. Furthermore, Strauss and Howe's (1997) generational theory was used to shed light on the specific context of the phenomenon, as well as guide the literature review and reflection during data analysis.

Study Purpose

The amount of millennial representation in nursing faculty roles is rising and the generation has much to offer academia. In order to realize these benefits, both in the short and long-term, a foundational understanding of millennial nursing faculty is required. Therefore, the purpose of this study was to explore the unique perspectives of early-career millennials in the nursing faculty role. The insight gained through semi-structured interviews offer a new outlook and provide the basis for meaningful discussion in academic nursing education.

Theoretical and Operational Definitions

Early-Career

Varying definitions exist for "early-career". This terminology has been used frequently in relation to RNs and often refers to the first five years in the role (Douglas, 2019). The term has been used sparingly in relation to nursing faculty; however, the five-year mark has been used to classify early-career nurse scientists by the American Academy of Nursing (2016). This study explored the experience of millennial nursing faculty who have been in the role full-time for five years or less. Studies that focus solely on the experience of transition tend to use a shorter time-period, such as three years. This study sought to explore the broader experience of what it means to be a millennial in this position, therefore, a wider timeframe was selected.

Millennial Nursing Faculty

Numerous birth year ranges have been used to classify millennials. In this study, a millennial is defined as an individual born between 1981 and 2000. This definition is commonly used in the nursing literature (Stevanin et al., 2018). Therefore, when referencing millennial nursing faculty, this is the specific cohort.

Interpretive, Hermeneutic Phenomenology

Interpretive, hermeneutic phenomenology is a philosophy and method of conducting qualitative research. Heidegger (1962) and van Manen's (1997b) insight into this mindset and approach informed the study. Phenomenology is rooted in the study of lived experiences. The goal of interpretive, hermeneutic phenomenological inquiry is to articulate meaning buried within the lived experience (van Manen, 1997b). Van Manen (1997b) describes this approach as a, "textual reflection on the lived experiences and practical actions of everyday life with the intent to increase one's thoughtfulness and practical resourcefulness or tact" (p. 4). The result of this process is a thorough description and exploration into the meaning of a phenomenon.

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Lived Experience

      Lived experience is the perception of everyday existence prior to reflection (van Manen, 1997b). Lived experience is rich with underlying meaning. The researcher must explore this experience fully, considering all aspects, to elucidate implicit connotations (van Manen, 1997b). In the context of this study, the lived experience of early-career millennial nursing faculty is considered from a holistic viewpoint and is not centered solely on the experience of transition, rather the coming to "be" and overall impression of "being" in this role.

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Research Questions

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1. What is the lived experience of early-career millennial nursing faculty?

Rationale

      This over-arching question was the basis of the inquiry. While many studies have sought to explore the lived experience of transition for new nursing faculty, few have focused on capturing a broader experience spanning up to five years of time spent in the role. There is consensus that transition to the nursing faculty role is challenging, but it remains unclear if millennial nursing faculty have comparable experiences to those belonging to other generations or if they perceive this pivotal period of time differently. With the tendency of millennials to change jobs after only a short amount of time, seeking their perspective early is proactive and essential to retain faculty.

2. What is the meaning behind the lived experience of early-career millennial nursing faculty?

Rationale

      This question represented the desire to go beyond describing the lived experience of early-career millennial nursing faculty to derive meaning from their perspective. This approach

is congruent with nursing practice which values not only technical ability, but an intuitive capacity (van Manen, 1997b). As van Manen (2014) suggested, close attention to lived experiences can result in practical value. Deliberate effort to make sense of the lived experience can create a useful articulation of the meaning of being an early-career millennial nursing faculty.

Summary

Current literature lacks insight into the lived experience of early-career millennial nursing faculty. This study sought to explore their lived experience in order to close this gap and provide valuable new information for academic nursing education. Millennial nursing faculty will be part of the solution to the nursing faculty and RN shortage. This chapter explored the aim of the study, the phenomenon of interest, and the context surrounding this inquiry. Operational definitions were included to offer clarity on terms used and the research questions guiding the inquiry were outlined.

CHAPTER II

EVOLUTION OF THE STUDY

The protracted nursing faculty shortage is drawing younger, millennial nurses to the role. Millennials consistently exhibit distinct traits in comparison to other generations, from their upbringing to their view of work. As millennials move into nursing faculty roles, these differences become relevant to their integration and success in the academic culture. The literature is sparse regarding millennial nursing faculty, portending a need for additional research. This chapter will provide the context for this study including a review of literature, a detailed reasoning as to the relevance of the study to nursing, and an introduction to the research method and background of the researcher.

Historical Context: Literature Review

The purpose of this literature review is threefold; to introduce a theory which can help explore the lived experience of early-career millennial nursing faculty, to provide a summary of pertinent literature related to millennial nursing faculty, and to evaluate relevant studies conducted on nursing faculty. The summary of pertinent literature related to millennial nursing faculty helps illuminate the generation's characteristics and how they compare to other generations. The evaluation of relevant studies on nursing faculty examines factors this study sought to explore, such as the transition experience and work-related characteristics specific to the role. Furthermore, analyzing the research on these topics informed the design of this study. The literature review delineated the research problem and identified the gap in knowledge.

Theoretical Support

Generational theory can assist in understanding similarities and differences among age cohorts. William Strauss and Neil Howe are a well-known pair of generation theorists who

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postulated that, through close examination of America's history, there is an ability to predict generational cycles. The theorists described the continuous cycle as a turning, comprised of four events (stages) categorized as the "High", "Awakening", "Unraveling", and "Crisis" (Strauss & Howe, 1991). Each stage was posited to last approximately 20 years and correlate with generational cohorts. Strauss and Howe further delineated four types of generations and their repetitious nature. The types include the "Prophet", "Nomad", "Hero", and "Artist" (Strauss & Howe, 1997). Strauss and Howe (2000) are also credited with coining the term "millennial" and have presented numerous conjectures on the cohort, specifically noting their contrast to generational predecessors.

Although there are varying birth year ranges by which individuals are classified as millennials, Strauss and Howe utilize the 1982-2004 span. Millennials are classified as "Heroes" raised during an "Unraveling" according to their generational theory (Strauss & Howe, 1997). Therefore, they attribute traits, such as growing up notably sheltered and an affinity for working in teams, to the historical events surrounding their upbringing and the cyclical nature of societal circumstances.

Strauss and Howe's (1997) generational theory is not without critics. The primary perceived fault is that the theory over-generalizes groups of people (Agati, 2012). Characteristics attributed to generational cohorts are not likely to hold true for every individual who falls into that classification. Other pertinent influencing factors must be considered such as an individual's specific characteristics, life experiences, and circumstances (Agati, 2012).

Despite mixed reviews on their theory, Strauss and Howe were among the first to thoroughly outline distinctive characteristics of the millennial generation. The traits identified in *Millennials Rising: The Next Great Generation* were special, sheltered, confident, team-oriented,

conventional, pressured, and achieving (Strauss & Howe, 2000). Strauss and Howe's theoretical work has been referenced in nursing studies (Stevanin et al., 2018; Tourangeau et al., 2014) and provides background and a basis to discuss the millennial perspective on the nursing faculty role.

Pertinent Literature Related to Millennial Nursing Faculty

Due to the lack of literature on millennial nursing faculty, examining the literature on the millennial generation, millennials in the workplace, millennial nurses, and millennials in faculty roles provides a frame of reference.

An extensive literature search was conducted in 2018 and 2020. Combinations of the key terms of "millennial", "millennial generation", "workplace", "nurse", and "faculty" were used to gather pertinent literature from Google Scholar, the Cumulative Index to Nursing and Allied Health (CINAHL) Complete, and PubMed. Articles had to be peer-reviewed, available in full text, written in English, and published within five years of the initial search. Books were also examined for relevance. Literature was included if it was directly related to the millennial generation as a whole, millennials in the workplace, millennial nurses, or millennials in faculty roles. The use of this criteria resulted in 16 empirical studies, 4 non-empirical articles including a systematic review, and 2 books for this portion of the literature review. While the focus of the search was on empirical studies, non-empirical literature was included due to the relevance of the information for shaping the discussion on millennials. An additional search was conducted on Google using the search phrases "millennial study" and "millennial nursing study" to capture the reports of large-scale surveys on the generation. This search resulted in an additional 12 empirical studies all of which were published within the last decade. Statistical data was also included from the Pew Research Center and the NLN.

The Millennial Generation

Millennials were expected to become the largest adult generation in the United States (US) in 2019 (Pew Research Center, 2018a). The generation has attracted an immense amount of research as a result. This attention has led to both positive and negative perceptions of the generation as a whole. Members of different generations may not share the same mindset or world view resulting in a lack of appreciation for dissimilarity. Although negativity toward the millennial generation has had a tendency to dominate the media, an enhanced understanding of their values and belief system reveal a clearer picture (Buzza, 2017; Deloitte, 2016; Stewart et al., 2017). Many of the millennial generation's views and characteristics originate from the way they were raised (Strauss & Howe, 2000).

Formative years are the time when societal events can make a lasting impression. Millennials grew up during a time of exploding use of advanced technology. Access to technology from a young age has influenced the way millennials prefer to learn, work, communicate, and interact with others (Calk & Patrick, 2017; Gallup, Inc., 2016; Stewart et al., 2017). The millennial generation has embraced electronic modes of communication, such as text and email (Gallup, Inc., 2014). While the narrative may point to an inability to separate millennials from their smart phones, technology has allowed this generation to build relationships and develop into social beings. The millennial generation is remarkably connected with 42% of millennials not going more than five hours without accessing a social media account, compared to 26% of generation X, and 29% of baby boomers (Qualtrics, 2016). Millennials have 9.3 social media accounts on average (GlobalWebIndex, 2019). The primary social networking site used by the millennial generation is Facebook with 88% holding a membership (GlobalWebIndex, 2019). According to Gallup, Inc. (2016), 71% of the millennial generation relies on the Internet for information and news, with 57% receiving daily news from

Facebook (American Press Institute, 2015). As a result of technology and social media, millennials have a marked connectedness with others and the world around them. Despite being technology-natives, millennials were raised particularly sheltered, which has also contributed to the generation's behaviors and attitudes.

The very involved parenting style, coined "helicopter parenting", was popular during the millennials' school age years. Parents provided structure and gave an immense amount of support to their millennial children. This profound nurturing from parents was unlike preceding generations, such as generation X and baby boomers (Strauss & Howe, 1997). For example, millennials often received rewards for attending a sporting event or participating in a science fair, without regard to actual performance. This highly supportive relationship through childhood has influenced the way millennials envision assistance, feedback, and recognition from leaders later on in life, from educators to employers (Buzza, 2017; Gallup, Inc., 2016).

Other unique characteristics of this generation include an increasingly diverse and educated membership. The millennial generation is more diverse than previous generations (The Millennial Impact Report, 2017; National Chamber Foundation, 2012). According to the Pew Research Center (2018c), millennials were comprised of approximately 56% White, 21% Hispanic, 13% Black, 7% Asian, and 3% Other in 2017. These ratios are likely to continue to shift as immigration further increases the number of non-whites. In regard to educational preparation, 39% of millennials have earned a baccalaureate degree or higher, compared to only 29% of generation X, and approximately 25% of baby boomers at the same age (Pew Research Center, 2019). With more members of this generation seeking higher education than ever before, the perspectives and preferences related to the educational experience of millennials has become a large focus of discussion and research.

Another trait of the millennial generation is a delay in life milestones. Millennials have chosen to put off marriage, children, and large purchases for longer than preceding generations. According to the Pew Research Center (2018b), only 37% of millennials were married in 2017, compared to 48% of generation X, and 56% of baby boomers at the same age. An international study concluded only 39% of millennials (n= 13,416) reported an ambition to have children or start families and 49% noted a desire to buy their own home (Deloitte, 2019). These trends may contribute to the high number of millennials pursuing college education.

Characteristics of the millennial generation permeate into all aspects of their lives, both personal and professional. Therefore, when millennials are examined in terms of the work environment, the events surrounding their upbringing have understandably instilled a mentality that influences their perceptions of the workplace. Rather than viewing these characteristics with cynicism, understanding the circumstances in which millennials were raised can shed light on their outlook.

Millennial Workforce

Millennials have gained a strong foothold in the labor force. Millennials now represent the largest generation in the workforce and, in the wake of baby boomer retirements, the proportion of millennials will continue to rise (Calk & Patrick, 2017; Stewart et al., 2017). Administrators across professions have taken notice of the distinctiveness of the millennial generation much like with the surge of prior generations in the workplace. This phenomenon has drawn researchers to study generational characteristics in relation to work-life to include factors such as organizational commitment, workplace culture, and preferences (Stewart et al., 2017).

Exploration into the organizational commitment of millennials has revealed noteworthy work-related values. One study suggested millennials are more motivated by having a purpose

than actual pay, marking a shift from prior generations (Gallup, Inc., 2016). Somewhat contradictory, Deloitte (2019) found millennials reported dissatisfaction with pay to be the most likely reason to leave their current employer, followed by not enough opportunities for advancement, and too few learning and development opportunities. ManpowerGroup (2016) data also suggested pay was the top priority amongst millennials, followed by job security, and time off. However, the global survey also noted the majority of millennials believe having a sense of purpose is important (ManpowerGroup, 2016). Therefore, current research is inconclusive on the motivating factors behind millennials in the workplace (Calk & Patrick, 2017).

While the data is ambiguous on the driving force behind millennials in the workplace, a lack of professional fulfillment is undoubtedly linked to an intent to leave positions in which they do not perceive their skills are being developed (Buzza, 2017; Deloitte, 2016; Deloitte, 2019; Gallup, Inc., 2016; ManpowerGroup, 2016; Stewart et al., 2017). In fact, 87% of millennials highlight professional development as important to them in a job, compared to only 69% of non-millennials (Gallup, Inc., 2016). Likewise, four out of five millennials view the opportunity to learn new skills as a major decision factor in considering a new job (ManpowerGroup, 2016). ManpowerGroup (2016) data suggested two-thirds of millennials believe less than two years is the amount of time that should be spent in a single role before being promoted or looking for a new place of work. Consequently, according to a global survey conducted on millennials, 49% would quit their current job in the next two years if they had a choice, of which about 25% have actually left a position in the last two years (Deloitte, 2019). Although a desire to change jobs at a young age is not entirely new, the phenomenon is pronounced among millennials, in part due to the ability to explore the Internet for potential employment (Gallup, Inc., 2016). While understandable how millennials have been labelled

"job-hoppers", data suggests this trend is due to a desire to gain new skills and advance in a career. With 73% of millennials working more than 40 hours a week and nearly 25% working more than 50 hours a week, data suggests millennials are willing to work for professional growth (ManpowerGroup, 2016). Special attention to developing the potential of millennials is required to engage this group in the workplace.

As discussed, millennials have high expectations with regard to their work and a strong desire for support. Providing structured assistance for millennials can be in the form of individualized orientations or onboarding, mentorships, professional development programs, and regular feedback on performance. Such efforts are generally appreciated and can result in deeper commitment to the workplace (Deloitte, 2016; Gallup, Inc., 2016; Hall, 2016; Zaharee et al., 2018). Beyond the desire for support, millennials have been found to hold firmly to their personal values in the workplace, work well in groups, and appreciate flexibility (Deloitte, 2016; ManpowerGroup, 2016; PwC, 2013). Productivity can be maximized by incorporating these elements into the intergenerational workplace culture (Stewart et al., 2017). Clear communication is important to successfully execute supportive interventions.

Millennials have been known to value direct and frequent communication in the workplace (Gallup, Inc., 2016; Hall, 2016) a result of interacting continuously through technology in their personal lives. Clearly communicating performance expectations and how an individual's work contributes to their long-term goals, and to the team as a whole, can help meet the expectations of the millennial generation (ManpowerGroup, 2016; Stewart et al., 2017). A desire for communication on performance can also correlate with a preference to be recognized for their work. While millennials appreciate feedback on how to improve, data suggests they are more productive if manager's focus on their strengths. For instance, 70% of millennials who

report managers highlighting their strengths while discussing performance are engaged in the workplace, whereas only 39% are engaged when the focus is on weaknesses (Gallup, Inc., 2016). PwC (2013) data found 41% of millennials would like recognition for their work on a monthly basis, compared to only 30% of non-millennials who desire feedback this often. The preference for recognition can be traced back to the way many millennials were raised.

The majority of large-scale surveys fail to share pertinent participant data, such as the precise sample size, the birth year range used to define millennial, and demographic data to assess the diversity of those who participated. The lack of specificity on the millennial samples limits the ability to determine the true generalizability of the quantitative data.

Administrative leaders must learn to adapt to the needs of new generations of employees. Managers must be in tune with early careerists as they enter their respective fields to make appropriate changes. Without such attentiveness, the workplace could miss out on talent generations have to offer (Buzza, 2017). The aforementioned generational characteristics related to the workplace provide a lens for examining the literature on millennials in nursing. Calk and Patrick (2017) asserted that millennials interested in certain career paths may have additional distinctive views towards work.

Millennial Nurses

Predictions suggest millennials will account for the majority of the nursing workforce by the end of 2020 (Sherman & Saifman, 2018). Despite significant growth, millennial nurses are leaving clinical positions, and potentially even the profession, after only one or two years of practice (Kovner et al., 2014; Price et al., 2013; Tyndall et al., 2019). In fact, 17.5% of newly licensed RNs leave their first job within a year and 33.5% leave within two years (Kovner et al., 2014). This data is comparable to the trend noted in other professions and is proving to be a

challenging problem to solve. In hospitals, where nurses make up the majority of the workforce, premature departures are particularly troublesome. This tendency is affecting the ability to replace leaders in the clinical setting as they plan for retirement (Martin & Kallmeyer, 2018). Turnover compounds the existing RN shortage, is costly, and can impact the quality of patient care (Chang et al., 2018). Hospital leadership have had to adapt to combat the loss of new nurses. New graduate nurse residency programs have grown in popularity and been found to improve retention rates (Tyndall et al., 2019). New graduate nurse residencies can serve as an avenue to provide many of the features millennials seek in new workplaces (Riegel, 2013). Specifically, these programs align with the millennial generation's desire for structure, support through coaching and mentoring, as well as feedback on performance (O'Hara et al., 2019; Riegel, 2013; Tyndall et al., 2019; Waltz et al., 2020). Nursing administrators are learning traditional techniques used to offer support during the transition to practice may not be successful as new generations join the profession.

Research has targeted millennial nurse satisfaction due to the unique challenges millennials have posed in nursing. Although the majority of research reveals millennial nurses have higher rates of dissatisfaction and burnout (Waltz et al., 2020), this may be dependent on factors surrounding their place of employment. For example, one study found millennial nurses (n=375) were mostly satisfied with their work, however, all of the participants were employed by the same Magnet-designated hospital limiting transferability (O'Hara et al., 2019). O'Hara et al. (2019) found their millennial nurse sample correlated job satisfaction with supportive leadership. Based on the millennial generation's notable draw to support in the workplace, this finding is congruent with the literature. One noteworthy result from the study of millennial nurses was that satisfaction and organizational commitment did not necessarily lead to a decrease in intent to

leave (Tyndall et al., 2019). Further investigation into the root cause of millennial nurses leaving their initial employment, or the professional altogether, is needed. If this pattern were to extend to academic nursing education, early departures from the profession could pose a critical barrier to progress on alleviating the nursing faculty shortage and cause concern for the sustainability of the workforce.

Other preferences have emerged from the study of millennial nurses, such as an appreciation for flexibility in work scheduling (Martin & Kallmeyer, 2018; Price et al., 2018). This desire has implications for recruitment for positions which have historically had less flexibility in nursing, such as leadership roles (Martin & Kallmeyer, 2018). The request for flexible work is in-line with the work-life balance millennial nurses seek (Martin & Kallmeyer, 2018; Stevanin et al., 2018). According to a recent study, millennials (n= 401) are more likely than prior generations to pursue leadership roles, so mindful accommodations and changes to current positions may be required (AMN Healthcare, 2018). Millennial nurses have also reported higher job satisfaction and a better perception of the quality and timeliness of patient care with use of the electronic medical record than other generations (AMN Healthcare, 2018). This discovery correlates with the ability of millennials to navigate technology with relative ease based on exposure at a young age.

Millennial nurses report the strongest intent to pursue a higher degree (AMN Healthcare, 2018). Approximately two-thirds of millennial nurses report already being enrolled in, or planning to apply to, a nursing graduate program within two years (Tyndall et al., 2019). This desire for further education and training is more pronounced than other generations. For example, one large quantitative survey on RNs (n=3,347) found 39% of millennial nurses have a desire to seek a master's degree in the next three years, as compared to 27% of generation X

nurses and 8% of baby boomer nurses (AMN Healthcare, 2018). The data also indicate an additional 11% of millennial nurses have a desire to seek a doctoral degree in the next three years, as compared to 7% of generation X nurses and 4% of baby boomer nurses (AMN Healthcare, 2018). Similarly, the 2018 NLN Biennial Survey of Schools of Nursing revealed an increase in the number of doctoral students under the age of 30. The proportion of millennial nurses under 30 enrolled in doctoral programs rose from 16 percent in 2016 to 22 percent in 2018 (NLN, 2019e). Millennial nurses seeking doctoral education is of high importance considering only one percent of nurses hold doctoral degrees (Ellenbecker et al., 2017).

Studies on millennial nurses vary in sample size, which can hinder generalizability. Quantitative studies have resulted in targeted inquiries, which may lack depth in capturing the totality of the experience of being a member of this generation in the nursing profession.

Leaders have been challenged to meet the expectations of millennials as they enter the nursing workforce in droves. Receiving higher-level nursing education, among other traits, can prepare millennial nurses for roles in academia. Examining the literature on millennial nurses provided a frame of reference in order to study millennial nursing faculty. Similarly, information on millennials in faculty roles in other professions can be enlightening.

Millennial Faculty

As millennials age, their presence is increasingly felt in academia. First, millennials were apparent as students. Consistent with trends in literature on millennials, published work often portrays a negative view of millennial students, particularly in university settings (Gardner, 2016). However, the nature of their history with education provides perspective. As young learners who grew up in an educational system which placed high importance on preparation for standardized testing and success for all, millennials may reasonably find the transition to both

higher education learning and teaching challenging (Atay & Ashlock, 2018). Millennials are transitioning to faculty roles in higher numbers, especially in professions that do not require any or minimal practical experience first. The span of 2010-2015 marked the first wave of millennials joining the faculty member ranks (Strawser, 2019). Discourse in higher education describes this phenomenon as the "rise of the young professor" (Chou, 2015). Chou (2015) attributed this happening to a number of characteristics including the quality of young faculty contributions to their field and the modern mindset of universities to promote individuals with potential to meet ever-increasing expectations for research. Due to the limited availability of information on millennial nursing faculty, literature related to millennial faculty provided insight into how this generation perceives the overall experience of working in academia. However, as in nursing, the literature largely focuses on millennial students as opposed to millennial faculty.

Consistent with literature on millennials in the workplace in general and in nursing, millennial faculty have been known to value flexibility, teamwork, consistent feedback, and recognition for performance (Strawser, 2019). Many of these desires are inherent to faculty positions and may draw millennials to this line of work. Notably, Perry (2013) conducted a secondary analysis of data collected by the Collaborative on Academic Careers in Higher Education (COACHE)'s Faculty Job Satisfaction Survey to specifically examine millennial faculty (n= 742) satisfaction. The data revealed a significant difference between satisfaction reported by millennial and non-millennial faculty, however the effect size was small which limited generalization. The perception of mentoring, however, was a very strong predictor of job satisfaction for the millennial generation (Perry, 2013).

Other characteristics of the faculty role may not appeal to this generation. The hierarchical structure, the slow process to evoke change to policies or processes, the rising

demand for high performance, and the overall ambiguity and lack of day to day structure in academia may not be perceived well (Gardner, 2016; Strawser, 2019). Foundational knowledge on millennial faculty can provide valuable insight to study millennial nursing faculty.

Millennial Nursing Faculty

Data is available to estimate the amount of practicing millennial nursing faculty in the US. This information is useful to track the number of millennials entering the academic nursing education workforce. The biennial Faculty Census Survey conducted by the NLN collects a wide array of information, including the age of practicing nursing faculty. Although this survey does not divide nurses by generation, millennial nurses currently fall between the ages of 19 and 39 according to the aforementioned definition. Therefore, they are represented in both the under 30 and 30 to 45 age groups (NLN, 2017b). Of full-time nursing faculty, 1.9 percent are under the age of 30 and 28.5% are between the ages of 30 and 45 (NLN, 2017b). In addition to age, the survey also captures information regarding the type of position held by nursing faculty.

Information related to the rank of nursing faculty by age is useful in determining where millennial nursing faculty are in their journey in academia. Of full-time faculty at the instructor level, 3.9 percent are under the age of 30 and 36.8% are between the ages of 30 and 45 (NLN, 2017a). Therefore, the highest proportion of both age groups are at the instructor rank. As for full-time faculty at the assistant professor rank, the under 30 age group accounts for 1.3 percent and the age 30 to 45 group comprises 33.9% (NLN, 2017a). Examining the makeup of the associate professor and professor levels, these age group's representation falls drastically to 0.4 percent and 15.2%, and 0.6 percent and 9.5%, respectively (NLN, 2017a). While millennials have likely had a short tenure, the low numbers of millennials in higher faculty ranks and administrative roles combined with the overrepresentation of older age groups, causes concern

for sustainability (Fang & Kesten, 2017). With the imminent retirement of experienced faculty in these positions, there is a need to prepare younger faculty to move into the roles (Fang & Kesten, 2017).

Trends in the literature regarding the uniqueness of millennials in the workplace have started to emerge in academic nursing education (Stewart et al., 2017). One study found millennial nursing faculty put higher value on the opportunity to advance, as well as being recognized for good performance, than other generations (Tourangeau et al., 2014). The desire to move into leadership positions is critical with the imminent need for succession planning (Fang & Kesten, 2017; Tucker, 2020). Another study found millennials had the highest intent to leave the faculty role when compared to other generational cohorts (Candela et al., 2013). Although the number of millennial respondents were low in both studies, the data supports these faculty may have distinct thoughts towards a career in academic nursing education, providing support for exploring this phenomenon.

Relevant Studies on Nursing Faculty

There is a need to advance knowledge on the lived experience of millennial nursing faculty due their rising numbers in this role. This study is based on two areas of prior research on nursing faculty. Novice nursing faculty have been studied at length, especially in regard to the work-role transition. Therefore, the first area of research this literature review will examine is the transition into the nursing faculty role. Although this research has not been approached from a generational perspective, much can be gleaned from the methodological approaches and findings. Additionally, of the research that has taken a generational approach to study nursing faculty, the focus is largely on work-related characteristics, such as work-life balance, job

satisfaction, and organizational commitment. Thus, the second area of research to be analyzed consists of generational, work-related characteristics of nursing faculty.

Transition Into the Nursing Faculty Role

New nursing faculty have a long-standing history of attracting research. Most commonly studies focus on the transition experience. In order to provide a frame of reference for this work-role transition, and how it may relate to the experience of early-career millennial nursing faculty, pertinent literature will be discussed. A brief overview is provided, as well as a focus on the methods and outcomes of recent studies on the topic.

A separate literature search was performed in 2018 and 2020. Combinations of the key terms of "novice", "new", "nursing faculty", "academic nurse educator", and "transition" were used to gather pertinent literature. The following databases were searched: PubMed, Journals@Ovid, EBSCOhost Education Full Text, and Elsevier ScienceDirect Journals Complete. Articles had to be peer-reviewed, available in full text, and written in English. Literature was included if it was directly related to the initial transition of a nurse to the faculty role and excluded if it related to other transition processes, such as from one role to another within academic nursing. Although limited, literature was also excluded if the sole focus was on nursing faculty who work part-time or if the study was a duplicate of another publication included in the review. Many publications were relevant, but purely descriptive in nature and, therefore, were not included. Exclusion and inclusion criteria narrowed results to 14 articles to be analyzed in this literature review, including 11 empirical studies (8 qualitative, 1 mixed methods, and 2 quantitative), a metasynthesis, an integrative review, and a literature synthesis. The non-empirical literature was included due to the investigator's use of comprehensive, systematic approaches to analyze the literature which resulted in original conclusions. The majority of

resulting literature was published in the last decade. Individual evaluation of the studies can be located in Appendix A. A representative sample is discussed in detail.

Research reveals that most often nurses transition to academic nursing education from a practice environment in which they are considered experts (Grassley et al., 2016; Mcdonald, 2010). This expertise alone, however, is not enough to prepare novice nursing faculty for their new role. Therefore, a recurring theme has been that the academic environment is foreign, which results in a steep learning curve and subsequent feelings of inadequacy (Anderson, 2009; Hoffman, 2019; Jeffers & Mariani, 2017; Mcdonald, 2010; Schoening, 2013; Schriner, 2007; Specht, 2013; Summers, 2017; Weidman, 2013). The data suggested the need for support through mentorship during this process (Brown & Sorrell, 2017; Cooley & De Gagne, 2016; Heydari et al., 2015; Hoffman, 2019; Jeffers & Mariani, 2017; Specht, 2013).

Heydari et al. (2015) used the phenomenological approach to qualitative inquiry to provide meaning to the lived experience of new nursing faculty. Although this study was conducted outside of the US and not specific to millennial nursing faculty, the methods provide support for the approach used for this study. Purposive sampling of faculty with less than three years of experience in this role resulted in nine nursing faculty from four schools of nursing in Iran. The mean age of participants was 31.33 years, which is low compared to similar studies and signifies millennials were included. Data was collected primarily through face-to-face interviews, with a second interview conducted either in-person or over the telephone to conclude the process. Van Manen's (1997b) approach to data analysis was used in this study, which signals commitment to not only describing this phenomenon, but attributing meaning as well. The need for support during this transition process was conveyed by participants, in addition to a desire to be accepted by other, more experienced faculty (Heydari et al., 2015).

Cooley and De Gagne (2016) designed a qualitative study utilizing a hermeneutic phenomenological approach to explore the perspectives of novice nursing faculty. The primary theoretical framework was Kolb's (1984) experiential learning theory. Comparable to Heydari et al. (2015), the researchers opted to include nursing faculty who had been in their roles three years or less. Purposive sampling resulted in seven participants from one university. Age of the participants was not included, therefore, whether millennials participated is unclear. The study used face to face interviews, participant journaling, and a summary interview conducted in-person or over the telephone as data collection techniques. The researchers incorporated Moustakas' (1994) data analysis method. Barriers identified were the amount of time required to complete responsibilities and the lack of support (Cooley & De Gagne, 2016). The study resulted in insight on the holistic, lived experience of transition into the nursing faculty role, which is the purpose of hermeneutic phenomenology.

Brown and Sorrell (2017) conducted a qualitative study designed to explore the challenges novice nursing faculty face. Although this study was conducted at an associate degree program, it adds perspective for this study. Benner's (1982) novice to expert theory guided the study. Inclusion criteria required nursing faculty to be in their roles three years or less. Semi-structured interviews were conducted with the seven participants. The average length of time as an RN was 16 years and the average age of participants was 42.7 years (Brown & Sorrell, 2017). No further information regarding the age of the participants was provided, therefore, whether there was millennial representation is unclear. Interestingly, despite no teaching experience prior to beginning the role, and an average of only 1.6 years in this position, none of the participants classified themselves as "novice" according to Benner's (1982) identified progression (Brown & Sorrell, 2017). The research also sought to determine participant motivation for seeking the role,

positive experiences, and perceptions of support in their first year in the role. Ultimately, participants were inspired by the opportunity to share their knowledge with others and be the recipient of gratefulness expressed by students, but the perception of support was lacking. Although some participants acknowledged support they received, it was not structured (Brown & Sorrell, 2017). Largely, the sentiments of the participants echoed the findings from Cooley and De Gagne's (2016) study.

Similar to Heydari et al. (2015) and Cooley and De Gagne (2016), Hoffman (2019) used phenomenology to explore the lived experience of novice nursing faculty at both an associate and baccalaureate degree program. As with Brown and Sorrell (2017), Benner's (1982) novice to expert framework informed the study. However, Hoffman (2019) did not limit the sample with regard to time in the nursing faculty role. Participants were included that had as many as 20 years of experience as a nursing faculty. The amount of time since entering this role could have affected the ability to remember the transition period, however, it did allow for meaningful reflection. Purposive sampling resulted in 15 participants, ranging from 35 to 66 years in age (Hoffman, 2019). Colaizzi's (1978) method was used to analyze the data, which is commonly associated with a desire to describe an experience in detail. The data suggested three years marked the time when things came together for the participants, however, the idea emerged that working in academic nursing education can result in ongoing and persistent feelings of being a novice (Hoffman, 2019). Comparable to other similar studies, participants reported the need to turn to peers for help during the transition period.

Goodrich (2014) provided a unique contribution to the knowledge on nursing faculty transition, as it used a quantitative approach, yet still approached the phenomenon holistically. This study effectively used Meleis et al.'s (2000) transitions theory. Among other tools,

Goodrich (2014) used the Career Transition Index (CTI) to measure perceptions of independence, readiness, support, personal control, and confidence related to career transition. The CTI was originally developed with the broad purpose of assessing resources and potential barriers for adults going through a career transition (Heppner, 1998). The tool has been used to assess many career changes since creation. Although this tool proved useful for this study, the instrument is not specific to the transition to academic nursing education, nor does it seek to explore characteristics of new generations of workers. The total number of respondents was 541 with the majority between the ages of 50 and 59 years (Goodrich, 2014). No additional information on age was given, therefore, whether there were millennial participants is unclear. Furthermore, similar to Hoffman (2019), the inclusion criteria did not limit participants based on how long they have held a nursing faculty position. Therefore, respondents may not have had a strong ability to recall their transition experience. The data suggested nursing faculty were satisfied overall with their transition into the role and reported an intent to stay (Goodrich, 2014). The results reiterate the need for support during the transitional period and beyond.

Summary. Research conducted on the transition experience of new nursing faculty has both strengths and weaknesses related to rigor. The use of quantitative methods on this phenomenon has been scarce. When employed quantitative studies have often been used to analyze the transition experience through a narrow lens, with specific regard to influences such as mentorship (Jeffers & Mariani, 2017; Specht, 2013). Most often this topic has been examined through qualitative studies (Fritz, 2018; Grassley et al., 2016; Summers, 2017). One strength is that several, common themes have emerged, indicating reproducible findings. In addition, studies have traditionally used semi-structured face-to-face interviews as the primary data collection method, leading to a deep understanding of the holistic, lived experience of transition into this

role (Anderson, 2009; Brown & Sorrell, 2017; Cooley & De Gagne, 2016; Heydari et al., 2015; Hoffman, 2019; Schoening, 2013; Schriner, 2007; Weidman, 2013). The resulting weakness from this approach, however, is a participant pool that is limited to the geographical vicinity of the researcher. For example, several studies are restricted to participants from only one university (Brown & Sorrell, 2017; Cooley & De Gagne, 2016; Schriner, 2007), while others are limited to the area in which the researchers lived (Heydari et al., 2015; Hoffman, 2019; Schoening, 2013; Weidman, 2013). Therefore, the findings may not be transferable and the occurrence of bias may be more likely. Similarly, by nature, qualitative studies have a low number of participants which can also limit transferability.

Another weakness is the lack of generational perspective. Studies have primarily used convenience sampling, which often leads to nursing faculty participants of a higher age due to their increased representation in the profession. For example, in one study, the average age of the participants was 53.6 years (Hoffman, 2019). Furthermore, most researchers stratify age demographics in a way that does not align with generational parameters or fails to provide enough age-related information, which limits the ability to interpret findings based on generation.

Evolution of the Study. Although phenomenology has been used to examine transition into the nursing faculty role, van Manen's (1997b) approach has been used sparingly despite frequent use in nursing research. Numerous theoretical frameworks have been used to support research on this phenomenon. However, theoretical support from Strauss and Howe's (1997) generational theory represented a novel approach to qualitative inquiry on this topic. Moreover, new and innovative modes of conducting interviews, such as email interviewing, were not located in the literature on transition into the nursing faculty role. The use of emails to engage

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with participants allows for removal of the geographic constraints of traditional face-to-face interviewing. Furthermore, use of technology may be more attractive to the millennial generation than other means of communication (Bowden & Galindo-Gonzalez, 2015). Stemming from this body of work, this study used a qualitative approach to purposively target the millennial nursing faculty perspective on transition and beyond using email to conduct interviews to allow more diversity among participants.

Generational, Work-Related Characteristics of Nursing Faculty

Nursing faculty have been the focus of research for some time. Often, research is focused on work-related characteristics of nursing faculty that contribute to organizational commitment, satisfaction, and intent to stay. In order to provide a frame of reference for the millennial nursing faculty experience, pertinent literature was examined. There will be a focus on studies which aim to specifically examine differences among generations of nursing faculty.

A separate literature search was performed in 2018 and 2020. Combinations of the key terms of "generation", "generational", "work characteristics", "differences", "nursing faculty", and "academic nurse educator" were used to gather pertinent literature. The following databases were searched: PubMed, Journals@Ovid, EBSCOhost Education Full Text, and Elsevier ScienceDirect Journals Complete. Articles had to be peer-reviewed, available in full text, and written in English. The bulk of resulting literature was aimed toward generational characteristics among nurses in the clinical setting or nursing students, rather than nursing faculty. Literature was included if it was directly related to generational work-related characteristics of nursing faculty or if the study resulted in findings based on the age of nursing faculty. Exclusion and inclusion criteria resulted in 6 empirical studies to be analyzed in this literature review. Individual evaluation of the studies can be located in the Appendix A.

Carver et al. (2011) sought to determine generation-specific factors that influence organizational commitment among nursing faculty. The survey compiled several tools that have been found to correlate with organizational commitment and job satisfaction. Stratified sampling resulted in a random selection of nursing faculty participants. Both full-time and part-time faculty were included. The end result was a 30% response rate and 1,030 useable surveys (Carver et al., 2011). The findings demonstrated differences among generations of nursing faculty. Due to only two responses from nursing faculty classified as millennials, their information was not included.

Building on the study conducted by Carver et al. (2011), Candela et al. (2013) examined work-related characteristics that may support retention of nursing faculty. An adapted version of the Nurse Faculty Work-Life Survey was used to gather this information. All nursing faculty who met inclusion criteria were sent an electronic invitation to complete the survey. Full-time and part-time nursing faculty were included, although the vast majority of respondents were full-time (Candela et al., 2013). Age of participants was explicitly included. Age ranged from 24 to 76 years, with an average age of 52.67 years (Candela et al., 2013). The researchers also utilized age to classify respondents by generation. The majority of participants (53.9%) belonged to the baby boomer generation, while only 1.9 percent of participants fell into the millennial category (Candela et al., 2013). Baby boomers demonstrated the highest intent to stay, whereas millennials reported the highest intent to leave the nursing faculty role (Candela et al., 2013). The research team later expanded on the original statistical analysis. This new angle on the data revealed some inconsistences, particularly among generational membership and the promotion and tenure process (Candela et al., 2015). Whereas other studies have found younger generations view this process differently, the resulting model did not reveal significance (Candela et al.,

2015). The research team suggested the model be used with an additional set of nursing faculty to confirm or deny the findings.

Tourangeua et al. (2014) were inspired by the differences in satisfaction and intent to stay among generations in nursing and sought to identify generation-specific characteristics that influence the intent to stay of nursing faculty. The study had two phases; phase I utilized focus groups to identify what may influence nursing faculty to stay in or leave the role and phase II involved the creation and dissemination of a survey. Convenience sampling resulted in a 48.9% response rate and a total of 650 completed surveys (Tourangeua et al., 2014). The researchers were forthcoming with the age-related information of participants. For example, the age range of 26-76 years was included, as well as the average age of 52.4 years (Tourangeua et al., 2014). Respondents were primarily baby boomers (n= 451), while millennials (n= 17) had the least representation (Tourangeua et al., 2014). Although millennial participation was low, these participants identified the opportunity for leadership roles and career advancement at a much higher rate than other generations. In fact, most of the significant differences were attributable to the millennial generation selections on the survey (Tourangeua et al., 2014). The study included both full-time and part-time nursing faculty, with 64% employed full-time (Tourangeua et al., 2014). Perspectives on the nursing faculty role can differ by the capacity of employment, so this may have contributed to differences in perspective.

Smeltzer et al. (2015) investigated the work-life balance of nursing faculty who teach in research or practice-focused doctoral programs. A survey was designed to assess work-life balance, specifically for doctoral nursing faculty. The final number of usable surveys was 554 (Smeltzer et al., 2015). Although the study did not divide the nursing faculty into generations, the researchers did refer to generational differences. Based on the age ranges presented in the

survey, millennials likely had the least participation, with only 40 respondents (7.5%) under the age of 40, while baby boomers had the most (Smeltzer et al., 2015). However, without the precise ages of the participants, determining millennial participation is not possible. Upon evaluation of the data, younger nursing faculty reported a poorer work-life balance than older nursing faculty (Smeltzer et al., 2015). This data suggests as millennial nursing faculty transition into doctoral-level teaching, their perceptions of work-life balance will be important.

Expanding on the work of Candela et al. (2013), Lee et al. (2017) performed a secondary analysis of data collected on 1,353 nursing faculty. The purpose was to identify differences among demographics, tenure status, academic rank, and institution time that influence nursing faculty job satisfaction and intent to stay. Furthermore, the relationship between job satisfaction and intent to stay were explored. Pertinent data was extracted from the COACHE's Faculty Job Satisfaction Survey. The sample was likely diverse, as data is collected from over 200 universities. Although the subjects were not classified by generation for the purposes of this study, information can be gleaned from the results. The average age of participants was 55 years, meaning the majority of data is from the perspective of the baby boomer generation. Ultimately, Lee et al. (2017) concluded age was negatively correlated with intent to stay, which suggests nursing faculty of a younger age intend to stay in the role longer. This finding contradicted the data from the study performed by Candela et al. (2013). Beyond inclusion of the average age, the age dispersion among the respondents is unknown. Therefore, whether millennials were represented in this study is unclear. Moreover, the response rate is not provided or whether the nursing faculty were employed full-time or in another capacity.

Summary. Research related to generational, work-related characteristics of nursing faculty has both strengths and weaknesses related to rigor. This topic has primarily been

examined through quantitative studies that report findings from non-millennial generations. One strength is that these studies recruited large numbers of participants, enhancing the generalizability of findings. For example, in three studies, there were 1,030 (Carver et al., 2011), 808 (Candela et al., 2013), and 650 (Tourangeua et al., 2014) useable surveys. These studies were inclusive of participants throughout their respective countries, which is more likely to result in a diverse sample and findings that are not unique to a particular setting or situation. Despite the intent to analyze findings by generation, there were only 2 (Carver et al., 2011), 15 (1.9%; Candela et al., 2013), and 17 (2.6%; Tourangeau et al., 2014) millennial respondents, respectively. The investigators did not report the use of strategies to recruit members of the millennial generation, which may have contributed to low participation. Ultimately, whether the findings are applicable to the newest generation to enter academic nursing is unclear. Lastly, a more specific analysis can be performed if the precise age of participants is both gathered and shared, as opposed to only obtaining an age range in which participants fall. This practice could lead to the development of new knowledge and widen the impact of such studies.

      Evolution of the Study. Based on evaluation of recent studies, insight on the work-related characteristics of the millennial generation of nursing faculty is limited. Building on a strength of this research, email interviewing was used to allow for a more diverse sample of participants. Additionally, this study took measures to specifically attract millennial participation by recruiting through social media and using technology to communicate. Although the lived experience of early-career millennial nursing faculty was revealed through qualitative inquiry, this study adds to the body of knowledge these studies have developed. Flowing from this research, this study solely explored the millennial nursing faculty experience using email interviewing to broaden participation and enhance transferability of the findings.

Research Method

The purpose of this study was to explore the lived experience of early-career millennial nursing faculty and the underlying meaning behind this experience. Exploring pertinent literature related to millennial nursing faculty and evaluating relevant studies on nursing faculty allowed for evolution of the mindset and approach for the study and led to the selection of an appropriate philosophy and research method. Heidegger's interpretive hermeneutic phenomenology emerged as the primary theoretical framework for the study. Heidegger's (1962) philosophy views phenomenology as the avenue by which the meaning of complex human experiences are derived. Furthermore, Heidegger believed the background and experiences of researchers are valuable to this process. In conjunction with Heidegger's mentality, a contemporary mode of data collection, email interviewing, and van Manen's (1997b) insight on data analysis were also employed. Chapter 3 and Chapter 4 describe these techniques, and their application to this study, in detail.

Relevance of This Study to Nursing

This study is significant due to the rising number of millennials entering nursing faculty positions and the lack of knowledge on their experience in this role. As millennial nurses age, they are gaining clinical experience and moving into academic roles (Tourangeau et al., 2014). Based on the NLN (2015a, 2017b) Faculty Census Survey data, the amount of full-time nursing faculty under age 30 increased by nearly 16% between 2015 and 2017. With the recent growth in millennials transitioning to the profession, exploring their unique experiences is important. The findings of this study discovered new knowledge on the lived experience of early-career millennial nursing faculty, which can help support recruitment, transition, and retention.

This study is also significant due to the millennial generation's tendency to change jobs frequently (Stewart et al., 2017). More than 20% of millennials changed jobs in 2016, which is

triple that of older generations (Gallup, Inc., 2016). Furthermore, Gallup, Inc.'s (2016) data reveals six in ten millennials are currently exploring new job opportunities. This job-hopping trend is also apparent in nursing with data supporting a marked increase in turnover intentions within two years of practice for nurses belonging to the millennial generation (Kovner et al., 2014; Tyndall et al., 2019). In a profession with limitless opportunity, the viewpoint of millennial nurses as they enter new roles is valuable and warrants attention. Although it remains unknown if millennial nursing faculty will exhibit the same pattern, this study is proactive based on the data available.

Lastly, this study is significant due to the value the millennial generation brings to academic nursing education. For example, millennials have been recognized as the most educated generation (National Chamber Foundation, 2012; Pew Research Center, 2019). Of millennials who practice nursing, 65% report being enrolled in a graduate program or an intent to apply within the next two years (Tyndall et al., 2019). Furthermore, the ongoing shortage of doctorally-prepared nursing faculty supports the need for nurses to seek a terminal degree (NLN, 2018). The 2017 National Nursing Workforce Survey found only 0.6% of RNs have a Doctor of Philosophy (PhD) and 1.1% have a Doctor of Nursing Practice (DNP) (Smiley et al., 2018). The proportion of millennial nurses under 30 currently enrolled in doctoral programs rose from 16% in 2016 to 22% just two years later (NLN, 2019e). This upward trend is promising, as nurses have a tendency to delay doctoral education when compared with other occupations. For example, the average age of nurses upon completion of a PhD is 48.5 years, whereas for other professions the average age is much lower at 33 years (Ellenbecker et al., 2017). Additionally, receiving doctoral education will increase the ability for millennial nurses to obtain employment in this field. According to the AACN (2019d) Special Survey on Vacant Faculty Positions, 58%

of available full-time jobs require a doctoral degree, with an additional 31.7% giving preference to individuals with this qualification.

Furthermore, as technology-natives, millennials can offer expertise to the intergenerational nursing faculty workforce, which can impact education initiatives (Litchfield, 2016). With the growing use of technology in classroom, clinical, simulation, and online settings, nursing faculty must embrace the adoption of new and advanced technologies (AACN, 2019a). The NLN (2015b) has reiterated the importance of teaching "with and about" (p. 4) technology to prepare students for the increasingly digitalized health care system. In addition to the potential for innate skills related to technology use, newer nursing faculty have been found to view technology more positively as compared to more experienced colleagues (Kotcherlakota et al., 2017). The AACN (2019a) has recommended deliberate inclusion of individuals with strong skills with technology on teaching teams. Millennial nursing faculty may serve as champions for emerging technology (Litchfield, 2016).

Beyond these characteristics, millennial nursing faculty can have a longer career trajectory than prior generations by entering this role at a younger age. These nursing faculty will be positioned to progress through the faculty ranks, assume leadership roles, and develop expertise to guide academic nursing education. The potential for extended time in the position is especially important to academic nursing because the average age of entry-level nursing faculty is 51.1 years, which limits the number of productive years prior to retirement (Bagley et al., 2018). Moreover, the average age of doctorally-prepared faculty at the professor level is 62.2 years, whereas for other professions the age is significantly lower at 55 years (AACN, 2017; European University Institute, 2018). In order to benefit from the characteristics of this generation, a solid understanding of their experience in this role is necessary.

Experiential Context: Background of the Researcher

This study is the result of my personal experience and passion related to this phenomenon. I held teaching positions prior to, and while receiving, undergraduate nursing education. These roles sparked my desire to enroll in a Master of Science in Nursing (MSN) program with a focus on nursing education shortly after completing my baccalaureate degree. After starting as a staff member with a school of nursing, I assumed a full-time nursing faculty position at the age of 24. I largely credit this opportunity to the relationships built with faculty and staff at the university while obtaining baccalaureate and graduate education. This unique and abbreviated path to becoming a nursing faculty sparked my fascination with others who have similar stories. I wondered what the experience was like for those who moved into this role at a younger age. Teaching primarily in an accelerated Bachelor of Science in Nursing (BSN) program I often work with students who are my same age or older, which presents a non-traditional dynamic between faculty and student. This experience deepened my interest in the phenomenon.

As an individual who identifies as a millennial, it can be difficult to accept some of the assertions made about this group. The media and literature tends to portray millennials as entitled, impatient, and lazy. These stigmas have permeated the education literature, especially in relation to millennial students. Now, these individuals are entering faculty roles and must internally or outwardly confront these notions. I have sought to cast millennial traits in a more positive light and consider the value they can bring to the intergenerational workplace. By exploring the experience of millennials in the nursing faculty role, the profession may become more aware of their perspective and better equipped to recruit, transition, and retain these individuals.

Summary

This chapter described the evolution of the study. Although there are slight differences in how studies convey millennials in the workplace, the consensus is they differ from prior generations. Millennials are moving out of the classroom, gaining clinical experience, and moving into nursing faculty roles (Tourangeua et al., 2014). Despite this reality, there is very little known about this subset of nursing faculty. Variables such as transition experience and work-related characteristics including work-life balance, satisfaction, and organizational commitment among nursing faculty have been studied at length, however, a generational approach has seldom been used (Candela et al., 2013; Tourangeua et al., 2014). Furthermore, such efforts to learn more about the generational characteristics of nursing faculty have not focused solely on capturing the millennial experience, which has resulted in limited insight into this generation. Studies of this type capture the role primarily from the perspective of the baby boomer generation, as their numbers are highest in the profession.

The lack of focus on the up and coming generation of nursing faculty represents a significant gap in the literature. The generational literature on millennial nurses to date has yielded valuable information, but once nurses shift from the clinical practice setting to the nursing faculty role, common findings are unclear (Stevanin et al., 2018). A greater understanding of millennial nursing faculty can assist academic leadership to optimize their potential. The millennial generation can offer many benefits to academic nursing education including a strong educational background, technology proficiency, and potential for long career trajectories (Gardner, 2016). There is also value to nursing faculty mirroring the rise in millennial nursing students, just as the nursing profession strives to match the patient population (AACN, 2019b). Lastly, recruitment of young teaching talent has the potential to ease the

ongoing nursing faculty shortage and allow for a smoother transfer of responsibilities from individuals leaving the profession.

Data suggests challenges are presented for workplaces as they strive to foster the professional development of the millennial generation. Considering the distinctive qualities found in the literature, traditional approaches to lead and inspire workers may not be sufficient. The need for knowledge on millennials as they enter new places of work is crucial to promote longevity and a pipeline of individuals to assume leadership roles vacated by retirees. The millennial generation has much to offer academic nursing education, yet insight into this cohort of nursing faculty is limited at best. The overview of generational theory, summary of pertinent literature related to millennial nursing faculty, as well as the analysis of relevant studies on nursing faculty provide support for the purpose and need for this study.

CHAPTER III

METHOD OF INQUIRY: GENERAL

A qualitative approach using interpretive, hermeneutic phenomenology was used to identify and explore the meaning of the lived experience of early-career millennial nursing faculty. This methodology provided the primary theoretical perspective for this study and represented a desire to move beyond describing this phenomenon, to interpreting the meaning of the lived experience, and adding practical value to academic nursing education. This chapter will describe theoretical concepts relevant to the research method, discuss measures to ensure methodological rigor, and explain terms that guided the execution of this inquiry.

Description of the Research Method

Phenomenology, or the study of lived experiences, has developed over time and been influenced by many individuals (Streubert & Carpenter, 2011). Two German philosophers, Edmund Husserl and Martin Heidegger, emerged as leaders of the phenomenological movement (Streubert & Carpenter, 2011). Husserl had a distinct philosophy, developed to contrast positivist perspective, which caught the attention of qualitative researchers (Munhall, 1989). Husserl believed the purpose of phenomenology was to describe and understand phenomena. Researchers, such as Paul Colaizzi and Amedeo Giorgi, developed methodological iterations based on Husserl's philosophy (Mackey, 2005). Heidegger, another well-known proponent of phenomenology, expanded on Husserl's philosophical stance and gained his own followers. Heidegger believed phenomenology should be employed to not only describe and understand phenomena, but to interpret the underlying meaning behind them. Researchers, such as Hans-Georg Gadamer and Max van Manen, developed methodological processes based on Heidegger's

influence (Mackey, 2005). Although the works of Husserl have been used in nursing research, the profession has embraced Heideggerian philosophy.

There is a need to select the most appropriate style of phenomenology due to the growing number of approaches (Dowling, 2007). Whereas a descriptive approach serves to uncover an experience, the interpretive, hermeneutic approach explores the experience on a deeper level, considering all pertinent influences (Matua & Van Der Wal, 2015). Interpretive techniques must be used to attribute meaning to the lived experience of early-career millennial nursing faculty. Hence, I selected Heidegger's interpretive, hermeneutic phenomenology as the most appropriate approach to the research questions.

Heidegger did not outline a specific methodology; therefore, a more distinct methodological process aligned with his philosophy must be selected (Horrigan-Kelly et al., 2016). Even so, van Manen (2014) acknowledged that the "phenomenological method cannot be fitted to a rule book" (p. 31) and a researcher must utilize primary sources to formulate an approach fitting to the phenomenon of interest. Van Manen's methodological approach is based largely on the tenets set forth by Heidegger (Mackey, 2005) and structured the process by which the lived experience of early-career millennial nursing faculty was explored.

Theoretical and Philosophic Underpinnings

Certain philosophical underpinnings are relevant when using a qualitative methodology to answer research questions. For example, qualitative researchers assume that reality is ever-changing (Streubert & Carpenter, 2011). An individual's reality is as they perceive it to be and the researcher's role is to assist in the illumination and understanding of this reality (Streubert & Carpenter, 2011). The researcher must not allow their own experiences or expectations to exert an influence on what should be the participant's story. Therefore, the focus of this study must be

directed toward the participant's perceptions, or the "insider's view" (Streubert & Carpenter, 2011, p. 22), on being an early-career millennial nursing faculty. Additionally, qualitative inquiry is aimed toward examining phenomena in their totality, which is in line with the desire to explore the lived experience of early-career millennial nursing faculty from a broad vantage point.

Philosophic ideas surrounding phenomenology stem from the qualitative paradigm. These concepts contradict positivist tradition by focusing on the inherently context-driven human experience. Additional theoretical concepts emerge as relevant based on Heidegger's focus on interpretation and language. The interpretivist approach to phenomenology is described as, "culturally derived, historically situated interpretations of the social life-world" (Crotty, 1998, p. 67). In line with qualitative philosophy, interpretivists believe there are multiple realities that are socially constructed (Munhall, 1989). Both schools of thought assert the inability to separate views on reality from the surrounding context. Crotty (1998) argued that modern phenomenology is largely "uncritical" (p. 83), taking what is known for granted. As Munhall (1989) related, interpreting a phenomenon is not only impacted by cultural and societal influences, but linguistic as well. Hermeneutics, known as "the critical theory of interpretation" (Rundell, 1995, p. 10), represents a way to elucidate new meaning beyond what Crotty (1998) deemed as merely superficial understanding. Historically, hermeneutics has been associated with the analysis of written word, which is appropriate in a literal sense for this study due to the need to explore the email communication of participants. Hermeneutic theory centers around the idea that the interpreter of the text has the ability to reveal hidden meaning, beyond what the author themselves understand (Crotty, 1998; Heidegger, 1962).

Interpretive, hermeneutic phenomenology requires commitment to an ontological, as opposed to an epistemological approach (Mackey, 2005). Ontology can be defined as the study of being (Crotty, 1998). Heidegger's (1962) philosophy was largely based on the ability to interpret the nature of being or "Dasein" (p. 27) as he referred to it. He believed phenomenology was the only way to arrive at the true and whole meaning of being. One assumption of the ontological view is that human beings have their own interpretations of the meaning behind their experiences even though they may not always be fully aware of this meaning. Furthermore, another assumption is that an individual's interpretation of an experience cannot be separated from their background and the ever-changing circumstances in their life (Neubauer et al., 2019). Heidegger refuted the idea that there is purpose to an object or reality that goes without interpretation (Heidegger, 1962).

Building on Heidegger's theoretical principles and the variable nature of reality, van Manen (2011h) asserted that, "no interpretation is ever complete, no explication of meaning is ever final, [and] no insight is beyond challenged" (para. 5). Despite this acknowledgement, van Manen viewed phenomenology as having the power to develop tact in individuals. He defined tact as, "a particular sensitivity and sensitiveness to situations, and how to behave in them" (van Manen, 2011d, para. 1). After employing his ideology for this study, those who come into contact with early-career millennial nursing faculty may be more aware and understanding of their lived experience (Errasti-Ibarrondo et al., 2018). Therefore, rigorous use of van Manen's phenomenology of practice can result in practical value, which is an aim of this study (Errasti-Ibarrondo et al., 2018).

In summary, many concepts are embedded into the theoretical framework of this study. While the qualitative realm has a system of ideas, phenomenology, and interpretivism and

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hermeneutics as they relate to phenomenology, each have a unique set of guiding principles. Furthermore, individuals, such as Heidegger and van Manen, have developed distinct views in relation to interpretive, hermeneutic phenomenology. My own beliefs are in line with the aforementioned theoretical concepts and their combined influence guided the inquiry.

Rationale for Choosing the Phenomenological Inquiry Method

A qualitative approach was used due to the primitive nature of knowledge on millennial nursing faculty and the belief that quantitative methods cannot fully attribute meaning to this holistic, human phenomenon. Furthermore, the guiding questions that initiated the inquiry are ontological in nature, seeking to explore what it means to be. The first research question was targeted toward the lived experience of early-career millennial nursing faculty, therefore, phenomenology emerged as an appropriate philosophy and methodology for this research. The second research question was aimed toward deriving meaning from the lived experience, which aligns well with the interpretive, rather than purely descriptive approach to phenomenology. Furthermore, communication with participants in this study was in written form requiring hermeneutics to explore the phenomenon.

Van Manen's (1997b) methodological steps include devotion to the phenomenon of interest, focus on the experience itself, reflection on themes, and engagement in writing. Van Manen's (1997b) process was appropriate because (a) I, as a millennial nursing faculty, am passionate about the phenomenon; (b) methodological rigor ensured the results of the study reflect the experience of the participants; (c) I actively engaged in reflection on the themes identified, as well as the writing process.

Method of Data Analysis

Van Manen (1997b) proposed the following steps to the procedure for conducting interpretive, hermeneutic phenomenology:

> (1) turning to a phenomenon which seriously interests us and commits us to the world; (2) investigating experience as we live it rather than as we conceptualize it; (3) reflecting on the essential themes which characterize the phenomenon; (4) describing the phenomenon through the art of writing and rewriting; (5) maintaining a strong and oriented pedagogical relation to the phenomenon; (6) balancing the research context by considering parts and whole. (pp. 30–31)

Although van Manen (1997b) presented the methodological process in a step-wise progression, aspects of this process occurred simultaneously.

Turn to a Phenomenon

Turning to a phenomenon of interest is considered the first step in van Manen's (1997b) process. Researchers are challenged to identify a lived experience that is intriguing and will command attentiveness. Unwavering dedication to thoughtful exploration of a lived experience is key to the success of phenomenological inquiry (van Manen, 1997b). Research questions are developed during this step. I identified millennial nursing faculty as the topic of interest and formulated questions that guided the inquiry. As a millennial nursing faculty, I am committed to making sense of the work-role from the perspective of the youngest members of the profession.

Investigate Experience as We Live It

The true essence of an experience is captured by seeking the perspective of those who have lived through it. Methods of investigation in phenomenology include interviews and focus groups. In this study, I conducted interviews with early-career millennial nursing faculty to

ascertain their perception of what it means to be in this role. The exploration unveiled a new take on an original experience.

Reflect on the Essential Themes

The overall meaning of the experience is revealed upon deep reflection on the themes. True reflection focuses on what makes an experience unique or special (van Manen, 1997b). The purpose of this study was to explore the unique perspectives of early-career millennials in the nursing faculty role, therefore, this process was essential. Phenomenology is concerned with, "reflectively bringing into nearness that which tends to be obscure, that which tends to evade the intelligibility of our natural attitude of everyday life" (van Manen, 1997b, p. 32). As such, phenomenological reflection aims to not take lived experience at face value. The result should be the very essence, and not merely the appearance, of phenomena (van Manen, 1997b). The question posed by this step is, "What is it that constitutes the nature of this lived experience?" (van Manen, 1997b, p. 32). In this study, I reflected on what exactly constitutes the nature of being an early-career millennial nursing faculty.

Describe Through Writing and Rewriting

Writing is not merely the activity by which results are disseminated. Rather, the art of writing and rewriting brings to life the experiences of individuals to include feelings, thoughts, and attitudes. This process is complex and requires revision to arrive at a product that delivers a rich interpretation and a clear picture to the reader. The final work is considered the "phenomenological text" (Errasti-Ibarrondo et al., 2018, p. 1) and serves to capture a more complete understanding of what an individual, in this case an early-career millennial nursing faculty, experiences.

Maintain a Strong Pedagogical Relation

Phenomenologists must maintain a strong orientation to the purpose and questions guiding an inquiry. Remaining grounded throughout the process was essential to meet the aims set forth prior to gathering and analyzing data. Interviews can lead to a wealth of information and paths to new and intriguing insights. Temptations to become side-tracked or to cave to preconceived notions existed (van Manen, 1997b). However, the original intent of the research was upheld and superficial understandings were rejected.

Balance Context by Considering Parts and Whole

Conducting interpretive, hermeneutic phenomenology requires the research context to be considered frequently with the intent to reintegrate the parts with the whole (van Manen, 1997b). The researcher must deliberately pause to consider the "contextual givens and how each of the parts needs to contribute toward the total" (van Manen, 1997b, p. 34). Furthermore, the researcher must continually compare the design of the study with the significance that the parts must play in the final phenomenological text (van Manen, 1997b). Heidegger and van Manen placed emphasis on the inseparable nature of phenomena and the surrounding context. Period of time in a work-role and generational membership were important contextual influences on the lived experience of participants in this study. The setting in which data was collected must also be taken into consideration.

Methodological Rigor

Measures were taken to maintain the rigor of the study and demonstrate the four hallmarks of trustworthiness in qualitative studies: credibility, dependability, transferability, and confirmability (Guba, 1981).

Credibility

Credibility relates to the trustworthiness of qualitative studies. Taking measures to ensure credibility enhances the "truth value" (Guba, 1981, p. 80) of findings. Engaging with experienced researchers to test understandings helped achieve trustworthiness. Peer-debriefing was used by discussing with dissertation committee members developing insights beginning during data collection. Peer-debriefing allowed for an avenue to share thinking and engage in purposeful questioning (Guba, 1981). Engaging with qualified individuals prevented the unfolding of an interpretation based solely on one thought process.

Credibility was maintained through member-checking. Member-checking represents the most important action to protect the credibility of naturalistic inquiries and involves consulting with participants as to the accuracy of interpretations (Guba, 1981). Member-checking was used during data collection to confirm the evolving understanding of the phenomenon of interest. Member-checking also occurred following data analysis to allow participants to review the identified themes for accuracy and overall completeness. Receiving feedback from participants enhances transparency and demonstrates the responsibility to represent the true lived experience of the early-career millennial nursing faculty who take part in the study.

In addition to peer-debriefing and member-checking, additional measures were taken to preserve credibility. For example, the inclusion of direct quotes from participants to support themes helps to achieve trustworthiness on dissemination. Furthermore, drawing on the analysis conducted with qualitative data analysis software further support claims.

Dependability

Dependability is aimed toward achieving consistency in qualitative studies. Guba (1981) recommended development of an audit trail. An audit trail outlines the process from data collection to interpretation. Guba (1981) argued that this documentation must be reviewed for

methodological soundness. Guba (1981) referred to this type of appraisal as a dependability audit. The auditor should be competent and able to assess whether the procedures are credible and appropriate (Guba, 1981). Auditing performed by the dissertation committee helped affirm that the methods used are generally accepted by the nursing profession.

Furthermore, the use of qualitative data analysis software strengthened reliability by offering an additional take on the data. Guba (1981) described the use of multiple approaches as "overlap methods" (p. 86). Although this generally refers to different qualitative methods used concurrently, the use of multiple data analysis methods serves the same purpose.

Lastly, van Manen's (2014) rigorous writing and rewriting process was used to develop Chapter 5. Following this procedure strengthened the likelihood of arriving at a true and thorough account of the lived experience of early-career millennial nursing faculty. In conjunction, these efforts enhanced the dependability of findings. Dependability is required for the results of the study to have the desired impact on academic nursing.

Transferability

Transferability refers to the applicability of findings. The transferability of results depends greatly on how similar the context of the study is in relation to another context (Guba, 1981). Guba (1981) explained that naturalistic inquiries are not expected to obtain representative samples, rather samples are intended to result in a range of information to be discovered. Therefore, theoretical or purposive sampling was used for this study. Opting for a narrow sample of an up to five-year experience time frame serving as a full-time nursing faculty enhances the transferability of the results to this subgroup of millennials, while still allowing for variability.

Participants still varied greatly with this sampling criteria. The demographic data form captured a wide range of participant characteristics to offer a clear picture of who took part in the

study. Collecting "thick" (Guba, 1981, p. 86) descriptive data assisted data collection and analysis, and will help other investigators more intimately understand how the findings may translate to other samples.

The phenomenon of interest, surrounding context, and data collection procedures are thoroughly described in line with Lincoln and Guba's (1985) recommendations to further enhance the potential for transferability to other situations. The phenomenon of interest is deeply rooted in cultural and social contexts as they relate to the millennial generation. Therefore, background information on this generation has been explored in detail in Chapter 2. Email interviewing is novel in this research area which necessitates documentation as to the precise situation and process for gathering information. A thorough description of the setting for data collection and the associated procedure is included in Chapter 4. Lastly, inclusion of an audit trail will allow others to better understand exactly how the process was conducted (see Appendix B). Articulation of the circumstances surrounding the study and the resulting conclusions will allow judgments as to the inquiries fitness with other situations or data.

Confirmability

Confirmability is directly associated with the neutrality of the researcher. In line with Heidegger and van Manen's stance, complete bracketing was not employed, rather, this study embraced the student investigator's (SI) own lived experience with the phenomenon (Dowling, 2007). However, qualitative researchers recognize the potential impact on the study due to close involvement with the process (Guba, 1981). Critical reflection on this influence and the researcher's own beliefs regarding the phenomenon is necessary. The SI had the following assumptions (a) millennial nursing faculty have unique perspectives on the nursing faculty role; (b) interpretive, hermeneutic phenomenology was the most appropriate philosophy and

methodology to explore this lived experience; (c) Strauss and Howe's (1997) generational theory is relevant to the phenomenon. Outlining assumptions prior to execution of the study helped keep the researcher from jumping to conclusions prematurely (Horrigan-Kelly et al., 2016).

Furthermore, deliberate efforts were made to engage in neutrality while collecting and interpreting the data. As van Manen (2014) described, "openness" (p. 15) is required. There was an ongoing effort to remain unbiased due to the researcher's familiarity with the phenomenon and the relevant literature. The SI practiced reflexivity by maintaining a narrative journal, which allowed for ongoing consideration of personal experiences and preconceived notions (Guba, 1981; Streubert & Carpenter, 2011). Practicing self-reflection can limit undue influence on the study and demonstrate that the data, and associated interpretation, is confirmable.

Guba (1981) recommended an additional audit to assist with demonstrating confirmability. A second review of the audit trail extends beyond evaluating methodological appropriateness to determining the soundness of the interpretations of the data. Guba (1981) referred to this as a confirmability audit. As with the dependability audit, the perspectives of the dissertation committee were drawn upon.

Concepts and Terms Important to the Study

Executing van Manen's (1997b) interpretation of the phenomenological method requires understanding several concepts and terms including description, essence, hermeneutics, openness, reflection, and writing.

Description

Description plays an important role in phenomenology. Description is "a statement or account giving the characteristics of someone or something" (Merriam-Webster, n.d.-a). Phenomenological description involves capturing the precise qualities that elucidate a lived

experience and differentiates it from any other phenomenon. A strong description is complete, fascinating, and insightful (van Manen, 1997b). The result should represent the very essence of an experience in a lively, vivid form. The ability of a phenomenological description to be easily recognized as a specific experience confirms the accuracy and thoroughness of the account. Phenomenological descriptions can fail to capture the lived experience if not focused properly on revealing the lived meaning (van Manen, 1997b). Additionally, if the researcher's interest in the phenomenon results in a journalistic account or personal opinion piece, rather than a meticulous representation of the true lived experience, the description can fall short (van Manen, 1997b). Human experience lends itself to many descriptions. Van Manen (1997b) upholds this belief declaring that lived experience is "more complex than the result of any singular description" (p. 16) or "any explication of meaning can reveal" (p. 18).

Essence

Van Manen (1997b) described phenomenology as "the study of essences" (p. 10). The essence of a phenomenon is the very nature of an experience and what makes it unique from any other. Therefore, "essence asks for what something is, and without which it would no longer be what it is" (van Manen, 1997b, p. xv). An individual's essence is developed by their very existence and the choices and commitments they make (van Manen, 2014). The nature of being resides in language in hermeneutic phenomenology.

Hermeneutics

Hermeneutics can be defined as "a method or principle of interpretation" (Merriam-Webster, n.d.-c) often used in relation to texts such as the Bible. Hermeneutics is often employed in contemporary phenomenology to interpret transcripts from interviews. This study used hermeneutics to analyze the email interview transcripts between the SI and the participant. The

practice of hermeneutics requires the researcher to be "reflective, insightful, sensitive to language, and constantly open to experience" (van Manen, 1997b, p. xi). Hermeneutics, or the intentional interpretation of written word, surpasses pure phenomenological description in that it describes the meaning of the lived experience as it is expressed (van Manen, 1997b).

Openness

Van Manen (2014) described his phenomenology as "an invitation to openness" (p. 15). To be open means to be "willing to consider new or different ideas" (Merriam-Webster, n.d.-d). Heidegger (1962) believed beings are freed for their own possibilities. Conducting a phenomenological inquiry requires the researcher to be receptive to the experience of others. Openness is needed to interpret the lived experience just as it presents itself. There must not be a quest to a certain end, rather the process should be discovery-oriented (van Manen, 1997b).

Reflection

To reflect means, "to use one's powers of conception, judgment, or inference" in an "unhurried" (Merriam-Webster, n.d.-e) way. Moreover, the act of reflection in phenomenology is aimed toward exploring the lived experience in a retrospective and thoughtful manner (van Manen, 1997b). Careful contemplation may result in familiar or fresh perspectives. The ability to deliberately reflect on the lived experience as it is shared by those who been through it goes hand in hand with phenomenological writing (van Manen, 2014). In fact, "phenomenological reflection is, first of all, an experience of writing" (van Manen, 2014, p. 373).

Writing

Writing is central to van Manen's (2014) phenomenology for "it is in the act of reading and writing that insights emerge" (p. 367). Van Manen's (1997b) process calls for deep reflection on the concepts that resonate from exploring the lived experience of those in contact

with the phenomenon of interest. The culminating product is most commonly expressed through the art of writing. Writing is a complex process which externalizes thoughts and creates a significant, intelligible discernment of what it means to be. Ultimately, the final work represents only one interpretation of the lived experience (van Manen, 1997a).

Summary

This chapter identified and rationalized the research method for the study. Theoretical concepts inherent to interpretive, hermeneutic phenomenological inquiry and the method for data analysis were explained. Measures taken to ensure rigor and the concepts and terms that guided the methodological process were delineated.

CHAPTER IV

METHOD OF INQUIRY: APPLIED

Revealing the lived experience of early-career millennial nursing faculty provides meaningful insight into the generation as they enter academia. Qualitative inquiry aligned well with exploring this uncharted human experience. Moreover, van Manen's (1997b) interpretive, hermeneutic phenomenology structured the specific approach to the study. This chapter describes the sample, the setting for data collection, and pertinent human subjects considerations that guided the inquiry. The data collection and analysis procedure are outlined, including how methodological rigor resulted in a well-constructed phenomenological text. The study's strengths and limitations are also identified.

Sample

The study inclusion criteria were persons who have a birth year between 1981 and 2000 and are currently within the first five years of a full-time nursing faculty role at an approved nursing education program teaching at the baccalaureate level or higher in the US. These individuals are classified in the nursing literature as millennials (Stevanin et al., 2018) and fit the aforementioned definition of early-career. Exclusion criteria were persons who serve in clinical nurse educator roles who are not affiliated with an academic institution and millennial nursing faculty working part-time. This selection process was purposeful, to ensure subjects have recent, direct experience with the phenomenon under study. The total number of participants was determined when data saturation had been reached. Creswell (2013) recommended a sample size between three and ten for phenomenological studies.

Setting for Data Collection

Email interviews were used as the primary data collection method. Although there were many options to interview participants, there was strong support for the use of this method for this study. In-person face-to-face interviews would incur travel costs in order to be inclusive of millennial nursing faculty who live throughout the US. Therefore, email interviewing enhanced the accessibility of this population (Fritz & Vandermause, 2018). In-person interviews would have required careful scheduling and logistics to ensure the meeting could be held according to plan. Virtual interviews with audio and visual were also considered, however, this format does not mitigate all of these issues. Scheduling could have still presented challenges and some participants may have be uncomfortable with the spontaneity of this interview style and recording of responses. The virtual interview method would have also required the use of a synchronous technology medium, which could have presented technical challenges and difficulty providing seamless communication. After careful consideration, email interviewing emerged as a promising avenue to collect participant information for this study.

Email interviewing is novel compared to traditional approaches to gather information associated with this phenomenon. One of the primary indications for the use of email interviewing was the sample population characteristics. Millennials have great familiarity and comfort with communicating electronically. The use of technology, including email, has long been a part of this generation's personal, educational, and professional life (Bowden & Galindo-Gonzalez, 2015; Dalessandro, 2018). In addition, the nursing faculty role often requires a significant amount of email use, which can allow the interview to fit in with their usual routine. Similarly, nursing faculty are likely to have access to a computer, the Internet, and an email service. Moreover, this modality allows flexibility in scheduling time to answer interview questions, which may lead to mindful and deliberate responses (Fritz & Vandermause, 2018;

James, 2016). The asynchronous nature of email interviewing can reduce the pressure to respond and increase the participants' comfort level, as this generation has been associated with a dislike of other more spontaneous modalities, such as the telephone (Dalessandro, 2018). Written communication technology has quickly emerged as the preferred format for millennials (Holmberg-Wright et al., 2017). Email interviewing resulted in rich insight into the lived experience of early-career millennial nursing faculty.

Just as with live interviews, the SI was able to respond to request clarity and ask additional questions based on the conversation. The added time to reply allowed by email interviewing gave the SI the opportunity to be more thoughtful, as opposed to reflexive, with topics as they arose (Meho, 2006). Time to ponder responses enhanced the ability to infuse the data collection and analysis process, which is key in phenomenological research. Another benefit of email communication was that the interview was already in written format and did not need to be transcribed. Automatic transcription saved both time and money, enhancing the feasibility of the study (Glesne, 2011; Meho, 2006). Although this method of communication could be perceived to have a less personal touch than other interview formats, deliberate efforts were made to individualize correspondence and make the experience meaningful. Techniques proposed in the literature on how to conduct email interviews were incorporated, such as following cues given by the participant in order to match their use of language and nonverbal communication tools (Fritz & Vandermause, 2018; Meho, 2006). Special attention was given to millennial-specific considerations to ensure the communication was professional, yet personal, productive, and timely.

Human Subjects Considerations

The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (NCPHS) was developed in 1974 to develop ethical standards for research. The commission published the Belmont Report identifying three ethical principles that should guide the conduct of research with humans. The ethical principles include respect for persons, beneficence, and justice. Confidentiality was another fundamental concept guiding the execution of this study.

Respect for Persons

The informed consent process is identified by the Belmont Report as essential to demonstrate respect for persons (NCPHS, 1979). An informed consent must include an adequate amount of information about the study, assess for comprehension, and allow participants to make the choice to participate (NCPHS, 1979). The informed consent for this study included the purpose of the study, criteria for participation, procedures, benefits and risks, and contact information for potential participants to ask questions. Following committee approval of the SI's dissertation proposal, the research proposal and informed consent was sent to the SI's home university Institutional Review Board (IRB).

Beneficence

Researchers have a duty to do no harm and maximize the benefits and limit the potential risks for participants (NCPHS, 1979). Therefore, the SI must not only share the possible benefits and risks with participants, but keep them in mind as the study unfolds. This study may have yielded benefits related to the therapeutic value of discussing personal experiences. A limited amount of risk was anticipated, however, the interview could have evoked negative memories or emotions. The SI monitored for any untoward consequences and participants were encouraged to

report any discomfort. Participants were told they may choose to not answer, take a break, or discontinue the interview at any time.

Justice

Justice refers to the principle of equality. All research participants should be treated the same and bear comparable benefits and risks of taking part in a study (NCPHS, 1979). The selection of research subjects should not deliberately preclude the participation of individuals. The sample for this study was targeted toward a specific population of nursing faculty based on the phenomenon of interest and the developed inclusion criteria.

Confidentiality

Another important ethical consideration for this study was protecting the identity of participants. Securing participant information while using email interviewing was an obligation of the SI. Hushmail, an email service that allows for encrypted messaging, was used to conduct the interviews. Hushmail is used for healthcare communication purposes, which speaks to the security standards (Hush Communications Canada Inc., 2019). The SI created an account with Hushmail. The participants received notice of communication from the SI via their own email. The notice included a link to read the message, which redirected the participant to the secure Hushmail platform. Participants repeated the same process to communicate with the SI as the interview progressed. Using an encrypted platform to collect data provided a safe medium for discussing personal experiences electronically.

Participants were asked to select a first name pseudonym to add an extra layer of protection. The SI referred to the participant by this name through data collection and analysis to conceal their true identity. Additionally, participants were asked to provide a personal email address, as opposed to a work-related professional email, to further safeguard the information

shared. The SI transferred the email communication from Hushmail to Word documents for analysis in NVivo software (QSR International Pty Ltd., 2020). Care was taken to not transfer identifiable personal information. The data will be stored and deleted in accordance with IRB protocol.

Data Collection Procedure

Following IRB approval (see Appendix C), a Qualtrics survey that included a complete description of the study, consent form, and demographic data form (see Appendix D) was activated. Next, recruitment began. Recruitment efforts included social media and snowball sampling. Recruitment solicitations included: the terms "millennial nursing faculty" and "research study", the SI's name and Hushmail email, a brief description of the study and basic procedures, inclusion and exclusion criteria, the time commitment, and the link to Qualtrics as required by IRB. The study information was posted on Facebook in locations aimed toward nursing faculty (see Appendix E). Facebook was chosen because it is the primary social media platform used by the millennial generation (GlobalWebIndex, 2019). Snowball sampling was used by asking participants to share the SI's contact information with individuals who they believe may be interested in taking part in the study.

The SI's Hushmail account and NVivo software was prepared for data collection and analysis prior to conducting interviews. Once the SI confirmed a participant had completed the forms in Qualtrics, one-on-one in-depth email interviews were conducted, in line with the method of phenomenology, to elicit participant experiences with being an early-career millennial nursing faculty (Wimpenny & Gass, 2000).

The interview process began with the SI sending the first email to the participant. The email included an (a) SI introduction; (b) reminders regarding the study and data collection

process; (c) potential start dates for the interview; (c) an opportunity for the participant to ask questions and introduce themselves prior to officially beginning the interview. The initial communication served to develop rapport and reiterate the specifics. The opening correspondence included the following details (a) the maximum timeframe for the interview is two weeks; (b) each email contained a bolded statement at the bottom, asking for a response within 48 hours; (c) up to two reminder emails to be sent if responses were not received within this time frame; (d) underlining, bolding, and emojis could be used.

Several of these procedures were intended to limit the amount of participants who do not complete the interview in its entirety. For example, the SI and participant mutually agreed on a start date for the interview to help avoid issues with responsiveness. The SI used methods such as underlining, bolding, and emojis, in the introductory email and encouraged participants to do the same, which helped convey nonverbal cues that may not occur otherwise in written communication (Meho, 2006). The SI then followed cues given by the participant and matched their use of language (Fritz & Vandermause, 2018). The initial email concluded with the statement, "If you would like, please share a little about yourself with me before we begin". In addition to developing the relationship, this invitation helped determine how forthcoming the participant would be and how much probing would be necessary (Bowden & Galindo-Gonzalez, 2015). The interview officially began with the grand tour question on the date determined.

Questions were numbered and embedded into the emails. This practice was meant to decrease the chance a participant will skip questions, or lag in response time, due to the need to open additional documents (Fritz & Vandermause, 2018; Meho, 2006). Questions were given at the SI's discretion based on the trajectory of the conversation; however, the questions were divided up in a logical flow as a starting point (see Appendix F). The progression allowed the SI

to ask additional questions and clarify participant comments as the conversation developed, which was important in lieu of cues that may have been picked up on during a live, in-person interview (Bowden & Galindo-Gonzalez, 2015). The final questions related to the participant experience of email interviewing and add to the body of knowledge on this data collection method (Bowden & Galindo-Gonzalez, 2015; Meho, 2006). Once all questions had been answered and discussion was complete, the SI sent a concluding email containing (a) a thank you; (b) a request for the participant to share the SI's contact information with others who may want to participate; (c) a reminder that additional email contact would occur to obtain feedback on themes.

Although more than one interview occurred at once, interviews were staggered to limit confusion and narrow the attention of the SI (Bowden & Galindo-Gonzalez, 2015; Fritz & Vandermause, 2018). If progression of an interview did not occur despite two reminder emails or the interview did not conclude within two weeks, the interview was discontinued. More than two reminders could be interpreted as pressure to participate in the study (Meho, 2005). Data collection came to an end when the information provided by participants became saturated, or repetitive, in nature. Simultaneous analysis of the email communication and consultation with the dissertation committee helped to identify when saturation had occurred.

Analysis Procedure

Demographic data was analyzed in Qualtrics and reports were generated as necessary. Descriptive statistics, including frequencies, were examined to further explore the lived experience based on the unique traits of those who participated. NVivo software is a valuable tool for storing and managing qualitative data. The use of technology for data analysis in this study was congruent with the recruitment and data collection method and assisted the SI's theme

identification. Data analysis occurred simultaneously with data collection, however, when the SI was prepared to fully embark on the analysis phase of the study the data was transformed. The complete email chain was copied to a Word document for analysis related to email interviewing, such as response time and use of bolding, underlining, and emojis. An additional Word document was used to format the interview to allow NVivo software to support data analysis. The communication was divided by interview question and speaker. Care was taken not to transfer identifying information to the Word documents from Hushmail, such as the participant's name, personal email address, or other identifying information. Then, van Manen's (1997b) interpretation of the phenomenological method informed qualitative data analysis.

Reading and re-reading the interviews using a holistic reading approach was taken first (van Manen, 1990). The SI used annotation features within NVivo prior to incorporating analysis features of the software. Once initial readings had taken place and broad thematic notes had been made, NVivo software was used to further assist theme identification. The interviews were autocoded by question to allow easy reference between participant responses. Coding features were used to begin to separate data into emerging themes and subthemes. Once themes were identified, a more honed in, or selective reading approach, captured the statements which illuminated the lived experience (van Manen, 1990). Using the different approaches to reading aligned with van Manen's (1997b) interpretation of the hermeneutic circle.

Phenomenological data analysis is rooted in discovery often achieved during the writing process. As van Manen (2011h) asserted "to do research is to write" (para. 4), therefore, this activity was central to the study. Van Manen (2011h) has outlined principles that support insightful phenomenological writing including seeking, entering, traversing, gazing, drawing, and touching.

Methodological Rigor

Chapter 3 introduced how credibility, dependability, transferability, and confirmability were maintained. Van Manen has offered additional insight on how to uphold methodological rigor in phenomenological studies. Van Manen (1997b) argued "human science is often accused of yielding texts that are vague, imprecise, inexact, nonrigorous, or ambiguous" (p. 17). Qualitative inquiry abides by a unique set of quality standards. As opposed to precision and exactness, interpretive phenomenology aims toward full and complete exploration of phenomena (van Manen, 1997b). Van Manen (1997b) deemed the result of phenomenological inquiry rigorous if it reveals the unique and significant aspects of human experience. This study sought to create a rich, albeit not final, description of what it means to be an early-career millennial nursing faculty.

A phenomenologist is both a scholar and an author. A writing and rewriting process is required to arrive at the final phenomenological text. Van Manen (2011h) described this fundamental activity through a series of moments including seeking, entering, traversing, gazing, drawing, and touching. Writing is a largely solitary endeavor, therefore, a strong understanding on how to approach phenomenological writing is important for a novice investigator.

A key component of interpretive phenomenology is to attribute meaning to lived experiences. Seeking the underlying meaning of phenomena requires reflection on the passion that led to the inquiry (van Manen, 2011e). The motivation to explore the phenomenon of interest can help overcome challenges associated with writing. Van Manen (2011b) believed "to write is to enter the space of the text" (para. 1). The space is both literal and figurative in meaning. A physical area must be conducive to enter an imaginative realm where insight and meaning can be gleaned. Van Manen (2011g) also described the need to traverse the space of the

text, or move back and forth between reality and the not yet tangible. Van Manen (2011g) explained this moment as when, "one traverses a world that is not one's own" where the possibilities are endless (para. 2).

A writer's desire is to make something clear through the use of words. In phenomenology, the end text should vividly portray the lived experience. Van Manen (2011c) described gazing as a means to reach the product of phenomenological inquiry. To gaze means to "fix the eyes in a steady intent" (Merriam-Webster, n.d.-b). Actual writing can commence once the gaze is fastened. A phenomenologist is an artist in a sense, constructing a drawing in the form of written work. Through this expressive art, "words become the replacements for the things they name" (van Manen, 2011a, para. 2). The drawing aims to capture the focus of the gaze and touch the readers of the text. A touching culminating product will resonate with others as it does with the researcher (van Manen, 2011f). In combination with Guba's (1981) insight on rigor in qualitative studies, engagement in the art of writing contributed to the rigor of van Manen's (1997b) phenomenology in this study.

<div align="center">Strengths and Limitations</div>

Strengths

Millennial nursing faculty have not been the primary focus of research. Therefore, the study was novel and forward-thinking and the findings provide a unique contribution to academic nursing education literature. The SI has great familiarity with the phenomenon of interest, which added depth to the exploration into the experience of others in this role. This study applied van Manen's (1997b) interpretive, hermeneutic phenomenology rigorously.

Another strength of this study was the data collection method. Email interviewing has been used sparingly in research, especially in nursing. This study provides an exemplar for

conducting data collection using this method. High priority was placed on securing electronic communication, protecting participant confidentiality, and documenting the precise implementation of this technique to model future use. Email interviewing offers a suitable option to conduct interviews for phenomenological inquiries.

Limitations

This study had several limitations. First, the SI is a novice investigator. The SI watched tutorial videos, posed questions, and invested time into understanding tools used for this study, including Qualtrics, Hushmail, and NVivo. The SI completed practice interviews with two millennial nursing faculty who were not part of the study to further enhance familiarity and confidence with the software. The SI followed van Manen's (1997b) recommendations to develop an exhaustive representation of the lived experience of early-career millennial nursing faculty. Nevertheless, a phenomenological text is only one interpretation of a lived experience and another more thorough explication of meaning could exist. The dissertation committee provided oversight to protect the rigor and quality of the study.

An additional limitation is transferability due to the current number of millennial nursing faculty and sparsity of literature on this group. Inherently, this phenomenological inquiry had a small number of participants, which may not be representative. Lastly, data was collected solely in written form. Verbal and non-verbal communication captured through live in-person or virtual interviewing could have contributed to a more complete understanding of the lived experience.

<div align="center">

Summary

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This chapter provided a delineation of the sample, explored the setting for data collection, and explained the ethical principles that guided the study. The data collection and analysis

procedure, along with phenomenological writing concepts that enhanced methodological rigor were described, and the strengths and limitations of the study were outlined.

CHAPTER V

RESULTS

The purpose of this qualitative inquiry was to explore the lived experience of early-career millennial nursing faculty and to develop an understanding of the underlying meaning behind their experience. This chapter will provide a description of the study participants, an explanation of the method of data analyses and process, the interview results and emergence of themes and subthemes.

Description of Study Participants

One of the benefits of using Facebook to recruit and email interviewing to collect data is the potential for a diverse sample, as was the case for this study. Purposive sampling was employed to obtain a group of nursing faculty who have a birth year between 1981 and 2000 and are currently within the first five years of a full-time nursing faculty role at an approved nursing education program teaching at the baccalaureate level or higher in the US. Once data saturation was reached no further interviews were conducted. A total of nine early-career millennial nursing faculty participated in this study. Table 1 displays the participant demographics.

Table 1

Participant Demographics

	n	%
Birth year		
1991	1	11.1
1987	1	11.1
1986	2	22.2
1985	2	22.2
1984	1	11.1
1983	1	11.1
1981	1	11.1
Gender		
Female	9	100.0
Race		
American Indian or Alaska Native	1	11.1
Black or African American	1	11.1
White	7	77.8
Ethnicity		
Not Hispanic or Latino	9	100.0
Region		
US Northeast	1	11.1
US Midwest	3	33.3
US South	5	55.6
Years of Clinical Experience as RN		
2 to 5	1	11.1
5 to 8	1	11.1
8 to 11	4	44.4
More than 11	3	33.3
Maintain Clinical Practice		
Yes	5	55.6
No	4	44.4
Years as Full-Time Faculty		
Less than 1	1	11.1
1 to 2	1	11.1
2 to 3	3	33.3
3 to 4	3	33.3
4 to 5	1	11.1

	n	%
Faculty Rank		
Instructor	2	22.2
Assistant Professor	5	55.6
Professor	2	22.2
Tenure Status		
Non-tenure track	9	100.0
Employer		
Public Institution	3	33.3
Private Institution	6	66.7
Contract Length		
8-month	1	11.1
9-month	3	33.3
10-month	2	22.2
12-month	3	33.3
Yearly Salary		
$40,000 to $50,000	1	11.1
$50,000 to $60,000	2	22.2
$60,000 to $70,000	2	22.2
$70,000 to $80,000	3	33.3
$90,000 to $100,000	1	11.1
Average Hours Worked Per Week		
35 to 40	3	33.3
40 to 45	4	44.4
45 to 50	1	11.1
More than 50	1	11.1
Highest Degree in Nursing		
DNP	3	33.3
MSN	6	66.7
Degree Program(s) Teaching		
DNP	1	11.1
MSN	1	11.1
BSN	9	100.0

The birth year of participants spanned over a decade with a mean of 1985, which equates to between 34 and 35 years old. All participants were female, not Hispanic or Latino, and on a non-tenure track. Individual participant descriptions are included due to their relevance to the findings.

Participant Descriptions

Ally

Ally is a White female who was born in 1986. She has a 12-month contract at the rank of Professor at a private institution in the Northeast region of the US. She has 12 years of clinical experience as an RN, maintains her clinical practice, and has been in the nursing faculty role full-time for 2 to 3 years. She makes between $60,000 and $70,000 a year and reports working 70 hours a week, which was significantly higher than the other participants. Her highest degree in nursing is a MSN and she teaches at the baccalaureate level. She is nearing completion of a DNP program.

Brittany

Brittany is a White female who was born in 1981. She has a 12-month contract at the rank of Instructor at a public institution in the South region of the US. She has 16 years of clinical experience as an RN, does not maintain her clinical practice, and has been in the nursing faculty role full-time for 2 to 3 years. She makes between $70,000 and $80,000 a year and reports working 40 to 45 hours a week. Her highest degree in nursing is a MSN and she teaches at the baccalaureate level. She is enrolled in a DNP program.

Joy

Joy is a White female who was born in 1986. She has an 8-month contract at the rank of Assistant Professor at a private institution in the Midwest region of the US. She has between 8

and 11 years of clinical experience as an RN, does not maintain her clinical practice, and has been in the nursing faculty role full-time for 4 to 5 years. She makes between $50,000 and $60,000 a year and reports working 35 to 40 hours a week. Her highest degree in nursing is a MSN and she teaches at the baccalaureate level.

Katherine

Katherine is an American Indian or Alaska Native female who was born in 1985. She has a 9-month contract at the rank of Assistant Professor at a private institution in the South region of the US. She has between 5 and 8 years of clinical experience as an RN, does not maintain her clinical practice, and has been in the nursing faculty role full-time for 3 to 4 years. She makes between $50,000 and $60,000 a year and reports working 40 to 45 hours a week. Her highest degree in nursing is a MSN and she teaches at the baccalaureate and master's level. She is one of two participants who currently teaches beyond the baccalaureate level. She is nearing completion of a PhD program.

Kay

Kay is a White female who was born in 1991. She has a 9-month contract at the rank of Professor at a public institution in the South region of the US. She has between 8 and 11 years of clinical experience as an RN, maintains her clinical practice, and has been in the nursing faculty role full-time for 3 to 4 years. She makes between $40,000 and $50,000 a year and reports working 35 to 40 hours a week. Her highest degree in nursing is a MSN and she teaches at the baccalaureate level. She is nearing completion of a DNP program.

KJ

KJ is a White female who was born in 1987. She has a 12-month contract at the rank of Assistant Professor at a private institution in the South region of the US. She has between 8 and

11 years of clinical experience as an RN, maintains her clinical practice, and has been in the nursing faculty role full-time for 3 to 4 years. She makes between $90,000 and $100,000 a year and reports working 40 to 45 hours a week. Her highest degree in nursing is a DNP and she teaches at the baccalaureate level.

Marilyn

Marilyn is a White female who was born in 1985. She has a 10-month contract at the rank of Instructor at a private institution in the Midwest region of the US. She has between 2 and 5 years of clinical experience as an RN, does not maintain her clinical practice, and has been in the nursing faculty role full-time for 1 to 2 years. She makes between $60,000 and $70,000 a year and reports working 35 to 40 hours a week. Her highest degree in nursing is a MSN and she teaches at the baccalaureate level.

Rita

Rita is a Black or African American female who was born in 1983. She has a 9-month contract at the rank of Assistant Professor at a public institution in the Midwest region of the US. She has 12 years of clinical experience as an RN, maintains her clinical practice, and has been in the nursing faculty role full-time for 2 to 3 years. She makes between $70,000 and $80,000 a year and reports working 45 to 50 hours a week. Her highest degree in nursing is a DNP and she teaches at the baccalaureate level.

Sophie

Sophie is a White female who was born in 1984. She has a 10-month contract at the rank of Assistant Professor at a private institution in the South region of the US. She has between 8 and 11 years of clinical experience as an RN, maintains her clinical practice, and has been in the nursing faculty role full-time for less than 1 year. She has been in the full-time role for less time

than the other participants. She makes between $70,000 and $80,000 a year and reports working 40 to 45 hours a week. Her highest degree in nursing is a DNP and she teaches at the baccalaureate and doctoral level. She is one of two participants who currently teaches beyond the baccalaureate level. She was the only participant to comment on having a career prior to nursing, having attended a second-degree program for initial licensure, and having a nurse practitioner (NP) certification.

<div align="center">**Method of Data Analyses and Process**</div>

This research study used van Manen's (1997b) interpretive hermeneutic phenomenological method to derive meaning from the written word of participants. NVivo software served as a tool to organize and explore the data. Chapter 3 and 4 provided an extensive explanation of the process for data analysis.

<div align="center">**Interview Results and Emergence of Themes/Subthemes**</div>

Analysis of the interviews yielded themes and subthemes. Van Manen's (1997b) insight was used to guide the writing process and arrive at a thorough, meaningful interpretation of the lived experience of early-career millennial nursing faculty. Three overarching themes emerged as well as ten subthemes (see Figure 1). Each is described in detail, incorporating participant quotes.

Figure 1

Identification of Themes and Subthemes

Theme: **Being Educators at Heart**	• Subtheme: Discovering Early • Subtheme: Preparing Intentionally • Subtheme: Expressing Affirmation • Subtheme: Demonstrating Resilience
Theme: **Settling Into the Role**	• Subtheme: Developing a New Awareness • Subtheme: Striving for Balance • Subtheme: Wanting Supportive Relationships

Theme:
Forging Our Own Path
	• Navigating Non-Millennial Faculty Relationships
	  • Subtheme: Breaking Through Stereotypes
	  • Subtheme: Bringing Fresh Insight
	• Subtheme: Navigating Student Relationships

Theme: Being Educators at Heart

The participants revealed that their identity lies in being an educator. Several participants commented on this being a matter of the heart implying that this is who they are at their core. Ally concluded that, "millennial educators do identify as real educators at heart". Brittany mentioned others could see her, "heart to do teaching". Kay shared, "workforce education is kind of in my blood". KJ described having "fallen in love" with being an educator. In fact, the word love was used 21 times by participants to describe an aspect of their role. These declarations were evident during data analysis and led to the overarching theme of being educators at heart. This theme can be broken down into four subthemes: discovering early, preparing intentionally, expressing affirmation, and demonstrating resilience.

Subtheme: Discovering Early

The first subtheme was discovering early. All participants described an early draw to academic nursing education that can be explained by intrinsic and extrinsic factors. Participants shared their path to their current position including the revelation of what they envisioned for their career. See Figure 2 for exemplar quotes pertaining to this subtheme.

Figure 2

Subtheme Discovering Early With Exemplar Quotes
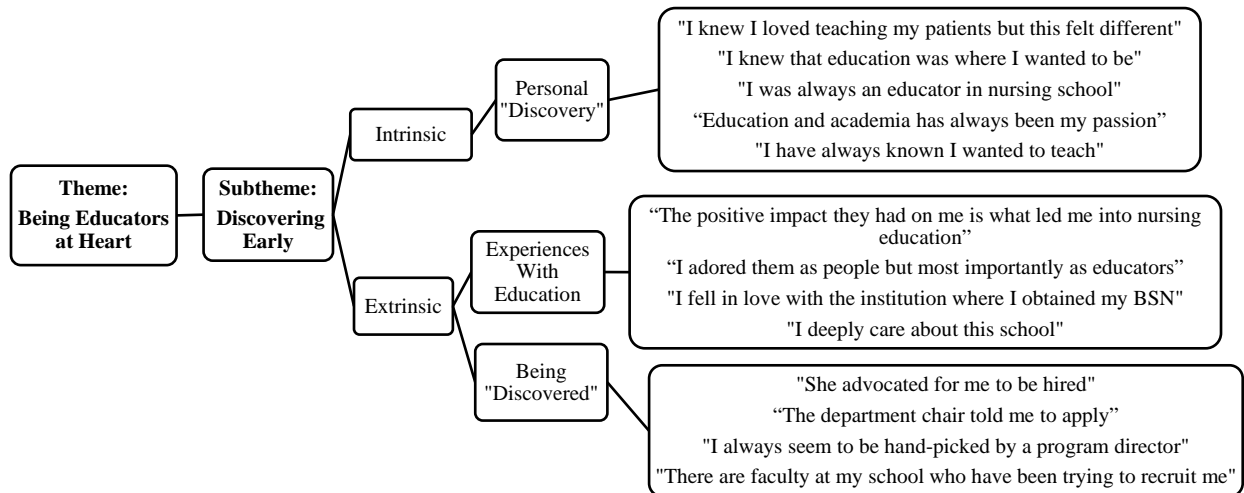
Several participants reflected on the events that sparked their inner desire to become a full-time educator. Katherine described her revelation by sharing her experience while precepting a pre-licensure student. She shared, "I knew I loved teaching my patients but this felt different. I was teaching someone who CHOSE to be in the hospital". This feeling led her to apply for an adjunct position. Rita shared, "I knew that education was where I wanted to be. I knew early on

that I did not want to be at the bedside my entire career". Rita's additional comments solidified that this early discovery of a passion for education is a vital and unique component of their lived experience:

> While many of my nursing peers are part of my age group, not too many of them are working in academia and have achieved a masters or doctorate degree. I feel fortunate to have discovered early on what I wanted to do with my career.

In addition to their own internal desire to seek an educator role, there were notable outside influences at work. The positive comments in reference to past professors and schooling highlight the impact prior educational experiences have on millennial nurses and their desire to become an educator. Joy reflected on her early draw to teach by sharing, "I was very active and involved while in nursing school and developed a professional relationship with my professors. The positive impact they had on me is what led me into nursing education". Similarly, Rita described her journey as largely influenced by her time in school:

> My path to becoming a full-time nursing faculty member started when I realized during my schooling and early in my nursing career that I really adored my professors, mentors, and preceptors. I adored them as people but most importantly as educators. I learned so much from them. They were so great at what they did and I just knew that I wanted to be an educator.

When describing her path to academic nursing education, Katherine explained, "I fell in love with the institution where I obtained my BSN and was encouraged by the faculty to return for subsequent degrees (which I did)". Her positive experience receiving education clearly shaped her path and helped to form her own identity as an educator. Sophie had similar remarks

as she described where she received her undergraduate education. Much like Katherine, Sophie was encouraged to receive additional education where she received her BSN and now works.

A personal desire and positive experiences while obtaining education alone are not enough for millennial nursing faculty to fully embrace their identity as an educator. They must be given the opportunity. Participants commented on how individuals noticed their potential and facilitated their transition into a position. Many work at the same institution they attended for undergraduate and/or graduate education as a result. In fact, this was the case for seven of the nine participants. Katherine shared that while in her master's degree program she worked closely with a faculty member to complete course requirements. When she later applied for a position at this institution, the individual facilitated her hire. She shared, "when I was interviewed, applicants were required to do a short "teach" and she attended and asked questions. She advocated for me to be hired as full-time faculty". Katherine recalled that having her support was "amazing". Joy further reiterated this theme when she mentioned:

> I did adjunct clinical at my University my last semester of grad school, and then full-
> time positions opened up...The department chair told me to apply, and I got the position.
> Everything fell into place, and I am happy it did!

Ally reflected on her experience of being invited to teach when she shared, "I've actually never physically applied to any nurse faculty position, I always seem to be hand-picked by a program director or something, and then I'm on the roster really fast". She mentioned that being approached made her feel "honored" and "special". Similarly, Sophie commented, "there are faculty at my school who have been trying to recruit me to teach full-time literally from the time I graduated with my BSN". In fact, Sophie was continually pursued as opportunities to teach became available.

The positive remarks made by millennial nursing faculty who are assisted in their journey confirm this is a pertinent outside influence. Extrinsic factors that facilitate entry into academic nursing are important to consider when recruiting younger nursing faculty.

This subtheme represents both the internal discovery of a desire to become an educator, as well as influencing factors such as past educational experiences and being recognized or discovered by someone in academic nursing education. The combination results in the facilitation of millennials into nursing faculty roles and allows them the opportunity to embrace their being as an educator.

Subtheme: Preparing Intentionally

The second subtheme that emerged was the demonstration of intentional preparation for the role among participants. Once they discovered their passion for education, they were deliberate in gaining the experiential and educational background to prepare for this career. See Figure 3 for exemplar quotes pertaining to this subtheme.

Figure 3

Subtheme Preparing Intentionally With Exemplar Quotes
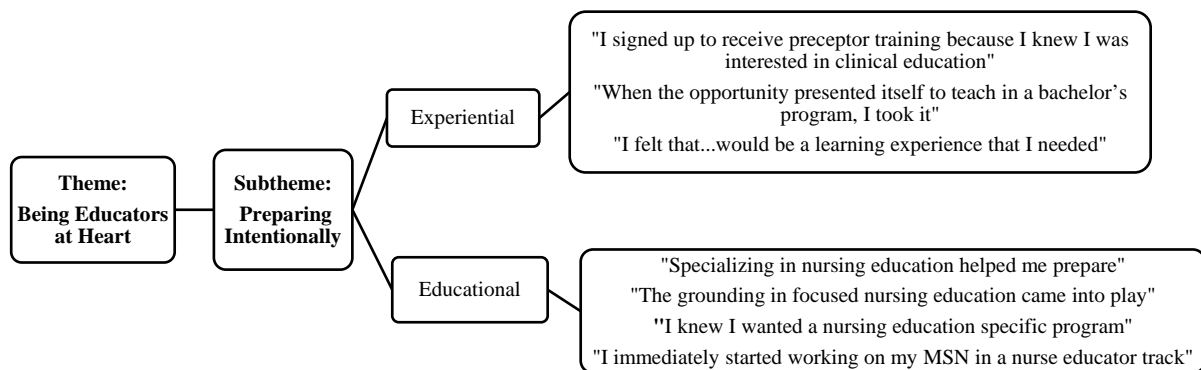
Rita exemplified this subtheme when she described how she had, "worked diligently to get to this position as a full-time faculty member by the age of 32". In terms of experiential preparation, seven of the nine participants worked in a part-time capacity in academic nursing prior to moving into a full-time role. Kay shared how her journey to a nursing faculty position began by stating, "I started by tutoring several classmates and then moved into an "official" nursing peer tutor role at the school. In acute care I signed up to receive preceptor training because I knew I was interested in clinical education". Sophie had a similar path. She shared, "first [I was] a tutor immediately after graduation, then a grad student, then adjunct, then full-time faculty". Rita described her step-wise progression to her current full-time nursing faculty role:

> I started precepting new nurses at the bedside and then that turned into me taking a part-time position as adjunct faculty teaching clinical. Up until the point where I transitioned into a full-time faculty member role, I taught in clinical for 3-4 years, which I believe was a great foundation for the position.

Rita first worked at an associate's degree program, but took the opportunity to teach in a BSN program because she wanted a "well-rounded experience" and felt that it would be a learning experience she needed. Her comments reflected the thoughtfulness behind her career moves.

In addition to the thoughtful acquisition of practical experience, all participants mentioned their graduate studies through the course of the interviews. KJ described progressing from a part-time clinical faculty position to a temporary full-time position. KJ commented on how she knew obtaining a doctoral degree would be the only way to secure a permanent full-time position, which was the impetus for obtaining her DNP. The participant's stories represent deliberate action to prepare for the role.

Eight out of the nine participants specifically mentioned their graduate education was focused on the nursing education specialty. Several interviewees suggested that this targeted educational preparation has helped in their role. Ally shared, "I was learning a lot in my DNP nurse educator courses…so I had some insight from my DNP university related to what to do and how to do it correctly per NLN and ACEN standards". Similarly, Kay shared, "one of the most helpful things for me as a new faculty member was actually having a graduate focus on nursing education". Joy felt similarly. She shared, "specializing in nursing education helped me prepare for the pedagogy and curriculum side of teaching". Joy went on to give advice to millennial nursing faculty hopefuls reiterating the need for experience and an educational background:

Gaining bedside nursing experience helped me be successful in grad school. Having the knowledge and experience to build on made things click even more. I recommend going to a nursing education program since I felt prepared to teach. I always told people just because I know the information does not mean I will be a good educator. It is important to know how to present the information.

The early-career millennial nursing faculty who participated in this study demonstrated execution of a meticulous plan to allow for non-traditional entry into full-time roles in academic nursing education. Their thoughtful approach reflects their view on the importance of qualifications, most notably experience and education. As current faculty, they continue to demonstrate intentionality as they grow in their professional role.

Subtheme: Expressing Affirmation

The third subtheme was expressing affirmation. The participants each expressed the spirit of an educator in the joy and fulfillment they receive from the growth of students as they blossom into a nurse. See Figure 4 for exemplar quotes pertaining to this subtheme.

Figure 4

Subtheme Expressing Affirmation With Exemplar Quotes

```
┌──────────────┐        ┌──────────────┐        ┌─────────────────────────────────────────────────────┐
│   Theme:     │        │  Subtheme:   │        │ "I see that as SO rewarding, I can't even put it    │
│Being Educators├────────┤ Expressing   ├────────┤  into words."                                        │
│   at Heart   │        │ Affirmation  │        │ "Knowing that I had a role in that, makes me smile"  │
└──────────────┘        └──────────────┘        │ "I love seeing them just get it suddenly"            │
                                                 │ "They truly start to get it. It is really an amazing │
                                                 │  thing to be a part of"                              │
                                                 │ "When I see my students graduate it's all worth it"  │
                                                 │ "I enjoy the lightbulb moments"                      │
                                                 │ "Seeing their lightbulb moments...is THE BEST"       │
                                                 │ "To have the opportunity to help empower them is     │
                                                 │  amazing"                                            │
                                                 │ "I really enjoy seeing their growth"                 │
                                                 └─────────────────────────────────────────────────────┘
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Ally exemplified this subtheme when asked the most rewarding aspect of the role:

Students, 100%. When my grads get their pins and diplomas, walk across that stage, man!

I tear up every time…It makes literally everything I do completely worth the blood sweat

and tears I poured into teaching them. I love it...These hospital directors literally tell

me…I want your grads. They know their stuff…I see that as SO rewarding, I can't even

put it into words.

Marilyn's response was similar. She shared, "the most rewarding part of being a nursing faculty

is seeing your students succeed and becoming caring, compassionate nurses. Knowing that I had

a role in that, makes me smile".

While Ally and Marilyn focused on the big picture of assisting student nurses to assume

the role of nurse, others focused on the smaller milestones. Five participants specifically referred

to those precise moments when students understand and are able to make connections. Joy

described these instances by sharing, "as cliche as it is, it is when students have the aha! moment.

I love seeing them just get it suddenly". Joy went on to say:

They doubt they will ever be able to make connections and think like a nurse when I first

have them, and then they realize they are developing great clinical judgments and

showing their abilities at the end of the program.

Sophie shared similar thoughts. She reflected on the personal fulfillment she gets from teaching a

clinical course toward the latter part of a baccalaureate program:

I get to watch these students go from their first shift where they are unsure of themselves

and know nothing about their unit, to their final shift, where they are comfortable taking

care of 2, 3, 4 patients at a time, they have become valued resources on their clinical

units, and they truly start to *get it*. It is really an amazing thing to be a part of.

Three participants acknowledged the downside of pay in this role, yet still believe the

part they play in developing students affirms their choice to move full-time into academic

nursing. Ally compared bedside nursing to the nursing faculty role when she commented, "it's far

less pay for a significantly larger amount of work, but when I see my students graduate it's all

worth it". She went on to share with future millennial nursing faculty that, "you can't focus on

the salary, don't compare this to being a bedside nurse. You have to focus on how rewarding it is

to teach". Katherine echoed Ally's remarks from her experience transitioning from an

administrative position when she stated, "my experience in transitioning from bedside

nursing/administration to education resulted in a substantial (30%) decrease in pay, but a large

(impossible to quantify) increase in job satisfaction". Sophie, who is certified as an NP, agreed

and shared, "teaching is one of the most fulfilling things I've ever done, equal to if not greater

than my direct patient care. For me, the sacrifice of a higher salary was definitely completely

worth it".

The participants' demonstrated passion when conveying how being an educator makes them feel. Witnessing the fruits of their labor affirms their being and identity as an educator.

Subtheme: Demonstrating Resilience

The final subtheme was demonstrating resilience. The participants described their own unique challenges during their early years as a millennial nursing faculty. They each want to continue in their role despite sharing their struggles. The participants unwavering commitment demonstrates their resilience and dedication to this career. See Figure 5 for exemplar quotes pertaining to this subtheme.

Figure 5

Subtheme Demonstrating Resilience With Exemplar Quotes
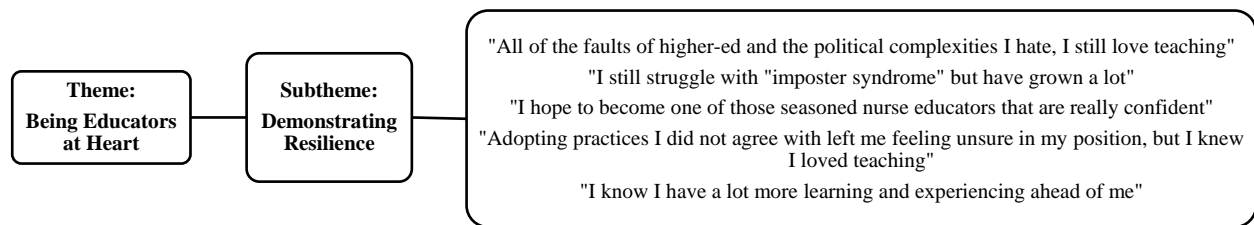
Ally shared her experience with the political nature of academic nursing education, but expressed a desire to remain in the role despite this. She stated, "all of the faults of higher-ed and the political complexities I hate, I still love teaching". Moreover, Ally offered advice to millennials thinking about becoming a nursing faculty when she stated, "I would tell them to stick with it, to really keep the passion of learning and education, and if they start to feel morally

injured [the participant's preferred term over burned-out], remember why they took the faculty position".

Two participants spoke openly about their feelings of imposter syndrome. Joy remarked:

Even though I started at the same time as four other nursing faculty with a variety of teaching experience, I felt intimidated. I was fresh out of grad school and thought it was apparent that I did not know what I was doing. I still struggle with "imposter syndrome" but have grown a lot in my few years of teaching.

Marilyn referred to "imposter syndrome" most frequently during the interview highlighting the impact this feeling has had on her experience thus far. It is worth noting that she is one of the only participants who went straight into a full-time position and has had one of the shortest tenures in the role as compared to the other participants. Marilyn shared:

My first few months in my role as a nurse educator was very unreal. I didn't truly feel like I was actually an educator. I guess you would call it imposter syndrome. I still feel this way actually. I feel like I am not truly smart enough to be the one in front of students teaching. Like I'm playing a part, or acting…It has gotten better, but I still feel like an imposter.

Despite her persistent feelings, Marilyn sees herself "getting over that imposter syndrome" and becoming "one of those seasoned nurse educators that are really confident". Her story highlights her resiliency and determination.

Three participants mentioned how having students who are unsuccessful can be discouraging. Joy shared some insight on how she perceives and compartmentalizes these students:

It is also challenging when a student is struggling in a course, but I know they are not

going to be successful despite their best efforts. Since I have spent a lot of time working

with them, I have gotten to know them it. It is hard to have the conversation telling them

nursing might not be the best path for them. It is difficult when I have exhausted all of the

resources available to help them be successful, but they just are not getting it. It can also

be defeating to me, but I have to remember that it is not my teaching they are struggling

with. It is the complexity of nursing.

Similarly, KJ commented, "I have to remind myself that it's a safety issue if they were to

succeed with poor performance". The participants have learned to cope with these negative

student outcomes and continue on in their role.

Two participants shared their experiences with incivility that led to discomfort and

uncertainty in the role. Joy shared her experience with a colleague that impacted her start in the

role:

My first few months were actually more challenging than I expected since a colleague

created a toxic environment. They attempted to separate the department and targeted

specific people. Bullying was clearly going on, but it was not obvious to everyone.

Fortunately, these actions were not directed at her, but the experience still had a significant

negative impact on her experience and her perception of her new position. Katherine recalled a

similar experience:

My first few months were less than ideal. My institution embraced co-teaching so I

shared my courses with a faculty member with whom my teaching strategies and

perceptions of the students did not align…The partnership was not therapeutic, students

noticed, and it was reflected in my end-of-semester evaluations. Adjusting to the new role

while not adopting practices I did not agree with left me feeling unsure in my position,

but I knew I loved teaching.

After addressing the issue, Katherine was later reassigned and her overall experience became more positive.

Both Joy and Katherine reflected on how these negative experiences allowed them to consider what their beliefs are and whether they are in line with their colleagues and the institution. Joy remarked that the environment is much improved since the individual is now gone. She shared, "I am happy in my position, and I agree with our philosophy". Katherine reflected, "I feel grateful for the experience…I truly believe I have found an institution that aligns with my own respect for the students and I feel proud to be employed where I am".

In summary, the participants have faced challenges during their first years in the nursing faculty role. Additional challenges warranted subthemes and are introduced later in the chapter. Even in light of these "less than ideal" instances or feelings, they each described wanting to stay in the role, often at the same institution they currently work for. This finding is optimistic and reflects resilience. Sharing perceptions of such experiences can increase awareness among academic nursing leadership and other faculty.

Theme: Settling Into the Role

The participants shared their experience of transitioning into the role. Participants referred to this time as a period of "adjusting" or "settling". The majority of participants had part-time experience in academic nursing education and a familiarity with the institution prior to transitioning to a full-time role. Sophie reflected on how this has likely influenced her experience when she stated, "my transition has probably been smoother than others may experience". She wanted to share her experience with millennial nurses considering a nursing faculty position.

Sophie shared, "I think I really benefit from the slower entry through adjunct teaching first rather than jumping in as full time, and that experience really set me up for a smooth and successful transition when I did go full time".

Rita shared, "my transition from clinical adjunct to full-time faculty wasn't bad mainly because it was all at the same school". Joy mentioned that with the help of relationships she had built at the school she "transitioned into the role well". Similarly, Brittany shared, "honestly I had a great transition". Many of the participant's comments suggest their prior experience and knowledge positively impacted their transition. Even so, they expressed it was still a process to gain comfort in this new role. Brittany shared, "truly, my best advice is to allow time to transition". Therefore, the overarching theme of settling into the role emerged. The theme can be broken down into three subthemes: developing a new awareness, striving for balance, and wanting supportive relationships.

Subtheme: Developing a New Awareness

A subtheme that emerged in the data was developing a new awareness. The participant's comments suggest they had a general understanding of what the position entailed prior to transitioning into the role, but have since developed a new awareness. See Figure 6 for exemplar quotes pertaining to this subtheme.

Figure 6

Subtheme Developing a New Awareness With Exemplar Quotes
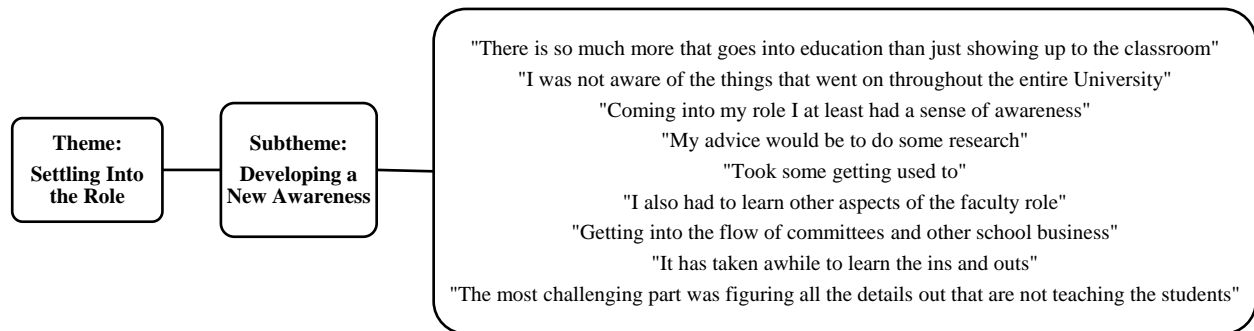
Joy exemplified this subtheme when she stated, "there is so much more that goes into education than just showing up to the classroom". She felt it was important for millennials considering employment in academic nursing to "be aware of everything a nursing faculty position encompasses. I knew it was not just teaching, but I was not aware of the things that went on throughout the entire University". Kay's remarks suggest she also had a general understanding prior to becoming a nursing faculty due to her graduate education. She mentioned that, "coming into my role I at least had a sense of awareness of accreditation policies, documentation, and various other bureaucratic tasks that were part of the role". Kay echoed Joy's advice by sharing:

> I have actually precepted a couple of millennial nurse faculty hopefuls. Neither of them seemed to understand what education involved prior to choosing it as a graduate concentration. My advice would be to do some research - become a clinical instructor first, attend faculty meetings, talk to other nurse faculty... If you still want to pursue it after that, great. But please, for the sake of all nurse educators and students - do not use

nursing education as an "escape" from the bedside! You will set yourself up for

disappointment.

Rita described the difference between teaching on the floor and teaching in the classroom:

My first few months of being a full-time faculty member was rough but rewarding. I felt

confident on the floor teaching students at the bedside because I enjoyed bedside nursing

so much and could do it in my sleep; however, transitioning to classroom instruction took

some getting used to. Not only did I have to turn off my introvert tendencies and learn to

be bold and confident in front of more than 50 students in a classroom, I also had to learn

other aspects of the faculty role (ex. Scholarship, service, etc.).

Sophie reflected on when she first started in her new role. She described "getting into the

flow of committees and other school business", "getting going", and "getting settled in". Sophie

shared that through her engagement as a student and relationships with faculty she likely had

more exposure to the various aspects of the faculty role than most other new faculty. She

credited these individuals by saying, "while very set on recruiting me, [they] did not want me to

have a one-sided/incomplete view of the faculty role".

Their comments suggest that although they were somewhat aware of what the role

involved, they developed a new level of awareness once they became employed full-time. Their

language did not exhibit surprise, rather, a greater appreciation for the totality of the role. There

are insights to be gleaned when considering the often targeted experiential and educational

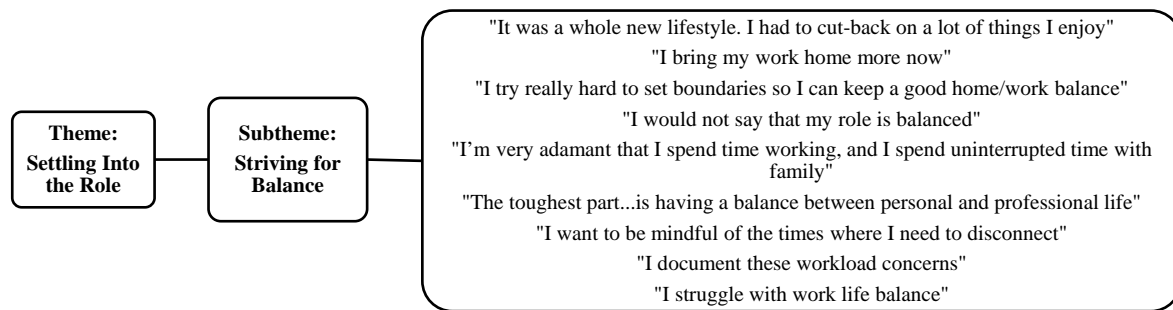preparation millennials have for the role.

Subtheme: Striving for Balance

The second subtheme that emerged was the participants' experience striving for balance

among their responsibilities. Assigned workload was frequently discussed, as well as the desire

for work-life balance. Their comments reflect efforts to achieve a sense of equilibrium. See

Figure 7 for exemplar quotes pertaining to this subtheme.

Figure 7

Subtheme Striving for Balance With Exemplar Quotes

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┌──────────────┐   ┌──────────────┐   ╭──────────────────────────────────────────────────────────────╮
│  Theme:      │   │  Subtheme:   │   │ "It was a whole new lifestyle. I had to cut-back on a lot of  │
│ Settling Into│───│ Striving for │───│                  things I enjoy"                             │
│  the Role    │   │  Balance     │   │         "I bring my work home more now"                      │
└──────────────┘   └──────────────┘   │ "I try really hard to set boundaries so I can keep a good    │
                                       │              home/work balance"                              │
                                       │       "I would not say that my role is balanced"             │
                                       │ "I'm very adamant that I spend time working, and I spend     │
                                       │        uninterrupted time with family"                       │
                                       │ "The toughest part...is having a balance between personal    │
                                       │             and professional life"                           │
                                       │ "I want to be mindful of the times where I need to disconnect"│
                                       │       "I document these workload concerns"                   │
                                       │       "I struggle with work life balance"                    │
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Ally reflected on her first few months in the role and shared, "it was a whole new

lifestyle. I had to cut-back on a lot of things I enjoy…because I dedicated all of my time to

teaching". Ally described her ongoing struggle with an "ever-increasing workload". She

explained having expressed and documented these concerns in attempt to feel more at ease with

her assigned responsibilities. Similarly, Brittany shared her thoughts regarding workload. She

felt it doesn't adequately reflect all of the work being done. She also believes, "it doesn't account

for those that do most of the work". Her comments reflect a desire for a more accurate depiction

of the time required, as well as equitable distribution of workload credit, much like Ally.

KJ described how her workload is not equally distributed. She stated, "I would not say

that my role is balanced in terms of workload for courses and workload for admin". To

summarize, she said, "it's A LOT of responsibility". Yet, KJ described deliberate efforts to achieve balance when it comes to her personal life:

> I feel like I do a good job with work-life balance because I'm very adamant that I spend time working, and I spend uninterrupted time with family. This is something that my colleagues all say is a "millennial frame of mind," because I don't work 24/7 (although I feel like I should be).

Joy mentioned, "I bring my work home more now than when I was a bedside nurse. Yes, I would reflect and process after my workday, but I did not have something that needed to get done prior to be next shift". Joy went on to share:

> I try really hard to set boundaries so I can keep a good home/work balance…Technology is great, but that does not mean we always need to be available. I see some of my colleagues struggle with that, and I do not want to fall into that trap.

Joy also described specific techniques she uses to keep her work and home life separate representing its perceived level of importance. Similarly, Rita's comments suggest balance is something she is actively working toward. Rita shared her own struggle with work-life balance by stating:

> I have always been a workaholic and have tried over the years to scale back and have more of a work life balance. As I get older, I want to be mindful of the times where I need to disconnect from my emails and stop feeling like I have to take on everything all the time. It is still a work in progress.

Sophie shared that even with her full workload she is enjoying "some margin/breathing room" in her life. She is used to dividing her time amongst several jobs and school and is now looking forward to purposefully adding research and other knowledge building activities to grow

in all dimensions of her new position. Her plans reflect thoughtful delegation of her time to be a well-balanced nursing faculty.

The participants of this study described striving for balance within the role itself, as well as how the role fits in with the rest of their life. Balance is a highly individualized perception that holds value for these professionals.

Subtheme: Wanting Supportive Relationships

The third subtheme was wanting supportive relationships. See Figure 8 for exemplar quotes pertaining to this subtheme.

Figure 8

Subtheme Wanting Supportive Relationships With Exemplar Quotes
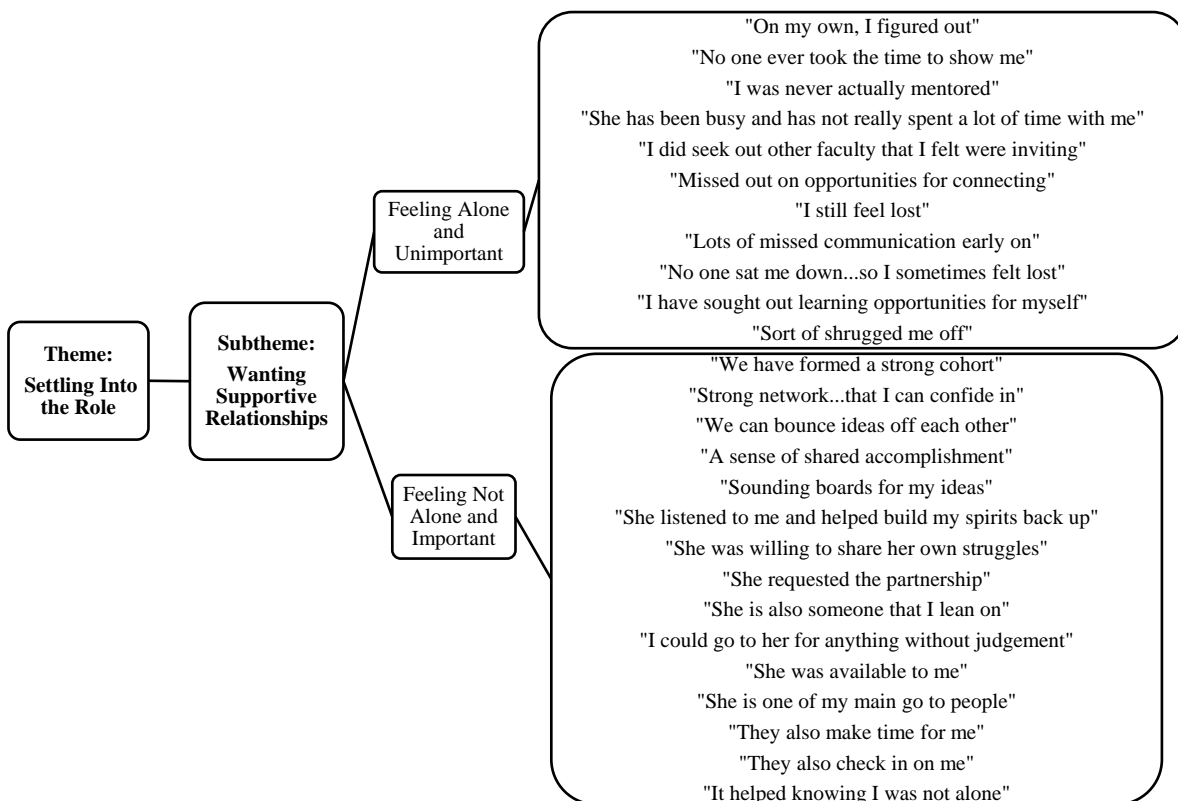
While the participants commented on many types of support, the desire for relationship-based support was clear. For example, several types of support were mentioned by participants, such as faculty handbooks, "how to navigate" documents, workshops, trainings, and orientation. When asked what helped the initial transition into the role, Katherine concluded, "I guess the short answer is guidance both interdepartmental and campus-wide. :)". However, closer examination of their responses revealed a desire for true connections and meaningful supportive relationships. This finding was signified through their use of language to describe the presence or absence of this particular kind of support.

Ally summed up her experience by sharing:

I mentioned having "*very little training*" for my current role. Literally, thrown into the fire. I was told I officially had the job the day before my first class…I had to navigate myself through Blackboard (our E-learning platform), work through the test generator program, figure out myself how to access the student's homework on ATI, proctor dosage calculation exams in a computer lab, and complete midterm reports, student action plans, so much! On my own, I figured out all of the university's policies, where and how to document, how to post attendance... I figured out myself what data goes to the UDC, ELA, and SACs. I asked questions, but no one ever took the time to show me. Just quick 3-word responses.

Participant experiences with mentorship or other forms of relationship-based support varied. Several participants remarked on receiving no mentorship. Ally shared, "yeah, I was assigned a mentor when I began my current position. But it was just an assignment on paper. I was never actually mentored. Not at all. But I wanted to be". Kay commented, "some form of mentoring would have been extremely helpful". They clearly saw value in mentorship.

Others remarked on the positive impact of their mentoring relationships. Rita commented that, "having amazing mentors has truly been the highlight of being a nursing faculty. I find their constant support very helpful". Sophie echoed this sentiment when she described her mentor as "very encouraging" and highlighted her level coordinator as "exceptionally supportive" and "engaged". KJ believes the most helpful intervention for new faculty is mentoring. She described having "excellent" mentors, although she did feel she missed out on some mentoring components. As a result, she shared, "I have sought out learning opportunities for myself to ensure success".

Participants spoke to the need to venture out and locate their own mentors. Rita, who has had very positive mentoring relationships, mentioned:

> I have one mentor who was assigned to me, but she has been busy and has not really spent a lot of time with me during my first year teaching in the bachelor's program. I did seek out other faculty that I felt were inviting and wanted to answer my questions and provide advice and support.

Likewise, Katherine mentioned, "I have actively sought out opportunities to be mentored across our programs". Rita encouraged millennial nursing faculty hopefuls to, "find good mentors that will hold you accountable, support you, and push you towards greatness".

In addition to mentorship, participants spoke to various other relationships that have supported their transition. Both Katherine and Joy have found their graduate school preceptors continue to mentor them in their current role. Joy also believes that conferences have helped her network and connect with other faculty. Several of the participants commented on the positive impact of peer support. Joy and Katherine mentioned they began their role alongside others similar in age. Joy shared, "I also started with four other faculty members from other

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departments that are around my age. We bonded during orientation and continue to support each other". Similarly, Katherine shared that her institution, "recently hired several Millennial faculty members and we have formed a strong cohort as novice educators". Marilyn also mentioned that her younger colleagues are who she confides in with issues or any anxiety she feels in the role. These comments speak to the sense of comradery and peer support among younger faculty.

In summary, experiences were varied in terms of perception of support, but the common theme is that relationship-building is valued and can make early-career millennial nursing faculty feel they are not alone as they transition into this role. Moreover, supportive relationships can make these newcomers feel important and welcomed. The perception of support was a large point of discussion for the participants and contributable to their overall experience. Since the majority of participants had some form of exposure to the institution prior to moving into their current role, the familiarity could have impacted the emphasis placed on the development of productive relationships, as opposed to simply learning the "technical ropes". Some of the participants have taken it upon themselves to locate quality relationship-based support. This finding has implications for mentorship practices in academic nursing education.

Theme: Forging Our Own Path

The final overarching theme was the participants' emphasis on what it is like to forge their own path as a non-traditional member of this profession. They described how their age influences their relationships with non-millennial faculty and students.

Kay shared:

I am the youngest faculty member at a fairly large nursing program in the southeast. The next oldest is a year older than I am, and then the age gap spans about 10+ years. It has been an interesting dynamic within our department, to say the least. :)

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Rita echoed this sentiment by stating, "I have noticed that I am the youngest, with majority of the faculty being in their late 40s and beyond".

Although not surprising the participants in this study remarked on being young or even the youngest where they work, their comments alluded to the need to forge their own path based on the unique workplace dynamic presented by their age. Perceptions of the differentiation or similarity between themselves and their colleagues and students lent to their own unique approach to the role. The theme can be broken down into three subthemes: breaking through stereotypes, bringing fresh insight, and navigating student relationships.

Navigating Non-Millennial Faculty Relationships

The participants commented on the respect they have for their non-millennial colleagues. Rita shared, "I am in awe of the many years of experience and wisdom that my fellow faculty possess. I know that I am learning so much from them". Ally remarked on working alongside those who taught her in nursing school stating, "all of these instructors I have a lot of respect for; they were all experienced, knowledgeable, and very passionate about teaching and learning". Marilyn stated, "I don't feel like I can really relate to any of the older faculty members, although I do respect them very much".

Working alongside non-millennial faculty poses an interesting dynamic for early-career millennial nursing faculty. They believe the dynamic exists in large part due to their notable difference in age in comparison to their colleagues. Participants shared their respect for their older colleagues, as well as the challenges faced due to millennial stereotypes and a reluctance to consider their perspective.

Subtheme: Breaking Through Stereotypes. The first subtheme was breaking through stereotypes. Participants shared their experiences in relation to stereotypes of the millennial

generation. The participants conveyed the feeling of needing to combat preconceived notions as a younger nursing faculty. See Figure 9 for exemplar quotes pertaining to this subtheme.

Figure 9

Subtheme Breaking Through Stereotypes With Exemplar Quotes
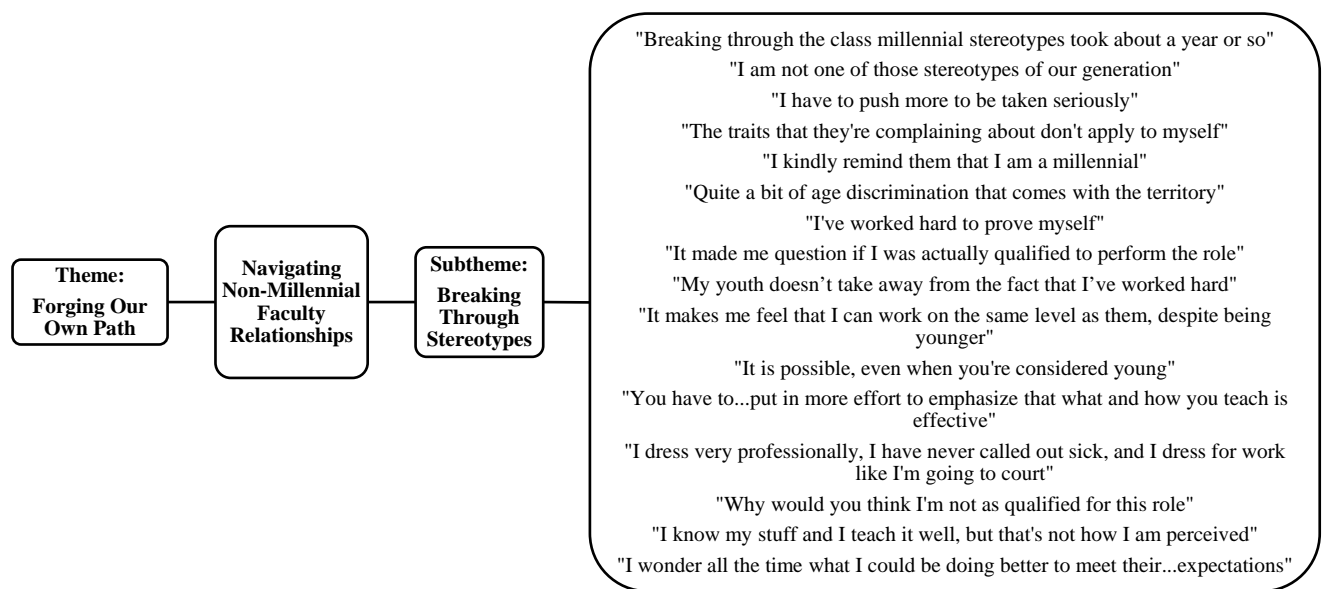
Ally commented, "I really love my career and I work constantly as a faculty member, but breaking through the class millennial stereotypes took about a year or so before I got similar respect of older faculty". Ally went on to say:

I know all the memes out there and the general misconception that millennial workers are entitled, lazy, vape fat clouds, and can't balance a checkbook. I am not one of those stereotypes of our generation, and I strongly disagree with this perception that millennial

workers are these things that make up most memes and the stereotypes of us is ridiculous.

The problem is that older generations, who make up our current leadership in academia,

our mentors, those who are meant to lead us, end up managing us.

When elaborating on her challenges navigating non-millennial faculty relationships, Ally

explained how she has to "push more to be taken seriously". She reiterated, "I really think it's

related to my age and once again, deeply embedded stereotypes of millennial professionals".

KJ echoed many of the same thoughts:

Being a millennial nursing faculty comes with lots of preconceived notions that we are

lazy, don't value our work, and we are only concerned with ourselves. I think that this is

the biggest hurdle for me as a faculty member. I frequently sit in meetings where other

older faculty complain about our "millennial" students when really they are Gen Z

students. I then remind them that I'm actually a millennial, and the traits that they're

complaining about don't apply to myself, or the other millennial faculty that I work

with. This is sobering for them.

Joy shared similar experiences with remarks aimed toward students that are upsetting. Joy

shared:

It bothers me when faculty refer to traditional nursing students as millennials, which

happens frequently during our department meetings. The term is always used in a

negative statement. As I have gotten more comfortable, I kindly remind them that I am a

millennial, as well as a few of my colleagues.

Katherine recalled back to the interview for her current position. Katherine shared:

During my hiring process, I received several questions from veteran faculty who

expressed concerns about my age and dedication to the position (based on a track record

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of 2-3 year stints in previous positions). I've worked hard to prove myself as a dedicated

educator and employee.

She went on to say, "I was **not** anticipating this type of question. It made me question if I was

actually qualified to perform the role". When asked why she had changed positions, Katherine

shared that she had progressed through the ranks in nursing and sought positions to reflect her

current level of training and licensure. Although she understood their concern, the comments

took her aback. She shared that when she applied for her current position she felt she "was

already suffering from imposter syndrome" and this experience did not help.

KJ and Brittany discussed how they believe their age influences their leadership roles. KJ

explained:

I think that there is also quite a bit of age discrimination that comes with the territory of

working as a millennial nursing faculty member in academia, especially if you are in a

position of leadership. Many of the faculty members that I "lead" try to undermine me, or

do not follow proper chain of command whenever they have an issue.

KJ elaborated:

Honestly it wasn't until I stepped into a leadership position that I felt a part of the faculty

who deserved recognition and respect. My counterparts were and are much older, and I

had only been teaching in the clinical setting (something that many of the terminal degree

faculty shun because of their research focus)".

KJ went on to describe her challenges overcoming the stereotypes specifically after moving into

a leadership position:

Regarding the laziness and preconceived notions, I don't feel like I had to prove myself

because I had been working [at the same institution]…since 2013 and had proven my

work ethic already as a clinical instructor. However, I do feel like I need to prove my

knowledge and ability to lead constantly to faculty members that are older than me and

did not work with me as an adjunct.

Brittany shared her similar experience with being in leadership roles:

Struggles come mainly from other faculty who view us as overachievers or often to

"big"…The main struggle has come with leadership positions I am in and being over

those faculty [that have preconceived thoughts due to our age/experience in academia].

They have been highly critical of our age and personalities. I will say, those faculty are

the exception although they tend to be louder than the rest :)

Two participants mentioned a challenge associated with working alongside former

instructors. Ally described a situation in which she felt she was discredited by other faculty:

Most of the faculty still treated me as if I was an undergrad nursing student, not as a

fellow instructor. I remember being corrected a lot in front of students during lab or

skills, which I thought to be unprofessional, and I was corrected when it wasn't really

necessary.

Sophie also shared hesitation among a few of her coworkers to see her as a fellow faculty, rather

than a student. Sophie shared, "there are definitely at least one or two exceptions where I feel

that the former instructor has had a hard time switching their view of me from student to

colleague".

Sophie mentioned that she has not experienced any age-based discrimination or lack of

respect in her new role. She believes she has not due to being an "elder millennial", having a

career prior to nursing, and holding a position at a well-known nursing education company just

prior to her current role. She did, however, share, "I do think younger faculty in general experience some form of this [age-based discrimination or lack of respect]".

Based on the stories of participants, early-career millennial nursing faculty may face negative stereotypes or preconceptions as they transition into academic nursing education. Fortunately, these individuals demonstrate resilience and work to change the narrative.

Subtheme: Bringing Fresh Insight. Another subtheme that emerged was bringing fresh insight. See Figure 10 for exemplar quotes pertaining to this subtheme.

Figure 10

Subtheme Bringing Fresh Insight With Exemplar Quotes
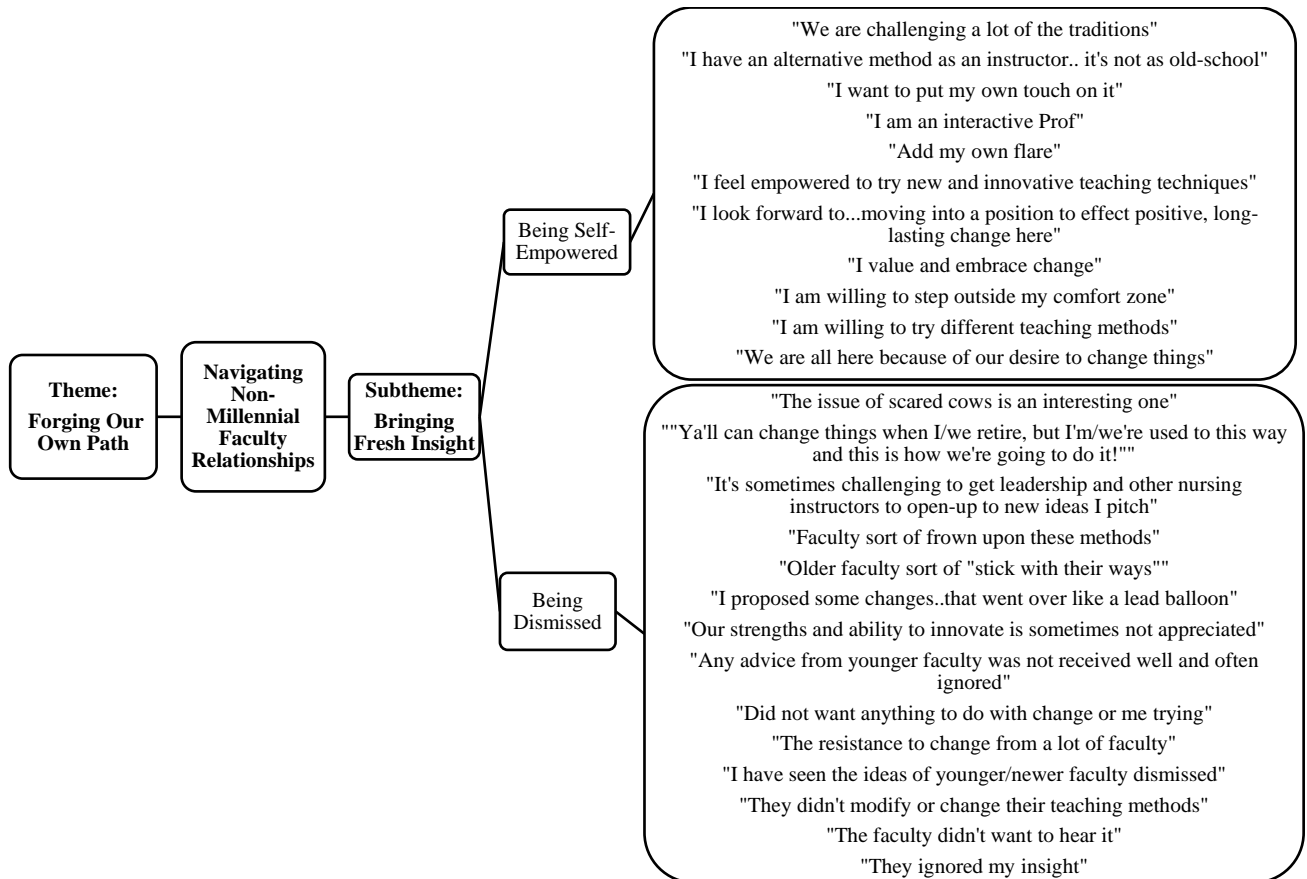
Kay exemplified this subtheme when she remarked, "I think one of the endearing things that is beginning with the millennial generation is that we are challenging a lot of the traditions". Participants commented on the reluctance to change or consider new approaches from other, non-millennial faculty. Beyond this, they shared how they are incorporating new ways of teaching to meet the needs of current students. This theme not only represents the participants' acknowledgement of resistance, but their self-empowerment to implement their own ideas. Kay elaborated on her experience:

> The issue of sacred cows is an interesting one. The average age in our department is 55+. The few younger faculty on board have had the advantage of graduate nursing programs focused specifically on nursing education, rather than just general MN programs that used to dominate the academic field. My graduate program included courses in instructional design and online course design, etc. Other faculty seem to struggle with the level of technology available to make their lives and students' lives easier. I do not have enough fingers and toes to count how many times I have heard "Ya'll can change things when I/we retire, but I'm/we're used to this way and this is how we're going to do it!"

Ally echoed this sentiment by sharing her own perspective:

> The other experience that's interesting is working with faculty who are Generation X, Baby-boomers, etc...everyone is a generation older than me at the least. It's sometimes challenging to get leadership and other nursing instructors to open-up to new ideas I pitch for teaching. Students are tech-driven, and although we teach conventionally in a brick and mortar setting…I like to incorporate some technology-driven teaching methods in the classroom. It's effective for the students, they can play games or do polling questions on their phone, and I use games like Kahoots!, simulation from apps on smartphones, things

like that when I teach. However, some faculty sort of frown upon these methods (although there is significant evidence to support the use of technology in obtaining SLOs and PLOs as well as increasing student satisfaction) and older faculty sort of "stick with their ways" so to speak. I have an alternative method as an instructor, very narrative pedagogy, no PowerPoints, lots of student engagement...It's not as old-school compared to my peers who teach at my university.

Sophie shared her perspective on the reception of insight by non-millennial faculty:

I have seen the ideas of younger/newer faculty dismissed in conference settings, and also a lot of hesitation on the part of those newer faculty to speak up and bring their perspective to the table. On the other hand, I have also seen a lot of eagerness on the part of older faculty to learn from younger faculty.

Joy and Katherine further reinforced the theme when discussing their experiences revamping course delivery. Joy shared:

I recently taught a course I inherited. I taught it in the format the previous Professor had taught it in, but now I want to put my own touch on in. I realized I am an interactive Prof. and do not enjoy standing in front of students and talking at them. I feel confident in my teach abilities to add my own flare to the classes and hopefully make learning more enjoyable for students.

Katherine echoed this by stating, "having grown up with technology always included in my own education, I feel empowered to try new and innovative teaching techniques to strengthen class engagement and create dynamic assignments that do not feel like "busy work" to the students".

While several participants mentioned resistance against technology, Kay believes it extends beyond that one aspect:

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The "You can change things when I retire" comment is not solely related to technology. Our nursing program uses team teaching. One day in a team meeting, we were discussing this huge project that students had to complete...In my humble opinion, I thought a project that ended up being 60+ pages for some students was absolutely ludicrous for the level we teach…There was absolutely nothing practical about the project from an instructional design perspective. I proposed some changes to the assignment to make it easier on the students (and the faculty who have to grade 20+ projects). That went over like a lead balloon…Roughly 3 years later, COVID forced the course (with the same coordinator and faculty, minus me) to get rid of the project entirely and utilize some technology-based assignments in its place. *Evil grin*

Sophie mentioned change several times during the interview. While she is the newest in the full-time role, her comments suggested she has ideas to contribute. Like many of the participants, Sophie has been a student where she now works and can offer a unique perspective. She said, "I also am very familiar with the things it could do better! I look forward to getting settled in my role and moving into a position to effect positive, long-lasting change here". Later on in the interview she reiterated, "there is definitely a lot of work to be done…to make things even better than they are, and I look forward to being part of that". Sophie wanted to share with future millennial nursing faculty that, "it's hard to realize you can't change/fix everything at once".

Brittany also felt the subject of change is a large part of her experience so far. She shared, "our strengths and ability to innovate is sometimes not appreciated [by older faculty]". Brittany went on to say:

I do think there is reluctance to change...But sometimes change is good and there was

definitely a different acceptance of input from those like them...age and degree type

(something about having your PHD, different way of thinking then those of us in DNP

school). Any advice from younger faculty was not received well and often ignored.

While their insight may be dismissed at times, the participants remain self-empowered to

implement new approaches within their sphere of influence.

KJ summed up the two subthemes pertaining to navigating non-millennial faculty

relationships while reflecting on her experience as a millennial nursing faculty:

I love teaching, I love leading, and I respect those that are older than me who have years

of experience to share with me. Being a millennial faculty, I have gotten used to a lot of

the ageism that occurs in the academic arena, but it's truly not all bad. There are lots of

baby boomers who are very innovative and forward thinking in their approach to teaching

and learning.

It can be inferred by the participants' stories that although they may have to overcome

stereotypes and go unheard when offering new ideas, their overall perception of being in the role

remains positive. This finding can be correlated to their demonstration of resilience and the fact

that being an educator is who they are.

Subtheme: Navigating Student Relationships

Another reoccurring concept revolved around the relationship this group of early-career

millennial nursing faculty have with students. Participants described this relationship as

complicated because while they can easily relate to them, they feel professionalism is imperative

to an effective relationship. See Figure 11 for exemplar quotes pertaining to this subtheme.

Figure 11

Subtheme Navigating Student Relationships with Exemplar Quotes
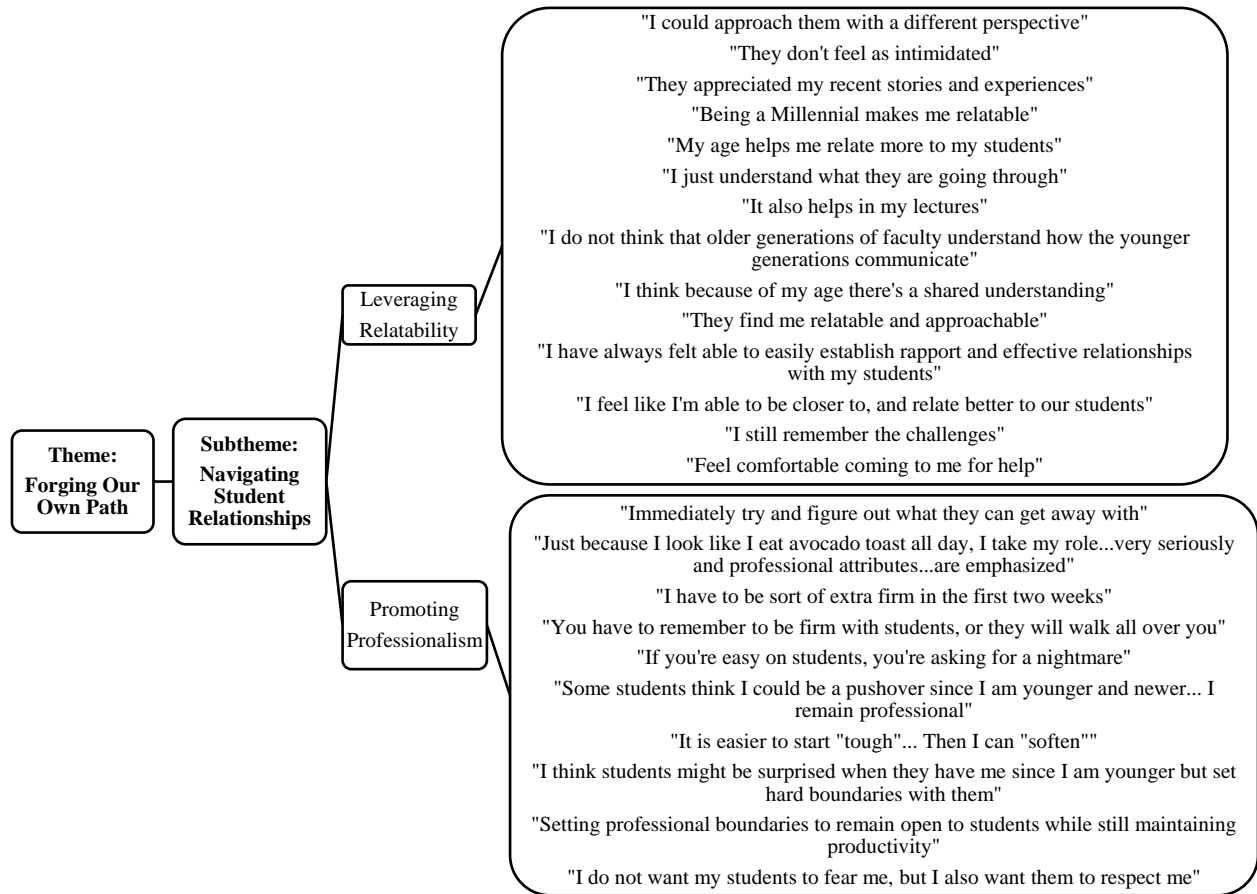
All nine of the participants commented on their relatability to students. Ally shared:

I could relate to the younger students. I had, compared to other senior faculty, most

recently been in the student's shoes so I could approach them with a different perspective.

Students tell me all the time they don't feel as intimidated during like, check-offs for

skills, clinical evaluations, and they appreciated my recent stories and experiences in the

real clinical setting as a bedside RN.

Katherine mentioned, "I believe being a Millennial makes me relatable to the students. I am still very much engaged with technology (hard and software) and social medial platforms that are relevant to my students". Marilyn echoed this sentiment when she shared:

I do think my age helps me relate more to my students, as I am closer in age to them…I just understand what they are going through, as I was a college student not that long ago. I can still remember what it is like to juggle life and being a student. Plus, the college life has not changed too much from when I was in college. It also helps in my lectures to refer to pop culture or what is current in their lives. It can make the atmosphere easier if I can comment or compare information to things they experience in life.

The participants commented not only on their relatability, but how their closeness in age helps them assist student learning.

Kay shared a specific instance that highlighted her ability to understand students' point of view:

With student comments (mostly from student perception of instruction surveys) there tends to be a range of unhelpful, derogatory comments…I do not think that older generations of faculty understand how the younger generations communicate...Even I have been guilty of laughing at a remark a student made that caused another instructor to say, "That's just unprofessional!" I think because of my age there's a shared understanding of implied context for certain things.

While the early-career millennial nursing faculty who participated in this study believe their age is an asset in working with students, they did identify challenges. For example, while most participants remarked on how being younger results in approachability, Kay and Marilyn shared it was not that way in the beginning. Kay explained:

On my first eval, there were several students who wrote that I was "intimidating." The

following semester it happened to come up in conversation with another student and she

told me that other students thought I was intimidating because I was "so young."

Apparently, they perceived I had some sort of genius level IQ, and therefore that made

me unapproachable to mere ADN college students. :-P This student happened to be a

second-career nursing student and mentioned that she felt the same way until she actually

started talking to me and liked the feedback that I would give. A mentor of mine from

grad school told me **to wear makeup to look older** - she started teaching clinical at age

25 as well and said she noticed she received more respect from students when she wore

makeup! I tried it on occasion, and it did make a difference, but I just didn't feel like me.

Kay wanted to change this perception and now feels similarly to the other participants in regard

to her approachability:

I learned to kind of poke fun of the concept that I am intimidating. Whenever faculty

would introduce ourselves on the first day of the term, I would basically start off with

laughing and saying, "Listen, I have a natural poker face and I've heard I'm scary, but I

swear I don't bite!" Eventually, I became the one that students would contact.

Marilyn, who is one of the newest in the role, mentioned that student comments on her

evaluations suggested she seemed "indifferent" toward the students. She commented, "I can

sometimes be very all business and no play mentality". She hopes to change this perception by

being more personable this semester.

The participants expressed the need to promote professionalism as a result of their age.

Ally commented:

The students have a tendency to immediately try and figure out what they can get away

with, so to speak, so I have to be clear that just because I look like I eat avocado toast all

day, I take my role as a full-time nursing professor very seriously and professional

attributes of the nurse are emphasized.

Millennials have been associated with a divisive avocado toast stereotype based on comments

made during a Time magazine interview in 2017, which referenced the generation's spending

habits. Millennials and non-millennials alike have been known to reference or mock the widely-

recognized stereotypical correlation between millennials and avocado toast.

Ally mentioned, "I have to be sort of extra firm in the first two weeks when working with

a new cohort" and wants future millennial nursing faculty "to remember to be firm with students,

or they will walk all over you. It's tough love. If you're easy on students, you're asking for a

nightmare. Don't bribe them, celebrate learning, and stick to the syllabus". Joy felt similarly. She

believes, "a downside is that some students think I could be a pushover since I am younger and

newer. That has created a few challenges, but I remain professional in handling the situation".

Joy shared a specific instance where she came to the realization this approach is needed:

Some examples I can think of was during clinical my first semester teaching. Part of it

was because I was not fully aware of the full expectations for students, and I also made

the mistake in thinking all students would be active participants in clinical since I was.

Therefore, I did not come out as "tough" (cannot think of a better word right now) during

clinical orientation and lay out the expectations. Students tended to not complete all of

the required clinical paperwork prior to the start because "they didn't know it needed to

be done." Some would consistently show up late, no matter how many times I talked to

them. Some students would try to spend most of their time in the conference room to

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avoid work. It was mostly things that I do not think they would have pulled if it was

someone not in their first year. I have since learned it is easier to start "tough" and be

very clear of the expectations. Then I can "soften" as students progress and grow through

the semester.

In addition to being firm, the need for boundaries was discussed. Katherine described one

of the toughest parts of being a nursing faculty is, "setting professional boundaries to remain

open to students while still maintaining productivity". Joy also mentioned the need for

boundaries specifically related to communication. She mentioned, "I think students might be

surprised when they have me since I am younger but set hard boundaries with them. I think

having boundaries help students learn what a professional relationship is".

Relatability to students can pose some challenges for new millennial nursing faculty.

They are naturally drawn to leveraging their relatability, while simultaneously promoting

professionalism with students. Joy summed it up well when she said, "figuring out the balance is

difficult. I think it is something that takes experience. I do not want my students to fear me, but I

also want them to respect me".

Email Interviewing as a Data Collection Method

The final two interview questions were related to the data collection method. Participants

were asked: After participating in this study, what are your thoughts on email interviewing? Is

there another way of communicating you would have preferred? Overall, the feedback on email

interviewing was positive. See Figure 12 for exemplar quotes pertaining to the method.

Figure 12

Email Interviewing as a Method Exemplar Quotes
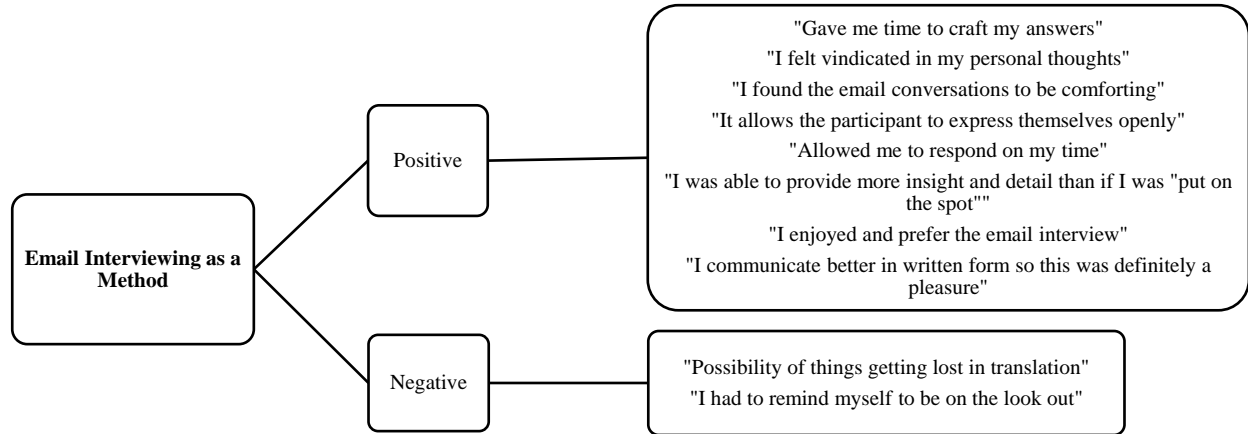
Katherine shared some meaningful insight on email interviewing:

I feel like it gave me time to craft my answers more thoughtfully than saying the first

thing that came to mind, but I do not believe it diminished my authenticity or changed my

answers. Perhaps it just made them a little more eloquent :)

When asked if there was another method of communication she would have preferred, she

shared:

Honestly, no. Conversation is nice but finding a time to sit down, log in, tune in, and stay

on task is really difficult these days. E-mailing was nice as I could answer when I had a

free minute instead of having it looming on my calendar as another task to accomplish.

Joy made thoughtful remarks on the potential negative aspects of this method:

The only downside I can think of is the possibility of things getting lost in translation.

You do not have the inflection of a person's voice through email, so some statements

could be misinterpreted. I think you did a great job of asking follow up questions for

clarification, and it helped when you included statements I had previously written.

Kay shared her perspective noting the need to remember to check her personal email:

This is the first email interview that I have completed. I think it is a great platform for the

interview. I have done a zoom interview before and there were some technological

difficulties that interfered with the process. This was much smoother; however, since the

study uses personal email (for obvious reasons), I had to remind myself to be on the look

out for new message alerts since my inbox is flooded with spam and other reminders.

Brittany and Sophie agreed regarding the need to remember to check their personal email.

Sophie felt text reminders may have helped with her response time.

Rita shared she would have been open to a video interview if email interviewing would

not have been an option. KJ was the only participant to indicate she would have preferred a video

or phone interview over email interviewing.

Summary

This chapter provided a description of the study participants, an exploration into the

method of data analyses and process, as well as presented the interview results and emergence of

themes and subthemes. The study participants were diverse despite the narrow sample sought for

this study. In-depth analysis of the interviews led to the overarching themes of being educators at

heart, settling into the role, and forging our own path. Van Manen's (1997b) writing process

brought forth the full horizon of the lived experience of early-career millennial nursing faculty.

CHAPTER VI

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter provides an interpretation of the results, a review of the literature in relation to the findings, and associated implications for nursing. Several of the themes and subthemes have consistencies with the existing literature, while others are unique and have not previously been explored. Limitations of the study are acknowledged. Finally, recommendations for future research are discussed.

The purpose of this study was to explore the unique perspectives of early-career millennials in the nursing faculty role. A plethora of research on transition into the nursing faculty role and, to a lesser degree, generational characteristics of nursing faculty exists, yet the focus of study has not targeted the experience of millennials. But their numbers in clinical and academic practices continue to grow. As discussed in Chapter 2, this has attracted the attention of theorists, statisticians, and researchers due to their unique characteristics. The traits of millennials have implications in the workforce, nursing, and academic nursing education. This study sought to introduce new insight on the lived experience of early-career millennial nursing faculty to better meet their needs and harness their potential. Therefore, the findings hold practical value in academic nursing education.

Interpretation of Results

This study illuminated the lived experience of early-career millennial nursing faculty, while also providing insight into the underlying meaning behind their experience. A total of nine interviews were conducted from July 2020 to October 2020. Van Manen's (1997b) insight on the interpretive, hermeneutic phenomenological method assisted in arriving at a description and in-depth understanding of the experience through close attention to the story-telling and choice of

words of participants. This process required reviewing the data numerous times moving from holistic to selective reading. Identifying participant quotes that truly signified the experience led to a beginning description of the shared experience of these individuals. The themes were continually visited and revised as interviews progressed and insight was gleaned from committee members. The themes transformed from rudimentary superficial commonalities to more abstract, deeper interpretations of what the shared experiences truly mean as a part of the total experience. The full horizon of the lived experience of early-career millennial nursing faculty is represented by three themes and 10 subthemes.

The primary themes of being educators at heart, settling into the role, and forging our own path emerged as highly relevant to their experience. Subthemes brought to life the subtleties of the larger overarching themes and provided a deeper dive into the intricate nature of the lived experience of participants. There are perceptions of the role that exist largely as a result of the participants' age and are, therefore, set apart and unique to them. These findings are especially important due to the lack of literature on millennial nursing faculty, which preempted exploration into this phenomenon.

In summary, commonalities surfaced among the diverse group of early-career millennial nursing faculty participants. They are following their passion for educating future generations of nurses early in their career, settling into the role, and forging their own path as they navigate through relationships.

Review of the Literature in Relation to the Findings

Some findings of this study affirm what has been represented in the literature. For instance, participants commented on their age in comparison to the age of the majority of their colleagues, which reiterated the presence of an aging nursing faculty population and the number

of retirements on the horizon (Fang & Kesten, 2017). A few participants specifically mentioned the nursing faculty shortage confirming that this remains an ongoing barrier to meet the demand for training enough bedside nurses (AACN, 2019c). The current and looming shortage of nursing faculty set the stage for this study in Chapter 1 and provided rationale for the need to focus on this up and coming generation of nursing faculty (AACN, 2019c; Fang & Kesten, 2017). The results of this study also confirmed several of the well-known characteristics of the millennial generation presented in the literature referenced in Chapter 2, such as their pursuit of higher education (Pew Research Center, 2019) and desire for support in the workplace (Deloitte, 2016; Gallup, Inc., 2016).

It is important to acknowledge that some of the themes identified had a clear linkage to the participants age, whereas, for other themes it is not entirely clear how much is driven by age and how much is driven by other factors, such as experience or being new to the role. For example, the early-career millennial nursing faculty who participated in this study described their perception of settling into the role. They described the development of a new awareness of all the position entails, striving for balance within the role and between work and home life, as well as the desire for strong relationship-based support. These feelings, although potentially exacerbated by their age, have some commonality to the literature on transition into the nursing faculty role (see Appendix A). Nonetheless, this overarching theme presents a new perspective on the experience of this transition and has specific implications in light of the precise make-up of the sample.

Other findings explore phenomena that are highly correlated to their age and have been virtually unexplored in the literature. For example, the overarching theme forging our own path emphasizes the role their age takes in their work and relationships with non-millennial faculty

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and students. The following discussion will further highlight connections to existing literature. The sample characteristics are compared to the national nursing faculty population and each theme and subtheme is reviewed individually to allow for close comparison.

Sample

All participants were female. According to the NLN Faculty Census Survey (2019a), 93% of full-time nursing faculty are female. Therefore, the sample was fairly representative of the current gender composition of nursing faculty, yet emphasizes the need for more males in academic roles. The majority of the participants were White (77.8%). According to the same national survey, 82% of current full-time nursing faculty are White (NLN, 2019c). The majority of participants were at the rank of Assistant Professor (55.6%). Two participants reported being at the rank of Professor, but explained their employers do not use a traditional faculty ranking system and all faculty are considered to be at this rank. All participants were on a non-tenure track. According to the NLN (2019b), 69% of full-time nursing faculty are not on a tenure track. Furthermore, 73.8% of nursing faculty teaching at the baccalaureate level are not on a tenure track (NLN, 2019d). The stage of the participants' career, their educational preparation, or even personal preference are among the factors that could contribute to the lack of tenure-track participants. The recent rise in popularity of the DNP degree was reflected in the sample.

Theme: Being Educators at Heart

The overarching theme of being educators at heart revolves around the participants identity as an educator. They described an early discovery of this identity, intentional preparation for moving into this role full-time, feelings of affirmation, and resilience.

The first subtheme of the overarching theme being educators at heart was discovering early. One recent national study on nursing faculty (n=940) found the desire to teach to be a

common motivating factor to join the academic ranks (Evans, 2018). Furthermore, the same study found nursing faculty were encouraged on this path by their experience with education and assistance from those already in the role (Evans, 2018). Although 88.6% of the participants were 46 years or older, there were commonalities noted in the millennial participants of this study. However, what is unique to millennial nursing faculty, is that the discovery takes place earlier in their career and is powerful enough to compel them to act on this desire.

The second subtheme was preparing intentionally. The participants described their thoughtful acquisition of work experience and education to qualify for a full-time nursing faculty position. There is data to support the millennial generation's tendency to change jobs in nursing (Kovner et al., 2014; Price et al., 2013; Tyndall et al., 2019). While the participants remarked on holding several positions in clinical practice and academic nursing, their transient nature was purposeful to gain the knowledge and exposure needed to obtain their current position. Therefore, the findings of this study suggest their opportunity-driven nature and desire for professional development is the motivating factor behind their employment history. This conclusion corroborates the literature that identifies ongoing skill development in the workplace as important to millennials (Buzza, 2017; Deloitte, 2016; Deloitte, 2019; Gallup, Inc., 2016; ManpowerGroup, 2016; Stewart et al., 2017). Participant comments suggest this pattern will not continue, rather they plan to continue professional growth within their current position.

Millennials have been recognized as the most educated generation (Pew Research Center, 2019). This pattern has held true for millennials in nursing (AMN Healthcare, 2018; Tyndall et al., 2019). The generation's tendency to pursue higher education was evident in the participants suggesting this pattern is also applicable for millennials who seek or hold positions in academic nursing education. Many of the participants sought graduate education with a focus in preparing

for the role. Furthermore, the majority of participants already achieved or are working toward a doctoral degree, most commonly a DNP. This finding is in line with current statistics on the rapid growth in DNP programs, enrollment numbers, and graduates. Enrollment in DNP programs increased from 32,678 to 36,069 from 2018 to 2019 and the number of graduates increased from 7,039 to 7,944 during this time span (AACN, 2020). Furthermore, this finding corroborated the data from Fang and Kesten's (2017) national study on full-time nursing faculty that found younger faculty are more likely to have a DNP than a research-focused doctoral degree.

The third subtheme expressing affirmation is present in existing literature. Evans' (2018) study on nursing faculty specifically described the personal satisfaction that comes from watching students develop into a professional nurse. Similar to the findings of this study, the description from participants ranged from the small victories, such as the "ah hah!" moment, to the broader transformation of students (Evans, 2018). While vibrant expressions of affirmation may not be exclusive to millennials, it may be a driving factor behind their resilience in the role. As noted in Chapter 2, research has yielded conflicting results on whether pay or a purpose motivates millennials in the workplace (Deloitte, 2019; Gallup, Inc., 2016; ManpowerGroup, 2016). Nursing faculty positions tend to offer less pay than clinical positions (AACN, 2019c), yet three participants specifically mentioned the role they play in educating students outweighs the downside of pay. This finding corroborates Gallup, Inc.'s (2016) study, which found millennials are more motivated by a purpose than pay and refutes the findings of Deloitte (2019) and ManpowerGroup (2016) that concluded pay is the top priority among millennial professionals.

The final subtheme was demonstrating resilience. Every participant remarked that they want to remain in their current position. This finding was reassuring because they shared a number of hardships along the way and this determination to continue in their present role signifies their commitment. Prior research on intent to stay among younger nursing faculty has been inconclusive. Candela et al.'s (2013) study concluded millennials had the highest intent to leave the role, although the sample size was small. The findings of this study refute this conclusion and offer a more positive outlook on the longevity of millennials in academic nursing. Additionally, literature supports that millennials hold on to their personal values in the workplace (Deloitte, 2016; ManpowerGroup, 2016; PwC, 2013). Similarly, several participants organically brought up how they have reflected on their own beliefs and whether they were congruent with their colleagues and the institution.

Theme: Settling Into the Role

The overarching theme of settling into the role centers on the participants experience of transition into the nursing faculty role. They described developing a new awareness of the position, working toward balance within and outside of the role, and a desire for supportive relationships.

The first subtheme of the overarching theme settling into the role was developing a new awareness. The participants described gaining a new level of understanding of the role during the first few months of the transition. The feeling of a mismatch between was expected prior to assuming the role and reality is present in the literature on the transition of nursing faculty (Summers, 2017). However, likely as a result of their exposure to formal graduate level preparation for the role, part-time nursing faculty experience, and familiarity with the school, the participants expressed less of a learning curve than represented in other studies. Their primary

need was "figuring all the details out that are not teaching the students". Other research suggests novice nursing faculty are not aware of the true nature of the role resulting in themes such as "bewilderment" (Heydari et al., 2015), "disorientation" (Schoening, 2013), and "cultural expectation versus cultural reality" (Schriner, 2007). The experience was less drastic for this group. They acknowledged there are areas left to learn, but there was not a shocking revelation of what it means to be a full-time nursing faculty.

The second subtheme was striving for balance. Participants spoke frequently to the idea of balance. They described their assigned workload and how it is not necessarily congruent with the amount of work required and is not always equally distributed among faculty. The participant's comments mirror what is reflected in the literature. Nursing faculty recognize the complexity of workload, yet have expectations for their assignment to be fair and equitable (Ellis, 2013). Historically, junior faculty have been nearly twice as likely to report dissatisfaction with assigned workload (AACN, 2005). The participants also commented on the desire for work-life balance. Literature supports the idea that millennial nurses place a high value on this aspect of their jobs (Martin & Kallmeyer, 2018; Stevanin et al., 2018). While balance is truly a matter of individual perception, the participants feel they can do better and want to make this a priority.

The final subtheme was wanting supportive relationships. The desire for a supportive work environment was in line with the literature on millennials. As previously mentioned, millennials were notably supported through childhood, which has impacted their view on support in the workplace. The literature suggests that millennial workers have high expectations for assistance, feedback, and recognition (Buzza, 2017; Gallup, Inc., 2016). For the participants, there was a large emphasis on the desire for support, most notably strong working relationships. The need for mentorship during the transition to academic nursing education is well represented

in the literature (Brown & Sorrell, 2017; Cooley & De Gagne, 2016; Heydari et al., 2015; Hoffman, 2019; Jeffers & Mariani, 2017; Specht, 2013). Even still, not all participants were assigned a mentor. This finding mirrored other studies that suggest formal mentorships are not always in place despite the evidence backing this practice (Candela et al., 2013; Jeffers & Mariani, 2017; Specht, 2013). Furthermore, the quality of mentoring relationships were important similar to other study findings (Jeffers & Mariani, 2017; Specht, 2013). Several participants remarked on being assigned mentors, but having rarely, if ever, met with them. This finding reflected the negative outcomes associated with ineffective partnerships. Participants remarked on the need to find their own mentors or rely on other relationships, such as former preceptors from graduate school or other new, younger colleagues. While the literature is dense in relation to the significant role mentors play during the transition of nursing faculty, few are centered on other relationships that may be beneficial for newcomers.

Theme: Forging Our Own Path

The overarching theme of forging our own path spotlights the role participants believe their age has on their lived experience. They explained what it feels like to have to overcome preconceived notions about their age and generation, go unheard when proposing new ideas, and promote professionalism with students who may be close in age. They also shared ways in which they have successfully incorporated innovative approaches in their practice and leveraged relatability with students. These issues are very much unique to early-career millennial nursing faculty and provide a valuable contribution to the body of knowledge.

The first subtheme of the overarching theme forging our own path was breaking through stereotypes. As mentioned in Chapter 2, there are several stereotypes of the millennial generation that have permeated the literature (Buzza, 2017; Deloitte, 2016; Stewart et al., 2017). Many of

these generalizations are negative in nature and have been present in the literature surrounding millennial students in higher education (Gardner, 2016), yet very little information exists regarding the impact of these preconceived notions on millennials in faculty roles. The participants described a number of predetermined ideas related to their generational affiliation that impact how they are perceived by non-millennial faculty. The participants commented that they do not identify with the negative stereotypes of the millennial generation and work very hard to demonstrate this to others. Challenges have arisen for these individuals while interviewing for nursing faculty positions, serving in leadership roles, and simply performing their day to day duties alongside non-millennial faculty. Their use of language indicated the significant impact these stereotypes have on their relationships with non-millennial colleagues and their overall experience.

The concept of change was a reoccurring idea that led to the subtheme bringing fresh insight. The participants spoke to the reluctance to change from non-millennial colleagues. The millennial generation's tendency to embrace change can be tied back to the explosion of new technology and means of performing tasks the millennial generation has grown up with (Calk & Patrick, 2017; Gallup, Inc., 2016; Stewart et al., 2017). Furthermore, their insight, which can be perceived as new and different, comes from recent clinical experience and educational preparation for the faculty role. Many of the participants felt their ideas are dismissed and not given fair consideration. Despite this, the participants were persistent and, when in a position to, they employed new strategies on their own. The resistance to change or consider their perspective was a point of frustration for these newcomers, which signified this is a meaningful component of their lived experience. Heydari et al.'s (2015) study on novice nursing faculty resulted in a sample with an average age of 31.33 years, which is notably low for studies of this

type and could be a result of the study taking place outside of the US. One of the identified themes was "concern of being accepted" with a subtheme of "being ignored" (Heydari et al., 2015). This finding is comparable to the experience of the participants of this study and could be a shared perception as a result of their age.

The final subtheme was navigating student relationships. In studies on transition into the nursing faculty role, there has not been a tendency for themes to pertain to relationships with students. The participants viewed this as an important aspect of being a millennial in this role. Closeness in age lends to a sense of relatability and shared understanding that millennial nursing faculty find useful when educating students. Challenges can also arise as a result of this relatability leading to a need for boundaries and an emphasis on the professional nature of the relationship. The lack of millennial representation in studies on nursing faculty has left this educator-student dynamic largely uninvestigated. Evidence suggests the educator-student relationship has a profound effect on the attainment of learning outcomes (Chan et al., 2017). The nuances of millennial nursing faculty relationships with students hold significance in academic nursing education as a result.

Email Interviewing as a Method

This study contributed to the sparse literature on email interviewing. The participants shared their perspective on the method reflecting similar conclusions to existing literature. For example, the flexible, asynchronous nature of the modality and the resulting ability to provide more thoughtful responses was confirmed (Fritz & Vandermause, 2018; James, 2016). Holmberg-Wright et al. (2017) highlighted written communication technology as the preference of millennials. The participants affirmed this finding as all but one identified email as their

preferred mode of communication for the interview. This study highlighted the untapped potential of email interviewing.

Implications for Nursing

The ongoing nursing faculty shortage combined with the aging workforce is causing the inability to meet the demand for bedside nurses (AACN, 2019c). The millennial generation, although present in relatively low numbers in academic nursing currently, have much to offer in academic roles. Chapter 2 explored the various characteristics this generation can contribute to the workplace, as well as their tendencies in relation to nursing.

The findings of this interpretive, hermeneutic phenomenological study bring a fresh perspective on what it is like to be an early-career millennial nursing faculty. Themes such as being educators at heart, settling into the role, and forging our own path give meaning to their lived experience. Millennials in academic nursing education have gone against the grain to join the nursing faculty ranks early in their career. This non-traditional transition comes with unique challenges. The insight provided from this study can inform recruitment, transition, and retention strategies for this subset of nursing faculty.

Recruitment

The findings of this study have implications for the recruitment of millennial nursing faculty. The majority of participants described having learned early on they had a desire to become an educator. Many referenced positive experiences in education as contributing to their desire to pursue this career. Past educational experiences clearly exerted a strong influence on their decision to specialize in this area of nursing. Nursing faculty should be cognizant of how educational experiences are perceived by students as it can ignite future leaders in academic nursing education. Participants of this study described being active during their schooling and

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developing relationships with their professors. Nursing faculty can take notice of these behaviors and have conversations with students on career opportunities in academic nursing education (Daw et al., 2018). Beyond communicating future opportunities, nursing faculty can keep these students in the forefront of their mind when part-time roles become available. Employment opportunities could include tutoring, graduate assistantships, or clinical-based positions.

Participants in this study reflected on being identified for clinical or adjunct roles prior to their current role. These part-time positions were often their segway into a full-time position in academic nursing. Nursing schools can facilitate recruitment by identifying undergraduate or graduate students with potential and offering opportunities for them to gain experience (Daw et al., 2018). This practice can benefit nursing programs because they are familiar with the individual, as well as their knowledge and work ethic. Furthermore, the individual is likely already acquainted with the school and potentially even the program. Nursing programs can also benefit from the new hire's clinical affiliation and relationships. One participant alluded to the tendency for adjuncts to be overworked and underpaid, which could dissuade them from continuing in the role or pursuing full-time employment. Therefore, special attention to the assigned workload and perceived value of the adjunct is required (Woodworth, 2017). Opportunities to shadow or be mentored by full-time nursing faculty could ultimately lead to the transition into a full-time role (Daw et al., 2018; Woodworth, 2017). Again, this partnership is mutually beneficial. The millennial nursing faculty has gained familiarity with the role and has had the opportunity to explore whether a full-time position in academic nursing education is a good fit, while the employer has the opportunity to "grow their own" saving time and resources on hiring and onboarding. One downside mentioned by two participants was a hesitancy for faculty to view them as a colleague and not a student. Therefore, if this method of recruitment is

used, a mindset shift is required. While this may not be every millennial nursing faculty's pathway to a full-time position, this method of recruitment proved successful for seven out of the nine participants of this study.

Educational Preparedness for the Role

The majority of the participants in this study received graduate education that specifically prepares nurses for the nursing faculty role. A few participants commented on how this sets them apart from many of their non-millennial colleagues who tend to have general master's degrees. Although they conveyed that this targeted education has proven useful, there was still a period of settling in and the need for a heightened awareness of what the full-time nursing faculty role entails outside of teaching. Nursing education-based programs should continue to revisit their curriculum to reflect the current reality of the role to close the gap between preconceived ideas and the true experience of the position. The AACN's (2011) essentials of master's education in nursing discusses the expectations of master's level curriculum including graduate nursing core, direct care core, and functional area content. The functional area content for many of the participants was focused on the nursing faculty role. The NLN's (2020) nurse educator core competencies are often a basis for the development of graduate programs with nurse educator tracks to lay a foundation for the role. Ongoing examination of this content area, especially effectiveness of the incorporation of the NLN's nurse educator competencies and immersion experiences, is important for an optimal transition experience into the role.

Lastly, the majority of the participants in this study have or were working toward a DNP degree. Based on the sample of this study, there is concern for the lack of PhD interest, which can have implications for the future of nursing science. While DNP programs have gained popularity in recent years, PhD programs are not preparing enough nurse researchers (Oermann

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& Kardong-Edgren, 2018). This finding is important to consider when thinking about the future

landscape of academic nursing and the educational background and preparedness of upcoming

generations of nursing faculty. Academic nursing leadership may benefit from monitoring the

educational preparation of newcomers and proactively brainstorming how to leverage their

background, as well as providing targeted professional development when needed (Daw et al.,

2018; Fang & Kesten, 2017). Career mentoring with a focus on ongoing educational objectives

and professional goals with younger new faculty is important (Daw et al., 2018; Fang & Kesten,

2017). One participant reflected on her decision to earn a DNP and how in hindsight she would

have had more preparation for research and writing with a PhD. Academic nurse administrators

can also work with each individual faculty member on long-term goals, which may include

bridging to a PhD program after obtaining the DNP. The make-up of this sample corroborated

the recommendations provided by the NLN (2018) pertaining to the rise in DNP graduates and

the need for doctoral faculty collaboration. Comments made by participants indicate challenges

working with individuals with varying types of doctoral preparation further reiterating the need

to work together and respect differing backgrounds, opinions, and expertise.

Transition

The findings of this study can help facilitate the transition of millennial nursing faculty.

While settling into the role, the participants described developing a new level of awareness of

what the role requires, as well as a desire for balance and supportive relationships to assist the

transition. The participants described that it was the parts of the role outside of teaching that

required time to get acclimated to. Immersion experiences in graduate programs should introduce

these aspects. Adjunct or part-time faculty should also have the opportunity to orient to the other

areas of academic nursing (Woodworth, 2017). In addition, these aspects should be a large point

of focus for orientation programs and mentorship once hired in the full-time role. The participants also had a strong desire for balance in their role. They want a manageable and equitable distribution of workload. They also seek to have a healthy balance between work and life. Academic nursing leadership should be mindful of this finding during the transition period because this is when perceptions of the workload and potential for work-life balance start to develop (Candela et al., 2013). Furthermore, the attitude developed toward workload could influence the perception of the feasibility of enrolling in or progressing through a doctoral program potentially inhibiting the professional development of millennial nursing faculty (Fang & Kesten, 2017).

Another clear indicator of the quality of their transition experience lies in their perception of support in the role. This includes mentorship, but extends to other types of supportive relationships and resources. While some participants had mentors who positively influenced their transition, others commented on not having a mentor or being assigned a mentor "on paper", but not actually being mentored. Their desire for relationships of this type was clear. Assigning a formal mentorship upon hire and having follow-up on this pairing would enhance the experience and potentially influence the retention of millennial nursing faculty (Woodworth, 2017). Other supportive relationships could also be promoted. For example, facilitating communication among newly-hired nursing faculty could help develop bonds that positively influence the overall experience.

Retention

Other experiences were brought to light that are relevant to the retention of early-career millennial nursing faculty. Some participants shared their experience with imposter syndrome and incivility. More commonly, they expressed challenges navigating relationships with non-

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millennial faculty. For example, one theme was related to the need for breaking through stereotypes. The basis for this theme lies in the preconceived notions related to the millennial generation. This finding should serve as a word of caution to academic nursing leadership. Such feelings, if unresolved, could contribute to unhappiness in the role and a desire to leave. Furthermore, participants acknowledged a reluctance to change or consider new ideas from other faculty. This resistance can be perceived as an unwillingness to listen to the thoughts or perspectives of early-career millennial nursing faculty based on their age and experience and can be a significant barrier to effective working relationships among generations. Contrary to the experience of the participants, millennial nursing faculty should be encouraged to share their skills with technology and innovative teaching methods (Fang & Kesten, 2017). While the participants interviewed were resilient in their pursuit to succeed and remain in the position, such experiences are worth acknowledging and addressing as appropriate.

Another important finding of this study was the unique relationship millennial nursing faculty have with students. They described relatability due to their closeness in age, as compared to other faculty. From their experience, this comes with challenges, but also provides them the opportunity to bring something fresh to the learning experience of new generations of nursing students. Millennial nursing faculty are leveraging their relatability to incorporate current events, technology, and recent clinical experiences into their teaching approach. The unique dynamic between millennial nursing faculty and students can be capitalized on in academic nursing education and supports the diversification of teaching teams to include younger nursing faculty.

In Chapter 2, the need for leadership succession planning was discussed (Fang & Kesten, 2017; Tucker, 2020). Current leaders should help transfer their experience and wisdom to the next generation to allow for a smooth transition and forward progress for the profession (Fang &

Kesten, 2017). The participants conveyed a desire for a long career in academia indicating they could serve in this capacity. In fact, several remarked on already having some type of leadership role. However, they reflected on how being a leader has proven challenging based on the attitudes of their colleagues related to their age. Negative experiences could dissuade millennial nursing faculty from pursuing such positions. Harnessing the leadership potential of younger faculty is forward-thinking and can benefit the profession long-term.

Applicability to Other Academic Fields

While the results of this study have direct applicability to academic nursing education, the findings may also be transferable to early-career millennial faculty outside of the nursing profession. Some of the themes that exemplified their lived experience may resonate with others in a different sector of the academic environment. Researchers who wish to study early-career millennial faculty can use this study as the basis for investigating the experience as it pertains to another field. Knowledge on this generation has profound implications for the future of academia.

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Limitations of the Study

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This study had several limitations. There were a small number of participants due to the qualitative nature of this inquiry, which may not be representative. All participants were female, therefore, this study lacks the perspective of male early-career millennial nursing faculty. Similarly, none of the participants were Hispanic or Latino, so the resulting interpretation of the data does not include the perspective of these ethnicities. Lastly, none of the participants were on a tenure track, therefore, the resulting interpretation of this lived experience does not explore the perception of being in a tenure-track position.

Another limitation was the potential for miscommunication with the use of email interviewing. Participants all took advantage of the use of communication techniques to help convey their tone in written form. For example, they used bolding, underlining, emoji's, punctuation, and parentheses to place emphasis on certain words or phrases. I used clarifying questions to prompt participants to share more to further assist in bridging the gap between written and oral communication. I also provided the participants the opportunity to provide feedback on the themes and subthemes. Nonetheless, the possibility exists that the stories shared were misconstrued and the resulting interpretation skewed due to the lack of non-verbal clues.

Lastly, I am a novice investigator. Measures were taken to minimize the impact of this limitation, such as upholding the rigor of the study by demonstrating Guba's (1981) hallmarks of trustworthiness in qualitative studies. Specifically, the qualitative expertise of the dissertation committee was drawn upon. It was also necessary to incorporate a narrative journal to allow for self-reflection and consistent orientation to the stories of participants due to my own experience with the phenomenon of interest as a millennial nursing faculty.

Recommendations for Future Research

This study was designed to address a gap in the literature by solely seeking the perspectives of the millennial generation on the nursing faculty role. Data analysis revealed their unique view on this profession. The research incorporated innovative techniques to recruit participants and collect data. This study focused on early-career millennial nursing faculty who are at various stages in the transition process. The findings of this study lay the foundation for ongoing study of this subgroup of nursing faculty.

Future research should seek to capture the male, Hispanic or Latino, and tenure-track experiences of early-career millennial nursing faculty to assess for similarities or differences.

Further research is needed to explore the millennial generation's lived experience at later career stages as they continue to gain experience and grow in their role. Targeted study on the perception and influence of supportive interventions, such as mentorship and other workplace relationships, would be highly relevant to millennials in this line of work. Furthermore, future investigation should continue to explore the impact of preconceived notions regarding the millennial generation on the overall experience of these nursing faculty. Capturing the perspective of non-millennial faculty and students on millennial nursing faculty would also be valuable and further enhance the meaning behind these relationships in academic nursing education.

I would recommend the use of Facebook to recruit participants. There was a quick response to posts on Facebook that resulted in a large pool of potential participants. I would also support the use of email interviewing. Email interviewing was received positively by participants and I appreciated the time I had to craft a response and come up with follow-up questions as a novice investigator. Hushmail worked well as a platform to conduct the interviews. Conducting a small pilot may be useful to gain familiarity with the method and develop a data collection approach. There is a need to be mindful when using personal email addresses, as no response or a delay in responses may be more likely. Lastly, NVivo software was a helpful tool to store, organize, and explore the data.

<div align="center">**Summary**</div>

This chapter provided an interpretation of the results, a comparison to the existing literature, as well as implications for nursing and academic nursing education. Limitations of the study were identified and recommendations for future research on this fast-growing group of educators were offered.

In summary, the purpose of this study was to describe and explore the meaning of the lived experience of early-career millennial nursing faculty. Current literature is limited on this generation in academic nursing education. I decided to pursue this topic of interest due to the rise in millennials moving into nursing faculty roles and the gap in knowledge on how their experience may differ from preceding generations.

The research questions guiding this study were: What is the lived experience of early-career millennial nursing faculty? What is the meaning behind the lived experience of early-career millennial nursing faculty? Arriving at answers to these questions required thoughtful interpretation of the participant's thoughts, beliefs, and experiences. Early-career millennial nursing faculty have had an abbreviated path to a profession they view as their true calling. They face new challenges as they settle into the role, yet, they navigate this journey with poise.

The findings of this study revealed the relevance of generational cohort theory and the premise that generations share characteristics, and in a larger sense, views and experiences. The participants in this study viewed themselves as different when compared to their non-millennial colleagues. They referenced their upbringing, experience, and education and how their background contributes to their approach to the nursing faculty role. While the participants demonstrated a will to persevere in their role, special attention to their experience signified ways academic nursing education can recruit, transition, and retain these valuable members of the team. This research study indicated a need to thoughtfully consider what draws millennials to this role, how they perceive their transition, and the unique challenges they navigate as a result of their age and generational affiliation. The perceptions of early-career millennial nursing faculty are important to sustain the academic nursing education workforce.

RELEVANT STUDIES ON NURSING FACULTY LITERATURE MATRIX

Author(s); Title; Source	Purpose or Aim	Sample and Setting	Theoretical or Conceptual Framework	Design	Major Variables Studied and Measures Used	Results
Transition into the Nursing Faculty Role						
Anderson (2009); The work-role transition of expert clinician to novice academic educator; JNE	to determine transition experience of RN's with recent move to full-time teaching	18 RN's within 4 states who: have academic preparation as clinical nurse specialists or NP's, <2 yrs. teaching full-time, no educational preparation for the role with no prior educator experience, recognized as expert with 5 yrs. or greater of practice Purposive, maximum variation sample (university size, location, amount of funding, Carnegie classification) Aged 40-62	Transitions framework discussed in literature review	Qualitative Naturalistic Inquiry Descriptive	Transition experience Semi-structured interviews, coding scheme and data analysis software	Water metaphor; 6 themes • Anticipating • Watching others • Overwhelming • Adjusting • Regaining confidence • Integrating expertise
Brown & Sorrell (2017); Challenges of novice nurse educator's transition from practice to classroom; JTLN	to understand challenges that new nurse educators face during their transition to academia	7 faculty with 3 yrs. or less of teaching experience and currently teaching in an academic and/or clinical setting. (3 male, 4 female; 5 MSN, 2 BSN) Average time as RN 16 yrs. Average age 42.7 yrs. Average yrs. of teaching 1.6 yrs.	Benner's (1982) Novice to Expert	Qualitative Merriam's Case Study design	Interviews, review of self-study report, thematic analysis	None of the participants classified themselves as novice Lack of orientation and mentorship Small sample from one ADN program No other age information provided, so unsure of millennial participation

Cooley & De Gagne (2016); Transformative experience: Developing competence in novice nursing faculty; JNE	to describe the experience of the new nurse educator to understand the challenges and facilitators to developing competence	7 faculty teaching in a private, religious-based, 4-year college who were MSN prepared taught less than 3 yrs. (All female, White)	Kolb's (1984) experiential learning theory	Qualitative Hermeneutic Phenomenology	In-person interviews, journal notes, summary interviews (in-person or telephone)	Moustakas' (1994) data analysis technique Most common barriers included: • Insufficient time • Insufficient knowledge • Lack of mentorship Most common facilitators included: • Formal education • Advice/support received • Student feedback Small, non-diverse sample Age information not included, not able to determine if millennials participated
Fritz (2018); Transition from clinical to educator roles in nursing: An integrative review; JNPD	to identify barriers and facilitators of transition from clinical positions into nursing professional development and other nurse educator roles	21 articles included 2 quantitative, 10 qualitative, 9 non-research literature	None specified	Integrative Review	Transition experience Varied	Barrier themes: • Role clarity and expectations • Orientation • Mentoring and interpersonal support • Educator skills Facilitator themes: • Orientation • Effective mentoring • Development of educator skills • Other facilitators Small numbers of participants or limited geographic areas
Goodrich (2014); Transition to academic nurse educator: A survey exploring readiness, confidence and locus of control; JPN	to explore transition to academic nurse educator and determine relationship among resources, barriers, self-esteem, and locus of control	541 full-time RN's employed at a US nursing school accredited by the AACN CCNE and/or the NLNAC Convenience sample Most between 50 to 59 yrs. of age	Brief reference to Meleis' (2000) transition theory	Quantitative Descriptive	Transition experience Self-esteem Satisfaction Intent to stay Career Transitions Inventory, Rosenberg Self-Esteem Scale, WLCS, Demographic Data Questionnaire (to include	Overall positive related to transition, intent to stay Identifying nurses early in their career is important Weakness related to most participants being between 50 and 59 yrs. old No additional age-related information included, so unsure of millennial participation

						overall satisfaction and intent to stay in role)	
Grassley et al. (2016); Transition from clinical expert to novice academic nurse educator: A metasynthesis of qualitative evidence; IJEBH	to describe the experience of expert nurse clinicians transitioning to academia	11 interpretive design studies whose population focus was masters or doctorally prepared nurse clinicians who had practiced for 5 yrs. or greater and were identified as novice nursing faculty and/or were in their first 3 to 5 yrs. as nursing faculty	None specified	Synthesis Qualitative Interpretive	Transition experience Varied	4 themes identified: • Not prepared • No longer an expert • Need for mentoring • Surviving to thriving	
Heydari et al. (2015); Lived experiences of Iranian novice nursing faculty in their professional roles; GJHS	to explore lived experiences of Iranian new nursing faculty	9 faculty with 3 yrs. or less of teaching experience (2 male,7 female; 2 PhD, 7 MSN) Average age 31.33 yrs. Average yrs. of teaching 2.19 yrs.	None specified, presumed phenomenology	Qualitative Phenomenology	Interviews and field notes, second interview or phone call to complete	Van Manen's (1990) approach to data analysis Main themes were: • Need for support • Concern over efficiency • Bewilderment • Concern over being accepted • Clinical training Mean age of participants lower than most studies, could be due to cultural differences. Concern over being accepted could be due to age of novice faculty in study	
Hoffman (2019); Transitional experiences: From clinical nurse to nurse faculty; JNE	to explore the lived experiences of clinical nurses as they entered the nurse faculty role and to describe the overall experience	15 faculty from 2 universities with no limit on time since transition (1 male, 14 female; 2 PhD, 2 DNP, 11 MSN; 4 ADN, 11 BSN programs) Average age 53.6 yrs. (range 35 to 66 yrs.) Average yrs. of teaching 7.36 yrs. (range 1 to 20 yrs.)	Benner's (1982) Novice to Expert	Qualitative Descriptive	In-person interviews	Colaizzi's approach to data analysis Themes included: • Faculty as a resource • Perpetual novice • Teaching ambiguity • Student as my patient Similar experience despite teaching in different programs at different institutions. Orientation reported as inconsistent.	

		Average yrs. of clinical experience 23.86 yrs. (range 7 to 43 yrs.)					Participants described 3 yr. mark as coming together. Strength related to amount of demographic information included Diverse sample in relation to similar studies Weakness related to time since transition, however, reflection has value as well
Jeffers & Mariani (2017); The effect of a formal mentoring program on career satisfaction and intent to stay in the faculty role for novice nurse faculty; NEP	to determine if novice nurse faculty who participated in a formal mentoring program had higher career satisfaction scores, intend to remain in a faculty role, and to explore the experience of novice nurse faculty	252 of 1,435 surveys returned. 124 were complete and met criteria for inclusion. Novice nursing faculty defined as for five years or less 39 mentored, 85 not mentored Average age 47.15 yrs. (range 30 to 67 yrs.) 32.3% PhD, 20.2% DNP, 47.6% MSN 81.5% nontenure track	None specified	Mixed methods Descriptive Comparative	Mariani Nursing Career Satisfaction Scale Open-ended questions on survey	71.8% of those mentored found value in this relationship No significance between career satisfaction and mentor vs. no mentor No significance between intent to stay mentor vs. no mentor Intent to stay significant with higher total career satisfaction, than intent to leave Theme with subthemes included: • Navigating academia Learning complexity of role, building relationships with new peers, feeling abandoned, and fending for oneself
Mcdonald (2010); Transitioning from clinical practice to nursing faculty: Lessons learned; JNE	to explore the transition from nursing practice to educator	21 studies analyzed	Benner's (1982) Novice to Expert	Synthesis	Review of literature on transition experience	Themes identified in the literature: • Knowledge deficit • Culture and support • Salary and workload Teaching in an adjunct position first may help ease transition. Need for orientation and mentorship, a realistic understanding of the workload, and a masters in nursing education.
Schoening (2013); From bedside to classroom: The nurse	to generate a theoretical model to describe the social process that occurs	20 nurse educators teaching in BSN programs in the Midwest	Mentioned Kramer's theory of "reality shock"	Qualitative Grounded Theory	Transition experience Semi-structured interviews, coding, phases identified	Four phases of the transition were identified: • Anticipatory/expectation • Disorientation

educator transition model; NER	during the transition to nurse educator	Purposive, theoretical sampling				• Information-seeking • Identity formation
Schriner (2007); The influence of culture on clinical nurses transitioning into the faculty role; NEP	to identify and describe the similarities and differences among the cultures of the nursing profession, the academic discipline of nursing and to understand how cultural differences and similarities affected the transition of nurses into faculty roles	7 full-time faculty, three years or less in faculty role, with or without a doctoral degree	Peterson and Spencer's Conceptual Model of Organizational Culture and Schlossberg's Adult Transition Theory	Qualitative Phenomenology Ethnographic Inquiry	Document review Interviews Observations	Themes identified: • Stressors and facilitators of transition • Deficient role preparation • Changing student culture • Realities of clinical teaching and practice • Hierarchy and reward • Cultural expectation versus cultural reality No demographic data provided
Specht (2013); Mentoring relationships and the levels of role conflict and role ambiguity experienced by novice nursing faculty; JPN	to explore the effect of mentoring on role conflict and role ambiguity of novice nursing faculty	428 surveys returned. 224 were complete. Full-time novice nursing faculty defined as for five years or less 192 mentored, 32 not mentored Average age 45.48 yrs.	Benner's (1982) Novice to Expert	Quantitative Descriptive Comparative	J. R. Rizzo, R. J. House, and S. I. Lirtzman's role conflict and role ambiguity scale	Those with mentor significantly less role conflict and role ambiguity Higher quality of mentoring experiences, significantly lower role conflict and role ambiguity Mean age of those who were mentored significantly lower than those not mentored
Summers (2017); Developing competencies in the novice nurse educator: An integrative review; JTLN	to report on research that addresses the development of teaching competencies in new nurse educators	27 papers (9 quantitative, 2 mixed method, 16 qualitative) included related to competency development in novice nurse educators	None specified	Integrative Review	Rigorous process for inclusion	Studies were reviewed under the following themes: • Exploring teaching preparation, orientation, and support during role transition • Ambiguity of nurse education • Managing students to facilitate their learning needs Newcomers should receive formal mentorship and orientation, feedback should be provided, and self-reflection should occur

Weidman (2013); The lived experience of the transition of the clinical nurse expert to the novice nurse educator; JTLN	to describe and interpret the experience of nurses without educational theory as they transition to academia	8 clinical nurse experts who have moved into nurse educator role within last 2 yrs., practicing for 5 yrs. or greater, received MSN or enrolled in program (not in education), full or part time, academic or clinical setting	Benner's theory from novice to expert	Qualitative Phenomenology	Transition experience Semi-structured interviews, analyzed and found 3 themes	Themes: • Desire to teach • Transitional stress related to not having educational preparation • Mentoring helps allow an easier transition
Generational, Work-Related Characteristics of Nursing Faculty						
Candela et al. (2013); A national survey examining the professional work life of today's nursing faculty; NET	to examine factors that influence work life of faculty in order to provide an environment that can successfully recruit and retain	808 US nursing faculty employed at an academic institution accredited by either the NLNAC or the CCNE All who met criteria were included Average age 52.67 yrs.	Theoretical frameworks mentioned-mediators and triggers of faculty satisfaction, and concept of empowerment	Quantitative Mixed Methods (2 open-ended questions at end of survey)	Satisfaction Nurse Faculty Work-Life Survey; Some items adapted from NLN Faculty Role Satisfaction Survey	Millennial nursing faculty had the highest intent to leave faculty role Only 15 represented in study (1.9% of respondents) Lightened load, faculty development funds, and mentorship may help avoid turnover for novice educators
Candela et al. (2015); What predicts nurse faculty members' intent to stay in the academic organization? A structural equation model of a national survey of nursing faculty; NET	to investigate the relations among several factors	808 US nursing faculty employed at an academic institution accredited by either the NLNAC or the CCNE All who met criteria were included Average age 52.67 yrs.	Vroom's expectancy theory of motivation	Quantitative Mixed Methods (2 open-ended questions at end of survey)	Satisfaction Nurse Faculty Work-Life Survey; Some items adapted from NLN Faculty Role Satisfaction Survey	Developed structural equation model based on previously conducted study (Candela et al., 2013) Resulting model strong fit to the data Faculty viewed the promotion and tenure process the same, regardless of age
Carver et al. (2011); Survey of generational aspects of nurse faculty organizational commitment; NO	to describe organizational commitment and generational differences among nursing faculty	1,453 nursing faculty teaching full or part time at an approved program listed in the NLN Guide to Approved Schools of Nursing in the US Must read and write in English and have Internet access	Organizational commitment theory	Quantitative Cross-sectional Descriptive	Organizational commitment 6 instruments with proven reliability and validity and a demographic tool	Due to insufficient cases (2), millennial data was not used in the analysis Recommendation to recruit these individuals in the future Millennials are good with technology, comfortable with diversity and enjoy working in groups

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		Random stratified sampling				
Lee et al. (2017); College nursing faculty job satisfaction and retention: A national perspective; JPN	to review relationships between nursing faculty, satisfaction and intent to stay	1350 nurse educators who completed the COACHE survey Retrospective Average age 55 yrs.	None specified	Quantitative	Satisfaction Intent to stay COACHE Survey	Mentoring valued among new nurse educators Age and satisfaction was not statistically significant, but age and intent to stay was
Smeltzer et al. (2015); Work-life balance of nursing faculty in research- and practice-focused doctoral programs; NO	to examine work-life balance of nursing faculty teaching in research and practice-focused doctoral programs	554 respondents full-time nursing faculty who work with doctoral students in PhD or DNP programs for at least 2 years	None specified	Quantitative	Productivity Work-life balance 72- item survey	Age <40 yrs. n=40 (7.5%) Younger faculty had poorer work-life balance
Tourangeau et al. (2014); Generation-specific incentives and disincentives for nurse faculty to remain employed; JAN	to describe work-related characteristics that encourage nurse faculty to remain in or leave their roles and determine if there are generational differences	650 respondents who are RNs, RPNs or NPs working full-time, part-time or on-contract with an Ontario college or university Average age 52.4 yrs. Average time in current position 10.4 yrs.	Herzberg's (1987) Motivational-Hygiene Theory	Quantitative Cross-Sectional Descriptive	Factors influencing decision to remain in role Phase I focus groups Phase II survey development and administration	17/650 participants millennials Extensive demographic data on the millennials who participated Although low in number, millennial findings included most commonly selected, "opportunities for advancement" as reason to stay in the role Marked desire for recognition and opportunity for leadership role Much of the significance is due to millennial respondents High expectations in relation to work Mentorship that promotes positive relationship with older colleagues

Note. JNE = Journal of Nursing Education; RN = Registered Nurse; NP = Nurse Practitioner; JTLN = Teaching and Learning in Nursing; MSN= Master of Science in Nursing; BSN = Bachelor of Science in Nursing; ADN = Associate Degree in Nursing; JNPD = Journal for Nurses in Professional Development; JPN = Journal of Professional Nursing; US = United States; AACN = American Association of Colleges of Nursing; CCNE = Commission on Collegiate Nursing Education; NLNAC = National League for Nursing Accrediting Commission; IJEBH = International Journal of Evidence-Based Healthcare; GJHS = Global Journal of Health Science; PhD = Doctor of Philosophy; DNP = Doctor of Nursing Practice; NEP = Nursing Education Perspectives; NER = Nursing Education Research; NET = Nurse Education Today; NLN = National League for Nursing; NO = Nursing Outlook; COACHE= Collaborative on Academic Careers in Higher Education; JAN= Journal of Advanced Nursing; RPN = Registered Practical Nurse

APPENDIX B

AUDIT TRAIL/NARRATIVE JOURNAL

Study Progression

7/9/2020: IRB approval exempt status granted.

7/10/2020: Recruitment posts were uploaded to "The Nurse Educator's Group" and "Teachers Transforming Nursing Education". "The Nurse Educator's Group" post was sent to moderators for review, while the "Teachers Transforming Nursing Education" post immediately went live (4:00 pm CT). The post gained traction quickly, receiving likes, loves, comments, and requests to share. The Qualtrics was monitored for responses. Due to the level of response, Dr. Candela and I agreed to pause recruitment by posting a comment announcing additional participants are not needed at this point (11:00 pm CT). 23 responses were received at this point. Email interviews will be conducted beginning with the first respondent to the Qualtrics until data saturation is reached. At that point, the remaining respondents will be notified and thanked for their interest in participating. The post on "The Nurse Educator's Group" had not been reviewed at this point, so the pending request was deleted.

7/11/2020: The first four respondents to the Qualtrics were contacted using the pre-drafted initial email. Their pseudonyms are Courtney, Kay, Shanua, and Marilyn. Options to begin the email interview were 7/13/2020 (Monday) and 7/15/2020 (Wednesday). Phone call/text received regarding an individual who does not have social media, but was forwarded information on the study. The post is reaching far and wide! A good problem to have. I have decided once I start interviewing, I will document my thoughts separately in a section below called email interview progress.

7/16/2020: I am feeling a little discouraged related to the response to my initial emails. I probably should have anticipated some challenges due to using their personal email addresses. I am probably one of the few people who actually click on every email I receive, even the plethora of ads that fill-up my personal email inbox. One participant commented on the need to remember to check their personal email for the purpose of the interview. I am also considering the possibility the communication could go to their junk mail. I did opt to send two new initial emails out today to Amelia and Bina. But, I have taken the last few days to really think on this and improvise. Rather than contacting a large number of those who responded to the Qualtrics to see who will respond, I really want to give a fair chance to all in the order that they completed the survey.

7/17/2020: I have decided to institute a follow-up to the initial email one week after the first contact. So, I have sent follow-up emails to Courtney and Shanua. I don't plan to send any additional follow-ups at this time, because I do not want the perception of pressuring them to participate. I feel this is different than once the interview is underway. Although I don't think a second recruitment Facebook post is needed, I am thinking of ways I can prompt those who were eager to respond initially to check their email.

7/27/2020: I am still feeling a little discouraged, but I am happy to be progressing nicely with the interviews that have already begun. I have decided to post a comment on the initial recruitment on the "Teachers Transforming Nursing Education" Facebook group letting potential participants know I have begun to reach out and to check their personal email. This type of comment should notify everyone who had commented on the post, which was quite a few people. I also opted to send a similar individual message to those who commented expressing interest or completion of the Qualtrics very soon after the Facebook post. I feel as though this is helping. I am already thinking about what I would do differently in the future and what I would suggest to others considering this method and potential ways to avoid similar issues. The good news is email interviewing is being positively received as a method.

7/29/2020: Touched base with Dr. Candela via email to provide update on progress with data collection.

8/1/2020: I have started to convert the completed interviews into two forms. One is a Word document including all email communication and another is in a format to assist with data analyzation in NVivo. The NVivo-prepared version cuts out some of the fluff in conversation, as well as places my follow-up questions and responses under the appropriate initial question. I am following the same process used for the email interviewing pilot, and it is working well. I am really glad I have already gone through this process, otherwise it would definitely be more stressful at this point. As mentioned before, it is a bit time consuming, but I know it will pay off to be able to analyze responses from all participants to the same question, as well as create, develop, and easily change themes and subthemes within NVivo.

8/17/2020: Reached out to schedule meeting with Dr. Candela to discuss progress. Meeting scheduled for 8/21/2020 (Friday).

8/19/2020: Two interviews concluded today, which makes a total of six completed interviews. I feel I am nearing data saturation. They are a diverse group so far, but there are certainly commonalities in their experience as a millennial nursing faculty. I was acutely aware of the information provided by the participants as I was interviewing them and documenting my thoughts below in the email interview progression section, but I want to remain mindful of their unique characteristics. I made a color-coded chart to make this information easily viewable.

8/20/2020: All completed interviews have been converted into the two forms described above. I have read through all of the interviews several times in preparation for meetings with committee members. I have also entered the NVivo-prepared transcripts into NVivo and have been working on refining my analysis. It was very rough at first, but it is shaping up. I am really looking forward to committee feedback. I know when I met with Dr. Dingley during the pilot, she had a really thoughtful spin on the themes I had identified.

8/21/2020: Met with Dr. Candela today. It always helps to talk through everything. I sent her a timeline for the upcoming semester and the color-coded chart on the demographic data of participants. We spoke about these, but mainly focused on how data collection went, and how analysis is shaping up. It was helpful to discuss this. I enjoyed being able to share some

particularly impactful quotes from participants. We plan to meet again after I meet with the rest of the committee for additional feedback. I feel motivated.

8/23/2020: I spent the majority of the weekend analyzing and re-analyzing the themes and subthemes I have created in NVivo. They have changed significantly and I imagine they will continue to do so. At first, I just named them pretty basically, then I renamed along the way (several times) using participant quotes when able. I really feel this is adding depth, and serves to identify and draw out the meaning behind their lived experience. I do feel like the themes, subthemes, and supporting quotes will illuminate their lived experience, and their lived experience and the underlying meaning behind it will truly come through my writing process (much like van Manen suggests). Still feeling the committee's insight will really help. I will be reaching out tomorrow to schedule meetings with each of them.

9/3/2020: Met with Dr. Pennington today to discuss emerging themes and subthemes. We discussed the use of email interviewing and lessons learned. She made an interesting point about the future use of instant messaging and what role it may play in the future. She also believes that while this study was focused on early-career millennial nursing faculty, the findings may have relevance to the millennial faculty experience in general. I want to include something to this effect in the discussion chapter, which fits in well as I introduced millennial faculty in the literature review.

9/8/2020: Met with Dr. Tran today to discuss emerging themes and subthemes. Dr. Tran has great insight on how to approach writing Chapters 5 and 6 based on the results. We discussed how a work email could have been used, as opposed to a personal email because of how all communication is stored in Hushmail and only notifications of receiving a message would be received by work email of participants. This may have helped with responses. We discussed publication potential, specifically for a methodology paper. This audit trail/narrative journal can help develop suggestions for future use of email interviewing. The suggestion to add grand tour question to first email was discussed as it would take away an additional, unnecessary exchange.

9/18/2020: Met with Dr. Dingley to discuss emerging themes and subthemes. She recommended interviewing an additional 1-2 participants, using gerunds or terms ending in "ing" for themes and subthemes, and using figures with exemplar quotes to easily convey themes and subthemes. She also reiterated the importance of including a table of the demographic data of the participants. She provided examples, which were helpful. We had a great discussion on the first overarching theme. Our discussion centered on the experience of participants, examining their language, and ensuring the themes and subthemes reach the appropriate level of abstraction. Originally, my themes were more superficial and our discussion helped me look at the data in a new light with a focus on what it means for them. I am going to recruit a few additional participants and take her comments and re-look at the other themes and subthemes prior to our next meeting. Next meeting scheduled for 9/24/2020 (Friday).

9/24/2020: Met with Dr. Dingley to continue discussion on the emerging themes and subthemes. We were able to talk through the second overarching theme. Looking at the data together was very helpful. We discussed the participants development of a new awareness or understanding of the role and how that differed from the literature. We also talked about the idea of balance and

how this manifested in their stories. Lastly, mentorship and other supportive resources were highlighted among participants. Ultimately, we felt the desire for relationship-based support was evident in all participants, whether or not they felt like they had it. She posed the following question: What did it mean if they had this type of support vs. if they didn't? We also talked about how a few participants mentioned that their colleagues have had a hard time switching their view of them from a student to a colleague, which is an important finding that needs to be included in the discussion chapter. I feel like I can now firm up this overarching theme, but still need to be mindful as new data is collected that this may shift.

10/1/2020: Met with Dr. Candela to discuss study development including data collection, data analysis, and insight from committee members. We went through every theme and subtheme and discussed how they evolved as a result from working through the data with Dr. Dingley. Always reassuring to talk about progress and next steps.

10/1/2020: After speaking with Dr. Candela, I sent figures with exemplar quotes and updated themes and subthemes to all committee members.

10/9/2020: Met with Dr. Dingley to finish discussion on themes and subthemes. Based on prior discussions and her insight, I reformulated the theme structure and only had one remaining to discuss. We briefly revisited the second overarching theme to touch on developments. We paid close attention to the figures I created with exemplar quotes. She had insightful comments related to word choice that truly captures their experience. For example, I had the working title of forging their own path for the third overarching theme. She recommended the revision to forging our own path to reorient the title to their experience, as opposed to the original title which was more of an outside looking in perspective. Small, but valuable changes will result in a stronger final interpretation. Our conversation also helps me relay the nuances within subthemes in writing the results and discussion.

10/17/2020: The additional three interviews are complete. I have been actively analyzing the data as it has come in, but now that all data has been collected, I am able to focus fully on completing Chapter 5 and 6 and receiving feedback from Dr. Candela.

Email Interview Progression

Courtney: Initial email sent on 7/11/2020 (Saturday). No response received. Follow-up email sent on 7/17/2020 (Friday). No response received.

Kay: Initial email sent on 7/11/2020 (Saturday). Kay was the first to respond to the initial email. Kay offered more background information, and used an emoji in her first communication. She also expressed her interest in the study and the findings. Kay is the youngest where she works and almost has her DNP. Grand tour question will be sent on 7/13/2020 (Monday). Kay is offering very thoughtful responses. I did follow-up with some additional questions based on her response to the grand tour question. She expressed having to seem less intimidating and more approachable to students. She incorporated some changes and it worked. She has also encountered *"sacred cows"* and reluctance to change from older faculty. Kay believes having graduate education targeted toward education is especially helpful. I wonder how many

participants will speak to this. Specialized education does seem very common right now. Kay was very involved in school and sought opportunities to teach. Kay remarked that older faculty often come to education as a route to retirement, whereas, millennials have the desire to evoke change. She let me know her college does not distinguish between ranks. Kay explained how she felt working on the floor and how newcomers were treated. Specifically, the phrase *"nurses eat their young"* was used. Yet, she also described the new nurses as lacking, which she felt could contribute to this perception. The interview is progressing at a good pace. First few months described as *"chaotic"* with *"no formal training"* for the clinical role. No mentor for this position. Now, teaching in an online BSN program and mentor has helped a lot. Overall, it was a smoother transition. Giving back, Aha! Moments, and making a difference are rewarding parts of this role. Short-term goals related to gaining more experience in role, then leadership/administration. Assigned to many course re-writes. Kay would recommend millennial nurse faculty hopefuls research the role and not use it as an *"escape"* from the bedside. One of her final statements was impactful— *"Given the aging faculty population, I think I am happy that I chose to become involved in academics at a younger than usual age because there is a tremendous opportunity to learn and adapt the wisdom of the experienced faculty to create courses and learning experiences that reflect the modern healthcare environment, emerging technology, and that meets the needs of the younger generation of students. :)"*. Email interviewing was received positively. Kay used bolding, emoji's, capitalization, punctuation, quotes, and parenthesis to communicate and put emphasis on certain words or phrases. Interview completed on 7/20/2020 (Monday).

Shanua: Initial email sent on 7/11/2020 (Saturday). No response received. Follow-up email sent on 7/17/2020 (Friday). No response received.

Marilyn: Initial email sent on 7/11/2020 (Saturday). Marilyn was the second the respond to the initial email. Marilyn offered that she is able to begin the interview on 7/15/2020 (Wednesday). The grand tour question was sent on this date. She started off much like Kay in that her response to the grand tour question and remarked on both non-millennial colleagues and students. Marilyn spoke very frankly about her feelings of *"imposter syndrome"*. Specifically, she mentioned she was *"thrown into my role with little guidance"*. Marilyn does believe it has gotten better with the help of support. Kind of funny actually, because I had never heard of the term imposter syndrome until I went to orientation for doctoral school, and boy did it hit home. I should be on the lookout for terminology indicating this feeling, because not everyone may know it by name. She described her desire to move from floor nursing to a private practice was due to being *"burnt out"*, which really reminded me of the literature on millennials in nursing and their tendency to change jobs if they are not satisfied. Again, there is a reference to relatability to students due to being closer in age. Marilyn is proactive when it comes to addressing negative student feedback. Their comments are impactful to her, and she has plans in place to take their feedback into account. Marilyn was never officially given a mentor. Marilyn is resilient. She wants to continue on where she is working despite the ongoing feelings of *"imposter syndrome"* and one day go back to school to earn a PhD. Seems those who do not already have doctoral education plan on it, which is consistent with the literature and millennials tendency to receive schooling. While Marilyn was not as verbose as Kay, her points were conveyed, and I was able to ask questions in order to receive a little more elaboration. Email interviewing was positively received. Marilyn

used punctuation, quotes, and parenthesis to communicate and put emphasis on certain words or phrases. Interview completed on 7/21/2020 (Tuesday).

Amelia: Initial email sent on 7/16/2020 (Thursday). Follow-up email sent on 7/23/2020 (Thursday). Amelia responded quickly to the follow-up email and identified 7/27/2020 (Monday) as a good start date for the interview. First question sent to Amelia on this date. No response received. Follow-up email was sent on 7/29/2020 (Wednesday). No response received.

Bina: Initial email sent on 7/16/2020 (Thursday). No response received. Follow-up email sent on 7/23/2020 (Thursday). No response received.

Rita: Initial email sent on 7/20/2020 (Monday). Rita offered that she is able to begin the interview on 7/24/2020 (Friday). First question sent to Rita on this date. Rita had a well-crafted response to the grand tour question. I have noticed a pattern that the participants are often "*the youngest*", which sets up a comparison between themselves and other generations of faculty or a kind of statement regarding what they bring to the table so to speak. Her last statement was particularly impactful "*My youth doesn't take away from the fact that I've worked hard, learned a great deal, and am teaching the next generation of nurses. I consider it an honor*." Rita made a rather quick path to academia (one would argue so have all of the people I am interviewing), but there are some consistencies I am noticing here. I have a feeling this will be particularly interesting to look at, especially when thinking about recommendations for recruiting this group. For example, were they really involved when they were in school? Did they seek educator roles during and/or after school? How can we capitalize on these early-career millennials in education? I'm noticing again some resilience against adversity. Rita struggled with comfort level speaking in front of groups of students, but worked through it and is now more comfortable. Rita clearly sought positions that matched her goals in academia. She mentioned the joy in helping students to those "*lightbulb moments*", which reminds me of the A-ha moment others have used to describe this growth in students. Rita described her struggle with being a workaholic, and I wonder how many others will speak to this. Dr. Candela had mentioned adding a question on the demographic survey regarding how many working hours they put in a week- this could be telling. Several references to mentors who have made a huge impact, unlike the other participants so far. Seems like it goes a long way. One mentor was assigned, but really hasn't worked with her much. Interestingly, Rita describes really seeking out her own mentors. The pattern continues- Rita wants to stay in academia. I am finding this very positive considering the trends with millennial nurses. Seems the participants so far are on a mission- recognizing hindrances along the way, but remaining persistent. I really liked one of her final statements "*I believe that being a millennial nursing faculty shows my millennial students that the sky is the limit. If they aspire to be a nurse educator or anything else, it is possible, even when you're considered young among primarily older faculty members*". Positive feedback on email interviewing. Would have been open to Zoom if email was not used. Rita used emoji's, punctuation, and parenthesis to communicate and put emphasis on certain words or phrases. Interview completed on 8/4/2020 (Tuesday).

Katherine: Initial email sent on 7/23/2020 (Thursday). No response received. Follow-up email sent on 7/30/2020 (Thursday). Katherine responded quickly to the follow-up and mentioned that the message went to her junk folder, confirming that that is one possible reason some have not

responded to the initial or follow-up email. Katherine's response to the grand tour question was well-rounded and reinforced many concepts that continue to come up in interviews. Specifically, she mentioned some of those characteristics she believes she brings to the table, relatability to students and the need for boundaries, and some pushback during the hiring process from older faculty. This questioning right of the bat made her feel as though she may not actually be qualified to do the role. There is that "*imposter syndrome*" again! She felt that she was already dealing with imposter syndrome. She mentioned, "*I've worked hard to prove myself*". This got me thinking. It's known millennials are challenging the notion that a certain (long) amount of time is required to obtain graduate education and work in academia. I wonder if others feel this way. I wonder if that is a part of the reason some may also work a lot, and discuss work/life balance. She explained what she has done to "*prove herself*" and if that didn't work I don't know what would! Katherine had quite the path. Worked her way up. Again, she had experience with her current workplace as a student. She remarked that she enjoyed teaching patients, but this was something different. I am glad I chose not to only interview those who went directly into a full-time position. That limitation would have excluded everyone but Marilyn so far. Again, I think this speaks to a great way to recruit and grow academic full-time numbers. Recognizing their potential, offering opportunities, and transition paths. Katherine described a less than ideal start to her role. She was partnered with someone whose beliefs did not align with hers, leaving her uncomfortable. Very interesting. This is reminiscent to me of the literature support for the idea that millennials care about employment that aligns with their beliefs and values. Katherine is the only one so far that is teaching at a level higher than BSN. Seems as though she has really sought the opportunity. When comparing differing views with this assigned teaching partner she commented, "*my previous partner felt "students interrupt my work" when my view is that "students are my work"*". Katherine did have an assigned mentor. She knew her previously and she advocated for her hire, which was truly appreciated due to the questions about her age and lack of teaching experience. Honestly, that situation kind of reminds me of Kay's reference to "nurses eat their young" phrase in reference to the treatment of new grads in the clinical setting. I feel Katherine's whole response to the incompatible teaching partner was very thoughtful, and showed her perseverance despite a rough start. I sent a reminder email to Katherine, since I had not heard back through the weekend and into the next week. She responded to the reminder positively. Definitely a pattern in regards to what is rewarding in the role. She spoke to witnessing the growth in students. As to what is helpful for her- support, support, support. She described several different kinds of support (outside of mentorship) that helped her along. Again, like the others so far, she wants to stay in academia, and where she works now. She believes although the pay is significantly less her increase in job satisfaction is "*large (impossible to quantify)*". I did let Katherine know we were just over the allotted two week period for our interview, but that I would really appreciate her thoughts on the interview method. She offered very insightful positive feedback to this method of interviewing. As I continue to interview, I feel I am able to draw out the underlying connections between their unique experiences. I do find myself relating to them and offering some sort of acknowledgement of their experience (which I think is important), but keep reminding myself I am an outsider looking in for the purposes of this study to offer one interpretation on this group's lived experience. Katherine used bolding, emoji's, punctuation, quotes, and parenthesis to communicate and put emphasis on certain words or phrases. Interview completed on 8/18/2020 (Tuesday).

Joy: Initial email sent on 7/23/2020 (Thursday). No response received. Follow-up email sent on 7/30/2020 (Thursday). Joy responded quickly to the follow-up email. From Joy's first response, I can tell she will be very elaborate. She shared so much. I decided to prompt a little further on some points she made in relation to the grand tour question. Several of her initial comments I have heard before. Specifically, here comes that "*imposter syndrome*" reference again, and fortunately the growth from then until now. Joy actually said, "*it was the same feeling I had when I started working as a newly graduated nurse*". Right off the bat references to support and support in the form of mentorship. She mentioned how faculty will reference negative statements regarding millennials, and how that feels being one. Student relatability again. Interesting she mentioned she, "*do not tolerate incivility*". In addition to the relatability, the comments related to setting boundaries are also explored. Specifically, Joy said, "*I do not want my students to fear me, but I also want them to respect me*". Positive remarks related to assigned mentor. This is obviously perceived as very important. If they had one, they discuss it often. If they didn't have one, they discuss it often. This is consistent with the literature on millennials in the workplace, and reminds me of how new graduate residencies have exploded in popularity and have had some success on intent to stay. She mentioned other types of support as well. Notably, connecting with other faculty at conferences helped her know "*I was not alone in feeling like an imposter*". This is another trend related to support, they manage to create a network of their own whether or not mentorship was actually formally assigned. Joy is unique in that she had a nursing mentor and a University mentor assigned. She also formed a strong relationship with her grad school preceptor. Again, very active in nursing school, developed relationships with professors, and was inspired to go into nursing education early. Knew off the bat she wanted nursing education specific program. Kind of interesting too, she mentioned a similar, rough start to her position much like Katherine. She described a "*toxic colleague*" who really impacted her start. The situation resolved, but again it seems as though the drive to persevere kicked in. Very interesting, much like Katherine, she spoke to the misalignment with the philosophy of the school, and it seemed that particular piece was important to her. She mentioned, "*there is so much more that goes into education than just showing up to the classroom*", which I felt was an impactful statement. She explained sometimes it can be hard to find time for the teaching side, because so much else is involved. Starting to notice the participants are all mentioning they are doing interactive activities in the classroom, perhaps unlike what has been done in the past by others. Kind of speaks to, not the disregard, but a move away from some of those "sacred cows" that have been spoken to by participants. Here we go again! The "*aha! moment*"- the growth in students provides a great sense of reward. Again, they feel specializing in nursing education helps. Also wants to remain in education, likely at the same University. She wants to further her education, but is not decided on which type of doctoral degree. Word to future millennial hopefuls to know what all the role encompasses. This statement resonated with me as a real educator-like mindset "*I read an article recently, I believe it was American Nurse, that said nurse educators sometimes feel like they are not touching as many patient's lives since we are not providing direct care at the bedside. Then it said that we actually take care of more patients when we educate the students that go on to do bedside care*". Joy spoke to the differences between bedside care and education, especially in relation to setting boundaries on working. Good insight offered on email interviewing. Was perceived very well. She mentioned the potential downside of "*things getting lost in translation*", but that I "*did a great job of asking follow up questions for clarification, and it helped when you included statements I had previously written*". Very important point and certainly a downfall of this method. Joy used

emoji's, quotes, punctuation, and parenthesis to communicate and put emphasis on certain words or phrases. Interview completed on 8/7/2020 (Friday).

Karen: Initial email sent on 7/28/2020 (Tuesday). No response received. Follow-up email sent on 8/3/2020 (Monday). No response received.

Marie: Initial email sent on 7/28/2020 (Tuesday). No response received. Follow-up email sent on 8/3/2020 (Monday). Marie responded to the follow-up email asking when I was available to schedule the interview. It was clarified that the interview would be conducted asynchronously via email over the course of a maximum of two weeks and the first question was sent. No response received. Follow-up email sent on 8/9/2020 (Sunday). No response received.

June: Initial email sent on 8/6/2020 (Thursday). June responded immediately with available times for an interview. It was clarified that the interview would be conducted asynchronously via email over the course of a maximum of two weeks and the first question was sent. I know this method is not used often, so I can understand the confusion. No response received. Follow-up email sent on 8/11/2020 (Tuesday). No response received.

Louise: Initial email sent on 8/6/2020 (Thursday). No response received. Follow-up email sent on 8/13/2020 (Thursday). No response received.

Ally: Initial email sent on 8/12/2020 (Wednesday). Her initial response made me think she may think the interview is more traditional. It was clarified that the interview would be conducted asynchronously via email over the course of a maximum of two weeks and the first question was sent. Ally jumped right in with a very elaborate response to the grand tour question. Off the bat Ally reiterated just how young she is in relation to her counterparts. I really feel this is more than just saying you're a millennial. Obviously, they are. This is saying not only that- but I am the youngest. She happens to be the youngest at two places of work. The comments related to student boundaries are there again. Ally has a way with words. Honestly, many of her phrases could serve as great quotes to include in the results chapter. For instance, she said "*so I have to be clear that just because I look like I eat avocado toast all day, I take my role as a full-time nursing professor very seriously and professional attributes of the nurse are emphasized.*" I actually laughed out loud at this one. Ally referenced reluctance to change from other, older faculty, as well as those innovative teaching strategies others have mentioned. She also expressed the feeling of needing to prove herself. Her passion also comes across, despite her challenge facing the stereotypes early on. Such a joy to chat with her. I believe her communication is much like it would be in person, as she is very expressive through her writing. She is passionate about the fact that while she may fit some of the millennial stereotypes, she does not in relation to the especially negative ones. One of her comments was, "*I know all the memes out there and the general misconception that millennial workers are entitled, lazy, vape fat clouds, and can't balance a checkbook. I am not one of those stereotypes of our generation, and I strongly disagree with this perception that millennial workers are these things that make up most memes and the stereotypes of us is ridiculous*". Wow. Another impactful statement, "*Generation X is the biggest struggle for me; they work to live and not live to work. They don't identify as an educator. Millennial educators do identify as real educators at heart. That's why I have to push more to be taken seriously*". She also referenced the amount of work the role

requires, her path to her current position which included the school she went to, and a quick specialization in nursing education. Ally is almost done with her DNP. Ally described what I feel could be classified as incivility in front of students from older, non-millennial faculty. Another reference to a personal philosophy. Tough transition with "*very little training*". She referenced many times having to figure things out herself. She recalled being assigned a mentor, "*But it was just an assignment on paper. I was never actually mentored. Not at all. But I wanted to be*". Makes me wonder if numbers of those with mentors are inflated, because the assignment isn't really followed through. Huge sense of reward from students being successful, even beyond school. This is certainly a theme. She, too, wants to stay in academia, despite the rough start and "*political complexities*". I thought it was interesting that she also mentioned in 3-5 years she sees herself "*mentoring others*", something she was apparently lacking. Ally also made an interesting plea for future millennial nursing faculty to acknowledge their age while teaching the younger, future generations. What works right now, may not here soon. Again, with some comic relief- "*Accept your age, millennial faculty! No one wants to hear about 90's alternative (but they should...)*". Everything seems to be coming full circle. I am thankful I am interviewing Ally later on in the data collection process. She says what the others have, but with a flare that really puts some perspective on her lived experience. Positive feedback in relation to email interviewing. In fact, she commented on something new, "*I felt vindicated in my personal thoughts as a millennial nurse faculty member and knowing that there are other nurse educators in my cohort who share my experiences, I found the email conversations to be comforting*". Ally used italics, emoji's, quotes, punctuation, and parenthesis to communicate and put emphasis on certain words or phrases. Interview completed on 8/18/2020 (Tuesday).

Kae: Initial email sent on 8/12/2020 (Wednesday). Response received. Grand tour question sent on 8/19/2020 (Wednesday). No response received.

Mike: Initial email sent on 9/21/2020 (Monday). No response received to grand tour question.

Nisha: Initial email sent on 9/21/2020 (Monday). No response received to grand tour question. Due to the response from others marking the addition of 3 participants and resulting confidence in data saturation, the decision was made to reach out to Nisha letting her know I appreciate her willingness to participate, but the amount of participants was achieved.

Brittany: Initial email sent on 9/23/2020 (Wednesday). Her answer to the grand tour question was very much reminiscent of other participant responses. Relatability with students was identified as a positive aspect, whereas struggles with older faculty were identified as a challenge. Leadership was identified as a worsening factor for issues with these faculty. Her ending comment was important, "*I will say, those faculty are the exception although they tend to be louder than the rest :)*". A reminder email was needed after the second set of questions was sent. Brittany shared the struggle with other faculty's acceptance of change. She made a comment about a difference of acceptance for change based on age and degree type, which I thought was an important comment. She is currently working toward her DNP. She commented on having a relatively easy transition into this role. Although she did not have experience in academia prior to the role, she was a preceptor and a clinical educator. A second reminder was needed to respond to another set of questions. The resilience was once again on display. Despite challenges shared, she wants to remain in her current position. Brittany reminded me of Marilyn

in terms of her responses. She was direct in her answers and I was able to ask follow-up questions in order to receive a little more elaboration. She had positive feedback on email interviewing, although she did feel it was "*out of sight out of mind*". Brittany used emoji's, punctuation, and parenthesis to communicate and put emphasis on certain words or phrases. Interview completed on 10/17/2020 (Saturday).

KJ: Initial email sent on 9/28/2020 (Monday). KJ's response to the grand tour question was very much in line with the other participants. Interestingly, she also mentioned the challenges with being in leadership positions just like Brittany. This has implications that are important for the future of academic nursing education. A reminder email was needed after the second set of questions was sent. Several of the themes related to educational preparation are affirmed. KJ has a MS in Nursing Education and a DNP. Just like Brittany, she mentioned struggles working with others with a different doctoral education background. A second reminder was sent to another set of questions. KJ reiterated the importance of mentorship, the rewarding aspects of educating students (another reference to the "*lightbulb moments*"), and a struggle to balance the different components of her role. Having discussed through the evolving themes and subthemes with Dr. Dingley at length, these additional interviews are adding some valuable insight on many of the same reoccurring concepts that attribute to their lived experience. The connections are easier to make now. Her final thoughts were incredibly meaningful and sum up what the others have also shared: "*All stress aside, I absolutely love my job. I love teaching, I love leading, and I respect those that are older than me who have years of experience to share with me. Being a millennial faculty, I have gotten used to a lot of the ageism that occurs in the academic arena, but it's truly not all bad. There are lots of baby boomers who are very innovative and forward thinking in their approach to teaching and learning*". KJ was the only participant to state should would have preferred a Zoom or phone interview. KJ used emoji's, quotes, punctuation, capitalization, and parenthesis to communicate and put emphasis on certain words or phrases. Interview completed on 10/13/2020 (Tuesday).

Sophie: Initial email sent on 9/29/2020 (Tuesday). From Sophie's response to the grand tour question, I can tell she will have a valuable perspective. Again, her initial response was familiar. She mentioned not having experienced age-based discrimination and offered the following reasoning as to why: "*I think there are a lot of factors at play there, including being an "elder millennial," having a pre-nursing background, and having most recently been in a fairly high-level position of expertise for a nurse eduction... company*". She mentioned that she does believe younger faculty experience this. A reminder email was needed after the second set of questions was sent. She is the only participant to remark on nursing being her second-career and also being a nurse practitioner. I found this statement particularly meaningful, because both Brittany and KJ have reflected on the fact that not all older faculty exhibit the same approach to younger faculty and new ideas. "*I have seen the ideas of younger/newer faculty dismissed in conference settings, and also a lot of hesitation on the part of those newer faculty to speak up and bring their perspective to the table. On the other hand, I have also seen a lot of eagerness on the part of older faculty to learn from younger faculty, who bring in technological skills and most current practices*". I think this will be really important to draw into the results chapter to be well-balanced and represent these comments. Again, with the reference to a "*smooth*" transition. My mind keeps going back to this being a difference between what others may experience when moving into the role and the likelihood that education preparation, teaching experience, and

often a familiarity with the institution prior to their current role is the cause of this difference in perception. She had a unique view on balance, but there is still correlation to the thoughts of others, that it is something they strive for within the role. A second reminder was sent to another set of questions. She affirmed my thoughts that rather than a struggle to balance, participants really view it as something they are very much aware of and work toward. Of note, Sophie has a DNP and teaches at the graduate level. Interestingly, she commented that although she does not regret her path, she may have gotten a PhD if she were to do it over. This is shaping up to have implications due to the majority of this sample having or working toward a DNP. Her closing words were really meaningful to me, as she was the only participant who could practice as an NP: "*Teaching is one of the most fulfilling things I've ever done, equal to if not greater than my direct patient care. For me, the sacrifice of a higher salary was definitely completely worth it, and I couldn't see doing anything else at this particular time of my life*". Sophie had positive feedback on email interviewing, but made the suggestion that text reminders may have helped her respond quicker. Sophie used italics, emoji's, quotes, punctuation, capitalization, and parenthesis to communicate and put emphasis on certain words or phrases. Interview completed on 10/13/2020 (Tuesday).

Wren: Initial email sent on 9/29/2020 (Tuesday). No response received to grand tour question. Due to the response from others marking the addition of 3 participants and resulting confidence in data saturation, the decision was made to reach out to Wren letting her know I appreciate her willingness to participate, but the amount of participants was achieved.

Mark: Initial email sent on 9/29/2020 (Tuesday). No response received to grand tour question. I am disappointed, because I wanted to have a male participant. Due to the response from others marking the addition of 3 participants and resulting confidence in data saturation, the decision was made to reach out to Mark letting him know I appreciate his willingness to participate, but the amount of participants was achieved.

APPENDIX C

IRB APPROVAL

UNLV

UNLV Biomedical IRB - Exempt Review
Exempt Notice

DATE:	July 10, 2020
TO:	Lori Candela, EdD, MS
FROM:	Office of Research Integrity - Human Subjects
PROTOCOL TITLE:	[1614673-1] Exploring the Lived Experience of Early-Career Millennial Nursing Faculty: Deriving Meaning from Their Perspective
ACTION:	DETERMINATION OF EXEMPT STATUS
EXEMPT DATE:	July 9, 2020
REVIEW CATEGORY:	Exemption category #2(ii)

Thank you for your submission of New Project materials for this protocol. This memorandum is notification that the protocol referenced above has been reviewed as indicated in Federal regulatory statutes 45CFR46.101(b) and deemed exempt.

We will retain a copy of this correspondence with our records.

PLEASE NOTE:
Upon final determination of exempt status, the research team is responsible for conducting the research as stated in the exempt application reviewed by the ORI - HS and/or the IRB which shall include using the most recently submitted Informed Consent/Assent Forms (Information Sheet) and recruitment materials.

If your project involves paying research participants, it is recommended to contact Carisa Shaffer, ORI Program Coordinator at (702) 895-2794 to ensure compliance with the Policy for Incentives for Human Research Subjects.

Any changes to the application may cause this protocol to require a different level of IRB review. Should any changes need to be made, please submit a **Modification Form**. When the above-referenced protocol has been completed, please submit a **Continuing Review/Progress Completion report** to notify ORI - HS of its closure.

If you have questions, please contact the Office of Research Integrity - Human Subjects at IRB@unlv.edu or call 702-895-2794. Please include your protocol title and IRBNet ID in all correspondence.

Office of Research Integrity - Human Subjects
4505 Maryland Parkway . Box 451047 . Las Vegas, Nevada 89154-1047
(702) 895-2794 . FAX: (702) 895-0805 . IRB@unlv.edu

- 1 -   Generated on IRBNet

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APPENDIX D

DEMOGRAPHIC DATA FORM

1. Birth year
        Drop-down year options

2. Gender
        Male
        Female
        Prefer not to disclose
        Prefer to self-describe
                (open text field)

3. Race (Select all that apply)
        American Indian or Alaska Native
        Asian
        Black or African American
        Native Hawaiian or Other Pacific Islander
        White
        Other (please specify)
                (open text field)

4. Ethnicity
        Hispanic or Latino
        Not Hispanic or Latino

5. Region
        United States Northeast (CT, MA, ME, NH, NJ, NY, PA, RI, VT)
        United States Midwest (IA, IL, IN, KS, MI, MN, MD, NE, ND, OH, SD, WI)
        United States South (AL, AR, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN,
    TX, VA, WV)
        United States West (AK, AZ, CA, CO, ID, HI, MT, NM, NV, OR, UT, WA, WY)

6. How many years of clinical experience as an RN do you have?
        Less than 2
        2 to 5
        5 to 8
        8 to 11
        More than 11 (please specify)
                (open text field)

7. Do you maintain your clinical practice?

Yes

No

8. How many years have you been in a full-time faculty role?
     Less than 1
     1 to 2
     2 to 3
     3 to 4
     4 to 5

9. What is your faculty rank?
     Instructor
     Assistant Professor
     Associate Professor
     Professor
     Other (please specify)
          (open text field)

10. Which of the following best describes your tenure status?
     Tenure-track
     Non-tenure track
     Other (please specify)
          (open text field)

11. Which of the following best describes your employer for your faculty position?
     Public institution
     Private institution
     Other (please specify)
          (open text field)

12. Which of the following best describes your contract length for your faculty position?
     9-month
     12-month
     Other (please specify)
          (open text field)

13. Which of the following best describes the yearly salary for your faculty position?
     Less than $40,000
     $40,000 to $50,000
     $50,000 to $60,000
     $60,000 to $70,000
     $70,000 to $80,000
     $80,000 to $90,000

$90,000 to $100,000
More than $100,000

14. On average, how many hours do you work per week for your faculty position? (Include all working hours, even when not in the office)
> Less than 30
> 30 to 35
> 35 to 40
> 40 to 45
> 45 to 50
> More than 50 (please specify)
>> (open text field)

15. What is your highest degree in nursing?
> Doctor of Nursing Practice (DNP)
> Doctor of Philosophy (PhD) in Nursing
> Master of Science in Nursing (MSN)
> Bachelor of Science in Nursing (BSN)

16. Which degree program (s) do you currently teach in? (Select all that apply)
> DNP
> PhD
> MSN
> BSN

17. Provide a personal email address (Please do not enter a work-related email) (open text field)

18. To further protect your confidentiality, please select a first name pseudonym I can call you by (open text field)

APPENDIX E

FACEBOOK RECRUITMENT LOCATIONS

- "Teachers Transforming Nursing Education" is a private Facebook group with over 2,500 members and 200 new posts a month. Researchers have had success recruiting participants utilizing this group.

- "The Nurse Educator's Group" is a public Facebook group with over 4,400 members and 35 new posts a month. Researchers have had success recruiting participants utilizing this group.

APPENDIX F

INTERVIEW QUESTIONS

1. Grand tour question: Can you share with me what it is like to be a millennial nursing faculty?

2. Can you tell me about your path to becoming a full-time nursing faculty?
3. How would you describe your first few months in this role?
4. Can you reflect on how it has been since then?

5. What do you see as the most rewarding parts of being a nursing faculty?
6. What do you see as the toughest parts of being a nursing faculty?
7. What do you believe has been and/or would be helpful for you as a newer nursing faculty?

8. Where do you see yourself in 3-5 years?
9. If you knew a millennial nurse who was considering a nursing faculty position, what would you tell them regarding your experience?
10. What else would you like to share regarding your experience as a millennial nursing faculty?

11. After participating in this study, what are your thoughts on email interviewing?
12. Is there another way of communicating you would have preferred?

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    novice nurse educator. *Teaching and Learning in Nursing*, *8*(3), 102–109.

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    early-career technical talent. *Research-Technology Management*, *61*(5), 51–61.

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CURRICULUM VITAE

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Odessa, TX 79763-4368

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EDUCATION

Year	Institution - City, State	Degree/Major
2020	University of Nevada Las Vegas, Nevada	PhD Nursing
2016	Texas Tech University Health Sciences Center Lubbock, Texas	MSN Nursing Education
2014	Texas Tech University Health Sciences Center Lubbock, Texas	BSN

LICENSURE AND CERTIFICATIONS

June 17, 2014 - May 31, 2022	Registered Nurse, Texas Board of Nursing
September 23, 2020 - September 23, 2022	Basic Life Support (BLS), American Heart Association
2016 - May 30, 2020	Certified Emergency Nurse, Board of Certification for Emergency Nursing
2016 - March 30, 2019	Cardiovascular Registered Nurse, American Board of Cardiovascular Credentialing

PROFESSIONAL EXPERIENCE

Year(s)	Institution - City, State	Position/Title
2019 - Present	Texas Tech University Health Sciences Center Odessa, Texas	Assistant Professor, Retention Counselor
2016 - 2019	Texas Tech University Health Sciences Center Odessa, Texas	Instructor, Retention Counselor
2015 - 2016	Midland Memorial Hospital	Registered Nurse

	Midland, Texas	
2014 - 2015	University Medical Center Lubbock, Texas	Registered Nurse
2013 - 2015	Texas Tech University Health Sciences Center Lubbock, Texas	Basic Life Support Instructor
2013 - 2014	Texas Tech University Health Sciences Center Lubbock, Texas	Peer Tutor
2013 - 2014	Texas Tech University Health Sciences Center Lubbock, Texas	Research Assistant
2012	Texas Tech University Health Sciences Center Lubbock, Texas	Standardized Patient
2011 - 2012	Texas Tech University Lubbock, Texas	Human Anatomy Supplemental Instruction Leader
2011 - 2012	Texas Tech University Health Sciences Center Lubbock, Texas	Research Assistant
2011	Texas Tech University Lubbock, Texas	Human Anatomy Laboratory Teaching Assistant

HONORS

2019	*Novice Faculty Award*, Faculty Development Awards, Texas Tech University Health Sciences Center, School of Nursing
2014	*Future Researcher Recognition*, Texas Tech University Health Sciences Center, School of Nursing
2014	*Inductee*, Sigma Theta Tau, Iota Mu Chapter
2014	*Outstanding Student Recognition*, Student Government Association, Texas Tech University Health Sciences Center, School of Nursing's Office of the Dean
2014	*Student of the Year*, Texas Nursing Students Association
2014	*Summa Cum Laude*, Texas Tech University Health Sciences Center, School of Nursing
2014	*The Intern Leadership Award*, University Medical Center Emergency Center
2014	*The Nursing Leadership Award*, University Medical Center

SCHOLARLY ACTIVITIES

Published Journal Articles (Peer Reviewed) - National

Stamps, A. R., Cockerell, K., & Opton, L. L. (2020). A Modern Take on Facilitating Transition into the Academic Nurse Educator Role. *Teaching and Learning in Nursing*.

Stamps, A. R., & Opton, L. L. (2020). The Retention Counselor in Nursing A Unique Success Strategy. *Nurse Educator*, *45*(2), 87.

Stamps, A. R., & Opton, L. L. (2019). Utilizing VoiceThread Technology to Foster Community Learning in the Virtual Classroom. *Journal of Nursing Education*, *58*(3), 185.

Accepted Journal Articles (Peer Reviewed) - National

Stamps, A. R. (2020). So You Want to Teach. To appear in *Nursing made Incredibly Easy*.

Cockerell, K., & Stamps, A. R. (2020). Combatting the Fear: Practical Advice for New Graduate Nurses. To appear in *Nursing made Incredibly Easy*.

PRESENTATIONS

Podium (Peer Reviewed) - International

Cannon, S. B. (Presenter & Author), Stamps, A. R. (Presenter & Author), Joseph, S. (Author Only), Sigma Theta Tau's 28th International Nursing Research Congress, Dublin, Ireland, "Post-Graduation Follow-up of Graduation of an Interprofessional Simulation Curriculum: Is IPE Important in Clinical Settings?" (July 29, 2017)

Podium (Peer Reviewed) – National

Stamps, A. R. (Presenter & Author), Nurse Educator's Conference in the Rockies, "Putting a Face to the Name: Online Learning on a New Level Utilizing VoiceThread Technology." Accepted. (February 22, 2020)

Stamps, A. R. (Presenter & Author), Cockerell, K. (Presenter & Author), Nurse Educator's Conference in the Rockies, "Facilitating Transition into the Academic Nurse Educator Role: Best Practice vs. Reality." (July 11, 2019)

Podium (Peer Reviewed) - Local

Stamps, A. R. (Presenter Only), Joseph, S. (Author Only), Goodwin, D. (Author Only), Gully, E. (Author Only), Okwuwa, I. C. (Author Only), Cannon, S. B. (Author Only), School of Medicine Research Day, Texas Tech University Health

Sciences Center, Odessa, Texas, "Enhanced Interprofessional Communication and Teamwork in Surgery Simulated Clinical Scenarios." (May 10, 2016)

Poster (Peer Reviewed) - International

Stamps, A. R. (Presenter & Author), Cannon, S. B. (Author Only), Robohm, C. (Author Only), 8th International Nurse Education Conference, NETNEP, Sitges, Barcelona, Spain, "Developing an Interprofessional Simulation-Based Activity on Mental Health: Enhancing Feasibility With VoiceThread Technology." Accepted. (April 12, 2019)

Poster (Peer Reviewed) - National

Stamps, A. R. (Presenter & Author), 52nd Annual Communicating Nursing Research Conference, National Western Institute of Nursing, San Diego, CA, "Novice Academic Nurse Educator Transition: A Concept Analysis." (April 12, 2019)

Stamps, A. R. (Presenter & Author), Opton, L. L. (Author Only), 2018 Baccalaureate Education, American Association of College of Nursing, New Orleans, LA, "The Retention Counselor: A Unique Success Strategy for the Unique Accelerated Student." (November 15, 2018)

SERVICE

PROFESSIONAL

2018 - Present	Sigma Theta Tau International (Iota Mu) Leadership Committee. Committee Member.
2020	Nursing Forum. Manuscript Reviewer.
2019	29th Annual Nurse Educator's Conference in the Rockies. Abstract Reviewer.
2015 - 2016	Emergency Nurses Association (Hi Plains). Board Member. Treasurer.
2015	Emergency Nurses Association Annual Conference. Texas State Delegate.
2014	Emergency Nurses Association Annual Conference. Texas State Delegate.
2013 - 2014	Texas Nursing Students' Association. Officer. Pre-Nursing Liaison.
2012 - 2014	Interprofessional Ambassadors. Health Awareness/Research Chair.

PUBLIC

2019 - Present	Mission Center Adult Day Service Grant Committee. Committee Member.
2017 - Present	Mission Center Adult Day Service. Board Member.
2017 - Present	Mission Center Adult Day Service Fundraising/Marketing Committee. Committee Member.

2014	Texas Tech University Health Sciences Center International Program. Jinotega, Nicaragua. Participant.

2020	President's Interprofessional Teamwork Award Committee. Committee Member.
2018 - 2019	Faculty Council. Secretary.
2018	Annual Interprofessional Education Symposium. Case Study Facilitator.
2017 - 2019	Coordinating Council. Representative.
2017 - 2019	Faculty Council. Member.
2017 - 2018	Simulation EHR Training Module Taskforce. Taskforce Member.
2017	Annual Interprofessional Education Symposium. Case Study Facilitator.
2017	President's Excellence in Teaching Award Review Team. Team Member.
2016 - 2018	Myocardial Infarction HER Simulation Scenario Development Team. Team Member.
2016	Annual Interprofessional Education Symposium. Case Study Facilitator.
2013	Annual Interprofessional Education Symposium. Case Study Facilitator.

DEPARTMENTAL

2020 - Present	Accelerated BSN Council. Chair Elect.
2019 - Present	Curriculum Revision Taskforce. Taskforce Member.
2019 - Present	Admissions and Progressions Committee. Committee Member.
2017 - Present	Curriculum Leadership Group. Group Member.
2020	Accelerated BSN Interview Committee. Committee Member.
2019 - 2020	Accelerated BSN Council. Secretary.
2019	Accelerated BSN Interview Committee. Committee Member.
2018	Accelerated BSN Interview Committee. Committee Member.
2017 - 2018	Accelerated BSN Council. Secretary.
2017	Accelerated BSN Interview Committee. Committee Member.
2017	Simulation Testing Team. Team Member.
2016	Second Degree BSN Interview Committee. Committee Member.

PROFESSIONAL MEMBERSHIPS

2020 - Present	Sigma Theta Tau International (Zeta Kappa) (STTI).

2016 - Present   American Association of College of Nursing (AACN).

2016 - Present   National League for Nursing (NLN).

2016 - Present   Texas League for Nursing (TXLN).

2014 - Present   Sigma Theta Tau International (Iota Mu) (STTI).

2013 - Present   Emergency Nurses Association (Hi Plains) (ENA).

ACADEMIC COURSES TAUGHT

NURS 3030	*Independent Study in Nursing* (Lecture). Spring 2020	
NURS 3107	*Pharmacology I* (Lecture). Spring 2017	
	Pharmacology I (Distance Education (on-line course)). Spring 2018	
	Pharmacology I (Distance Education (on-line course)). Spring 2019	
	Pharmacology I (Distance Education (on-line course)). Spring 2020	
NURS 3215	*Basic Skills for Nursing Practice* (Combined Lecture and Lab). Spring 2018	
NURS 3307	*Health Assessment (non-credit lab/clinical)* (Lecture). Spring 2018	
NURS 3385	*Concepts of Chronic Care Nursing* (Distance Education (on-line course)). Summer 2019	
	Concepts of Chronic Care Nursing (Distance Education (on-line course)). Summer 2020	
NURS 3407	*Perinatal Nursing* (Combined Lecture and Lab). Summer 2018	
NURS 3520	*Chronic Care Nursing Clinical* (Combined Lecture and Lab). Summer 2018	
NURS 4104	*Pharmacology III* (Combined Lecture and Lab). Fall 2017	
NURS 4207	*Pharmacology II* (Distance Education (on-line course)). Summer 2017	
NURS 4348	*Health Intervention Design* (Distance Education (on-line course)). Summer 2018	
NURS 4398	*Concepts of Acute Care Nursing* (Distance Education (on-line course)). Fall 2017 (- Didactic)	
	Concepts of Acute Care Nursing (Distance Education (on-line course)). Fall 2018	
	Concepts of Acute Care Nursing (Distance Education (on-line course)). Fall 2019	
	Concepts of Acute Care Nursing (Distance Education (on-line course)). Fall 2020	
NURS 4411	*Mental Health Nursing* (Combined Lecture and Lab). Summer 2018	