Title:
Talkin’ Bout My Generation: Divergence of Academic Atmosphere Evaluations in Nursing Student and Faculty Cohorts

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Session Title:
Research Poster Session 3

Slot (superslotted):
RSC PST 3: Sunday, 30 July 2017: 9:45 AM-10:15 AM

Slot (superslotted):
RSC PST 3: Sunday, 30 July 2017: 12:00 PM-1:15 PM

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Keywords:
academic atmosphere, intergenerational workforce and nursing education

References:


**Abstract Summary:**
In nursing education, academic atmosphere contributes as much as individual intelligence and performance. This groundbreaking research quantified nursing students' educational environment evaluations versus faculty perceptions. Analyses revealed significant disparities in stereotypical millennial learners and intergenerational gaps. This study is foundational to attracting and retaining nurses in education and the workforce.

**Learning Activity:**

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tbody>
<tr>
<td>The learner will be able to integrate previously held perceptions of millennial learners and different generational groups to create new paradigms of thought regarding these group differences.</td>
<td>The stereotypical perceptions of current and upcoming generations of nursing students and faculty characteristics are compared, contrasted, and discussed to promote more informed perceptions.</td>
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<td>The learner will be able to propose future trajectories of study in different populations of nursing students and faculty.</td>
<td>Limitless possibilities for future investigation to analyze academic atmospheres in schools of nursing are conveyed with clarity.</td>
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<td>The learner will be able to debate the appropriateness of instrument selection and statistical analyses.</td>
<td>The significance and psychometrics of the selected instrument and statistical results are thoroughly discussed.</td>
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<td>The learner will be able to fully critique the methodology and results from this investigation.</td>
<td>Methods of investigation, adherence to rigor and precision, and results are depicted to present a comprehensive overview.</td>
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<td>The learner will be able to translate this research to workforce and other nursing populations.</td>
<td>External generalizability to related populations in the workforce and academics is contemplated.</td>
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**Abstract Text:**

**Purpose:** The purpose of this study was to ameliorate a large gap in the body of knowledge by quantifying perceived intergenerational differences between nursing students and faculty in comparative analysis of their measured perceptions of the academic nursing environment and related subscale constructs. The current global nursing shortage is due in large part to the lack of faculty available to teach nursing students (Flinkman, Isopahkala-Bouret, & Salanterä, 2013; Twigg & McCullough, 2014). Within schools of nursing (SON), the issue is further complicated by disparate expectations and perceptions between nursing faculty and students – often of extensively dissimilar generations. In this innovative study, we built on previous research (Rocklein, 2014; Payne, 2013; Payne & Glaspie, 2014) by capturing and quantifying - for the first known time - perceived faculty-student disconnects of the academic atmosphere within a large American doctoral-degree-granting school of nursing (SON). Despite exhaustive reviews of extant literature, we did not find evidence germane to divisions specifically between nursing faculty and students.
**Methods:** After obtaining institutional review board (IRB) approval, the Dundee Ready Educational Environment Measure (DREEM) - a psychometrically superb instrument (de Oliveira Filho, Vieira, & Schonhorst, 2005; Miles, Swift, & Leinster, 2012; O’Brien, Chan, & Cho, 2008; Rocklein, 2014; Roff, 2005; Zawawi & Elzubeir, 2012) - was administered to nursing faculty and student groups with subscale constructs measuring perceptions of learning, professors, the scholastic self, pedagogical atmosphere, and social elements. The DREEM instrument has been used worldwide in medical and clinical educational research to quantify effects of various compositional constructs of the educational environment such as curriculum, teaching, and student perceptions.

**Results:** Multivariate analyses found statistically significant differences ($p < .05; .01; .005; .0005$) between student and faculty perceptions and independence of observations within the instrument and all subscale analyses, with strong correlations ($r = .57 - .68$) within many participant responses and generational delineation. Though both groups rated the educational environment favorably, nursing faculty overall had more positive perceptions of the educational environment and their performance than students. Subscale analysis was most fruitful in determining the majority of group differences.

**Conclusion:** Distal implications from this study are ultimately improvement of nursing faculty knowledge of their effects on students and thereby enhanced communication, expectations, and retention. This rigorous investigation of the nursing educational environment specific to the dichotomy inherent between faculty and students is essential for understanding intergenerational differences and those effects in schools of nursing. By disseminating this study to an international audience, replication within more heterogeneous groups is possible, as is longitudinal investigation. As such, we recommend future research is directed to formally replicate this study with larger, divergent samples within diverse nursing programs to generate additional evidence and initiate changes based on reliable data and precise analyses. Additionally, this study is generalizable to the greater international nursing workforce, as intergenerational differences affect the entire profession.