

INTRODUCTION

- Shortages of nurses in academic settings (NIAs) was a major contributing factor to nursing programs that turned away more than 65,000 applications to baccalaureate and graduate program (1)
- Leaders in academic settings continue to report shortages of nurses in academic settings (NIAs) (1)
- Transitioning is further complicated by non-competitive salaries, curriculum development, increasing scholarship demands and university service requirements (2)
- Transitioning from an expert clinical nurse to a novice NIAs is a transition that many nurses are unwilling to partake in (2)
- Mentorship would be beneficial to support transition and may lead to increased retention (3)

AIM: My leadership team and I will implement a novice nurses in academia mentorship program to foster retention and belonging in the Prelicensure Department at Augusta University College of Nursing by Spring 2027

METHODS

Part 1: Brainstorm Literature

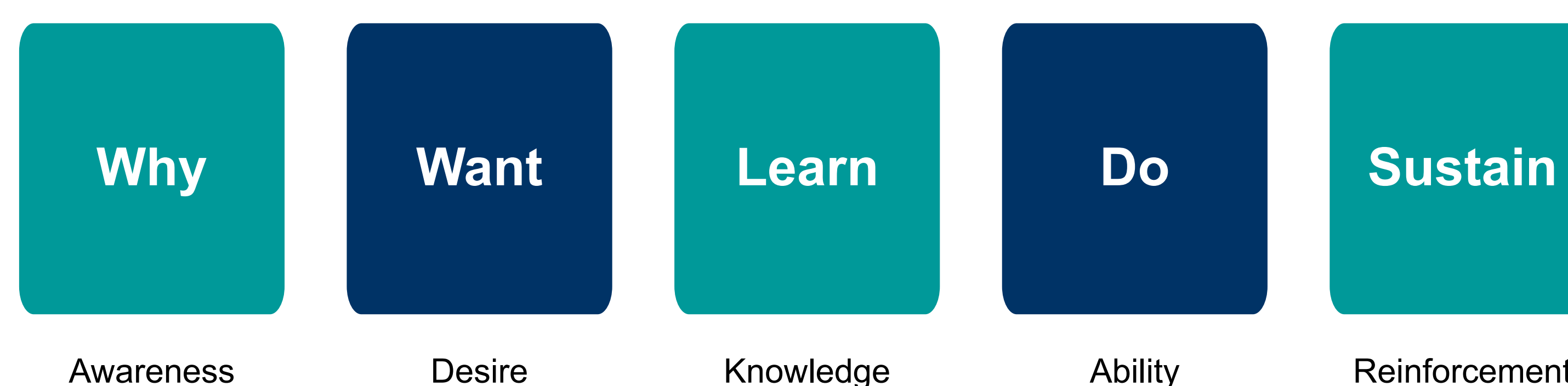
- Literature search using Cumulative Index to Nursing and Allied Health Literature (CINAHL)
- Keywords: New, Nurse, Faculty, Mentor, Retention, Belong (AND)
- N=900 Filters: 2018-2026, English=356 (OR) N=259 Filters: 2018-2026, English=90
- Inclusion criteria: English language, peer reviewed, nursing research, date of publication, and full
- Studies were examined to determine the relevance related to the purpose of the project, N=21

Part 2: Change Management and Relational Tactics

- Prosci ADKAR (Awareness, Desire, Knowledge, Ability, Reinforcement)(3)
- Identify key stake holders
- Conduct 1:1 meetings with leaders within the University, College, Department, and Program levels
- Develop leadership team
- Apply ADKAR to Novice Nurse Faculty Mentorship
- Develop an evaluation rubric aligned with faculty reviews
- Implement during annual check-ins: rate each domain, note evidence, and set next-step goals with mentor

RESULTS

KEY COMPONENTS



ADKAR Applied to Novice Nurse Faculty Mentorship

Awareness → Desire → Knowledge → Ability → Reinforcement

Supporting successful transition of novice nurse faculty into academia

ADKAR Summary Table (Mentorship)

Stage	Mentorship Application
Awareness	Understand academic expectations and the purpose of mentorship ⁽³⁾
Desire	Increase engagement and confidence through supportive relationships ⁽⁴⁾
Knowledge	Learn teaching, curriculum, evaluation, and scholarship fundamentals
Ability	Apply skills with guided practice, feedback, and real course responsibilities
Reinforcement	Sustain growth via recognition, outcomes tracking, and ongoing support

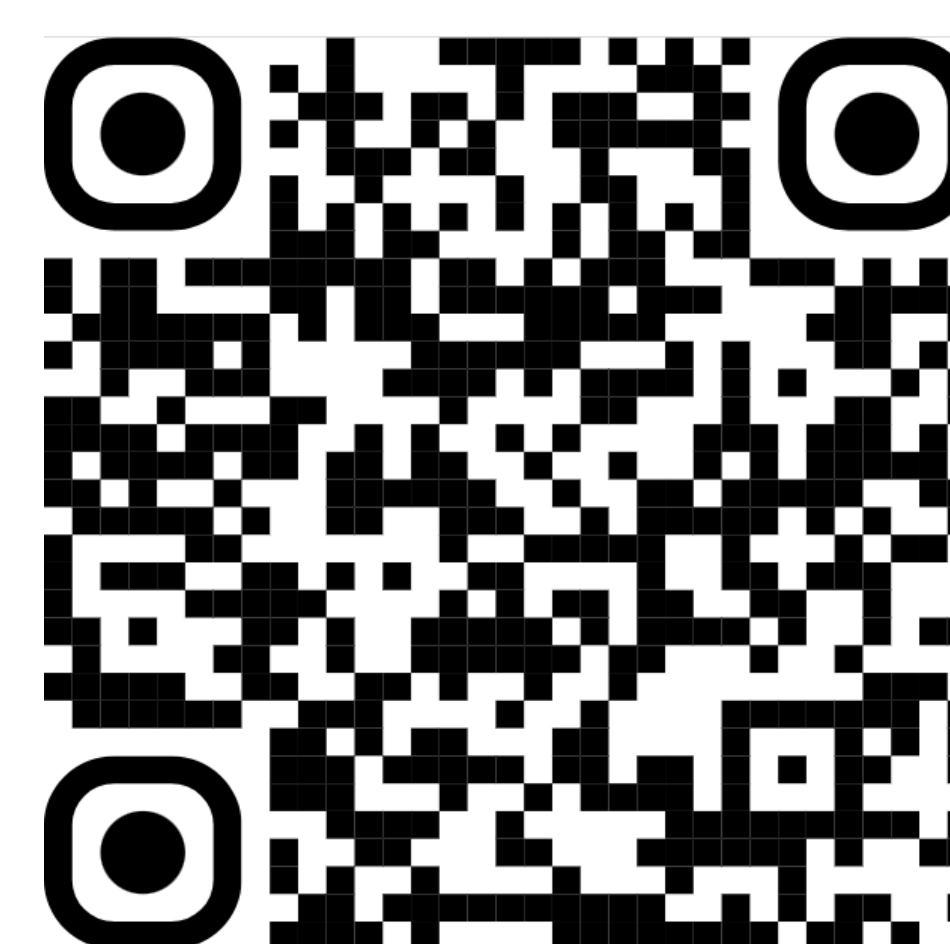
ACKNOWLEDGEMENTS &

American Association of Colleges of Nursing(AACN) Brigit M. Carter, PhD, RN, FADLN, FAAN

Christine A. Downing, MA

Beth NeSmith, PhD, MSN, RN, FNAP -Dean AUCON

ACE Leadership Faculty and Mentors



CONCLUSIONS

ADKAR Breakdown (Mentorship Program)

- **Awareness:** Clarify academic role expectations (teaching, scholarship, service)
- **Desire:** Build motivation through belonging, support, and reduced role strain
- **Knowledge:** Provide training on teaching strategies, evaluation, and scholarship pathways
- **Ability:** Coaching, co-teaching, observation, and feedback to apply skills
- **Reinforcement:** Recognition, check-ins, and alignment with annual review goals

IMPLICATIONS

ADKAR Evaluation Rubric (Aligned with Faculty Review)

ADKAR Stage	Developing (Needs Improvement)	Progressing (Meets Expectations)	Exemplary (Exceeds Expectations)
Awareness (Role Clarity)	Limited understanding of faculty role expectations (teaching, scholarship, service)	Demonstrates general understanding of faculty responsibilities	Clearly articulates expectations and aligns performance with institutional goals
Desire (Engagement)	Low engagement in mentorship activities; limited initiative	Participates in mentorship and demonstrates growing commitment	Actively engages, seeks mentorship, and demonstrates strong professional commitment
Knowledge (Competence)	Limited knowledge of teaching strategies and scholarship expectations	Demonstrates foundational knowledge in teaching and scholarly activities	Demonstrates advanced knowledge and integration of teaching, scholarship, and service roles
Ability (Performance)	Difficulty applying teaching and academic skills independently	Applies teaching and role functions with guidance and feedback	Independently demonstrates effective teaching, course development, and early scholarly productivity
Reinforcement (Sustained Growth)	Limited follow-through; inconsistent progress	Demonstrates consistent progress and responds to feedback	Sustains growth; demonstrates continuous improvement and contributes to program outcomes

Use for annual review check-ins; rate each domain, note evidence, and set next-step goals with the mentor.

ADKAR Model: Novice Nurse Faculty Mentorship Fostering Retention and Belonging

Montana Robertson, PhD, RN

College of Nursing, Augusta University, Augusta, Georgia

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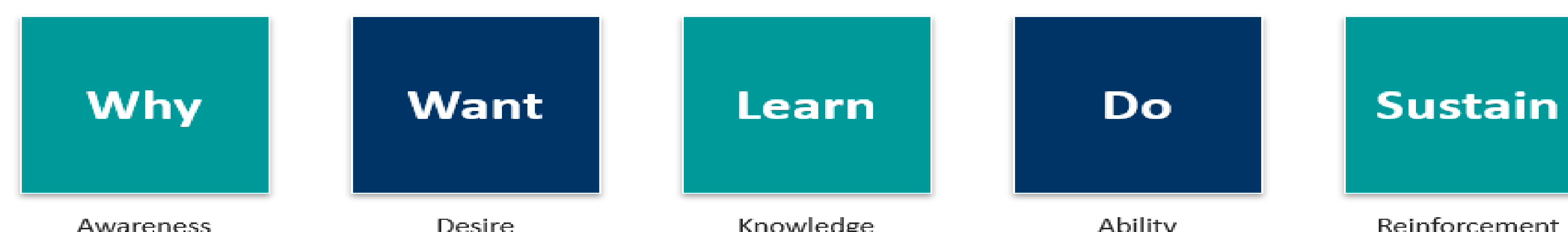
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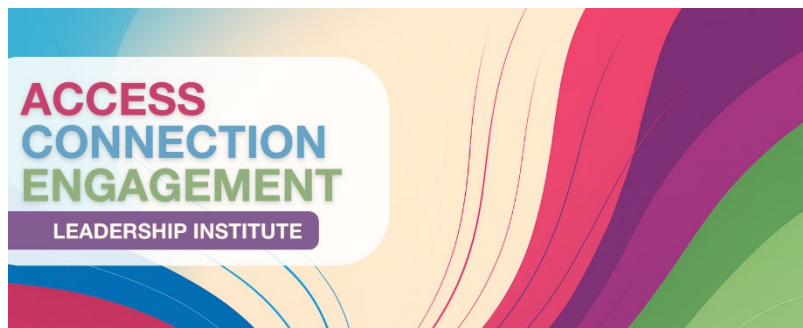
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REFERENCES



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Novice Nurse Faculty Mentorship Program

Montana Robertson, PhD, RN

Biography

Dr. Montana Robertson, PhD, RN, is an Assistant Professor and BSN Program Co-Director at Augusta University College of Nursing. She brings extensive experience in nursing education, academic leadership, and pediatric critical care, with a strong commitment to preparing prelicensure nursing students for safe, high-quality practice.

Dr. Robertson began her academic career as a nursing instructor at Chattahoochee Valley Community College and joined Augusta University in 2017, where she has served in progressive faculty and leadership roles. In her current position, she serves as course coordinator for maternal-child nursing and introduction to nursing research and provides clinical coordination for pediatric and maternal health experiences.

Her clinical background includes many years of pediatric intensive care nursing and leadership in the care of critically ill children and their families, which continues to inform her teaching and mentorship of future nurses.

Dr. Robertson's scholarly work focuses on maternal and child health, particularly the impact of gestational diabetes and prepregnancy obesity on infants and childhood outcomes. She has presented her work at professional conferences and published in the *Journal of Perinatal and Neonatal Nursing*.

Dedicated to student success and academic excellence, Dr. Robertson contributes to curriculum development, simulation-based learning, and faculty governance. She is committed to fostering supportive learning environments and advancing nursing education through leadership, scholarship, and service.

Contact Information



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