Many nurses, who may be experts in clinical practice, transition into novice academic nurse educator roles. As they transition many find themselves unprepared for the role educationally and/or experientially, and feeling unable to competently fulfill the role requirements. This contributes to the attrition of novice nurse educators away from academia or institutions. Within the nursing discipline, nursing faculty has not clearly defined a best practice to facilitate this role transition.

In this integrative review, we present a synthesis of contemporary literature which calls attention to identified facilitators and barriers encountered during the transition of novice nurse educators from a clinical role to an educator role. A lack of a well organized and consistent mentoring did not foster a feeling of competency and diminishes the process of a positive transition to the teaching role.

**FACILITATORS**

**Structured Mentoring**

- Identified as an effective strategy in the transition to the educator role for the novice nurse educator.
- Mentoring relationship should be built on shared interests and continue past 12 months.
- Mentors should receive training to be an effective facilitator of the transition from practice to academia.

**Professional Development**

- Faculty development programs increase specialized knowledge and may fill in the gaps of educational or teaching needs.

**Socialization/Enculturation**

- Inclusion in faculty activities creates a feeling of connectedness, value, and acceptance.
- Effective socialization also allows the engagement in joint activities leading to problem solving as situations arise.
- Support
- Interspersonal support decreased role strain and feelings of incompetence. Institutional support of mentor programs is reported to increase the feeling of being valued.

**BARRIERS**

**Role Ambiguity/Role Strain**

- Role ambiguity was found to be a significant predictor of role strain. Unclear guidelines, expectations, and institutional policies of an educator role contribute to these attributes.

**Lack of Preparation**

- Without educational theory or pedagogy novice nurse educators may be inept at evidence based teaching strategies, practices, exam writing, and student evaluation

**Ineffective Mentor Relationship**

- A lack of a well organized and consistent mentoring did not foster a feeling of competency and diminishes the process of a positive transition to the teaching role.