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HB5024

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**CONNECTICUT  
GENERAL ASSEMBLY  
HOUSE**

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consent calendar are passed in concurrence with the  
Senate.

Mr. Clerk, if you'd kindly call Calendar 82.

THE CLERK:

On page 25, Calendar 82, House Bill Number 5024,  
AN ACT CONCERNING AN EDUCATION DOCTORAL DEGREE PROGRAM  
IN NURSING EDUCATION, favorable report by the  
Committee on Appropriations.

DEPUTY SPEAKER GODFREY:

Before I go to Representative Willis, could we  
have the middle aisle cleared please just so I can see  
Representative Willis?

Distinguished Chairman of the Higher Education  
Committee, Representative Roberta Willis.

REP. WILLIS (64th):

Thank you very much, Mr. Speaker.

Good afternoon.

DEPUTY SPEAKER GODFREY:

Good afternoon, madam.

REP. WILLIS (64th):

Always a pleasure to see you up there.

DEPUTY SPEAKER GODFREY:

Likewise.

REP. WILLIS (64th):

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Mr. Speaker, I move for the acceptance of the joint committee's favorable report and passage of the bill.

DEPUTY SPEAKER GODFREY:

Question is on passage. Will you remark, madam?

REP. WILLIS (64th):

Yes. Thank you very much, Mr. Speaker.

Connecticut is projected to have the second greatest decline in the supply of nurses nationally in the next 20 years. Addressing the nursing shortage in Connecticut has been of utmost concern to the members of the Higher Education and Employment Advancement Committee. And it has been an issue that we have been pursuing and trying to address over the many years that I've served on the committee.

Over these years we have made some progress. We have expanded nursing programs at the University of Connecticut, at the state university systems and at our community colleges, where we now have six -- five going on six programs. We have created scholarships to encourage students to enter nursing.

And even with all these efforts to meet the future demand for nurses with the expansion of programs at both two and four-year institutions, this

has been limited by the availability of qualified faculty. Faculty shortages across the United States and in Connecticut are limiting the capacity at a time when we need registered nurses to continue to grow.

Nursing schools have turned away applicants at a time when the baby boom population is aging and the need is continuing to increase. In fact, in 2007, 472 students were turned away in Connecticut who applied for a baccalaureate, admission to a baccalaureate degree program, but there was no room.

This bill would allow the Connecticut State University System to develop an educational doctoral degree program in nursing education. This program will create up to 80 new faculty members in the next 10 years. And these educators, in turn, will be able to prepare 2,000 new nurses by the year 2024.

The good news here is, and I'm sure everyone will welcome this, there is no fiscal impact on the state for this new program. The University has applied and received a \$3,000 -- \$300,000 federal grant for start-up curriculum and equipment. They are reallocating a nursing faculty member position that was funded but remains vacant. There are no state costs now or in the future. CSU has made a commitment

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to do this for several years moving forward without state funds.

I want to congratulate everyone at the state university system for this initiative. We certainly are proud of the fact that they have stepped forward and really have addressed this issue for all of us.

Mr. Speaker, the Clerk has an amendment, LCO 2945 and I move that the reading of the amendment be waived and I be allowed to summarize.

DEPUTY SPEAKER GODFREY:

Clerk is in possession of LCO Number 2945 which will be designated House Amendment Schedule "A."

" Will the Clerk please call the amendment? "

THE CLERK:

LCO 2945, House "A," offered by Representative Willis.

DEPUTY SPEAKER GODFREY:

The gentlewoman has asked to leave the Chamber to summarize. Is there objection? Hearing none, Representative Willis.

REP. WILLIS (64th):

Thank you very much, Mr. Speaker.

This summary will take longer than reading the summary, but the reading of the amendment, this

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amendment changes the effective date of up to -- from October, 2010, to upon passage.

We're doing this because the first cohort needs to begin in September of 2011 at Southern Connecticut and Western Universities and we have to get the board of governors of higher education to approve it this year.

Thank you very much, Mr. Speaker. I move adoption.

DEPUTY SPEAKER GODFREY:

Question is on adoption of House Amendment Schedule A.

Will you remark on House Amendment Schedule A? If not, let me try your minds. All those in favor signify by saying, aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER GODFREY:

Opposed, nay.

The ayes have it. The amendment is adopted.

Will you remark on the bill as amended?

The gentlewoman from Bolton, Representative Sawyer.

REP. SAWYER (55th):

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Mr. Speaker, good afternoon.

DEPUTY SPEAKER GODFREY:

Good afternoon, madam.

REP. SAWYER (55th):

Mr. Speaker, as ranking member of Higher Education, I would like to lend my endorsement to this particular proposal. The EED program that they are proposing between two of the CSU colleges would be the only one of its kind in Connecticut and be one of the very few across the nation.

What you'd expect is it would combine research, content knowledge and practical expertise but what it would also expand and offer that the PhD programs don't would be curriculum development and an evaluation with specific applications to nursing education as well.

And of course, one of the best parts I think is it would also offer an academic leadership program that is part and parcel of something that they're already doing.

I would gently disagree with the chairwoman of the committee in -- where she said that there was no cost to State. There's no new cost to the State. What they will be doing is reallocating some of the

costs for other programs and moving that over into this as well as the \$300,000 that they have received federally, so there are no new costs.

It will be what we would call a non-traditional course delivery with formats such as the online delivery; summer and weekend intensive courses. And the value of that certainly is with our nursing population who are interested in going forward to getting their EED. Many of them are working professionals.

One of the things we know that this is going to be a three-year program. And one of the hardest things that we have found in looking at trying to get teachers of nurses is that when the nurses go into these programs, the average, the mean, that they are in these programs have been found to be 8.3 years. So it takes a long time for them to get through. This, I believe will be a very -- beneficial to have this particular type of program with this new type of format.

According to Connecticut, the data indicates that 15 percent of all faculty at all levels of preparation for the teaching of nursing are expected to retire within the next three to five years, leaving us with

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an incredible shortage.

The chairwoman was very explicit and did a wonderful job in explaining the need for these professors, especially trained professors, for the nursing profession and those of us that are getting older feel it's very important that we have some high quality and a multitude of new nurses coming into the state and staying in the state.

And that's another factor. This particular program, I believe, will encourage those that are interested in the teaching of nursing to stay within the state, take this program and teach within our walls.

Many of you may remember that bill that we passed yesterday in working on the mitigation and in that, that particular deficit mitigation bill, it restored the LPN program. In doing that, certainly we're looking at the number of retirees across the program -- that program will be back up and running -- we will be needing more and more teachers of the nurses that will be coming out of that program.

So I thank the Chamber for their indulgence and I thoroughly support this bill.

Thank you, Mr. Speaker.

DEPUTY SPEAKER GODFREY:

Thank you, Representative Sawyer.

The gentlewoman from Seymour, Representative  
Conroy.

REP. CONROY (105th):

Thank you, Mr. Speaker.

I, too, would like to stand in strong support of  
this bill. As a nurse and a nurse manager I had the  
opportunity of working with nurses and nursing  
educators. It is a crisis that we're facing. Within  
the next ten years we may be losing 75 percent of our  
nursing educators.

This is an important bill to make sure that we  
are going to have the healthcare providers that will  
be taking care of all of us and all of our residents.  
Going on for your doctorate in nursing is not an easy  
task, and in fact, most doctorates in nursing make  
less than the average staff nurse. This will give an  
added incentive to have those educators that really  
want to stay in the profession go on to get their  
doctorate and to help out our state by providing  
enough nurses.

Thank you, Mr. Speaker.

DEPUTY SPEAKER GODFREY:

Thank you, madam.

Gentlewoman from the center of the universe,  
Representative Giegler.

REP. GIEGLER (138th):

Thank you, Mr. Chair.

I rise in support of the legislation before us. The city of Danbury is fortunate to have Western Connecticut State University in our midst. And this legislation would eliminate the shortage of nursing faculty in the state and address an important workforce need within the city of Danbury and offer, not only our students, but also our hospital, it will benefit those there as well. And I urge your adoption.

DEPUTY SPEAKER GODFREY:

Thank you, madam.

The distinguished Deputy Majority Leader,  
Representative Sayers.

REP. SAYERS (60th):

Thank you, Mr. Speaker.

I rise in support of this bill. Back in 2005, the Connecticut League of Nursing did -- published a report with an extensive research on the nursing shortage in Connecticut. And one of the things that

they found was, having the biggest impact on that shortage, was the fact that we had -- we lacked an adequate number of nurse educators.

And one of the reasons why that happened is because sometimes when nurses decide to go into education to teach nursing, it is a second part of their career. When they first graduate from school they frequently go into areas of high stress like the emergency room, intensive care units and operating rooms. And when they reach a certain age they decide that they want a less stressful job and frequently go look forward to -- go back into school and go into teaching nursing.

So frequently what happens is many of our nurse educators start teaching at an older age and reach retirement much quicker. So it really increased the possibility of a great shortage. This -- this will really alleviate that.

And the second part of this legislation that is so important is the fact that many people that have to continue working while they are going to school will be able to access this program with both the online, part-time, evening and weekend courses.

So I want to thank the Higher Education Committee

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for this very, very important piece of legislation.

Thank you.

DEPUTY SPEAKER GODFREY:

Thank you, madam.

Will you remark further on the bill as amended?

Remark further on the bill as amended?

If not, staff and guests please come to the well of the House. Members take their seats. The machine will be open.

THE CLERK:

The House of Representatives is voting by roll call. Members to the chamber. The House is taking a roll call vote. Members to the chamber, please.

DEPUTY SPEAKER GODFREY:

Have all the members voted? Have all the members voted? If so, the machine will be locked. The Clerk will take a tally. And the Clerk will announce the tally.

THE CLERK:

House Bill 5024, as amended by House "A."

Total Number voting	146
Necessary for adoption	74
Those voting Yea	146
Those voting Nay	0

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Those absent and not voting 5

DEPUTY SPEAKER GODFREY:

The bill as amended is passed.

The House will stand at ease.

(Chamber at ease.)

DEPUTY SPEAKER GODFREY:

The House will come back to order.

Mr. Clerk, kindly call Calendar 131.

THE CLERK:

On page 8, Calendar 131, Substitute for House  
Bill Number 5235, AN ACT REQUIRING THE PROVIDING OF  
CERTAIN INFORMATION UPON CERTAIN DENIALS OF HEALTH  
INSURANCE COVERAGE, favorable report by the Committee  
on Insurance.

DEPUTY SPEAKER GODFREY:

Distinguished Chairman of the Insurance and Real  
Estate Committee, Representative Fontana.

REP. FONTANA (87th):

Thank you, Mr. Speaker.

Mr. Speaker, I move for acceptance of the joint  
committee's favorable report and passage of the bill.

DEPUTY SPEAKER GODFREY:

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Calendar 401, Senate Bill Number 399, Mr. President, move to refer this item to the Committee on Labor and Public Employees.

THE CHAIR:

Without objection, so ordered.

SENATOR LOONEY:

Thank you, Mr. President.

Calendar 402, PR; Calendar 413, House Bill Number 5024, Mr. President, move to place this item on the consent calendar.

THE CHAIR:

Seeing no objection, so ordered.

SENATOR LOONEY:

Thank you, Mr. President.

Calendar 414, House Bill Number 5401, move to place this item on the consent calendar.

THE CHAIR:

Seeing no objection, so ordered.

SENATOR LOONEY:

Thank you, Mr. President.

Calendar 415, House Bill Number 5131, Mr. President, move to refer this item to the Education Committee.

THE CHAIR:

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Bill 5265; Calendar 313, substitute for House Bill 5002.

Calendar page 20, Calendar 314, House Bill 5201.

Calendar page 24, Calendar 340, substitute for Senate Bill 175.

Calendar page 25, Calendar 346, substitute for Senate Bill 151; Calendar 350, Senate Bill 333; Calendar 371, substitute for House Bill 5014.

Calendar page 26, Calendar 375, House Bill 5320.

Calendar page 27, Calendar 379, substitute for House Bill 5278; Calendar 380, substitute for House Bill 5452; Calendar 381, substitute for House Bill 5006; Calendar 382, House Bill 5157.

Calendar page 28, Calendar 384, substitute for House Bill 5204.

Calendar page 29, Calendar 395, substitute for Senate Bill 127; Calendar 396, Senate Bill 147.

Calendar page 30, Calendar 413, House Bill 5024; Calendar 414, substitute for House Bill 5401.

Calendar page 31, Calendar 419, substitute for House Bill 5303.

Calendar 32 -- page 32, Calendar Number 421, substitute for House Bill 5388; and on calendar page 34, Calendar 46, substitute for Senate Bill 68;

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Calendar 50, substitute for Senate Bill 17.

Calendar page 35, Calendar 64, substitute for  
Senate Bill 187.

Calendar page 37, Calendar 109, substitute for  
Senate Bill 189.

Calendar page 39, Calendar Number 148, substitute  
for Senate Bill 226.

Calendar page 40, Calendar 182, substitute for  
Senate Bill 218.

Calendar page 41, Calendar 188, substitute for  
Senate Bill 200.

Mr. President, that completes those items placed  
on the consent calendar.

THE CHAIR:

All right. If the Clerk has made an announcement  
that a roll call vote is in progress in the Senate on  
the first consent calendar, the machine will be open.  
Senators may cast their vote.

THE CLERK:

The Senate is now voting by roll call on the  
consent calendar. Will all Senators please return to  
the chamber. The Senate is now voting by roll call on  
the consent calendar. Will all Senators please return  
to the chamber.

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THE CHAIR:

Would all Senators please check the roll call board to make certain that your vote is properly recorded. If all Senators have voted and if all votes are properly recorded, the machine will be locked, and the Clerk may take a tally.

THE CLERK:

Motion is on adoption of Consent Calendar Number 1.

Total Number Voting	35
Those voting Yea	35
Those voting Nay	0
Those absent and not voting	1

THE CHAIR:

Consent Calendar Number 1 is passed.

Are there any announcements or points of personal privilege? Are there any announcements or points of personal privilege?

Senator LeBeau.

SENATOR LEBEAU:

Thank you, Mr. President, for a -- for an announcement.

THE CHAIR:

Please proceed.

**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**HIGHER EDUCATION  
AND  
EMPLOYMENT ADVANCEMENT**

**PART 1  
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10:30 A.M.

to speak, and I'll speak very briefly here today.

For the record, I am Elizabeth Ritter. I'm the State Representative for the 38th District and I'm here to speak in favor of House Bill 5024, AN ACT CONCERNING AN EDUCATIONAL DOCTORAL DEGREE PROGRAM IN NURSING EDUCATION. I've given you my written testimony, and I won't bore you by reading it again, but I really wanted to emphasize two points.

First, my thanks to the Committee for raising this bill. I understand that there are perhaps some difficulties along the way as you continue your negotiations and discussions, but I really do want to thank you. And that leads me to my second point which are -- which is some additional information regarding the situation in the State of Connecticut and registered nurses.

The bill gives the State an opportunity of course, to increase through its education system our abilities to education at higher education levels, more registered nurses for the State of Connecticut, and it does this by providing more people to teach them.

It's been very frustrating over the years as we've talked, particularly in my Committee, the Committee on Public Health, about things that we can do to help the State deal with its shortages in the nursing professions, particularly registered nurses. And every time we come back to the obstacle that we simply don't have enough people properly equipped and educated to teach them. This bill would provide a remedy for that.

At this particular moment in Connecticut the

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shortages in nurses -- nursing that we've had for years and decades really, is perhaps slightly alleviated by the economy, but there is no indication that that's going to be permanent and actually that advocates for us taking this action at this time, because I believe we have an opportunity that we can seize to prepare us for the future.

And, to that point, I'd like to just quickly give you four statistics about what that future might look like and how it might impact our need for nurses.

The first is, two items come from the Connecticut Hospital Association and their predictions is that by the year 2020 Connecticut will be the second worst State in terms of facing a shortage of registered nurses. And they go on to point out that other population estimates -- estimates inform us that most likely by the year 2030, the number or portion of our population over the age of 85 could very well increase by a factor of nearly five.

And it's no surprise to all of us that as we approach, in my case, I might take this personally as we age, we probably have a need for a higher utilization of health care professionals, most particularly registered nurses.

At the same time the Department of Labor lets us know that employment of registered nurses is expected to increase by approximately 17 percent by the year 2016.

And the final piece that really is of importance to all of us who are interested in strengthening the ability of the State to

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generate jobs that are well-paying jobs, that can help our families support themselves and continue to educate themselves and their children, is that the current average salary, current average salary, according to the Department of Labor in the Hartford region for registered nurses is a little over \$73,000. These are well-paid jobs, these are jobs that can help us as a State, strengthen not just our health care structure, but also employment opportunities for health, safety and welfare for our families.

So, I'll encourage you to continue the work that I know you'll need to do to allow this bill to move forward.

Thank you very much.

SENATOR HANDLEY: Thank you.

Are there questions from the Committee?

I would point out I don't think Representative Ritter did, that she is Cochair of the Public Health Committee, so she has a particular expertise in -- in this -- this area. Thank you very much.

Our next speaker is David Carter, the Chancellor of the State University System, and you've got four presidents with you. Do you want to make a panel or is each one going to come separately?

DAVID CARTER: (Inaudible.)

SENATOR HANDLEY: Fine, please do. Excuse me, Chancellor. Thank you.

DAVID CARTER: First, I'd like to express my

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appreciation to Senator Handley, Representative Willis and other members of -- of the Committee. I'm indeed honored to be here and extremely appreciative that you have raised House Bill Number 5024 as well as 5026.

If you would permit me, I would comment on 5026 because it's very brief, and then I could come back and deal with the 5024, if that's acceptable.

5026 is -- is really a technical change that we seek in 2020. If you recall several years ago the General Assembly and Governor signed off on CSUS 2020 an infrastructure bill and scheduled for Fiscal Year '10 was, or is, \$5 million for the acquisition of land. We believe it would be more appropriate to have that money used to improve, upgrade the telecommunications system within our -- our system, and for that reason we're asking that no land be purchased with that money, but rather it be moved to telecommunications.

That would enable us to install at each university, or at least begin the installation, of a voiceover IP system which is, in essence, the ability to run our own phone system. It would result in an annual savings of \$284,000 a year, and that would be ongoing. In addition, it would enable us to redeploy some personnel instead of hiring personnel, because individuals in telecommunication can be taught to do certain things in IT, and so it helps us in terms of efficiency, but it also helps us in terms of moving to the next level which we want to move to which is telepresence where we're able to do more distance learning and the like. And so we would hope that you would be supportive of that.

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DAVID CARTER: Okay. Thank you very, very, much.

With respect to the EdD in nursing education, I'll just make a few points and then ask President Norton and then President Schmotter to make comments.

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Connecticut needs more nurses. This plan does not require new State funds. I commend the presidents and their staffs for their hard work and their decision to reallocate resources so that this need could be addressed. The proposed bill would clarify the authority of the Connecticut State University to offer masters and educational doctorates that are not just limited to preparing personnel for public schools in this State, but would permit the universities to have the authority to confer an EdD degree in nursing education.

The plan that has been developed is collaborative. Again, maximizing the resources of two institutions to meet not just the State need, but a national need.

Next point. The initiative has already received broad support, and you may hear from several of them today. I want to call your attention to the written testimony from Marna Borgstrom, the President and CEO of Yale-New Haven Hospital, as well as letters of support from the community colleges, nursing organizations and hospitals in our State who believe this is a meritorious and much needed approach.

I have also attached the letters of support to my testimony. They include Naugatuck Valley Community College, Northwestern Community

College, Gateway Community College, Connecticut Nurses Association, The Connecticut and National League -- Leagues of Nursing, Hartford Hospital, Saint Raphael's Hospital, Griffin Hospital, Danbury Hospital and the chair of the Connecticut Allied Help Workforce Policy Board. I mention those just to say this is not something we're concerned about, but this is something that I know many of you are concerned about as well.

And we look forward to the opportunity to move forward with your support and then go through the process that's necessary of the Department of Higher Education.

Now, we'll turn it over to president -- go ahead.

SENATOR HANDLEY: Thank you very much for being here.

JAMES SCHMOTTER: Senator Handley, Representative Willis, members of the Committee, good morning. I'm Jim Schmotter, president of Western Connecticut State University, and I'm here to speak in support of House Bill 5024 which would, as the Chancellor has indicated, enable the Connecticut State University System to offer a doctorate in nursing education.

Others will speak in more detail about the need for this program and its structure. I want to make some observations about how planning for this program has evolved in our campus.

As Provost Linda Rinker, from whom you'll hear shortly will tell you, my initial response to any proposed new academic program is skepticism and a lot of questions. My 30

years in higher education have demonstrated to me that we're a lot better at starting things than we are at stopping things. So, I -- I go into these conversations very carefully. I did that with our doctoral program in instructional leadership which has turned out to be a great success, and I did it with this endeavor as well.

Having said that and having been involved at that level of scrutiny, I'm convinced this program is academically sound, realistically achievable, even in these challenging economic times, and a model of how CSUS institutions can collaborate to serve important workforce needs in our State.

Through collaboration, careful reallocation of resources on our campus and federal funding for its start-up, this program will be delivered efficiently and effectively.

The important continuing job that CSUS does of preparing BSN and MSN graduates to meet one of our most critical needs, will not be jeopardized. Indeed, the very purpose of this program is to address the faculty shortage that is the important element of this need.

The idea of nursing education also demonstrates how CSUS Universities can work together to serve our students and the State without the costs and inefficiencies of program duplication.

We, at Western, have realized the benefits of such collaboration in one track of our EdD instructional leadership program through a partnership with our colleagues at Central. This collaborative effort in nursing education will, I believe, be even more productive.

In short, I can assure this program has been carefully vetted and makes sense for CSUS, for our prospective students and most of all for the State.

Thank you.

SENATOR HANDLEY: Now, I think it's your turn.

CHERYL NORTON: Good morning. Senator Handley, Representative Willis and the members of the Higher Education and Employment Advancement Committee. Thank you for the opportunity to testify in support of House Bill 5024, AN ACT CONCERNING AN EDUCATIONAL DOCTORAL DEGREE PROGRAM IN NURSING EDUCATION, which would allow the Connecticut State University System to offer an EdD degree in nursing education.

For the record, I am Dr. Cheryl Norton, President of Southern Connecticut State University, and I strongly support this degree in nursing education that would be offered collaboratively by Southern Connecticut State University and Western Connecticut State University.

In recognition of the pressing need to prepare more nurses to assume faculty roles, this collaborative EdD is offered by two CSU campuses that have a successful track record of preparing nurses for entry level and advanced roles.

The program will build on CSU's longstanding tradition of excellence in preparing educators by combining content knowledge and expertise that is not available to learners completing a Ph.D. in nursing or a doctorate of nursing practice.

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This type of preparation is not only found at institutions such as Columbia University, Harvard University and George Washington University, but is endorsed by the National League for Nursing, commonly referred to as the NLN.

The NLN represents more than 30,000 nurse educators from all types of nursing education programs. In a recent letter of support signed by Dr. Elaine Tagliareni, NLL President and Dr. Beverly Malone, NLN CEO, they state, and I quote, The NLN recognizes the EdD as a discipline-based doctorate that prepares the student for academic, administrative, clinical or research positions in education. We fully acknowledge that the EdD is a terminal degree that is research based and demands the same level of academic rigor as other doctorates. This doctorate degree in nursing education focuses on Pedagogical inquiry and competencies relative to the specialized role of nurse educator and does not devalue clinical competency on an advanced practice level. It is for these reasons that the NLN clearly and firmly supports the installation of an EdD program to increase the number of nurse educators and to address the nursing shortage, unquote.

This is a degree that is needed in our state. This collaborative between Southern and Western will ensure that the strength of both of the institutions will be utilized to support student success in their pursuit of a doctorate of nursing education.

I urge you to give full support to this important initiative and sincerely appreciate your willingness to address Connecticut's

nursing workforce needs.

Thank you.

SENATOR HANDLEY: Thank you.

Are there questions from our Committee?

Okay. We'll start with Representative Lewis and then go down the -- down the panel.

REP. LEWIS: Good morning.

My question is, is the faculty there for this program?

CHERYL NORTON: Yes. We currently have a number of faculty that are prepared to work on the beginning stages of this program. It is already outlined in curriculum form, and is in the process of being passed through a variety of curriculum procedures.

We also will be reallocating several lines from vacancies that we have in associated areas to ensure that we have the proper level of training of faculty to ensure success of the program.

REP. LEWIS: Thank you. And, if approved, when would you be ready to start the program?

CHERYL NORTON: The first cohort would begin in the fall of 2011.

SENATOR HANDLEY: Representative Janowski?

REP. JANOWSKI: Thank you. Thank you also for being here.

My question relates to, well, the potential

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for duplication. I happened to be at an event over the weekend where a number of individuals from the UConn School of Nursing happened to be there at the same time, and I was informed that there is a doctorate program up at UConn, and they're having difficulty filling the -- the slots, I believe, and we do have a memo in front of us that includes a number of other private colleges around that have the same programs.

But I'm concerned about the 25 vacancy spots up at UConn, and my question to you would be if UConn is having difficulties filling these slots, what success rate do you see if we open up a new program at your schools?

CESARINA THOMPSON: Good morning. I'm Dr. Cesarina Thompson from Southern Connecticut State University. I'd like to address your question.

There are different types of doctoral programs in nursing education as I'm sure you're well aware. Our program specifically seeks to prepare nurses for faculty roles primarily in the academic setting. A program such as the doctor of nursing practice are really advanced practice degrees. That is the way that that degree was initially conceived. The next level of nurse practitioner education if you will, which is now at a master's level.

So the DNP was specifically developed for practice, not necessarily for faculty roles, similar to the Ph.D., which is really a research-intensive degree that prepares people to do clinical research to advance the science of clinical practice.

So our degree is really more specific to

training people to teach.

REP. JANOWSKI: So you're saying your training educators to educate?

CESARINA THOMPSON: Correct.

REP. JANOWSKI: Basically.

And that's not happening up at UConn with their doctoral degree program?

CESARINA THOMPSON: Well, I can't speak for their curricula. I could just tell you from a professional experience and knowledge, those are the intent of the DNP, the Ph.D., and the EdD, in terms of what the different organizations have put out there in their position statement.

REP. JANOWSKI: Has any contact been made with the program up at UConn to make sure that there is no duplication and, perhaps, even to work cooperatively with what currently exists?

DAVID CARTER: More than a year ago --

REP. JANOWSKI: Just a general question.

DAVID CARTER: More than a year ago the former Chairman of the Connecticut State University System and the then Chairman of the University of Connecticut, President Hogan, and we met together at the Hartford Club and we talked about this particular program.

Since the current chair, who is now -- well, the current chair at University of Connecticut, we've since had another meeting, and as best I can say it, some of us left with one understanding, others with another.

But the bottom line is, I think you hit the nail on the head where individuals confuse a Ph.D., a DNP, with an EdD. And while we've clearly indicated through correspondence from the senior vice chair to -- to the Provost at the University of Connecticut and their Provost has indicated as well, a willingness to be cooperative where -- where possible.

I understand the difference having obtained a Ph.D., having been at research one institutions and been a major advisor for a number of students, but also been at an institution where an EdD was awarded as well. And the point that Dr. Thompson made is a critical point. It's -- how do I say this -- when -- when I worked with individuals who were in Ph.D. programs, the whole thrust was the mastery of content and to be able to do research regarding that content. It was not to be a teacher. I don't know very many individuals -- I don't know any individual, I can't think of anyone, who's gone through a Ph.D. program that had a component that prepared them to teach.

The beauty of this particular program, it takes individuals who have experience, extensive experience, and that's the whole focus, is to become a faculty member with the ability to impart that which you've learned so that that individual can become a faculty member and impart what they've learned.

REP. JANOWSKI: So I interpret that to mean it's different and it's not a duplication of what we're already doing?

DAVID CARTER: You're correct.

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REP. JANOWSKI: Okay.

DAVID CARTER: They're totally different.

REP. JANOWSKI: That's all I needed to know. Thank you.

SENATOR HANDLEY: Representative Candelaria, you're all set?

Representative Sawyer?

REP. SAWYER: Thank you.

What would be the different in cost between obtaining an EdD from your university to getting a Ph.D. from UConn? They're two different types of programs and difference in cost also.

DAVID CARTER: You know, that -- that's -- I'll just give my perspective, the presidents can give theirs.

Having advised students, I must tell you it frequently depends on the student in terms of faculty time, because I've had students take six, seven years to finish and you're working over and over with dissertations.

I think my own view of this particular program because of the level of expertise that these individuals will have who are in the program -- and Dr. Thompson or President Norton or Schmotter may want to talk or Provost Rinker -- that it's going to be cost-effective. I can't give you a dollar and cent because it really -- there are a lot of variables involved in terms of time.

REP. SAWYER: All right.

DAVID CARTER: The good news is the institutions have been able to obtain federal dollars for equipment that would have had to be purchased and the like, so they have start-up money and have -- are pursuing additional dollars for that, and so that there's no cost to the State, that's additional cost to the State.

REP. SAWYER: If a student were going to go straight through the program, they were going to be full-time student to do their EdD, do you see this as a three-year program, essentially, full-time? Thank you.

And, then which -- which university will the students actually be attending? Because I'm guessing this is a joint program between the two universities, collaborative?

DAVID CARTER: Yes, it's a big difference between

--

REP. SAWYER: Which campus do they go to?

LINDA RINKER: Good morning. My name is Linda Rinker and I'm Provost at Western Connecticut State University.

SENATOR HANDLEY: Welcome.

LINDA RINKER: Thank you.

The students would be admitted to both universities into a collaborative program, and the collaborative program would put them into a cohort group of approximately 25 students, and we would admit those students every other year.

So they would move in through the respective

universities and move into a cohort group, and we would share our students together much like the other collaborative programs that we currently deliver on both of our campuses with each other.

REP. SAWYER: So when you're the freshman class, would be at your university; the next year it would be at their university?

LINDA RINKER: It would be a program of study that would be designed that a program coordinator would choose the course work and outline it so that the students coming in could see what they would be studying for the whole two full years prior to going into dissertation.

So it would be very collaborative and the students would clearly know if they're having their courses online or on ground.

REP. SAWYER: Very good. Thank you.

And then they would know from the very beginning which university they would be obtaining the actual degree from?

LINDA RINKER: That would be correct.

REP. SAWYER: Dr. Carter, I have a tough question for you. I see the money here and I see that the 300,000, and I see it set up for --

DAVID CARTER: I'm sorry.

REP. SAWYER: The dollars are here for -- for -- presently for it to begin in 2011. What happens in 2012?

DAVID CARTER: 2012, as the presidents indicated, they're reallocating and making choices

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because they're -- this is an important program and is a priority for them and for the system as a whole.

REP. SAWYER: Thank you.

SENATOR HANDLEY: Representative Candelaria?

REP. CANDELARIA: Thank you, Madam Chair.

This question is for whoever can answer it.  
Dr. Carter, how are you today?

Not too long ago the board of trustees increased tuition fees at the CSU's. Mainly I believe that was to cover, you know, expenses, you've been incurring.

As we see our State and we look at our budget, we're going to see additional cuts, I think, we can't continue running the State the way we are currently.

And here's my concern -- I think this is an excellent program, the nursing program will be an excellent program because we do have a shortage, and I think we all can acknowledge that.

But my concern is if we continue in the current economic situation that we're in, we establish a new program which, I don't know how we're going to have the fiscal impact with the creation of a new program. We're talking about faculties. We're talking about curriculum development and other stuff. What would happen or what do you foresee will happen a year from now, we continue the current financial situation we're in, we're cutting, what would you -- how would you resolve in, you know, continuing the program

if it gets established, would you refer going back to increasing tuitions again?

DAVID CARTER: The one thing I can say to you is that the presidents of each university has -- and yours truly at the system office -- we're presently looking at various scenarios because we believe that there may be some budget adjustments, not just for -- that would impact on a program that's being proposed, but on the institutions as a whole.

But I think what the presidents have said, and they can speak for themselves, that with that in mind they're still committed to the EdD in nursing education, realizing that tough choices are going to have to be made, and just as, if you recall, we management cut 10 percent from all of management, system office a little over a 11 percent. And more than likely we'll be looking at that again, but we're going to have to look at everything. And so I think your question is right on the mark and goes beyond the EdD in nursing education.

But I believe our commitment to this, and presidents please correct me if I'm wrong, is such that regardless of that, this program is important because the need in Connecticut is such that if we don't address this, having had a number of illnesses in my life, I can tell you, we're going to have a large number of nurses retiring, and if you don't have faculty, you can't have nurses and that's the problem we're facing now.

The presidents may want to comment.

CHERYL NORTON: This is an initiative we cannot afford not to do because of the long-term

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consequences for the health of the State and for each of us sitting here, frankly.

The reality is we have faculty positions that we're holding vacant for the purpose of placing them into this environment, so that we can provide the resources needed to support those educational programs that we know are central to the state of Connecticut and its welfare, and this is one of them.

What does that mean for us? It means we may not have a faculty member in another department because we have put those resources into this program. But the reality is, it is going to allow us to increase, ultimately, the number of students coming through the pipeline.

We have already worked through a variety of initiatives from accelerated nursing programs bringing people from an RN to a BSN, trying to encourage people to start at the community college, finish at the four-year institution. And what continues to hold us back from increasing the number of students in our pipeline, is the number of faculty that we have prepared to teach. And so, this is an initiative to take care of that particular need.

**JAMES SCHMOTTER:** Representative Candelaria, let me kind of respond to your question in a more operational way.

I mean, we're engaged right now in looking at the future as we go forward and in a financial environment that we know is very difficult. And I don't think any of us assume that the world is going to be the same in 2011, 2012, 2013 as it is now. I don't think any of us

assume that we can solve this problem by increasing tuition either, because the market doesn't bear that.

So what we're doing is really, we're looking at everything in the context of the strategic vision we have for the university in which professional education and the long history and confidence in nursing is a very important part of that strategy.

So, for us, it's a question of making some hard decisions about what we do and what we stop doing. I don't think we'd be serving the State of Connecticut well if we went into an exclusively a cost-cutting mode and stopped doing the important work that we do. This is a need that is really pressing. It's something we should be doing, and we will find the way to do this.

It might not play so well in other departments or other areas of our campus, but we have to follow what is our strength and what is our strategic vision. So, operationally, that's how we're handling it.

SENATOR HANDLEY: Representative -- oh, sorry. Are you -- okay.

Representative Alberts?

REP. ALBERTS: Thank you, Madam Chair. And thank you Chancellor Carter and thank you folks for your testimony today.

Chancellor Carter, I just have to observe that though your hearing may be a little strained, your mind seems to be just as nimble as ever over the many years that we've known each other.

It strikes me that this program, it has a lot of benefits and certainly seems to me, personally, to be very worthy of our support. But it's also a program that may have particular attraction for folks from other states, out-of-state residents who might want to pursue this course.

Knowing that, are you envisioning that we would have any type of quotas potentially to help ensure that the majority of the positions might be allocated for in-state folks who may be more likely to remain within the state or what are your thoughts on that?

Thank you.

LINDA RINKER: Good morning.

We actually will treat this program as we treat all of our programs. We really address the need for Connecticut, and this is the focus for this particular program, and so we will look and prioritize the applicant pool seriously so that we address that current need for Connecticut citizens.

REP. ALBERTS: Okay. So, I think I heard, maybe, but we're not going to put numbers to it right now?

CHERYL NORTON: I think, perhaps, some of that will be answered as we read further in our testimony, but we are envisioning admitting an initial cohort of about 25 students. And it would be a program that would be delivered primarily online so that it accommodates the needs of working professionals from across the state.

REP. ALBERTS: Thank you very much.

SENATOR HANDLEY: Representative Dillon and then Representative McCrory -- oh, oh, okay.

Representative Dillon.

REP. DILLON: I'll just be brief. I was really just responding to Representative Alberts. I think -- I know people who live in New York who work at Sharon Hospital and so, I'm trying to follow the arguments here. One is that there isn't enough demand, and the other is that we need to keep people out, so I don't know where the conversation is going to go, but -- but I know personally people who live across the border who work at Danbury Hospital too, actually.

If you can live in Brewster, you can work, you know, so that. If we're going to talk about what the potential market is or who we're going to serve, a lot of them are working in our own hospitals even if they aren't Connecticut residents.

I don't know how the income tax issue works out on that if they earn it here, I think they pay us. But I just wanted to say that.

SENATOR HANDLEY: Anyone else?

Representative Willis.

REP. WILLIS: Thank you very much. And thank you for those comments Representative Dillon.

As someone who represents Sharon Hospital, I can tell you that our nurses come over the state line, and we really depend on out-of-state nurses to fill those positions.

So, you know, certainly that is something you have to keep in mind.

A couple of follow-up questions. First of all, what are the percentage right now of graduates from both of your programs that are employed as nurses upon graduation?

CESARINA THOMPSON: I would venture to think, I'm no longer the chairperson of our nursing department, but I would say that probably 90 percent or maybe even more than that are working in the state of Connecticut. That is the strength of the CSU system is that we do meet the needs of citizens of the state who intend to work and live here.

LINDA RINKER: Western has about the same percentage, maybe a little bit higher. But we do -- we do employ our students, our graduates here in Connecticut, so about 95 percent or more.

REP. WILLIS: I'm going to have a follow-up question with some of the people testifying from the maybe the hospitals or I see someone here from Danbury Hospital.

One of the things I am hearing, and I'd like to hear more from them, is I am hearing complaints from students in nursing programs in Connecticut that cannot find jobs. And I really -- I've got to respond to those families, and so they're very confused and I'm confused as to why, you know, I'm hearing from those students who are our graduates. What exactly is going on? Why aren't hospitals hiring?

So, I don't know if you have those answers, but I certainly can hold them until -- until

the hospitals testify.

I will hold it then.

The other question -- and this is as you know I've been supportive of this -- of moving ahead on this because I've -- since I've been on the Higher Education Committee, the -- the nursing shortage has been an issue that has revisited us time and time again. And we finally, some years back, identified the bottleneck as being a nursing shortage due to faculty, lack of faculty. So, trying to get our arms around that is key to, I am assuming, getting us down the road towards meeting that -- that gap.

My question here is one of -- at the meeting we had last year with the Nursing Association and many of you, we discussed this program. And one of the issues that came up was the issue of standards and the rigors of -- of the program, that was what they were saying was a shortfall for the EdD program. And I would really like to hear you articulate a response to those claims because I think that would be helpful for the members of this Committee.

LINDA RINKER: Representative Willis, first of all let me tell you that I'm a graduate of Columbia University College of Nursing, and I'm pleased to tell you that the rigor that our nursing faculties together who have collaborated and worked very hard, have been identified in the clear course goals and objectives that have been established for progress, moving from one course to the next. And I believe that the rigor that you are asking about can be demonstrated in a couple of ways.

So let me start by telling you that our current program of nursing, that is the undergraduate program, has a hundred percent pass rate on the NCLAP. And that is attributed to the quality of the program.

We are committed to academic quality, and we are committed to working to ensure that the nurse who has graduated from this program will be able to meet and address the educational needs in the programs within the state.

So I believe that the faculty have worked diligently to create that rigor that you talk about or academic quality.

CESARINA THOMPSON: I'd like to add to Dr. Rinker's comments, and I'm not sure whether you're aware of this but many, many nurse educators across the country working in schools of nursing, in fact, have EdD degrees. So it is not a unique degree that we're offering. It's been a widely accepted degree. And, as Dr. Rinker mentioned, Columbia's University EdD was, in fact, the very first doctoral degree in nursing way back in 1930.

So to even speculate that it is not a rigorous degree seems to me to be, you know, not a valid comment since this -- many nurse educators have that credential.

REP. WILLIS: And recognizing that fact then why do you think we're getting pushback from other nursing educators in the state?

I know it's a tough question, but I think we need to --

DAVID CARTER: No. No.

REP. WILLIS: -- it's the heart of what we're dealing with here.

DAVID CARTER: Well, but, I don't -- I think -- let me just say this is not the first time that we've proposed something that there was pushback. I believe -- I believe --

REP. WILLIS: We can relate to that.

DAVID CARTER: -- the key is, some -- you asked a question, and since I could speak today as opposed to a year ago, if you recall I had had surgery two years ago.

Some individuals are afraid of what they call competition in the marketplace, and I believe that we have a program that is going to meet a need and will stand on its own and we're willing to be tested. And I think those that oppose should be equally willing to be competitive and be tested and let the marketplace determine.

But to simply shoot at the fringes rather than come up with substantive comments that lack any data that would substantiate a given position, I think is totally inappropriate. But I do respect what you've said because I've heard those myself, and I've said let's compete.

REP. WILLIS: I just wanted that on the record. Thank you very much.

SENATOR HANDLEY: Representative Sawyer.

REP. SAWYER: Thank you.

I was looking at some of the future testimony that we will probably be hearing from the CSU

AAUP in support, and they say that the program will build upon the solid foundation established at the undergraduate level and the master's level in nursing training.

In referencing some of your first comments that you made about what will happen in 2012 and that you're going to reallocate staff to be able to do this, will you still have the same strength of staff to be able to provide the undergraduate and master's degree level?

JAMES SCHMOTTER: Yes. That was the point I tried to make in my -- you know, in my testimony that we're not going to jeopardize our core product in nursing education so to speak. This really builds upon it. We know how important, at Western and Southern too, our nursing undergrad and master's programs are. That's -- that's our core. We're just expanding that product line to use an old business school -- I used to be a business school dean -- old business school, you know, analogy, that's what it really is.

No, I mean, we -- we are not about to compromise that by this but, rather, compliment it.

REP. SAWYER: So the other students in the undergraduate and master's degree level will still have the same availability to the number of courses to be able to get through the program on the allotted time?

JAMES SCHMOTTER: Oh, absolutely, absolutely, yes.

REP. SAWYER: Thank you.

LINDA RINKER: May I also add that this is a collaboration, so we have the beauty of two

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wonderful programs to be able to build upon that and share.

A VOICE: And, I would ditto that.

SENATOR HANDLEY: Other questions or comments?

Thank you all for being here, thank you very much.

Our next speaker is Commissioner Meotti.

COMMISSIONER MICHAEL MEOTTI: Thank you Senator Handley.

SENATOR HANDLEY: Good morn -- still good morning. Good morning, Commissioner.

COMMISSIONER MICHAEL MEOTTI: Good morning, Representative Willis and other members of the Committee.

I am here to speak also on Raised Bill 5024, AN ACT CONCERNING AN EDUCATION DOCTORAL DEGREE PROGRAM IN NURSING EDUCATION. I'm Michael Meotti, the Commissioner of higher education for the state of Connecticut. And I want to make it clear to start that I'm not going to speak in favor or opposition to the bill, and that is because of the -- the nature of the role that this legislation has entrusted the board of governors and the Department of Higher Education in a matter such as this.

The section that will be amended of course, has to do with the authority, if you will, the mission of the public constituent units. The four public constituent units of higher education are all addressed in this section of the statute, and it sets forth what types of degrees they can award in a sense is the core

definition of the mission of the four different systems.

Once -- if the -- if this bill is passed and this -- this degree authority was extended to the Connecticut State University System, of course, under other sections of the statutes they would then apply to the department and the board of governors higher education with a detailed program proposal to award this degree, and we would then go through the existing process that we have, by statute and regulations, to review that application in detail, including the possibility of site visits, working with our -- we have an advisory committee on accreditation with higher education professionals and people involved in that as well as public representatives, and we have a whole process and we review various degrees, and just in the last year on a doctorate nursing practice, other health care areas, pharmacy schools, undergraduate degrees and the like.

So, we wouldn't take a position on the specifics of this proposal today because, you know, we have to carry out the process that you've entrusted us later on. But so I want to make sure that you're aware that this -- this proposal would then go through -- if you pass this legislation, this proposal would then go through a detailed review by the department.

I just wanted to share with you generally, you know, the questions that I think you might -- you should be asking, when you're considering a mission change of this nature and having spoken after the CSU system, it's clear that you raised many of these exact type of questions which is, number one, is there a

public need to expand the mission? Does the system that you're expanding the mission, do they seem to have at a certain level the capacity to meet that need?

You know, you want to assure that expanding the mission does not create a demand on financial resources or management that would distract from the existing mission or core mission of the system you're involved here. You know, the CSU system is primarily focused on undergraduate students, so the questions that you engaged in would address that issue. And then just generally speaking, the appropriateness of the program to the type of the institution.

I just want to close by pointing out that, you know, there were a couple of questions about the employment experience or graduates of these institutions. For a number of years now, the Department of Higher Education working with the various public systems in Connecticut and the Department of Labor, has been able to analyze the employment track record nine months out postgraduation for a number of graduating classes from the public institutions of Connecticut.

It does not, for a variety of reasons, these reports we've been doing don't get -- they speak about the health care field generally, they won't get specifically nursing programs. But we have the capacity and the Department of Labor has the data, you know, that as long as we get into tiny programs with one or two graduates which would conceivably disclose the identity and the -- et cetera of an individual person, you know, for this issue and for anything going forward, you should know, we have the ability, you know, to report to you

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very specifically about the employment patterns of graduates of Connecticut's public colleges and universities. And, in fact, to be able to track that over time.

And I just thought, given the question you asked, that would be a good thing. You know, and you may want to ask for, you know, this type of information, whether it's this issue or any others, you have the opportunity to be directive about it, as the department can too and the board of governors can as we approve these programs to ask for reports and coming back to us and to the Legislature.

SENATOR HANDLEY: Thank you.

Do we have a copy of your statement?

COMMISSIONER MICHAEL MEOTTI: No, I don't have -- I don't have written testimony, I can if you want something --

SENATOR HANDLEY: Could you produce -- I think it would be a good idea to review the questions that you have suggested to us.

Representative Sawyer.

REP. SAWYER: Thank you, Madam Chair.

So it's nice to hear that you agree that there is the need in this case. In looking forward it sounds like from your testimony -- not that you're endorsing it, but there is need for nursing educators.

COMMISSIONER MICHAEL MEOTTI: We -- we have not analyzed -- just to be clear, we have not analyzed the specifics of any of the elements, because need is an issue that is by --

REP. SAWYER: I see. Okay.

COMMISSIONER MICHAEL MEOTTI: -- is with us. You know, generally speaking have, you know, and -- and nationally does the discussion around the nursing shortage track back to the issue of higher -- the availability of faculty in higher education institutions, I would say, yes.

But there are some specifics relevant to this specific proposal that we have not analyzed and would not do so until an application was in front of us in order to be in keeping with the -- you know, the Administrative Procedures Act of the state of Connecticut.

REP. SAWYER: Will you agree, Mr. Commissioner, that they have a very aggressive timeline here to look at the spring of 2011 to begin this program.

Do you feel that your agency has the ability to fast track this to help the universities get right through the process that they need to?

COMMISSIONER MICHAEL MEOTTI: Yeah, we would have -- the department has the ability to play its role in that time frame. And I would never want to discourage any higher education institution, public or private, from being nimble and meeting societal needs.

We've recently -- you know, like I said, we recently went through a review of a private institution in Connecticut that wanted to start a brand new, you know, school of pharmacy, and we did it with a time frame that if you overlay that to the time frames we're

talking about here, we were able to do that.

REP. SAWYER: Excellent. Good to hear. Thank you for being so efficient.

SENATOR HANDLEY: Other questions?

Representative Willis.

REP. WILLIS: Good morning, Commissioner.

COMMISSIONER MICHAEL MEOTTI: Good morning.

REP. WILLIS: This is sort of administrative question in terms of process that I need to get a better understanding. First of all, it would -- it would really be helpful to us as decision makers on this public policy to have the Department of Higher Education help us establish the need and address some of these concerns that you raised.

My question to you then is does an application have to come before you before you can begin to address these questions, or do we pass legislation first and that enables them to apply?

COMMISSIONER MICHAEL MEOTTI: Well, yeah, they cannot apply -- under the current mission statement from the general statutes under your authority to this -- to the CSU system, if they were to submit a proposal to us to offer this degree program, we would probably advise them immediately that it is outside the bounds of their statutory authority.

We -- we -- in fact, we, not on the public side, but we have occasionally received applications from other institutions or institutions outside the State of Connecticut that don't meet standards when it's clear on

the face of the application they don't meet the standards. We don't walk them through the process. We simply, you know, tell them immediately. You know, so that will probably happen here.

We could probably, you know, get -- provide you with information on -- relative to the nursing faculty labor market as well, and it would really come from the systems themselves or some of the independent institutions to talk about the other things.

Normally, you'd look at in the labor market would be, you know, vacancies over time, length of time to conduct a hire, applicant pools. You know, for example, the analogy to this would be the state Department of Education has -- has every year for years, done an analysis by type of teacher's certificate about the labor marked for K through 12 teachers. And there's a very clear difference within that world between shortage of certain types of teachers and, in fact, a surplus of other types of teacher applicants.

So that's the kind of information -- you know, that's factual information that could share with you, but -- and that would be the first thing. Obviously, if there was no shortage in the labor market, then it would be hard to make the case of need, you know, so that's the first thing, you know, that you would look at.

Then the second issue that, of course, we would also look at too, because we would do a need review because that's in the statute, is whether or not the credential that is being proposed actually meets the need where it is.

And again, since we don't have an application

in front of us, we haven't looked at it. You know, I'm just saying that just as a general conjecture, you know, and --

REP. WILLIS: Commissioner, would you be able to then provide us with the labor market information generally speaking? And the second question I would have is, even if we pass this legislation, based on what you're saying, you could deny the application?

COMMISSIONER MICHAEL MEOTTI: Yes. Yes. That's clear -- that's clearly the construct -- I mean, that's the way, you know, the Legislature and the department, that's the way the whole system has operated for many, many years.

REP. WILLIS: Thank you very much, Commissioner.

SENATOR HANDLEY: Are there other questions for the Commissioner?

I guess not. Thank you very much.

COMMISSIONER MICHAEL MEOTTI: Thank you.

SENATOR HANDLEY: The next part of the public hearing is -- provides an opportunity for members of the public to speak, and it's at this point that we have to establish some guidelines.

The speaker may present their testimony for three minutes. At the end of three minutes -- do we have a -- what do we have, a bell, a gong? A timer, all right. The end of three minutes the gong -- the timer will go off, and it will mean that you need to stop.

If I ask somebody, and I may, to please

summarize, because we really want to hear the last piece of what you're saying after the bell rings, that means to summarize, not to talk faster and try to get more in in less time. Please do be prepared to summarize if we run in -- if we run into that -- that situation.

So the first speaker that we have on our list is Marcia Proto, followed by Moreen Donahue.

And will you identify yourself when you -- when you speak. Right at the table there.

MOREEN DONAHUE: I am Dr. Moreen Donahue. I understood that I was to be second.

A VOICE: (Inaudible.)

SENATOR HANDLEY: Good morning.

MOREEN DONAHUE: Representative Willis, Senator Handley and distinguished members of the Higher Education and Employment Advancement Committee. My name is Dr. Moreen Donahue, and I am chief nurse executive and senior vice president of patient care services at Danbury Hospital.

I come before you today to convey Danbury Hospital's whole-hearted support for House Bill 5024, AN ACT CONCERNING AN EDUCATION DOCTORAL DEGREE PROGRAM IN NURSING EDUCATION.

As many of the members of the Higher Education Committee are keenly aware, based on your years of legislative intervention, a critical strategy in the battle to eradicate the shortage of registered nurse professionals is the promotion of doctoral candidates to teach new nursing candidates.

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We, at Danbury Hospital, are particularly pleased that Western Connecticut State University and Southern Connecticut State University will be home to the new degree program because we are uniquely positioned to take advantage of the programs benefits including flexibility and choice in doctoral preparation.

Last year, Danbury Hospital established the Harold, Myra and Cora Spratt Center for Nursing Excellence and Research thanks to a major gift from Harold Spratt to the Danbury Hospital Development Fund. Among its many goals, the Spratt Center provides nurses with opportunities to advance their education and careers.

Like you and like other health care institutions across the State, Danbury Hospital recognized the nursing shortage crisis years ago. We, as an institution, have made every effort to accommodate and facilitate our nurse's continuing education whether it be through the allocation of shift time or recruitment of educators for hospital-based instruction.

We believe the goal of the Connecticut State University System to educate up to 80 new faculty over the next ten years is both ambitious and critically important to the healthcare delivery system in Connecticut. We also applaud their innovative approach to faculty and technology sharing especially in light of the state's dire fiscal constraint.

We look forward to a vital partnership with Western and Southern Connecticut State Universities and we strongly urge the Higher

Education Committee support for the bill to make this program a reality.

Thank you for your consideration, and I'd be happy to answer any questions you may have.

SENATOR HANDLEY: Thank you very much.

Are there questions?

Thank you -- oh, oh, sorry.

REP. WILLIS: Hi, how are you?

I have a question for you. You may have heard it if you were sitting there, about hospitals not hiring new nurses out of nursing schools and instead investing in retention programs which are more fiscally advantageous apparently to some hospitals.

One of the reasons was, because I'd asked this question before in other situations, and the answer to my question was that it cost a significant amount of money for a -- for a hospital to bring on a new nurse fresh out of nursing school. Is that's what -- that's -- is that what's happening? Because I'm hearing from way too many students who say they can't get a nursing job.

MOREEN DONAHUE: Yes. There are a number of factors that relate to -- to that issue. Certainly retention has been a goal for hospitals and nursing executives all along.

So to retain our nurses is certainly beneficial for not only our staff, but also for the patients as well because we retain that certain level of expertise. But it is expensive to educate new nurses. Every time

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we lose a nurse, there have been estimates that it costs one and a half times the salary to bring in a new person.

For example, one of the latest estimates I read, it was anywhere between 67 and 75,000 dollars to bring in and educate a new nurse over and above the salary that's being paid. So it is expensive.

The other phenomenon that's happening during this current economic crisis is that nurses are choosing to return to the workforce, so hospitals have the ability to hire nurses who are already experienced and are able to come in and in very short time, be reintroduced to those specialty areas that new grads just don't have that expertise for.

I would also like to just, if I could, address one of the points about need and --

REP. WILLIS: Yes. Because that's sort of where -- you know, what I'm -- my question was is really, you know, what is -- if we're being told there's an incredible nursing shortage and then we're hearing anecdotally from families and from graduates of nursing programs that they can't get a job, you know, we need to get a better handle on -- on why that's happening.

MOREEN DONAHUE: It -- it would not be just for new nurses to go into this type of program. I would like to just have the Committee consider the fact that nurses who are already employed and working in -- in the hospitals are looking and seeking for this type of education to improve their practice.

I can speak just for Danbury Hospital in that

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currently we have 15 nurses in doctoral programs, and we had to -- eight of them are seeking programs and are enrolled in programs outside of our state because the need was not met within the state.

We invited Dean Bavier from UConn to come, and she actually did visit Danbury Hospital, and we explored the doctor of nursing program -- nursing practice program that was being instituted at UConn. It met the need for four of our employees. And so, currently, four of our nurses are enrolled in the DNP program. But there were eight others who were not able to take part in that program because their preparation did not allow them to articulate into the DNP. The DNP requires either advanced practice nursing or nursing administration at the advanced level with board certification.

So nurses who have master's in education or nurses who have master's in science in healthcare administration, both degrees that are offered widely through this state, are not able to access that program. And so other -- what they were able to do, was to look at DNP programs online through other universities and that is -- that's unfortunate in my opinion. We had hoped to be able to have those nurses be able to obtain their education through our state.

Another point I'd like to make is, I mentioned Spratt Center for nursing education and research. We believe very strongly in education. Danbury Hospital's three pillars are based on clinical quality and safety, education and research. So nursing education is certainly one of our goals and part of our mission.

We have partnered very successfully with Western Connecticut and actually are involved in a joint program where we bring faculty on site for our RN to BSN program. We are partnering with another university for the BSN student master's program, and in our doctoral program, as I mentioned, we have four students in the UConn program. We're very interested in expanding opportunities for our -- our employees, not only new grads, but our employees to improve their education.

SENATOR HANDLEY: Representative McCrory.

REP. MCCRORY: Thank you, Madam Chair.

Just a follow-up to the statement you made in regards to the cost of educating the new nurses and the fact that veteran nurses are staying on. I'm -- I'm not quite understanding. If we're hearing that the nurses who are coming out of your program or the nurses coming out of these programs in the state of Connecticut are passing their certification tests and are excellent nurses, and now I'm also hearing that you guys partnered with WestConn with the nurses who are in the program, I don't understand why there's a bell -- such a bell curve to get these nurses up and running and you're saying the cost is about \$67,000.

Even if it's a one-time cost over a period of, let's say, a nurses career 30 years, and knowing that you have to prepare yourself for the future, these veteran nurses aren't going to be there forever, why wouldn't a, you know, a hospital of any nature or magnitude would not start investing in the younger nurses, especially, if you have -- if we're saying

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that there's an abundance of nurses out there. It doesn't make sense to me.

MOREEN DONAHUE: A point of clarification. The RN to BSN program are for nurses who are part of our staff already. They're not new to the profession of nursing.

So all of the education -- my point was that not only would we be educating new people to come into the faculty roles, we would be expanding the expertise of those nurses who are choosing to improve their ability to work within the organization. We hire nurse educators, and those nurse educators work with our new graduates. Our new graduates come out well prepared to be beginning practitioners. They're novice nurses. We need then to educate them to become more proficient within their practice, and we rely on our nurse educators that we employ to be able to do that.

Nurses come out as new graduates as, if you would, generalists. We need to provide them with the education to become the specialists that they need to be for our ICU's, for our delivery rooms, for our emergency rooms, for our operating rooms. They do not come with that experience. And so we need to provide it.

And so I was just offering the fact that not only should we be looking at need in terms of faculty, there's also need in terms of practice.

REP. McCORRY: Thank you. Just to follow, it sounds -- I mean, I'm an educator. So it sounds like what you're -- the cost is the professional development of the new nurses

that you have --

MOREEN DONAHUE: No. What I was referring to is that every time a nurse leaves -- the question was related to retention, and is this the focus on retention. And the cost is related to then the hiring costs. Maybe it's to advertise, to bring them in, to get a new person to replace someone who has left. Cost, and the estimate is about one and a half times the salary of a new nurse, up to that.

So my point was that every time we lose a nurse and bring in somebody else to fill a role that has been filled, we're incurring that cost.

REP. MCCRORY: I would -- I understand you. But I also understand that's sort of like the cost of doing business. Even if the salary of the veteran nurse, let's say, goes out at like \$90,000 a year and you bring in another -- a new nurse at 50, just the basic numbers alone, there should be some type of savings.

I mean, I don't want to argue the point because I'm not in that profession, but I'm just -- the argument that I'm making is, there has to be a financial value, at some point, with hiring new individuals when others leave. Even if one leaves, if you bring in ten new nurses and ten leave, a \$50,000 savings per nurse, that has to factor in somewhere.

MOREEN DONAHUE: That wouldn't equate perceptually.

REP. MCCRORY: Because if the nurse -- if the person was teaching them, they're not teaching them one-on-one, they're teaching a class of nurses at a particular time, wouldn't they?

MOREEN DONAHUE: Very much it's one-on-one for -- for the particular skills that those nurses need. The orientation costs are tremendous, and so it's not a straight replacement salary for salary. The -- the orientation costs are very, very high.

REP. McCRORY: All right.

MOREEN DONAHUE: The recruitment costs are high. The other -- the other point is I think that the faculty rely on nurses to -- to work in the role as clinical faculty and support, so the nurses within the hospital also fill that role.

SENATOR HANDLEY: Further questions?

Thank you very much.

The next speaker is Mary Jane Williams followed by David Walsh.

MARY JANE WILLIAMS: Good morning, Senator Handley.

SENATOR HANDLEY: Still good morning. It's still good morning.

MARY JANE WILLIAMS: It's still morning.

Representative Willis and members of Higher Education and Employment Advancement. Thanks for the opportunity to provide testimony on behalf of the Connecticut Nurses Association. I am Mary Jane Williams. I am Chair of Government Relations.

I am pleased to be able to speak in support of the development and implementation of the doctoral specialty for nurses as a collaborative effort between Southern

Connecticut and Western Connecticut State University. CNA legislative agenda speaks directly to the support of education from entry through advancement in the state.

I'm going to repeat myself, as I have for several years. There is a huge nursing shortage nationally as well as here in Connecticut. We are 49th in the nation in nurse per capita for our -- our population in this state. And that need is growing.

Representative Willis asked a very important question. Why are current graduates not being hired? The economy in this state, this year for the first time, nurses were not hired directly out of their programs. Only 30 percent of those nurses were hired. It is not because we do not have a shortage. It is because of the fact that other nurses who planned on retiring are not retiring, and the hospitals, in order to save budget dollars, have hired experienced nurses. This is not only going on in Connecticut; this is going on nationally.

I spoke with a vice president in New Hampshire, she said I will not hire a new graduate this year. I will only hire experienced nurses. I can get them up and running quicker.

One of the small hospitals in this State spent \$6 million a year on orientation programs for new graduates. And so, if you don't retain those graduates, you have a problem. So this year, for the first time, only 30 percent of the associate degree nurses who were graduated, were employed immediately.

At this time now, we're February. They

graduated in June. I teach in the RN to BSN program at the University of Hartford, and I am being flooded with nurses who are coming back to do their degree who are now getting jobs in those settings. So it has taken time. They haven't been hired into the traditional setting, but they are getting jobs. And we need to continue to educate those nurses at the associate degree, at the baccalaureate, at the master's and doctoral levels.

And in the state of Connecticut, we have a plug in the pipeline. We have had two doctoral programs in the state of Connecticut for over a decade. They graduate between two and five doctorially prepared nurses a year. Some of those individuals do not stay in the state of Connecticut for a multiple of reasons, but mainly because they don't come from the state of Connecticut, so they go back home.

It is extremely important that we look at our state system as a way to provide qualified, doctorially prepared educators to help us to continue to grow our nursing program.

One of the issues that I think was clear with this Committee, is that we do not understand what the scope and the breadth of each doctoral degree does in the preparation of the educator. There is a huge difference between the doctorate of nursing practice, the EdD, and the Ph.D. in the preparation of educators.

SENATOR HANDLEY: Will you -- can you summarize your -- your comments?

MARY JANE WILLIAMS: My summary is that we are headed for the perfect storm in healthcare.

The age of nurses, coupled with growing demand for providers will come as we experience a huge decrease in faculty retirement. It is time that we, as responsible citizens, recognize the potential impact that this will have on the health of the public. We need to put what few resources we have into the systems that will give us the best and most rapid return as we try to grow our workforce. We must stop turning away qualified students. We must prepare our nurses to accept leadership positions with an academic setting.

It is the right initiative for the state of Connecticut.

SENATOR HANDLEY: Thank you.

MARY JANE WILLIAMS: Thank you.

SENATOR HANDLEY: Are there questions?

Okay. Thank you very --

MARY JANE WILLIAMS: Thank you.

SENATOR HANDLEY: And thanks for your work over the years. I know -- I know how hard you've been working on this.

Our next speaker is David Walsh followed by Joanne Ottman.

DAVID WALSH: I believe it's still morning, so I would like to say good morning Senator Handley, Representative Willis and the members of the Committee on Higher Education and Employment Advancement. My name is David Walsh. I'm the President of the Connecticut State University chapter of the American Association of University Professors.

Our union represents 3200 teaching faculty, librarians, coaches and counselors at Central, Eastern, Southern and Western Connecticut State Universities. I'm here today to urge passage of Raised Bill 5024 which would authorize Connecticut State University to offer an EdD program in nursing education.

As members of the General Assembly know better than anyone else, the level of concern for state spending and for the economic future of the state is at an all-time high. We, in the AAUP, have always believed that public higher education must be a major part of the solution for the State's economic difficulties.

Accessible education which, for many families today, means public higher education is a crucial vehicle for preparing our citizens for successful professional careers that will meet the workforce needs of the state now and in the future.

We also believe that in these times of budgetary crisis it is the educational product that counts, not the particular unit of higher education that offers it, as long as the educational product is of high quality.

The CSU proposal you have before you today will benefit the state's general population, as well as members of the nursing profession. It is based on a successful model adopted by the Teachers College at Columbia University.

We ask the General Assembly to consider four points. First, the shortage of qualified nurses statewide and at the national level has been repeatedly documented. By preparing current nurses with the training necessary to

teach future nurses at the university level, a positive step will have been taken to alleviate the nursing shortage in Connecticut.

Two, an EdD in nursing at CSU will be created and operated without the need for additional state funding. The program will utilize existing faculty, technology and space at Southern and Western Connecticut State Universities in a collaborative venture. As the program develops, up to eight additional faculty lines will be added by 2014, if justified, by increased enrollment and accompanying tuition and fees.

Three, the program will be especially useful to nurses currently working in the field since it will utilize nontraditional course formats including, online courses, summer and weekend intensive courses, and the availability of program directors and faculty members on a year-round basis.

Finally, this program will build upon a solid foundation established at Southern and Western at the undergraduate and master's levels in nursing training.

It is essential in this time of budgetary crisis that the state utilize every resource in the public sector to help to prepare the state citizenry for high paying and socially valuable jobs. Raised Bill 5024 does exactly this.

SENATOR HANDLEY: The bell has rung and you just finished.

DAVID WALSH: Just finished.

SENATOR HANDLEY: You must have practiced.

DAVID WALSH: I would be pleased to answer any questions there are.

SENATOR HANDLEY: Are there -- are there other questions?

Representative Giannaros.

REP. GIANNAROS: Thank you, Madam Chair.

You mentioned that you currently have sufficient faculty to handle the doctoral program?

DAVID WALSH: Yes. At the startup level, the phase is planned for 2011, I believe that's right.

REP. GIANNAROS: And they are Ph.D. level by and large?

DAVID WALSH: Yes. They're people who teach in our nursing school now.

I just want to answer that in one way if I could. I served as a professor and chair of the political science department at Southern for 39 years. And in the time that I worked there, I found that the best students I ever encountered in our general courses were students in the nursing program.

Also, I think it's safe to say that on the two campuses that we're discussing here today, Southern and Western, there are real strengths, undeniable strengths, in the departments like chemistry, other sciences that are needed for nursing preparation, in that we have really an outstanding nursing program. And that's one of the reasons we support this because it builds on a very solid

foundation.

REP. GIANNAROS: Yeah. There's no question in my mind that the demand for nursing personnel will be rising for many years to come, and if we make a commitment, it's going to be a long-term commitment. And the question is, will we have enough resources to deliver.

You also mentioned that we may need up to eight new faculty by 2014, if I remember correctly. Is there any commitment from the general administration to meet those goals?

DAVID WALSH: In earlier testimony Chancellor Carter and I believe both of the presidents at Southern and Western spoke about the understanding that there would have to be a reallocation of resource -- of teaching positions and of general resources in the university as times become difficult.

In looking ahead to the really, you know, tough years, 2011, but especially 2012, I think that 2012 in particular, I think it's understood by everybody that resources will have to be allocated in a direction where there's increased student interest. And I think the university is prepared to do that.

REP. GIANNAROS: And I assume they're not going to be taking away from economics faculty?

DAVID WALSH: Never from economics --

REP. GIANNAROS: I'm just kidding. I'm just kidding.

DAVID WALSH: -- or political science.

REP. GIANNAROS: I'm just kidding.

I just wanted to make sure that we have had that discussion and deliver a good-quality program. There's no question there's a demand for it, and we must take into account what's going on in terms of the demographics.

Thank you.

DAVID WALSH: You're welcome.

SENATOR HANDLEY: Thank you very much.

Thank you.

Joanne Ottman followed by Patricia Bouffard.

JOANNE OTTMAN: I think I'm the first person who is able to say good afternoon, Senator Handley and to all the members of the Committee. I am Joanne Ottman. I am the academic division director for Allied Health and Nursing at Naugatuck Valley Community College, and I thank you for the opportunity to speak to you today in support of House Bill 5024.

The Connecticut Community College Nursing Program at Naugatuck Valley is pleased to support the Connecticut State University System initiative to address the shortage of nursing faculty. The proposed collaborative doctoral program which leads to a doctorate in nursing education, will increase the number of nursing faculty available throughout the state. The shortage of academically-prepared nurse educators is one of the critical factors limiting capacity and in schools of nursing.

In order to educate a sufficient number of registered nurses to meet the nursing shortage, schools of nursing must have

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individuals prepared for faculty roles as well as clinical experts. The doctorate in nursing education will provide the opportunity for clinical experts to develop the skills necessary to meet the complex educational needs of the adult learners in our nursing program.

In addition, the collaborative doctoral program will provide master's prepared faculty at community colleges as Naugatuck Valley, an opportunity to further their education and to meet their career goals within our region. I strongly support this initiative.

SENATOR HANDLEY: Thank you very much.

Are there -- are there questions?

I guess not. Thank you.

JOANNE OTTMAN: Thank you.

And, our next speaker is Patricia Bouffard followed by Brian Anderson.

PATRICIA BOUFFARD: Well, I guess it is good afternoon. Good morning Senator Handley and all remaining members of the Committee. It's my pleasure to address you today. I'm Patricia Bouffard, RN, DNSC, chair of the Nursing Board Examiners for Nursing and dean of academic affairs at Northwestern Community College. Thank you for allowing me to speak to you today in support of House Bill 5024.

Southern and Western's Connecticut State Universities proposal to create a new doctorate in nursing education program for Connecticut is very exciting as someone who's an educator. As we are all aware, one of the

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most critical barriers in educating new nurses is the unavailability of nursing educators.

Recent data released by the American Association of College of Nursing in December of 2009, indicated that nationwide approximately 39,000 students were denied admission because of lack of faculty and lack of resources in colleges.

As an educator, I'm acutely aware of the need for appropriately prepared faculty for all levels of nursing education. The proposed educational doctoral degree prepares faculty for teaching, and I think I want to emphasize that, teaching. Faculty will understand curriculum design, educational theory and the needs of adult learners will strengthen nursing education at all levels.

The enactment of this bill to ensure a public education in doctoral program in nursing, education will have a significant and positive effect on nursing education in Connecticut. As testimony has indicated, the need for qualified faculty is critical. It is of paramount importance to prepare nurses at the master's and doctoral levels to provide quality nursing care and case management in an increasingly complex and demanding healthcare environment.

I applaud this collaborative initiative between Southern and Western in this (inaudible) budget climate. We all know that these types of partnerships are both students and the citizens of Connecticut.

Thank you.

SENATOR HANDLEY: Thank you very much.

Are there questions?

REP. WILLIS: Just a comment. Welcome.

PATRICIA BOUFFARD: Thank you.

REP. WILLIS: You're from -- I missed your testimony. I'm Representative Willis.

PATRICIA BOUFFARD: Yes.

REP. WILLIS: But I do -- I understand that you're working on our nursing program at Northwestern.

PATRICIA BOUFFARD: Correct.

REP. WILLIS: Well, anything I can do please let me know.

PATRICIA BOUFFARD: Okay. We'll call on you.

REP. WILLIS: Don't hesitate to call. My favorite school.

Thank you.

SENATOR HANDLEY: Any questions?

Brian Anderson was here and now is not here.

Okay. And after -- after that we're going to hear from -- I need your -- I lost my --

A VOICE: (Inaudible) Dr. Rinker --

SENATOR HANDLEY: Yes. You've got the -- Dr. Rinker and Dr. Thompson want to speak, and they can speak after Brian.

BRIAN ANDERSON: Good morning, Chairman Willis, Chairman Handley. My name is Brian Anderson. I'm a lobbyist for Council 4 AFSCME. We're a union of 35,000 public and private employees and we represent the clericals and the administrators of the CSU system.

Jim LoMonaco, our president couldn't be here this morning but has submitted testimony. And just for the record, I'd like to say that the first bill -- we support H.B. 5024 and H.B. 5026.

5024 is a bill that seeks clarification in the authority of the CSU system as to offer and EdD program in nursing education. The second Bill 5026 is a bill intended to allow the system to move to Voiceover IP for telephone services which will allow the system to achieve significant savings in the operation costs of the university's telephone system. It goes without saying that these days costs are -- savings are paramount.

The bill supporting the offering of nurses education would allow the CSU system to respond to the critical shortage of nursing educators that currently exists both in Connecticut and in the national, generally.

For some time, the nursing programs of both Southern and Western Connecticut have found themselves in a position of having to deny fully-qualified candidates for admission due to the lack of nursing staff. In fact, in the fall semester of 2007, the two universities had to deny admission of 472 candidates simply due to the lack of teaching capacity.

Given the demographics that show Connecticut's population aging, the growing deficit of

trainers and professionals and the lack of the means to train new nursing candidates, the problem is clear. Providing the CSU system with the ability to offer the EdD using the currently existing facilities at Southern and Western will allow for rapid response to this shortage, at the minimum cost of the addition of two faculty positions at each university.

The second bill under consideration will allow the CSU's to redirect a small portion of the 2020 program to allow them to move forward with the telecommunications project that allows for the merging of voice services with the standard Internet protocol, thus making use of the university's digital network for both voice and data communications. In this fashion, the university will be better able to use staff, allowing for faster communications maintaining a single network. Savings will be achieved as a consequence of moving toward the modern tech, and away from the older stand-alone telephone switches that are being used now.

The technology allows for the use of a desktop-to-desktop video capability making it easier to hold meetings between folks at various sites and that can cut down on travel costs and hopefully save the state some money.

I'd be happy to answer any questions and hope you please give due consideration to these bills.

SENATOR HANDLEY: Thank you. Thank you, Brian.

Are there questions?

BRIAN ANDERSON: Thank you.

HB5026

SENATOR HANDLEY: Thank you.

We're now going to make up for our situation that developed before, so you two will come as a dynamic duo. Okay.

LINDA RINKER: Thank you, good afternoon, Senator Handley, Representative Willis and members of the Committee.

SENATOR HANDLEY: We're going to -- we think we should apologize as well for --

REP. WILLIS: But next time you come with the chancellor, you've got to make sure you assert yourself. Don't let those presidents and chancellor push you around.

LINDA RINKER: Thank you. Now that it's on the record, we'll make note of that.

REP. WILLIS: Right.

LINDA RINKER: Thank you so much.

Well, thank you for the opportunity to speak in support of House Bill 5024.

Our doctorate in nursing education will offer nurses in Connecticut an opportunity to advance their careers by credentialing them to teaching undergraduate nursing and graduate nursing at community colleges and universities. This EdD will expand the nurse's practical skill base by adding an educational component that focuses on teaching skills. Graduates can use their newly-acquired talents here in Connecticut to prepare today's nurses for the demands of the 21st Century medical care.

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Southern's and Western's strategic plans each contain a goal to offer quality educational programs that directly address workforce needs. The proposed doctorate and nursing education addresses this very goal.

In these difficult economic times, it is essential that the CSUS universities work together to maximize their resources and reduce expenditures. This degree is a model that acknowledges this very need. We will share our resources to deliver this unique program. These resources include faculty, technology space, online delivery systems and administration and operations resources such as admissions, registrar, financial aid.

I also am proud to report that when implemented, the Southern and Western collaborative doctorate in nursing education will be the only doctoral program in the state of Connecticut and will be among very few within -- without -- within the country.

In summary, I strongly urge you to support this much needed proposal for an EdD in nursing education. There is no question, in my mind, that it will make a difference in the lives of our Connecticut citizens. First, because it addresses the critical nursing shortage and the nursing education shortage. Second, because it demonstrates a cooperation between Southern and Western to maximize our state's precious resources. And, third and last, because it is a model that challenges all the universities within the system and the state to develop and build more collaborative academic programs.

At this point, I turn my attention to Dr. Cesarina Thompson who will speak further

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about this program.

CESARINA THOMPSON: And, thank you again for the opportunity to come before you. Again, I'm Dr. Cesarina Thompson from Southern Connecticut State University.

HB5024

This program that would be offered collaboratively by two CSU institutions is uniquely designed to prepare nurses for the faculty role. The program would significantly impact the critical nurse faculty shortage as well as the nursing shortage.

Despite the shortage of RN's, which is predicted to reach about 22,000 in Connecticut by the year 2020, nursing programs in Connecticut have had to turn down a considerable number of applicants for the past several years due to the lack of qualified faculty.

In fact, the most recent data available from the Connecticut League for Nursing indicates that about 1700 qualified applicants were denied admission across all RN programs in our state because we do not have enough faculty to teach them. In addition, due to the predicted retirement of faculty over the next decade, this problem will only get worse unless more nurses are prepared to assume faculty roles.

In our collaborative proposal, the curriculum will be tailored to address the needs of students with varying degrees of teaching experience and will utilize nontraditional course delivery formats to accommodate the needs of learners from across Connecticut and the region. Findings from surveys sent to deans, directors, and chairpersons of Connecticut nursing programs and to a sample

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of RN's, indicate that there's a strong interest in this type of program. The intent is to admit a cohort of 25 students every other year, into this three-year program with the goal of producing about 80 new nursing faculty over the next ten years.

The first graduates of the program would be able to assume faculty positions as early as 2014. The program would include content in educational theories, curriculum development, evaluation, research in nursing education and academic program leadership. In fact, key findings from recently published research on transforming nursing education emphasized the need to change nurse faculty preparation.

The lead author, Dr. Patricia Benner, a nationally known nurse researcher points out that, and I quote, for the past 30 years faculty and administrators of graduate nursing programs have focused their attention on developing robust nursing research ignoring the need to prepare new faculty to address the specific educational demands of teaching the complex practice of nursing. She asserts that a central challenge to enhancing the quality of nursing education is the lack of focus on teaching and basic teacher preparation in graduate nursing schools.

Our proposed program is uniquely designed to prepare more nurses for the demanding role of nurse educator. And as you have heard from others, it has been widely supported by community professionals who prepare and hire nurses.

Thank you for the opportunity to speak with you today, and I'd be happy to answer questions.

SENATOR HANDLEY: Thank you.

Are there questions? Comments?

REP. WILLIS: I didn't have the opportunity to read this testimony, and no one's here from the four schools, schools of nursing, that submitted testimony, Sacred Heart, Yale School of Nursing, Fairfield and the UConn School of Nursing.

Have you had an opportunity to look at their testimony?

LINDA RINKER: No, we have not.

REP. WILLIS: I would like you to -- to review it and if you could respond to some of the issues that they raise in it, that would be really helpful to us on this Committee.

So I'll see that our clerk will get you a copy of the testimony.

LINDA RINKER: We would be pleased to do that. And in addition, to put on the record, we also can secure employment data for you which was a question you raised earlier.

And, lastly, a third point if I may, the program, if we were able to start it, would start fall 2011, just so we could get that on the record for the accuracy.

REP. WILLIS: Thank you.

LINDA RINKER: Thank you.

SENATOR HANDLEY: I think that is the end of our public hearing roster. If there's anyone else

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who cares to speak, now is your last chance.

Okay. Thank you. Thank you all for being here and we'll see you soon.



Testimony by Chancellor David G. Carter  
Connecticut State University System  
Before the Higher Education and  
Employment Advancement Committee  
February 9, 2010

Good morning, Senator Handley, Representative Willis and members of the Higher Education and Employment Advancement Committee. For the record, I am David Carter, Chancellor of the Connecticut State University System (CSUS). Thank you very much for the opportunity to testify today. We are grateful for your advocacy for higher education and the difference it can make, not only for our students but for our state.

I would like to comment briefly on two bills raised by the Committee.

HB5024

**House Bill 5026, An Act Concerning a Reallocation of Funds Within the CSUS 2020 Infrastructure Improvement Program.**

First, I would ask for your support of a technical revision to the CSUS 2020 program, which will permit a transfer of funds as approved by our Board of Trustees. The Board voted to reallocate funds in Phase 1 of the CSUS 2020 plan, reducing the *Land and Property Acquisition* line by \$5,000,000 and adding \$5,000,000 to the *Telecommunications Infrastructure Upgrade* line. We are seeking your approval because state statute requires that any line item change equal to or greater than 5% of the line item total, if the line item is greater than \$1 million, requires "a request by the board of trustees for, and enactment of, a subsequent public or special act approving" the revision. The proposed revision falls within these parameters. As I mentioned, this has been approved by our Board, and it has no net fiscal impact.

Property acquisition remains an important strategy for CSUS. As our enrollment grows, and given that our four universities are essentially landlocked, it will be important that we have the ability to expand our campuses to accommodate the increased need for academic and student facilities in the future. However, given the current economic situation, CSUS, like the rest of the State, must seek the most immediate beneficial use of limited resources.

In the case of the requested reprogramming of \$5,000,000 from Property Acquisition to Telecommunications Equipment, a system-wide Voice Over Internet Protocol (VOIP) Project will result in important efficiencies which will enable CSUS to benefit students by maintaining a robust technological environment, enhance overall operational security and result in the avoidance of future costs that would otherwise be incurred if these upgrades are not completed. The Project will include a phased-in approach at Eastern Connecticut State University, the System Office, Southern Connecticut State University, Western Connecticut State University and, finally, Central Connecticut State University.

There are approximately four major tasks to a VOIP roll-out, including a needs analysis, evaluation and procurement of products, network and infrastructure improvements, and final roll-out. The VOIP realm will include items such as basic telephone features, commercial products, Voice Mail requirements, remote office/Disaster Recovery (DR) features, and Video Conferencing. This proposed legislative change will allow for half of the project to be completed with the remaining funds available in Phase II of the CSUS 2020 Program.

**House Bill 5024, An Act Concerning an Education Doctoral Degree Program in Nursing Education.**

The second bill is a revision to the statutes clarifying the authority for CSUS to offer an education doctoral degree in nursing education. The current law restricts us to preparing doctoral students for teaching in public schools.

Why is this Ed.D in nursing education necessary? Well, to put it simply, Connecticut needs more nurses. Therefore, we need more nursing faculty to educate more nurses. There is a strong and growing need for nurse educators at both two and four year institutions. We estimate that we will prepare 80 new faculty over the next ten years – allowing for an addition of 2,000 new nurses by 2024. Southern and Western are preparing to implement the degree program in the spring of 2011. It is expected that the first cohort will be enrolled in the fall of 2011. The plan calls for adding two faculty members each year for the first four years. We have received \$300,000 in federal funding in FY 2010 to proceed, so I am proud to say that no new State dollars are required.

This Ed. D. in nursing education program will provide a clear pathway for nurse educators to advance their careers. And it does so in an innovative way, with Southern Connecticut State University and Western Connecticut State University offering a joint program. This collaboration is a cost-effective use of resources and will establish a program of the highest caliber, building on a number of thriving nursing education programs at these institutions.

The CSUS Board of Trustees is to be voting on it in the coming weeks, and, once the statutory revision is approved, it will then be submitted to the Board of Governors for Higher Education for final approval later this spring.

This plan has received the strong endorsement of the Connecticut Community Colleges and hospitals, such as Danbury Hospital, Mid-State Medical Center, Hartford Hospital and Yale-New Haven. It has the support of the Connecticut Nurses Association and the Connecticut and National Leagues for Nursing. It has been endorsed by the Connecticut Board of Examiners for Nursing and leading nursing education institutions inside and outside Connecticut. And the chair of the Connecticut Allied Health Workforce Policy Board views this as a much-needed step for Connecticut.

At this time, I would like to provide an opportunity for the Presidents of Southern and Western, as well as the faculty leaders of this effort, to provide you with more of the details, and then we will be available to answer any questions you may have.



## Ed.D. in Nursing Education - Letters of Support\*

### Hospitals

Moreen Donahue, DNP, RN,  
NEA-BC, Sr. Vice President  
Patient Care Services/  
Chief Nurse Exe.  
Danbury Hospital  
24 Hospital Avenue  
Danbury, CT 06810

Lucille A. Janatka  
President & CEO  
MidState Medical Center  
435 Lewis Avenue  
Meriden, CT 06451

Mary Kuncas, RN, MS  
VP, Patient Services  
Hospital of Saint Raphael  
1450 Chapel Street  
New Haven, CT 06511

Kevin A. Myatt  
Senior Vice President  
Human Resources  
Yale-New Haven Hospital  
20 York Street  
New Haven, CT 06510

Linda Berger Spivack, RN,  
MSN, Vice President  
Patient Care Services  
Hartford Hospital  
80 Seymour Street  
Hartford, CT 06102

Barbara J. Stumpo, RN, BSN,  
MPA, Vice President  
Patient Care Services  
Griffin Hospital  
130 Division Street  
Derby, CT 06418

### Professional Nursing

#### Associations

Carole Bergeron, RN, Ph.D.  
Executive Director  
CT Nurses' Association  
377 Research Parkway  
Suite 2D  
Meriden, CT 06450-7160

Beverly Malone, Ph.D., RN,  
FAAN, CEO  
Elaine Tagliareni, Ed.D., RN,  
President  
National League for Nursing  
61 Broadway, 33<sup>rd</sup> floor  
New York, NY 10006

Marcia B. Proto, MEd, CAS  
Co-Executive Director  
The CT League for Nursing  
51 North Main Street, Suite 3D  
Southington, CT 06489

### Higher Education

Sara E. Barger, DPA, RN,  
FAAN, Dean & Professor  
Capstone College of Nursing  
University of Alabama  
Russell Hall, Box 870358  
Tuscaloosa, AL 35487-0358

Patricia C. Bouffard, D.N.Sc.,  
RN, Chair  
Connecticut Board of  
Examiners for Nursing  
Northwestern Connecticut  
Community College  
Park Place East  
Winsted, CT 06098

Daisy Cocco DeFilippis, Ph.D.,  
President  
Naugatuck Valley Community  
College  
750 Chase Parkway  
Waterbury, CT 06708

Gloria F. Donnelly, Ph.D., RN,  
FAAN, Dean & Professor  
College of Nursing & Health  
Professions  
Drexel University  
MS 501, 245 North 15<sup>th</sup> Street  
Philadelphia, PA 19102

Ellen T. Freeman, MS, RN,  
CNE, Director of Nursing and  
Allied Health  
Three Rivers Community  
College  
574 New London Turnpike  
Norwich, CT 06360

Anita T. Gliniecki, President  
Housatonic Community  
College  
900 Lafayette Boulevard  
Bridgeport, CT 06604

Mitch J. Holmes, Acting Dean  
of Academic Affairs  
Naugatuck Valley Community  
College  
750 Chase Parkway  
Waterbury, CT 06708

Dorsey L. Kendrick, Ph.D.,  
President  
Gateway Community College  
88 Bassett Road  
North Haven, CT 06473

David L. Levinson, Ph.D.,  
President  
Norwalk Community College  
188 Richards Avenue  
Norwalk, CT 06854

Cheryl J. Norton, President  
Southern CT State University  
501 Crescent Street  
New Haven, CT 06515-1355

Linda M. Perfetto, MS, APRN,  
BC, Nurse Administrator  
CT Community College  
Nursing Program  
Connecticut Community  
Colleges  
Board of Trustees  
61 Woodland Street  
Hartford, CT 06105-2345

James W. Schmotter,  
President  
Western CT State University  
181 White Street  
Danbury, CT 06810

### Other

Mary Ann Hanley  
Chair, CT Allied Health  
Workforce Policy Board  
100 Great Meadow Road,  
Suite 401  
Wethersfield, CT 06109

### Union Support

David F. Walsh  
President, CSU-AAUP  
Central CT State University  
Marcus White Hall, Room 310  
New Britain, CT 06050

James LoMonaco  
President, SUOAF-AFSCME  
185 Main Street, Suite 208  
New Britain, CT 06051

\* as of 2/8/10



**Moreen Donahue**  
Sr. Vice President, Patient Care Services &  
Chief Nurse Executive

November 17, 2009

Honorable Christopher J. Dodd  
30 Lewis Street, Suite 101  
Hartford, Connecticut 06103

Dear Senator Dodd:

I am writing this letter to request your support through the Labor-HHS-Education Senate Appropriations Bill for the CT ST University System initiative to address the shortage of nursing faculty through a Doctorate in Nursing Education (Ed.D.) Program.

This system initiative complements previous congressionally supported work at Southern Connecticut State University (SCSU) and Western CT State University (WCSU) related to nursing education.

This partnership to develop a joint Doctorate in Nursing Education Program could not be more timely. Connecticut's nursing shortage is well documented and our state's ranking as 49<sup>th</sup> out of 50 states in producing registered nurses emphasizes the need for such programs to address the crisis. It is predicted that by the year 2020 Connecticut could realize a short fall of about 22,000 registered nurses.

Nursing faculty are essential to our health care system. Nurses are the largest providers of health care in our state, yet Connecticut produces only 19 registered nurses per 100,000 residents, well below the national average of 31 per 100,000. Although nursing programs in Connecticut have expanded their enrollment by 5% between 2006 and 2007, the number of qualified applicants who were denied admission increased by 6%. This proposed program is estimated to provided a net gain of about 16 new faculty by May 2014.

Preparing nurses at the doctoral level will provide Connecticut and surrounding regions with a much needed source of nurse educators.

I urge you to support this Connecticut State University System initiative.

Sincerely,

Moreen Donahue, DNP, RN, NEA-BC  
Senior Vice President, Patient Care Services &  
Chief Nurse Executive

Danbury Hospital; 24 Hospital Avenue, Danbury, Connecticut 06810  
Voice (203) 739-7953 | Fax (203) 739-7995  
moreen.donahue@danhosp.org | <http://www.danburyhospital.org>

**MidState  
Medical Center** HARTFORD HEALTHCARE

## OFFICE OF THE PRESIDENT

Lucille Janatka  
President and Chief Executive Officer435 Lewis Avenue  
Meriden, Connecticut 06451  
203.694.8202

November 11, 2009

The Honorable Christopher Dodd  
United States Senate  
Washington, DC 20510

Dear Senator Dodd:

In my capacity as President and CEO of MidState Medical Center, I am writing to express my strongest support for the Connecticut State University System (CSUS) *Initiative to Address the Shortage of Nursing Faculty: A Collaborative Doctoral Program*. As the proposal indicates, the current and foreseen shortages of nurses in Connecticut can only be addressed fully by ensuring that there is a corresponding increase in the number of doctorally prepared faculty.

The proposed program is highly innovative in the way it addresses our needs. It will be one of the only programs of its kind in the country, helping to fill the void that is increasingly being recognized in the area of nursing education research and its connection to nursing practice. At a time when the profession is becoming increasingly sophisticated by new technologies and scientific advances, our models for health care delivery are dependent on the ability of those in the frontline to use these new systems and work with these technologies. We also need to increase our attention to the diversity of needs in our patients from the standpoint of demographics and the levels of care needed. Critical in responding to these conditions is the creation of highly dynamic workforce in nursing education to work at our colleges and universities and to take education leadership positions at our hospitals other healthcare settings.

The proposed Ed.D. program makes it possible for young professionals who are developing the necessary clinical expertise in the field to have a realistic, accessible and highly specialized pathway in nursing education. The practice of the nursing profession needs to be infused with educational components that will help our currently employed nurses stay current and pursue further degrees that strengthen the workforce pipeline. This is a critical requirement for ensuring that there is a continuous enhancement of health care outcomes. Finally, two of our state universities are sharing expertise and capacity to create a doctoral program that would not be possible at either of them individually.

I urge you to give full support for this important project by providing a total of \$750,000 of congressional allocation support in fiscal year 2011. Thank you for your leadership in addressing our State's nursing workforce needs.

Sincerely,



Lucille A. Janatka

President &amp; CEO



## Hospital of Saint Raphael

A member of the Saint Raphael Healthcare System

RECEIVED  
FEB 01 2010  
GRADUATE OFFICE

1450 Chapel Street  
New Haven, Connecticut 06511

Mary Kuncas, RN, MS  
Vice President, Patient Services  
Email: m.kuncas@srhs.org  
(203) 783-4032  
Fax# (203) 867-5502

January 19, 2010

Mr. Frank W Ridley  
Board of Governors of Higher Education  
61 Woodland Street  
Hartford, Connecticut 06015

Dear Mr. Ridley,

This letter is to convey my wholehearted support of the Connecticut State University System (CSUS) collaborative Ed.D in Nursing program between Southern and Western Connecticut State Universities. Saint Raphael's is a 511 bed teaching hospital that is always looking for qualified nurses to provide care to our patients in all types of settings. Our need for nurses grows annually as patient requirements become more intense and our services grow. Last year we hired over 130 full time Registered Nurses, next year our projections call for a similar number of new hires.

One of the major barriers to ensuring an adequate supply of Registered Nurses is the lack of faculty in the schools of nursing. This new program will provide an opportunity for working nurses to return to school to prepare for a career in nursing education. This program stands out as a more affordable option for nurses who live and work in the New Haven community to continue their education. I believe that the collaborative effort that Southern and Western Connecticut have taken in the development of this program demonstrates an innovative approach to expanding opportunities in a time of economic distress.

I urge you to give your full support to these universities as they work to fill the current and future need for nurses.

Sincerely,

Mary Kuncas, RN, MS  
Vice President, Patient Services  
SRHS

cc: file

Cesaina Thompson, PhD, RN  
Aide to the Dean  
School of Graduate Studies & Professor, Dept. of Nursing  
Southern Connecticut State University  
501 Crescent Street  
New Haven, CT 06515



November 25, 2009

The Honorable Christopher Dodd, US Senator  
United States Senate  
Washington, D.C. 20510

Dear Senator Dodd:

On behalf of Yale-New Haven Hospital (YNHH), I would like to express our support of the Connecticut State University System's (CSUS) effort to secure funding to address the shortage of nursing faculty through a Doctorate in Nursing Education (Ed.D) program. The initiative complements previous congressionally supported work to grow baccalaureate and master level programs in nursing education.

Available data for Connecticut projects that 15 percent of all nursing faculty will retire in three to five years. The initiative aims to prepare up to 75 new faculty over ten years to teach nursing students and help offset the anticipated shortfall of over 20,000 nurses in 2020. One of the major obstacles to expanding the workforce of trained nurses is the shortage of nurse educators. CSUS seeks support to prepare nurse educators to teach in universities and community colleges by requesting \$750,000 through the 2010 Labor-HHS-Education Senate Appropriations Bill, Health Resources Services Administration or Fund for the Improvement of Post Secondary Education Account.

YNHH appreciates your support and assistance in helping CSUS meet the goal of preparing nurse educators to teach at nursing schools throughout the state. The new nursing faculty will help ensure that there will be sufficient well-trained, highly-skilled, and motivated nursing staff to continue to provide the quality of medical care that YNHH and other hospitals in the state give to their patients.

As one of the major health systems in the state of Connecticut, YNHH strongly supports all initiatives to address the shortage of nurses in the state.

Thank you for your consideration and support of this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin A. Myatt', written over a horizontal line.

Kevin A. Myatt  
Senior Vice President  
Human Resources

KAM:mim

K0210

20 York Street  
New Haven, CT 06510-3202



80 SEYMOUR STREET  
P.O. BOX 5037  
HARTFORD, CT 06102-5037  
860/545-5000

November 23, 2009

Cesarina Thompson, PhD, RN  
Aide to the Dean  
School of Graduate Studies &  
Professor, Department of Nursing  
Southern Connecticut State University  
501 Crescent St  
New Haven, CT 06515

Dear Dr. Thompson:

It is my pleasure to offer my strong support to The Connecticut State University System in their efforts to develop a system initiative to address the shortage of nursing faculty through a Doctorate in Nursing Education program. This collaborative effort between Southern Connecticut State University and Western Connecticut State University is sure to contribute toward expanding the capacity of nursing faculty in our state.

The Nursing profession is faced with a compounding challenge, a shortage of bedside nursing staff and an impending shortage of academia to teach future nurses. The initiative proposed by the University System will address both needs for the State of Connecticut and the region.

Nursing plays a pivotal role in healthcare, and professional development is an expectation in today's increasingly complex and technologically advanced care delivery system. In order to ensure skilled, competent, and confident nurse graduates, we must address the nurse faculty shortage and focus on expanding the pool of doctorally prepared nurse educators.

A program of study dedicated to this specific academic preparation of faculty at the doctoral level will provide added depth and breadth in the State of Connecticut. It will also enable individuals interested in pursuing this academic track, to do so in a framework of study that assures comprehensive preparation of the academic faculty role.

In closing, as a nurse leader, I support this establishment of a collaborate Doctoral Program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Linda Berger Spivack'.

Linda Berger Spivack, RN, MSN  
Vice President, Patient Care Services

LBS:am

A MEMBER OF HARTFORD HEALTHCARE CORPORATION

Hartford Hospital is a not-for-profit charitable organization that relies on tax deductible contributions to help support its mission.

Mr. Frank W. Ridley, Chair  
Board of Governors of Higher Education  
61 Woodland Street  
Hartford, CT 06015

Dear Mr. Ridley:

As a graduate of Western Connecticut State University and Vice President of Patient Care Services at Griffin Hospital, I am writing to communicate my full support for the Connecticut State University System collaborative Ed.D. in Nursing program between Southern and Western Connecticut State Universities. It is vital that we address the shortage of nursing faculty in our colleges and universities in Connecticut and across the United States.

My understanding of the proposed program makes it possible for nursing professionals to continue to develop their educational and administrative skills in an advance program. Most importantly, the Ed.D program will allow for research and evaluation as it applies to nursing sensitive indicators for evidence based outcomes in patient care. This practice supports further growth of the importance of the nursing professional at the bedside, complemented by the administrative education in leadership.

This proposed program is highly innovative and the only program of its kind that addresses the void that is being recognized across the healthcare continuum. At a time when the profession is becoming increasingly sophisticated by new technologies and scientific advances, our models for healthcare delivery is dependent on the ability of those on the frontline to use these new systems and work with these new technologies. It is with advance nursing education that the collaboration and transformation of healthcare delivery may become a reality.

I encourage you to give full support for this program. Thank you for your position of leadership in addressing our State's nursing workforce needs.

Sincerely,

Barbara J. Stumpo, RN, BSN, MPA  
Vice President, Patient Care Services



377 RESEARCH PARKWAY  
SUITE 2D  
MERIDEN, CT 06450-7160  
(203) 238-1207  
FAX (203) 238-3437

November 16, 2009

Cesarina Thompson PhD RN  
Aide to the Dean  
School of Graduate Studies and Professor, Department of Nursing  
Southern Connecticut State University  
501 Crescent Street  
New Haven, CT 06615

Dear Dr. Thompson,

This letter is written to support the Connecticut State University System's (CSUS) creation of a Doctorate in Nursing Education (Ed.D.) program. Current nursing education practice requires that course work be taught by a nurse one level above their students' intended degree level. Without nursing faculty prepared at the doctoral level, the education of nurses in Connecticut will be jeopardized and the predicted nursing shortage will be exacerbated.

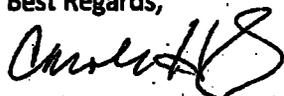
It has been well documented for more than a decade that Connecticut will experience a shortage of 11,000 nurses by 2010 and 22,400 by 2020. Further, according to the American Academy of Colleges of Nursing's report on 2008-2009 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing, the average ages of doctorally-prepared nurse faculty holding the ranks of professor, associate professor, and assistant professor were 59.1, 56.1, and 51.7 years, respectively. In order for the nursing profession to continue to provide knowledgeable, expert care for the citizens of Connecticut, sufficient nursing faculty must be educationally prepared to teach and guide.

Connecticut Nurses' Association (CNA) supports efforts to enhance and reinforce the growth of well-educated nurses in Connecticut. CNA also encourages the enhancement of educational programs that achieve ongoing benefit for the nursing profession overall. CNA has always focused energies on the dire need for well-prepared nursing faculty to assume the roles that will soon be vacated by an aging nursing professoriate.

Page 2

Because the Connecticut State University System's proposal meets the strategic initiatives of CNA to reinforce the viability of the nursing profession, Connecticut Nurses' Association gives support to the Connecticut State University System for the development of a Doctorate in Nursing Education (Ed.D.) program.

Best Regards,



Carole Bergeron, RN, PhD  
Executive Director  
Connecticut Nurses' Association



**National League  
for Nursing**

May 12, 2009

Louise H. Feroe, PhD  
Senior Vice Chancellor for Academic and Student Affairs  
Connecticut State University System  
39 Woodland Street  
Hartford, CT 06105-2337

Dear Dr. Feroe:

As the voice for nursing education, the National League for Nursing (NLN) promotes excellence in nursing education to build a strong and diverse nursing workforce. The NLN represents more than 30,000 nurse educators from all types of nursing education programs, including LPN, diploma, associate degree, and baccalaureate and higher degree. This letter is written to support our colleagues at Southern Connecticut State University and Western Connecticut State University who have proposed a doctor of education (EdD) program for nursing education.

For the past decade the NLN has asserted that the nurse educator role requires specialized preparation and that it is essential that nurse educators, who provide leadership in nursing education, must be closely involved in the conduct of pedagogical research and contribute to the ongoing development of the science of nursing education. In fact the NLN views nursing education as a specialty area of practice and recognizes the advanced specialty role of the academic nurse educator. By placing the focus of research on questions related to student learning, new pedagogies, graduate competencies, program outcomes, innovative clinical teaching models, and recruitment and retention strategies, the NLN has sought to inspire a renewed interest in pedagogical research and give the science of nursing education increased visibility.

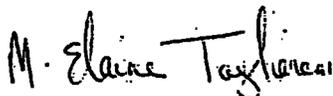
The NLN recognizes the EdD as a discipline-based doctorate that prepares the student for academic, administrative, clinical or research positions in education. We fully acknowledge that the EdD is a terminal degree that is research-based and demands the same level of academic rigor as other doctorates. At most colleges and universities in the United States that offer doctorates in education, the college or university chooses to offer an EdD, a PhD in education, or both. Certainly several of the top schools of education in the United States only offer their doctorates in education as EdDs (e.g., Teachers College/Columbia University, Harvard University, George Washington University, etc.), whereas other top schools of education only offer their doctorates in education as PhDs (Stanford University, University of Michigan, etc.). Nursing faculty graduating from these institutions, and like universities, currently teach the practice of nursing at all levels of nursing education, including pre-licensure, master's, and doctoral education. In fact, two of the most recent presidents of the NLN have doctoral degrees in nursing education from Teachers College; additionally a significant number of our colleagues at the NLN who manage the development of

standards for excellence in nursing education, as well as design research studies to evaluate national pedagogical trends and issues, have EdD degrees as their terminal research doctorates.

The NLN firmly believes that nurse faculty with doctoral degrees in nursing education are qualified to teach advanced practice nursing skills. Nurse educators who pursue doctoral degrees come to their studies in nursing education with a master's degree in nursing that emphasizes advanced preparation and specialized knowledge in one-identified area of nursing practice. The doctoral degree in nursing education focuses on pedagogical inquiry and competencies relative to the specialized role of nurse educator and does not devalue clinical competency on an advanced practice level.

It is for these reasons that the NLN clearly and firmly supports the installation of an EdD program to increase the number of nurse educators and to address the nursing shortage. If you need any additional information, please feel free to contact us at 212-812-0301.

Sincerely,



Elaine Tagliareni, EdD, RN  
President



Beverly Malone, PhD, RN, FAAN  
Chief Executive Officer

**Connecticut League  
for Nursing** 

51 North Main Street, Suite 3D • Southington, CT 06489  
Phone: 860-276-9621 • Fax 860-276-8798 • www.ctfn.org

December 1, 2009

Cesarina Thompson, PhD, RN  
Assistant to the Dean  
School of Health & Human Services and  
Professor, Department of Nursing  
Southern Connecticut State University  
501 Crescent Street  
New Haven, CT 06511

Dear Dr. Thompson,

I am writing on behalf of the Connecticut League for Nursing (CLN), to attest to our support for Southern Connecticut State University (SCSU) to develop an EdD in Nursing Education Program to prepare nurses for academic faculty roles.

The CLN has authored several statewide reports over the past 3 years highlighting the critical shortage of nurse faculty and has determined that this is the primary factor restricting the expansion of our nursing program throughout the state. It is predicted that Connecticut will experience a shortfall of 22,000 registered nurses by 2020 (HRSA 2004), and without expanding the number of nursing faculty that will allow increased enrollment in our nursing programs, Connecticut will not be able to meet the employer demand for registered nurses.

For years, Connecticut schools have denied enrollment of qualified students into both the Associate and Baccalaureate Degree Nursing Programs. It was documented that 1,643 qualified applicants were denied admission in 2005 (CLN, *Enhancing the Education and Supply of Nurses in Connecticut: Report and Recommendations*- October 2005). National League for Nursing (NLN) collects and disseminates information on all types of nursing education programs and reported that 88,000 qualified applicants were turned away due to lack of faculty (NLN, 2006).

After the 2005 CLN study, Connecticut did expand nursing enrollments 5% from 2006 to 2007, yet the applicant pool grew 6% at that very same time resulting in approximately the same number of denied admission to our nursing programs. The growing nurse faculty shortage in Connecticut precludes further expansion of our school enrollments.

The CLN also determined in 2005 that a significant percentage (23%) of Connecticut's nursing faculty plans to retire by 2010 leaving a significant void of nursing faculty. Therefore, there is a critical need for more doctoral prepared faculty who are qualified to teach not only in entry level nursing programs, but in graduate programs that prepare future nurse leaders in education and practice to help replenish the nurse educator pipeline.

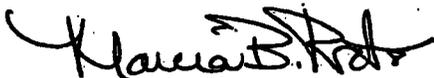
The Connecticut League for Nursing strongly recommends that federal funds be allocated to develop the EdD in Nursing Education Program proposed by the two campuses of the Connecticut State University

System: Southern CT State University and Western CT State University. The funding will have a significant statewide and regional impact on nursing education.

With increased capacity to educate nurses at the doctoral level, Connecticut will benefit by (1) increasing the number of nursing faculty, (2) replacing current faculty that retire, (3) increasing enrollments within our nursing programs, and (4) insuring the availability of qualified registered nurses to fill employment needs across the continuum of care to provide exceptional healthcare to the residents of Connecticut.

Should you need any further information, please contact me at 860-276-9621.

Sincerely,



Marcia B. Proto, MEd, CAS  
Co-Executive Director  
The Connecticut League for Nursing

Capstone College of Nursing

June 17, 2009

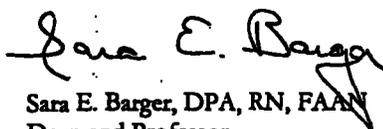
THE UNIVERSITY OF  
**ALABAMA**  
 N U R S I N G

Dr. David G. Carter, Chancellor  
 Connecticut State University System  
 39 Woodland Street  
 Hartford, CT 06105-2337

Dear Dr. Carter:

I have been advised by Dr. Cesarina Thompson of Southern Connecticut University that she is planning an EdD program for Nurse Educators. We at The University of Alabama have had such a program for the last two years and have just admitted a new cohort of 28 students for fall 2009. Our program is a joint effort between the College of Education and the College of Nursing and is intended for nurses who are either nurse educators or plan to be nurse educators in the future. These students come to The University of Alabama with a masters in nursing, many of them in advanced practice specialties. Our curriculum consists of courses taught by nursing faculty and courses taught by education faculty and some that are jointly taught. We believe that this program provides a unique opportunity for nurses who want to be nurse educators to get the sound educational foundation needed to be excellent faculty. The students in the program are typically those who have a passion for nursing education and we are pleased to report that they are very satisfied with the program. Since your system is considering such a program, I wanted to provide you with this information at the request of Dr. Thompson. Please do not hesitate to contact me if you have any questions about our EdD for Nurse Educator's program.

Sincerely,

  
 Sara E. Barger, DPA, RN, FAAN  
 Dean and Professor

plp

c: Cesarina Thompson



Russell Hall  
 Box 870358  
 Tuscaloosa, Alabama 35487-0358  
 (205) 348-6639  
 FAX (205) 348-5559  
<http://nursing.ua.edu>



**NCCC** Northwestern Connecticut Community College • Park Place East • Winsted, Connecticut 06098-1710

Phone: (860) 738-6300

[www.nwcc.comnet.edu](http://www.nwcc.comnet.edu)

November 30, 2009

To Whom It May Concern:

The proposal to create a new Doctorate in Nursing Education program is very exciting. As we are all aware, one of the most critical barriers in educating 'new' nurses is the unavailability of appropriately prepared nursing educators. Recent data released by the American Association of Colleges of Nursing [AACN] indicates that less than half of all qualified applicants to entry-level baccalaureate nursing programs [50,000 applicants] were accepted. In addition, 6,000 applicants to master's and doctoral degree programs were denied admission. Connecticut specific data indicates that approximately fifty percent of nursing faculty is expected to retire within the next four to five years. In addition, over five hundred potential students were denied admission due to lack of faculty and/or clinical capacity.

The proposal for a collaborative public education doctoral program in nursing education will have a significant and positive effect on nursing education in Connecticut. Irrespective of the debate on entry level, the need for qualified faculty is critical. In addition, it is of paramount importance to prepare nurses at the master's and doctoral levels to provide quality nursing care and case management in an increasingly complex and demanding health care environment.

I applaud this collaborative initiative between Southern and Western in this austere budget climate. We all know that these types of partnerships serve both students and the citizens of Connecticut.

Sincerely,

*Patricia C. Bouffard D.N.Sc.*

Patricia C. Bouffard, D.N.Sc.  
Chair, Connecticut Board of Examiners for Nursing



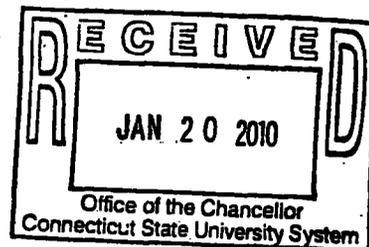
Office of the President

750 Chase Parkway • Waterbury, CT 06708  
[www.nvcc.commnet.edu](http://www.nvcc.commnet.edu)

(203) 575-8044

January 15, 2010

Dr. David G. Carter  
 Chancellor  
 Connecticut State University System  
 39 Woodland Street  
 Hartford, CT 06105-2337



Dear Dr. Carter:

I am writing this letter of support for the Connecticut State University System's initiative to address the shortage of nurse educators within the state. Recent data released by the American Association of Colleges of Nursing (AACN) indicates that our State of Connecticut will be faced with approximately fifty percent of nursing faculty retiring within the next four to five years.

The collaborative proposal for the Doctorate in Nursing Education (Ed.D.) between Southern Connecticut State University and Western Connecticut State University clearly addresses this shortage and will have a significant and positive effect on nursing education in Connecticut. This doctoral program seeks to prepare individuals specifically for the demands of the academic faculty role. The proposed program builds on the successful track record of two CSU institutions for preparing nurse educators.

I strongly support this proposal.

Sincerely,

A handwritten signature in cursive script that reads 'Daisy Cocco De Filippis'.

Daisy Cocco De Filippis, Ph.D.  
 President

DCD/rt



College of Nursing and Health Professions  
In the tradition of Woman's Medical College of Pennsylvania and Hahnemann Medical College

November 18, 2009

Gloria F. Donnelly, Ph.D., RN, FAAN  
Dean and Professor

Dr. Cesarina Thompson  
Southern CT State University  
Dr. Karen Crouse  
Western CT State University  
Connecticut State University System  
School of Graduate Studies  
501 Crescent Street  
New Haven, CT 06515

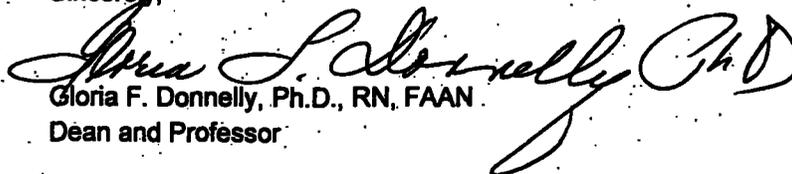
Dear Dr. Thompson and Dr. Crouse:

It is my pleasure to offer comment on the Southern CT State University and the Western CT State University proposal to offer a joint program leading to the Ed.D. in Nursing Education. The grid on page 13 outlining Doctoral Education Options for Nurses in Connecticut is an exemplar of the national dilemma in higher nursing education; the DNP is practice focused and the Ph.D. is research focused. Further, enrollment is growing in DNP Programs and simultaneously shrinking in Ph.D. Programs. While there are Ph.D. Programs in Nursing that focus exclusively in Nursing Education, like Villanova University's Program, most Ph.D. Programs are preparing the next generation of nurse scientists oriented to practice and clinical issues, not to education.

The proposed program is well conceived and provides a reasonable alternative to the DNP and the Ph.D. Most importantly, it is designed to recruit experienced clinicians who will focus on the knowledge, skills base and questions related to preparing the next generation of nurses. It was particularly heartening to see among the courses in the Specialization component of the program, a course on faculty role and one with an emphasis on classroom and clinical teaching. In fact, the committee might consider even more emphasis on clinical teaching since there where nursing students "really learn" the role.

There is little or no data to guide us on what degree is most appropriate for a nurse aspiring to the professoriate. I, therefore, applaud the efforts of these two universities to collaborate on a program that will assist in ultimately meeting the nurse workforce needs in Connecticut by preparing nurse faculty for 2 and 4 year programs. My very best wishes for the committee's success in gaining approval for the program.

Sincerely,

  
Gloria F. Donnelly, Ph.D., RN, FAAN  
Dean and Professor

**Nursing**

Three Rivers Community College  
 574 New London Turnpike  
 Norwich, CT 06360  
 860.892.5702  
 www.trcc.commnet.edu

Dr Linda K. Rinker  
 Provost and Vice President  
 Academic Affairs  
 WCSU  
 182 White Street UH 322  
 Danbury, Ct. 06810

Dr Selase W. Williams  
 Provost and Vice President  
 Academic Affairs  
 SCSU  
 501 Crescent Street  
 New Haven, Ct. 06525

January 26, 2010

Dear Drs. Rinker and Williams,

It is with great enthusiasm, as a nurse educator, that I contact you to commend your efforts in initiating the development of a joint Doctorate in Nursing Education between SCSU and WCSU. Your recognition of the crisis facing nursing with regard to the nursing/nursing faculty shortage is noteworthy. Many reputable studies locally and nationwide, now forecast that this critical shortage will only become more severe between now and 2020. HRSA predicts a shortfall of over a million nurses by this end date. We have so little time to prepare much needed nurse educators at the highest possible level. My own clinical and nurse educator practice spans a period of over 40 years. Personally and professionally, I am dedicated to the vision that nurses despite their entry level preparation, be able to transition seamlessly through all levels of nursing education, culminating at a Doctorate. As we move forward, we do not want nurses to be the least educationally prepared members in the health care team. I am inspired by the fact that Connecticut is moving forward in this educational endeavor. As you know, our state is in drastic need of this level of education for nurses. I am a believer in life-long learning and view this as an opportunity for myself and so many colleagues. We need to plant this seed in our novice nurses so they aspire to Doctoral preparation as a personal and professional goal. As a member of the Connecticut League for Nursing (CLC) Council of Deans and Directors, I am aware that in 2004 and again in 2008, absence of this type of program was recognized as the primary barrier to expansion of our

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state's nursing programs. The lack of qualified faculty equates to fewer students admitted to nursing programs; a real, *catch 22*. It is well known, to us all, that these difficult economic times in our state will most definitely worsen this already depleted pool. The Council also recognizes the dire need to attract highly qualified nurses who are in clinical practice and who have a desire to teach within the discipline of nursing. These nurses must be prepared for the rigors of teaching and academia. While highly qualified as clinicians, nursing education is an entirely different practice arena. Certainly, different knowledge and skills are needed in transferring from one specialty area in nursing, to another. The prospect of nurses finding this educational opportunity being offered in a geographically acceptable area with distance learning potential is exciting. It will allow nurses to engage in higher education here in our own state. This certainly makes pursuit of this degree more attractive and adds an enticing incentive.

I have been a nurse educator in 5 states over many years and can attest to the fact that other states around the country have surpassed us in developing Doctoral Programs with this focus. It is exciting to know that we are now on the threshold of such a program here in Connecticut.

In closing, I applaud you for your vision and for this contribution to the profession I have been devoted to for so long.

Please feel free to contact me if I can be of further assistance.

Sincerely,

*Ellen T. Freeman MS, RN, CNE*

Ellen T. Freeman MS, RN, CNE  
Director of Nursing and Allied Health  
Three Rivers Community College  
Norwich, Ct.  
06360

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**HOUSATONIC COMMUNITY COLLEGE**

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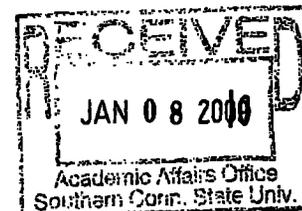
203-332-5222 • 203-332-5247 FAX

www.hcc.commnet.edu

Office of the President

Anita T. Gliniecki

December 11, 2009

**To Whom It May Concern:**

On behalf of Housatonic Community College, I would like to express our support of the Connecticut State University System's (CSUS) effort to secure funding to address the shortage of nursing faculty through a Doctorate in Nursing Education (Ed.D.) program. The initiative complements previous congressionally supported work to grow baccalaureate and master-level programs in nursing education.

Available data for Connecticut projects that 15 percent of all nursing faculty will retire in three to five years. The initiative aims to prepare up to 75 new faculty over ten years to teach nursing students and help offset the anticipated shortfall of over 20,000 nurses in 2020. One of the major obstacles to expanding the workforce of trained nurses is the shortage of nurse educators. CSUS seeks support to prepare nurse educators to teach in universities and community colleges by requesting \$750,000 through the 2010 Labor-HHS-Education Senate Appropriations Bill, Health Resources Services Administration or Fund for the Improvement of Post Secondary Education Account.

HCC appreciates your support and assistance in helping CSUS meet the goal of preparing nurse educators to teach at nursing schools throughout the state. The new nursing faculty will help ensure that there will be sufficient well-trained, highly-skilled, and motivated nursing staff to continue to provide the quality of medical care the HCC and other hospitals in the state give to their patients.

As one of the twelve community colleges in the state of Connecticut, HCC strongly supports all initiatives to address the shortage of nurses in the state.

Thank you for your consideration and support of this request.

Sincerely,

Anita T. Gliniecki  
President



750 Chase Parkway • Waterbury, CT 06708  
[www.nvcc.commnet.edu](http://www.nvcc.commnet.edu)

November 25, 2009

To Whom It May Concern:

The Connecticut Community College Nursing Program at Naugatuck Valley Community College is pleased to support the "Connecticut State University System Initiative to Address the Shortage of Nursing Faculty". The proposed collaborative doctoral program which leads to a Doctorate in Nursing Education will increase the number of nurse faculty available throughout the state. A shortage of academically prepared nurse educators is one of the critical factors limiting capacity in schools of nursing. In order to educate a sufficient number of registered nurses to meet the nursing shortage, schools of nursing must have individuals prepared for faculty roles as well as clinical experts.

The collaborative doctoral program between Southern Connecticut State University and Western Connecticut State University will provide masters prepared faculty at the community colleges an opportunity to further their education and meet their career goals within the region. I strongly support this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mitch J. Holmes', is written over a horizontal line.

Mitch J. Holmes  
Acting Dean of Academic Affairs



RECEIVED

DEC 2 8 2009

GRADUATE OFFICE

December 22, 2009

Cesarina Thompson  
 Southern Connecticut State University  
 Aide to the Dean, School of Graduate Studies  
 501 Crescent St.  
 New Haven 06515

## TO WHOM IT MAY CONCERN:

I am writing to enthusiastically support the Connecticut State University's proposal to address the shortage of nursing faculty through a Doctorate of Education Program in Nursing Education. As President of Gateway Community College, on of five two-year public institutions in Connecticut currently offering a nursing program for students, I am particularly aware of the need to support the development of more nursing educators across the state and the region. The proposal for two universities, Southern Connecticut State University (SCSU) and Western Connecticut State University (WCSU), to develop a Doctorate in Education Program in Nursing Education is an initiative that compliments and strengthens two-year institutions' efforts to train more nurses, and will provide greater access for students with two-year degrees to complete a four-year degree at one of our public state universities.

The national and regional data on the nursing shortage urges all of us to plan for the future and address this critical problem. Within the coming decades, Connecticut will face a shortage of almost 20,000 nurses. A key factor in addressing this crisis is the absence of a sufficient number of nursing educators to train a larger number of nursing professionals. Here at Gateway Community College, over 70 nursing students will graduate in the coming year and many of them will be seeking places in four-year institutions to complete a baccalaureate degree. However, few of them will gain acceptance, not because they do not meet the entrance criteria, but because, with the current number of nurse educators in four-year institutions, there are only a limited number of students who can be admitted at one time. The proposed SCSU/WCSU Ed. D. in Nursing Education plans to graduate as many as 75 new nurse educators in the next decade, opening up many more seats to qualified nursing students.

Gateway Community College wholeheartedly supports the establishment of the joint Ed. D. in Nursing Education. Given the existing nursing programs at SCSU and WCSU, they are well-qualified to undertake this initiative on behalf of the state of Connecticut. The sharing of resources between two state universities, at a time of tight fiscal constraints, is an intelligent approach to addressing the tremendous need for more nurses without dramatically increasing administrative costs. In addition, launching a program whose sole purpose is to prepare nurse educators will ensure that every dollar spent will be focused on addressing the critical shortage of nurses in Connecticut and nationally.

Sincerely,

  
 Dorsey L. Kendrick, Ph.D.  
 President

Open Doors



Open Minds

Long Wharf Campus: 60 Sargent Drive, New Haven, CT 06511

North Haven Campus: 88 Bassett Road, North Haven, CT 06473

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Norwalk Community College  
188 Richards Avenue  
Norwalk, CT 06854-1655

Office of the President  
(203) 857-7003  
FAX (203) 857-7394

JAN 20 2010

January 14, 2010

Dr. David G. Carter  
Chancellor  
Connecticut State University System  
39 Woodland Street  
Hartford, CT 06105-2337

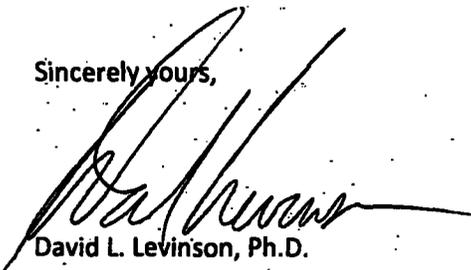
Dear Dr. Carter:

I am writing this letter of support for the Connecticut State University Systems' initiative to address the shortage of nurse educators within the state. Recent data released by the American Association of Colleges of Nursing (AACN) indicates that the State of Connecticut will be faced with approximately fifty percent of nursing faculty retiring within the next four to five years.

The collaborative proposal for the Doctorate in Nursing Education (Ed.D.) between Southern Connecticut State University and Western Connecticut State University clearly addresses this shortage and will have a significant and positive effect on nursing education in Connecticut. This doctoral program seeks to prepare individuals specifically for the demands of the academic faculty role. The proposed program builds on the successful track record of two CSU institutions for preparing nurse educators.

I strongly support his proposal.

Sincerely yours,



David L. Levinson, Ph.D.

President



**Southern Connecticut  
State University**

Cheryl J. Norton, Ed.D., FACSMT  
PRESIDENT

November 23, 2009

The Honorable Christopher Dodd  
U.S. Senator  
30 Lewis Street, Suite 101  
Hartford, CT 06103

Dear Senator Dodd,

I write in enthusiastic support of the Connecticut State University System's proposal to address the serious shortage of nursing faculty. This proposal requests an additional \$500,000 to the \$250,000 currently written into the FY2010 Labor-HHS-Education-Senate Appropriations bill to support the CSUS initiative to create a Doctorate (Ed.D.) in Nursing Education. Increasing the number of doctorally prepared nursing faculty for the State of Connecticut is a critical element in our ability to increase our capacity for nursing education. This program is a collaboration between Southern Connecticut State University and Western Connecticut State University, complementing previous collaborative efforts between these two institutions that have contributed to expanding capacity in nursing education programs.

The extent of the nursing shortage in Connecticut continues to be of very serious concern. At current rates of graduation, a shortfall of about 22,000 registered nurses is anticipated by the year 2020. The challenge is compounded by the fact that Connecticut's general population is aging, and attending to the needs of that population will require higher levels of nursing preparation. At the same time, the practice of the nursing profession is becoming more technologically complex, requiring higher levels of nursing preparation than in the past. Although nursing programs in Connecticut have expanded their enrollments in recent years, the number of qualified applicants who are denied admission continue to increase due to our lack of capacity.

A critical factor contributing to this lack of capacity is the shortage of nursing faculty. The current population of nursing faculty, particularly those prepared at the doctoral level, is aging. In Connecticut, 15% of all faculty in nursing programs are expected to retire within the next 3 to 5 years. Thus, it is essential that we educate more individuals to assume nursing faculty roles. This new program is projected to provide a net gain of about 16 new faculty per year by 2014, enabling Connecticut nursing programs to collectively admit over 250 additional students per year.

The proposed Ed.D. in Nursing Education will be the only one of its kind in Connecticut and one of very few programs across the country. Moreover, this timely and unique doctoral program represents the first truly collaborative degree between Connecticut universities, including a joint curriculum, joint degree granting and joint administrative oversight. The proposed program builds on the successful track record of two CSUS institutions for preparing educators and nurses at all levels, maximizes existing resources and strengthens the established partnership between the two universities. The additional funding requested will allow us to expedite the development of this program and result in improved health care services to the citizens of Connecticut.

As always, we are most appreciative of your continued support for higher education and the preparation of personnel in critical fields such as health care.

Sincerely,

Cheryl J. Norton  
President

**CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM**

**Connecticut Community Colleges Board of Trustees**  
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**Dr. Linda K. Rinker**  
 Provost and Vice President  
 Academic Affairs  
 WCSU  
 182 White Street UH 322  
 Danbury, CT 06810

**Dr. Selase W. Williams**  
 Provost and Vice President  
 Academic Affairs  
 SCSU  
 501 Crescent Street  
 New Haven, CT 06525

March 10, 2009

Dear Drs. Rinker and Williams,

I applaud your efforts to initiate the development of a joint Doctorate in Nursing Education program as a collaborative between SCSU and WCSU. Your response to the shortage of nursing faculty that is at crisis level and only promises to worsen over the next decade is commendable.

As a graduate of Southern's undergraduate nursing program, I am honored to be invited to serve on the Advisory Board in support of the planning, implementation and evaluation of this program. As a nurse for close to thirty years, dedicated to clinical and academic nursing education for greater than twenty five years, I am excited for our state which is in drastic need of this level of education for nurses. Your program promises to be the premier program in Connecticut for the doctoral preparation of nursing faculty to staff our nursing programs.

As you are aware the Connecticut League for Nursing (CLN) Council of Deans and Directors has identified the primary barrier to expansion of our state's nursing programs as the lack of availability of qualified faculty since 2004. In late 2008, the Council refreshed data collection and has reaffirmed this barrier; now seemingly further magnified by the impending retirement of one out of five faculty over the next three to five years at close to half of Connecticut's schools of nursing. Due to the failing economic conditions in our state, retirement incentive programs within many of our academic institutions is almost guaranteed to worsen this already volatile situation.

The Council has also identified that the need to attract experienced nurses that possess the desire to teach while supporting their educational advancement is great; the immediate need to assist these expert practitioners to develop as nurse educators exists and the need to make available more opportunity for nurses to engage in higher education that will prepare them to teach is clear.

*Capital Community College, Gateway Community College, Naugatuck Valley Community College, Norwalk Community College, Three Rivers Community College*

Connecticut is overdue for a program that will specifically address the preparation of nursing faculty at the doctoral level. For me and many of my colleagues this represents an opportunity to continue to enhance and validate our expertise as nurse educators. For nurses who aspire to a career as nurse educators this represents an opportunity to begin to prepare for this rewarding professional advancement.

Thank you for providing this opportunity for nurses and nurse educators in Connecticut. I look forward to being a part of this effort as a member of the Advisory Board.

Sincerely,

*Linda M. Perfetto MS, APRN, BC*

Linda M. Perfetto MS, APRN, BC  
Nurse Administrator  
Connecticut Community College Nursing Program  
Connecticut Community Colleges, Board of Trustees  
61 Woodland Street  
Hartford, CT 06105-2345  
Phone: 860-244-7779  
[lperfetto@commnet.edu](mailto:lperfetto@commnet.edu)



OFFICE OF THE PRESIDENT  
JAMES W. SCHMOTTER, PH.D

November 9, 2009

U. S. Senator Christopher J. Dodd  
30 Lewis Street, Suite 101  
Hartford, CT 06103

Dear Senator Dodd:

I am writing to express my strong support for the Connecticut State University System's proposal for additional funding to address the critical shortage of nursing faculty. This proposal requests an additional \$500,000 to the \$250,000 currently written into the FY2010 Labor-HHS-Education Senate Appropriations bill to support a statewide initiative to attack today's nursing faculty shortage through the creation of a Doctorate of Education in Nursing program developed and delivered jointly by Southern Connecticut State University and Western Connecticut State University.

The dimension and scope of the nursing shortage in Connecticut are dramatic. Over the next decade a shortage of 22,000 registered nurses is projected. While institutions of higher education have increased enrollments, a shortage of qualified nursing faculty limits our ability to respond effectively to this demand. In 2007, for example, 472 qualified applicants to baccalaureate nursing programs in the state could not be accommodated. And that gap has continued to widen in the two years since.

Faculty and academic leadership at Southern and Western have worked collaboratively and creatively to develop a doctoral program that will produce at least 16 new nursing faculty per year and so afford educational programming to well over 1,000 additional students by 2020. The proposed program is a model of an efficient and effective pooling of resources (intellectual, human and financial) by two universities to address an important workforce shortage. Additional federal support to speed its development will prove a wise and beneficial investment for the people of Connecticut.

Thank you as always for your ongoing support of both higher education and the development of tomorrow's workforce in the critical field of health services.

Warmest regards,

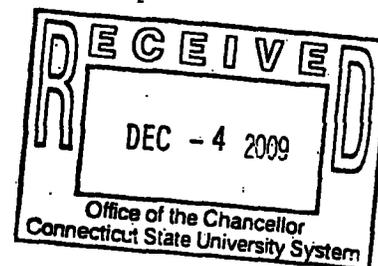
James W. Schmotter



**STATE OF CONNECTICUT**  
OFFICE FOR WORKFORCE COMPETITIVENESS

December 1, 2009

Chancellor David G. Carter, PhD  
Connecticut State University System  
39 Woodland Street  
Hartford, CT 06105-2337



Dear Dr. Carter:

On behalf of the Allied Health Workforce Policy Board, I am pleased to support the Connecticut State University System (CSUS) initiative to address the shortage of nursing faculty statewide and regionally through a Doctorate in Nursing Education (Ed.D.) program. The proposed CSUS program is a collaborative effort between two CSU institutions: Southern Connecticut State University (SCSU) and Western Connecticut State University (WCSU). This program complements previous collaborative efforts between these two institutions that have contributed to expanding capacity in nursing education programs.

The Connecticut Allied Health Workforce Policy Board was established in Public Act 04-220 (*An Act Concerning Allied Health Workforce Needs*) to conduct research and planning activities related to the allied health workforce. The Board began meeting in March 2005 and throughout its tenure, the Board has met regularly to discuss current initiatives in allied health in the state, gaps in workforce data, issues related to educational programming, and recruitment and retention of the workforce, as well as researching and developing solutions to allied health workforce shortages. The nursing shortage has been a major focus of the Board's work including the commissioning of a report on allied health faculty in the state.

Data from the Connecticut Department of Labor (CT DOL) indicates that the total estimate of employment levels for health-related occupations will have a 16.1% increase from 2006 to 2016. The allied health occupation with the highest employment level is registered nurses (RNs) with 32,840 jobs in 2006, and a projected 38,560 jobs for 2016 (17.4% increase). The Connecticut Department of Labor projects that the state will need to average 1,114 new registered nurses each year through 2016 to fill expected job openings.

Shortages in these occupations are not unique to Connecticut. According to the Health Resources and Service Administration (HRSA), the adequacy of nurse supply varies geographically throughout the nation, with a general consensus that at the national level currently a moderate shortage of registered nurses (RN) exists. The findings of their analysis suggests that the current RN shortage will continue to grow in severity during the next 20 years if current trends prevail and that some states face a more severe shortage than do others. The growth and aging of the population, along with the nation's continued demand for the highest quality of care, will create a surging demand for the services of RNs over the coming two decades.

Page 2  
December 1, 2009  
Chancellor David G. Carter, PhD

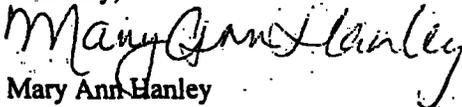
The AHWPB's deliberations have found that a key issue facing the future of the health care workforce is an insufficient supply of college faculty to provide academic and clinical training. The current faculty workforce is aging and few individuals are pursuing teaching degrees in nursing and allied health.

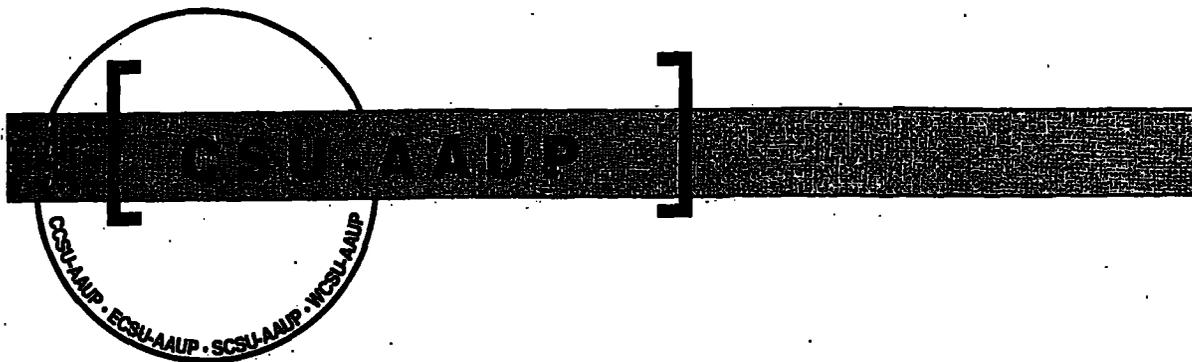
Nearly every Connecticut degree program within nursing and allied health is vulnerable to the current, or anticipated, faculty shortage problem. In fact, colleges and universities sought out 78 waivers for faculty from the Nurse Board of Examiners between 2006 and 2008. Where sufficient faculty exists, it is recognized that securing replacements will be difficult. It is therefore in the best interests of the state to create a proactive plan, such as the one proposed by CSUS, to develop instructor talent.

This doctoral program seeks to prepare individuals specifically for the demands of the academic faculty role. Graduates of the program would be qualified to assume faculty positions in two-year and four-year nursing programs in the state. The proposed program builds on the successful track record of two CSU institutions for preparing educators and nurses for entry level practice and advanced roles. Moreover, the program seeks to address the nurse educator shortage by maximizing existing resources and strengthening the established partnership between the two universities.

We eagerly await the outcome of the CSUS application process and look forward to the new faculty to help train the next generation of Connecticut nurses.

Sincerely,

  
Mary Ann Hanley



February 8, 2010

Mary Ann Handley, Senate Chair  
 Roberta Willis, House Chair  
 Committee on Higher Education and Employment Advancement

Dear Committee Members:

My name is David Walsh, and I am president of the Connecticut State University chapter of the American Association of University Professors. Our union represents 3200 teaching faculty members, librarians, coaches and counselor at CCSU, ECSU, SCSU and WCSU universities. I am here today to urge passage of Raised Bill 5024 which would authorize Connecticut State University to offer an Ed.D Program in Nursing Education, not solely for the purpose of preparing personnel for the public schools of the state.

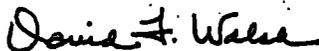
At a time, when the attention of the General Assembly and the people of Connecticut are focused on the budget deficit and acute concern for the future of the state, the value of public higher education is most evident. As the members of the General Assembly know better than anyone, the level of concern for state spending and for the economic future of Connecticut is at an all time high. We in the AAUP have always believed that public higher education must be a major part of the solution to the state's economic difficulties. Accessible education, which for most families means public higher education, is the crucial vehicle for preparing our citizens for successful professional careers that will meet the workforce needs of the state now and in the future. We also believe that in these times of budgetary crisis, it is the educational product that counts, not the particular unit of higher education that offers it, as long as the educational product is of high quality.

The CSU proposal you have before you today, will benefit the state's general population as well as members of the nursing profession for whom it will be made available. It is based on the successful model adopted by the Teacher's College at Columbia University. We ask the General Assembly to consider the following points:

1. The shortage of qualified nurses statewide and at the national level has been repeatedly documented. By preparing current nurses with the training necessary to teach future nurses at the university level, a positive step will have been taken to alleviate the nursing shortage in Connecticut.
2. An Ed.D. in Nursing Education at CSU can be created and operated without the need for additional state funding. The program will utilize existing faculty, technology and space at SCSU and WCSU. As the program develops up to eight additional faculty lines will be added by 2014, if justified by increased enrollment and accompanying tuition and fees.
3. The program will be especially useful to nurses currently working in the field since it will utilize a nontraditional course delivery format, including online courses, summer, and weekend intensive courses and the availability of program directors and faculty members on a year round basis.
4. This program will build upon a solid foundation established at SCSU and WCSU at the undergraduate level and the master's levels in nursing training.

It is essential in this time of budgetary crisis that the state utilize every resource in the public sector to help to prepare the state's citizenry for high paying and sociably valuable jobs of the future. Raised Bill 5024 does exactly this.

Sincerely,



David F. Walsh  
CSU-AAUP President



STATE UNIVERSITY ORGANIZATION  
OF ADMINISTRATIVE FACULTY  
185 Main Street • Suite 208 • New Britain, CT 06051  
tel: 860-832-3785 • fax: 860-832-3786

February 4, 2010

Members of the Higher Education Committee,

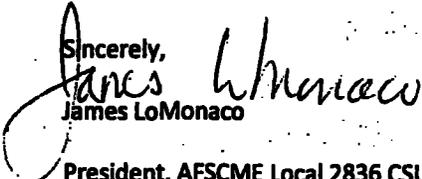
This letter is written in support of HB 05024 which proposes that the Connecticut State University be empowered to offer an Ed. D. in Nursing Education. We believe the bill is worthy of the support of the General Assembly as it will address the critical, ongoing shortage of nurses and nurse educators can be reversed and the citizens of Connecticut assured that an ample staff of nursing professionals can be provided to the health care system. The Connecticut State University currently offers nursing programs at Southern and Western Connecticut State Universities that are constantly in demand by prospective students but which are constrained by the limited number of seats that are available. Part of the challenge is the shortage of qualified nursing faculty available to allow the expansion of these and programs like them across the country.

A review of the federal data on the supply and demand for nurses shows that, if present nursing programs are not expanded, that the shortfall in graduates needed in health services will exceed 20,000 by the year 2020. As Connecticut's population ages it seems clear that the demand for nursing professionals will continue to grow as well. At this time the lack of capacity in nursing programs in the state has caused the denial of admission of nearly 500 qualified students, a circumstance that does not bode well for the future.

The need to focus specifically on nursing educators is in response to the national statistics that demonstrate that the ability of schools of nursing is severely limited by the insufficient number of nursing faculty, specifically trained to perform as nurse educators. CSUS has a proven track record of developing and executing doctoral degree programs that address specific and urgent workforce needs. Given the relatively small numbers of faculty required for the program as designed as well as the fact that the nursing programs at Southern and Western can respond quickly I believe that the bill deserves the support of the Higher Education Committee. The program is needed to allow the preparation of additional nursing graduates, the teaching sites are available and the need in the health care sector is apparent.

We urge your full support for this most important initiative. Thank you.

Sincerely,

  
James LoMonaco

President, AFSCME Local 2836 CSUS



OFFICE OF THE PRESIDENT  
JAMES W. SCHMOTTER, PH.D.

February 9, 2010

Good morning, Senator Handley, Representative Willis and members of the committee. I am James Schmotter, President of Western Connecticut State University, and I'm here to speak in support of House Bill 5024, which would enable the Connecticut State University System to offer a doctoral program in nursing education.

Others will speak in more detail about the need for this program and its structure. I want to make some observations about how planning for this program has evolved on our campus. As Provost Linda Rinker will tell you, my initial response to any proposed new academic program is skepticism and a lot of questions. My 30 years in higher education have taught me that we in academe are much better at starting things than we are at stopping them, and often this has not worked to the best interests of our stakeholders. I brought such an attitude of skepticism to our doctoral program in instructional leadership, which I'm pleased to say has exceeded all expectations, and I did the same with the endeavor we are discussing today.

Having said that, I am convinced that this program is academically sound, realistically achievable even in these challenging times, and a model of how CSUS institutions can collaborate to serve important workforce needs in our state.

Because of the close coordination of the provosts, deans of graduate studies, and (especially) nursing faculty at Southern and Western, a high quality program based on the nationally recognized Ed.D at Teachers College, Columbia University, has been built. I spent a year in a different program at Teachers College, and I can attest to the quality of what goes on there. It is a good institution against which to benchmark.

Through collaboration, careful reallocation of resources on our campuses, and federal funding for its start-up, this program will be delivered efficiently and effectively. The important continuing job of preparing BSN and MSN graduates to meet one of Connecticut's most critical workplace needs will not be jeopardized. Indeed, the very purpose of this program is to address the faculty shortage that is an important element of that need.

This Ed.D. in Nursing Education also demonstrates how CSUS universities can work together to serve our students and the state without the costs and inefficiencies of program duplication. We at Western have realized the benefits of such collaboration in one track of our Ed.D. in Instructional leadership through a partnership with our colleagues at Central. This collaborative effort in nursing education will, I believe, be even more productive.

In short, I can assure you that this program has been carefully vetted and makes sense—for CSUS, for our prospective students, and—most of all—for Connecticut.

Thank you.



**Southern Connecticut  
State University**

Cheryl J. Norton, Ed.D., FACSM  
PRESIDENT

February 9, 2010

Good morning Senator Handley, Representative Willis and members of the Higher Education and Employment Advancement Committee.

Thank you for the opportunity to testify in support of House Bill 5024, "An Act Concerning an Educational Doctoral Degree Program in Nursing Education" which would allow the Connecticut State University System (CSUS) to offer an Ed.D. degree in nursing education. For the record, I am Dr. Cheryl Norton, President of Southern Connecticut State University. I strongly support this degree in Nursing Education that would be offered collaboratively by Southern Connecticut State University and Western Connecticut State University.

In recognition of the pressing need to prepare more nurses to assume faculty roles, this collaborative Ed.D. is offered by two CSU campuses that have a successful track record of preparing nurses for entry level and advanced roles. The program will build on CSU's long standing tradition of excellence in preparing educators by combining content knowledge and expertise that is not available to learners completing a Ph.D. in Nursing or a Doctorate of Nursing Practice.

This type of preparation is not only found at institutions such as Columbia University, Harvard University and George Washington University, but is endorsed by the National League for Nursing, commonly referred to as the NLN. The NLN represents more than 30,000 nurse educators from all types of nursing education programs.

In a recent letter of support signed by Dr. Elaine Tagliareni, NLN President, and Dr. Beverly Malone, NLN CEO, they state and I quote:

"The NLN recognizes the EdD as a discipline-based doctorate that prepares the student for academic, administrative, clinical or research positions in education. We fully acknowledge that the Ed.D. is a terminal degree that is research-based and demands the same level of academic rigor as other doctorates...[This] doctoral degree in nursing education focuses on pedagogical inquiry and competencies relative to the specialized role of nurse educator and does not devalue clinical competency on an advanced practice level...It is for these reasons that the NLN clearly and firmly supports the installation of an EdD program to increase the number of nurse educators and to address the nursing shortage."

This is a degree that is needed in our state. This collaborative between Southern and Western will ensure that the strength of both of the institutions will be utilized to support student success in their pursuit of a Doctorate of Nursing Education. I urge you to give full support to this important initiative and sincerely appreciate your willingness to address Connecticut's nursing workforce needs.

Sincerely

Cheryl J. Norton  
President



Southern Connecticut State University

SCHOOL OF GRADUATE STUDIES



February 9, 2010

Good morning Senator Handley, Representative Willis and members of the Higher Education and Employment Advancement Committee.

Thank you for the opportunity to testify in support of House Bill 5024, "An Act Concerning an Education Doctoral Degree Program in Nursing Education" which would allow the Connecticut State University System (CSUS) to offer an Ed.D. in nursing education. For the record, I am Dr. Cesarina Thompson from Southern Connecticut State University, Aide to the Dean, School of Graduate Studies, Professor of Nursing and former Chairperson of the Department of Nursing.

As was mentioned by my colleague, Dr. Rinker, this proposed program, that would be offered collaboratively by two CSUS institutions – Southern and Western – is uniquely designed to prepare nurses for the faculty role. The program would significantly impact the critical nurse faculty shortage as well as the nursing shortage. Despite the shortage of RNs, which is predicted to reach about 22,000 in Connecticut by the year 2020, nursing programs in Connecticut have had to turn down a considerable number of applicants for the past several years due to lack of qualified faculty. The most recent admission data available, through a survey conducted by the Connecticut League for Nursing in 2007, indicates that about 1700 qualified applicants were denied admission across all RN programs because we do not have enough faculty to teach them. In addition, due to the predicted retirement of faculty over the next decade, this problem will only get worse unless more nurses are prepared to assume faculty roles.

In our collaborative proposal, the curriculum will be tailored to address the needs of students with varying degrees of teaching experience and will utilize non-traditional course delivery formats to accommodate the needs of learners from across Connecticut and the region. Findings from surveys sent to Deans, Directors, and Chairpersons of Connecticut nursing programs and to a sample of licensed RNs indicate that there is strong interest in this type of program. In fact, surveys have indicated a substantial number of RNs and master's prepared faculty would enroll in such a program. The intent is to admit a cohort of 25 students every other year into this three-year program with the goal of producing about 80 new nursing faculty over the next ten years. The first graduates of the program would be able to assume faculty positions as early as 2014. This would make a significant impact on our ability to meet the demand for nursing faculty. Over the next decade these additional faculty could then prepare an estimated 2,000 new nurses.

Thompson Testimony  
Page 2

The proposed Ed.D. in Nursing Education would be the only one of its kind in Connecticut to specifically focus on preparing future nursing faculty. The program would include content in educational theories, curriculum development, evaluation, research in nursing education, and academic program leadership. In fact, key findings from recently published research on transforming nursing education emphasize the need to change nurse faculty preparation. Lead author, Dr. Patricia Benner, a nationally known nurse researcher points out that, "For the past 30 years faculty and administrators of graduate nursing programs have focused their attention on developing robust nursing research, ignoring the need to prepare new faculty to address the specific educational demands of teaching the complex practice of nursing." She asserts that a "central challenge to enhancing the quality of nursing education is the lack of focus on teaching and basic teacher preparation in graduate nursing schools."

Our proposed program is uniquely designed to prepare more nurses for the demanding role of nurse educator. It has received strong support from the community of professionals who prepare and hire nurses, including the Connecticut College Community System and its individual colleges that prepare nurses, the Connecticut Nurses' Association, the Connecticut League for Nursing and the National League for Nursing, and our practitioner colleagues in hospitals such as Yale-New Haven Hospital, Hospital of St. Raphael, Hartford Hospital, and Danbury Hospital.

This will build on the collaborative relationship that currently exists between Southern Connecticut State University and Western Connecticut State University in successfully educating nurses and preparing nurse educators. Southern and Western will share resources including faculty, technology, classroom space, etc. No new State dollars are required for this important initiative that will address the critical need for nurse faculty in both two and four year institutions. We recently received a federal appropriation of \$300,000 to support the development of this program. We also will be devoting institutional resources to support this program.

Thank you for the opportunity to speak with you today. We would be happy to answer any questions.



**State of Connecticut**  
**HOUSE OF REPRESENTATIVES**  
 STATE CAPITOL  
 HARTFORD, CONNECTICUT 06106-1591

**REPRESENTATIVE ELIZABETH B. RITTER**  
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**CHAIRMAN**  
 PUBLIC HEALTH COMMITTEE

**MEMBER**  
 APPROPRIATIONS COMMITTEE  
 ENERGY AND TECHNOLOGY COMMITTEE

Testimony to the Committee on Higher Education and Employment Advancement  
HB 5024 An Act Concerning an Education Doctoral Degree Program in Nursing Education  
 February 9, 2010

Good Morning Senator Handley, Representative Willis, and members of the Committee on Higher Education and Employment Advancement. My name is Elizabeth Ritter, I am the State Representative for the 38<sup>th</sup> District, and I currently serve as the House Chair of the Committee on Public Health.

I am writing in support of HB 5024 An Act Concerning an Education Doctoral Degree Program in Nursing Education.

I want to first thank the Committee for raising this bill. In today's economy, there is no shortage of discussion on opportunities and ideas around strengthening our educational system to build jobs and provide the appropriate professionals to do the work we believe we will have in the future. This bill offers the chance to do both those things.

The bill will provide an education doctoral degree program in nursing education, giving Connecticut a significant boost in ability to provide more baccalaureate-prepared registered nurses for our future. Degree awardees will satisfy a frustrating problem we have had for years as we have experienced critical shortages of registered nurses: a severe shortage of qualified teachers. By the time the first graduates receive their degrees, Connecticut will once again be experiencing shortages in RN's, and we will be prepared with an expanded ability to teach them. Our ever-changing healthcare needs; increased use of RN's in a variety of healthcare settings, both clinical and non-clinical; and aging population guarantee the need for more highly educated RN's. It is not only appropriate but critical that, at this time, we undertake such a program expansion. Graduates will look forward to vital, well-paid, stable jobs -- in an economy that needs them badly.

Again, thank you for raising this bill. I will be happy to discuss it further with you as you proceed with your deliberations.

Sincerely,

Representative Betsy Ritter  
 38<sup>th</sup> District



**Moreen Donahue**  
Sr. Vice President, Patient Care Services &  
Chief Nurse Executive

**Testimony of Moreen Donahue DNP, RN**

**In Support of House Bill 5024**

***An Act Concerning an Education Doctoral Degree Program in Nursing Education***

**Joint Committee on Higher Education and Employment Advancement  
February 9, 2010**

Representative Willis, Senator Handley and distinguished members of the Higher Education and Employment Advancement Committee, my name is Moreen Donahue and I am the Chief Nurse Executive and Senior Vice President of Patient Care Services at Danbury Hospital. I come before you today to convey Danbury Hospital's wholehearted support for House Bill 5024, "An Act Concerning an Education Doctoral Degree Program in Nursing Education."

As many of the members of the Higher Education Committee are keenly aware, based on your years of legislative intervention, a critical strategy in the battle to eradicate the shortage of registered nurse professionals is the promotion of doctoral candidates to teach new nursing candidates. We at Danbury Hospital are particularly pleased that Western Connecticut State University and Southern Connecticut State University will be home to the new degree program because we are uniquely positioned to take advantage of the program's benefits including flexibility and choice in doctoral preparation.

Last year, Danbury Hospital established the Harold, Myra and Cora Spratt Center for Nursing Excellence and Research thanks to a major gift from Harold Spratt to the Danbury Hospital Development Fund. Among its many goals, the Spratt Center provides nurses with opportunities to advance their education and careers. Like you and other health care institutions across the state, Danbury Hospital recognized the nursing shortage crisis years ago. We, as an institution, have made every effort to accommodate and facilitate our nurses' continuing education, whether it be through the allocation of shift time or recruitment of educators for hospital-based instruction.

We believe the goal of the Connecticut State University System to educate up to 80 new faculty over the next ten years is both ambitious and critically important to the health care delivery system in Connecticut. We also applaud their innovative approach to faculty and technology sharing especially in light of the state's dire fiscal constraints.

We look forward to a vital partnership with Western and Southern Connecticut State Universities and we strongly urge the Higher Education Committee's support for the bill to make this program a reality. Thank you for your consideration. I'd be happy to answer any questions you might have.



377 Research Parkway, Suite 2-D  
Meriden, CT 06450-7160  
203-238-1207

**TESTIMONY IN SUPPORT OF RAISED BILL HB 5024, "AN ACT  
CONCERNING EDUCATIONAL DOCTORAL DEGREE PROGRAM IN  
NURSING EDUCATION"  
February 9<sup>th</sup>, 2010**

Good morning Senator Handley, Representative Willis and members of the Higher Education and Employment Committee. Thank-you for the opportunity to provide testimony on behalf of the Connecticut Nurses' Association (CNA), the professional organization for registered nurses in Connecticut. I am Mary Jane Williams, RN, PhD, chair of the Government Relations Committee for the Connecticut Nurses Association.

I am here to speak in support of Raised Bill HB 5024, "An Act Concerning Educational Doctoral Degree Program in Nursing Education."

I am pleased to be able to speak in support of the development of the doctoral specialty for nurses as a collaborative effort between Southern Connecticut State University and Western Connecticut State University. CNA's legislative agenda speaks directly to the support of education from entry through advancement in the state.

It is predicted that "the nursing shortage in Connecticut is projected to be among the worst in the nation." One of the major factors contributing to the nursing workforce shortage is the lack of adequately prepared faculty for nursing education. The facts about the nursing faculty shortage are well documented. Faculty members are aging. It is estimated that 75% of the current faculty population is expected to retire by 2019. Educational settings are filling positions with part time faculty. This practice has the

potential of having a negative effect on both the program and the employee. Part time employees may not be invested in the total work of the program and the employee may not be paid for the value they bring to the educational setting.

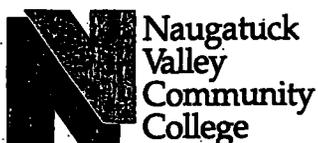
It is also a growing problem as nursing faculty members are not prepared at the Doctoral Level. Without adequate preparation, the individuals hired into these positions will not be able to provide the level of education needed to educate nurses for the next decade. Also, if the nurse educators are not adequately prepared, they will not be able to succeed in the educational settings and reach tenure. Only 350 to 400 nursing students receive doctoral degrees each year nationally, and the pool of candidates for full time positions is limited. This lack of qualified faculty impacts the credibility of nursing within the university setting and limits those individuals who are prepared for leadership roles and /or competitive for research funding (NLN, 2005).

The American Association of Colleges of Nursing reports that nursing schools nationally are struggling to fill positions. The average age of doctoral prepared nursing faculty by rank was 59.1 years for professors, 56.1 years for associate professors and 51.7 years for assistant professors. Faculty does not reflect the demographics of the population. Only 11.5 % are underrepresented groups and 5.7% are males. In its most recent survey AACN found 45.1% of all faculty members are doctoral prepared (AACN, 2008).

The most critical reasons for not hiring faculty are reported to be 1) inability to recruit qualified faculty, 2) limited pool of doctoral prepared faculty, and 3) lack of educational experience in the pool of candidates.

We are headed toward the "perfect storm" in health care. The age of nurses, coupled with the growing demand for providers will come as we experience a huge decrease in faculty due to retirement. We as responsible citizens need to recognize the potential impact this will have on the health of the public and we need to put what few resources we have into the systems that will give us the best and most rapid return as we

try to grow our workforce. We must stop turning qualified students away from programs; we must prepare our nurses to accept leadership positions within academic settings--- it is the right initiative for the state and the federal government.



750 Chase Parkway • Waterbury, CT 06708  
[www.nvcc.commnet.edu](http://www.nvcc.commnet.edu)

February 9, 2010

Good Morning Senator Handley, Representative Willis, and all members of the Higher Education and Employment Advancement Committee.

I am Joanne Ottman, RN, MSN, Academic Division Director for Allied Health and Nursing at Naugatuck Valley Community College. Thank you for allowing me to speak to you today in support of House Bill 5024, AN ACT CONCERNING AN EDUCATION DOCTORAL DEGREE PROGRAM IN NURSING EDUCATION.

The Connecticut Community College Nursing Program at Naugatuck Valley Community College is pleased to support the Connecticut State University System initiative to address the shortage of nursing faculty. The proposed collaborative doctoral program which leads to a Doctorate in Nursing Education will increase the number of nurse faculty available throughout the state. A shortage of academically prepared nurse educators is one of the critical factors limiting capacity in schools of nursing. In order to educate a sufficient number of registered nurses to meet the nursing shortage, schools of nursing must have individuals prepared for faculty roles as well as clinical experts. The doctorate in nursing education will provide the opportunity for clinical experts to develop the skills necessary to meet the complex educational needs of the adult learners in our nursing programs.

In addition, the collaborative doctoral program between Southern Connecticut State University and Western Connecticut State University will provide master's prepared faculty at the community colleges an opportunity to further their education and meet their career goals within the region. I strongly support this initiative.



**NCCC** Northwestern Connecticut Community College • Park Place East • Winsted, Connecticut 06098-1710

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February 9, 2010

Good Morning Senator Handley, Representative Willis, and all members of the Higher Education and Employment Advancement Committee.

I am Patricia Bouffard, RN, D.N.Sc., Chair of the Connecticut Board of Examiners for Nursing and Dean of Academic Affairs at Northwestern Connecticut Community College. Thank you for allowing me to speak to you today in support of House Bill 5024, AN ACT CONCERNING AN EDUCATION DOCTORAL DEGREE PROGRAM IN NURSING EDUCATION.

Southern and Western Connecticut State Universities' proposal to create a new Doctorate in Nursing Education program for Connecticut is very exciting. As we are all aware, one of the most critical barriers in educating 'new' nurses is the unavailability of nursing educators. Recent data released by the American Association of Colleges of Nursing [AACN, December 2, 2009] indicates that approximately 39,423 qualified applicants to entry-level baccalaureate nursing programs were not accepted. As an educator, I am acutely aware of the need for appropriately prepared faculty for all levels of nursing education. The proposed Education Doctorate Degree [EdD.] prepares faculty for teaching, unlike the PhD and Doctor of Nursing Practice [DNP]. Faculty who understand curriculum design, educational theory, and the needs of adult learners will strengthen nursing education at all levels.

The enactment of this bill to ensure a public education doctoral program in nursing education will have a significant and positive effect on nursing education in Connecticut. Irrespective of the debate on entry level, the need for qualified faculty is critical. It is of paramount importance to prepare nurses at the master's and doctoral levels to provide quality nursing care and case management in an increasingly complex and demanding health care environment.

I applaud this collaborative initiative between Southern and Western in this austere budget climate. We all know that these types of partnerships serve both students and the citizens of Connecticut.



**TESTIMONY OF  
CONNECTICUT HOSPITAL ASSOCIATION  
SUBMITTED TO THE  
HIGHER EDUCATION AND EMPLOYMENT ADVANCEMENT COMMITTEE  
Tuesday, February 9, 2010**

**HB 5024, An Act Concerning An Education Doctoral Degree Program In  
Nursing Education**

The Connecticut Hospital Association (CHA) appreciates the opportunity to submit testimony in support of **HB 5024, An Act Concerning An Education Doctoral Degree Program In Nursing Education.**

**HB 5024** allows the Board of Trustees of the Connecticut State University System to develop an education doctoral degree program in nursing education. CHA supports the establishment of this new education doctoral degree program in nursing education.

It is essential that Connecticut pay careful attention to the development and supply of nursing faculty to avert a severe nursing shortage and the consequences it will have on the state's healthcare system. The shortage of nursing faculty has been identified as a key barrier to adequately preparing the nursing workforce critically needed within the next decade. Connecticut is projected to have one of the worst nursing shortages in the nation due to a demographic phenomenon that places the state in a particularly vulnerable position. As the state with the eighth oldest population, Connecticut's demand for healthcare is high and expected to balloon as the baby boomer generation ages. Among the baby boomers retiring over the next decade will be nurses whose average age is in the late forties, and nursing educators, whose average age is generally higher.

According to the American Association of Colleges of Nursing, large numbers of qualified applicants continue to be turned away from schools of nursing due to faculty shortages. Over 27,000 were turned away from baccalaureate programs in 2008 alone. For the years 2004 and 2005, the Connecticut League for Nursing reported that 2000 qualified applicants were turned away from nursing programs in Connecticut because of lack of faculty. The National League for Nursing cites additional concerning trends including the expected retirement of two thirds of the full-time nursing faculty workforce between the years 2011 and 2021, an increasing proportion of faculty members working part-time, and a decline in faculty members with higher degrees.

The establishment of a new doctoral program in education in the Connecticut State University System will increase the number of nurses with doctoral degrees and should help increase in the number of desperately needed nurse educators.

Thank you for consideration of our position.

For additional information, contact CHA Government Relations at (203) 294-7310.



State of Connecticut  
 HOUSE OF REPRESENTATIVES  
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REPRESENTATIVE JASON W. BARTLETT  
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VICE CHAIRMAN  
 APPROPRIATIONS COMMITTEE

MEMBER  
 EDUCATION COMMITTEE  
 PUBLIC HEALTH COMMITTEE

February 9, 2010

Dear Chairman and Members of the Higher Education and Employment Advancement Committee:

Please join me in supporting of Raised Bill 5034, "An Act Concerning An Education HB 5024 Doctoral Degree Program In Nursing Education", and I believe you should all support the measure as well. The shortage of nurses in our state has been largely due the lack of professors that teach nursing. This bill allows for a clear pathway that aspiring nurse educators can take in order to advance their careers. This in turn, will create more educators in the nursing field.

The proposed bill would permit the Connecticut State University System (CSUS) to offer the Ed.D. Program in nursing education by clarifying the authority to offer masters and education doctoral programs. The creation of new nursing faculty also addresses the current Registered Nurse shortage by providing more faculties to educate more nurses.

This will result in more nursing education and will address the growing need for nurse educators at both two and four year institutions. The program will produce up to 80 new faculties over the next ten years.

In regards to the fiscal impact, no new state dollars are required for this initiative. Southern and Western will share resources including faculty, technology, classroom space, etc. As for the proposal calling for an addition of two faculty members each year for the first four years of program delivery, the CSUS received \$300,000 in federal funding in FY 2010 for this purpose.

In closing, I hope you will join me in supporting this initiative that will create jobs and opportunities for Connecticut residents. Please contact me if you have any further questions. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Jason L. Bartlett". The signature is written in a cursive style with a prominent flourish at the end of the last name.

Representative Jason Bartlett



Dear Members of the Committee on Higher Education and Employment Advancement:

The deans of nursing at Fairfield University, Sacred Heart University, University of Connecticut and Yale University together are writing to share our concerns about legislation granting the Connecticut State University System the authority to offer "an education doctoral degree program in nursing education" HB5024.

While Yale University, Fairfield University, Sacred Heart University and the University of Connecticut share the goal of addressing the nursing shortage, we urge you to consider whether this is the most cost-effective and academically sound way to achieve this goal.

#### Cost Effectiveness

Given the dire fiscal constraints that the state is facing, you should recognize that there are at least 67 vacancies in nursing doctoral programs among our schools. As both private and public institutions, we have approved doctoral programs in nursing practice and research that qualifies individuals for faculty positions. Our programs are offered face-to-face and on-line, full and part-time. Thus, individuals seeking doctoral preparation in nursing have multiple options and spaces are available. This vacancy rate is similar to the national data that report a 20% unfilled capacity (NLN, 2007-2008). See table below.

State of Connecticut  
January 2010

**Openings for Students in Doctoral Program in Nursing**

Name of Institution	Type of Program	Number of Openings
Fairfield University	DNP	16
Sacred Heart University	DNP	16
Yale University	PhD	Requires full scholarship support, could easily add students ++
University of Connecticut	DNP	25
University of Connecticut	PhD	10
		<b>TOTAL 67++</b>

**DNP=Doctorate in Nursing Practice; PhD=Doctorate in Philosophy**

New doctoral programs require significant initial and on-going investment for faculty, typically including new faculty positions, curricula development, dedicated lab space, and access to databases, journals, and periodicals. Given this needed investment, it is unclear how a new program at CSUS could be started without a fiscal impact.

**What is the Appropriate Degree to Educate Nursing Faculty?**

The doctoral degree in nursing education contemplated in the legislation does not represent the national standard in terminal degrees in nursing that emphasize the use and discovery of evidence for practice. The American Association of Colleges of Nursing, the only national association that defines the avenues for doctoral preparation in nursing, defines two categories of doctoral preparation that are appropriate for nursing education:

Doctoral programs in nursing fall into two principal types: research-focused and practice-focused. Most research-focused programs grant the Doctor of Philosophy degree (PhD) with a small percentage offering the Doctor of Nursing Science degree (DNS, DSN, or DNSc). Designed to prepare nurse scientists and scholars, these programs focus heavily on scientific content and research methodology; all require an original research project and the completion and defense of a dissertation or linked research papers. Practice-focused doctoral programs are designed to prepare experts in specialized advanced nursing practice. They focus heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings. The two types of doctoral programs differ in their goals and the competencies of their graduates. They represent complementary, alternative approaches to the highest level of educational preparation in nursing.

--AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 10-06

Please note that neither of these two degrees is in education, because of the clear need for nursing leaders to be well prepared in the scientific evidence of nursing practice, either to generate new knowledge or to apply those discoveries to practice.

The EdD makes sense as a terminal degree for the profession of *teaching*. In that regard, it is similar to the Doctorate in Nursing Practice, the Doctorate in Pharmacy, and the Doctorate in Physical Therapy. In other fields that are practice disciplines, there is long-standing use of professional degrees as the terminal degrees to reflect acquisition of discipline-specific knowledge, such as the J.D. (law), the Psy. D. (psychologists) and the M.D. (medicine).

Another national organization dedicated to nursing education is the National League for Nursing (NLN) – a group which has supported excellence in nursing since 1893 – developed a specific credential for nurses who are experts in practice to be recognized for the preparation and skills in nursing education. In its development of the Certification for Nurse Educators and its role definitions for academic nurse educators, the NLN has defined the scope of practice for academic nurse educators stating that, “Clinical competence and educational expertise are required to continue the advancement...” of the nurse educator role (NLN, 2005, p.25).

### Conclusion

While we do not feel that this approval is the appropriate course of action for the General Assembly, we do hope to work with you to address the nursing shortage in a way that provides access to quality nursing programs while using taxpayer dollars as wisely as possible. In the attached appendix, there is a summary of each school's programs. You will see that annually each of us is adding newly prepared nurses to the workforce.

Thank you for your consideration of our concerns and your continued support of higher education in Connecticut. Please do not hesitate to contact us if you have questions or require additional information.

Ann M. Barker, EdD, RN  
Chair and Professor of Nursing  
Sacred Heart University

Margaret Grey, DrPH, RN, FAAN  
Dean and Annie Goodrich Professor  
Yale School of Nursing

Jeanne M. Novotny, PhD, RN, FAAN  
Dean and Professor  
Fairfield University

Anne R. Bavier, PhD, RN, FAAN  
Dean and Professor  
University of Connecticut School of Nursing

## Attachment

University of Connecticut Doctoral Programs in Nursing

At the University of Connecticut, the School of Nursing offers both the Doctor of Nursing Practice (DNP) and the Doctor of Philosophy (PhD) degrees. The DNP is available as an on-line program, with a scant number of classes in Storrs each term for interactions with faculty, colleagues in the PhD program and special events. It was the first DNP program in the State and five people have completed the program with an additional six expected to complete in May. Its online nature makes it available to all residents. Enrollment is NOT at capacity and UConn definitely could handle more students (approximately 25). Additionally, the availability of the regional campuses makes it possible to hold seminars via videoconferencing for students who do not come to Storrs. The research degree is more than ten years old and has graduated approximately 4 students annually. There also is unused capacity in this program (5).

Both doctoral programs offer preparation in education that is closely linked to the evidence basis of each program. Through a structured three course sequence (9 credits); students may focus on nursing education theory and practice. UConn also provides a post-master's certificate in nursing education. It is a 9 credit sequence that provides individuals with the academic qualifications to take the CNE examination.

Our 30 doctorally prepared faculty has specialized knowledge, skills and ability to support the innovative, evidence-based projects for the DNP and the original research of the PhD students.

UConn has also expanded its Master's Entry in Nursing program in the past three years. It now is offered in Storrs, Waterbury and Stamford campuses. With DHE approval, it will be expanded to Avery Point (Groton) in January 2011. When Avery Point and Stamford are fully subscribed, there are 120 new RNs annually (currently approximately 60).

The bachelor's degree in nursing begins freshman year and is taught on the Storrs Campus, with some transfers into the program from the regional campuses at the beginning of the sophomore year. Approximately 140 individuals complete the program each May.

Yale

Unlike the others schools, Yale School of Nursing's programs are entirely at the graduate level. The school admits people with baccalaureate degrees in other field to a program that within 32 months provides basic nursing education and education in a clinical specialty. The clinical specialty education leads to roles as nurse practitioners, clinical specialists, nurse midwives, and nurse leaders. Registered nurses with baccalaureate degrees are also admitted directly to the specialty programs. In addition, the school offers a PhD in nursing science and is considering offering the DNP.

The MSN program graduates nearly 100 nurses yearly, and the PhD program graduates about 4 students each year. The MSN graduates frequently assume clinical roles, but often participate in the clinical education of students from myriad programs across the state. PhD graduates go on to postdoctoral training and assume professorial positions in Schools of Nursing.

### Fairfield

As a degree program within a comprehensive Jesuit university, the DNP at Fairfield opens next fall and will build upon the Jesuit tradition of academic rigor, critical analysis of social systems, and direct service to those who are underprivileged and underserved. The School of Nursing focuses on care of vulnerable populations supports and encourages students to reflect on and examine their sense of calling on both personal and professional levels. Ignatian pedagogy, which focuses on Experiential Learning, Critical Reflection, and Thoughtful Action, is the foundation of the students' educational experience; incorporation of the reflective practice model throughout the curriculum gives our students the lifelong tools they need for the highest levels of professional practice, accountability, and leadership.

### Sacred Heart

Sacred Heart University will launch a new Doctor of Nursing Practice (DNP) program in September 2010. It will combine doctoral education that is focused on practice with innovation and practical clinical research and scholarship. It is designed to serve academically talented nurse practitioners, clinical nurse specialists, midwives, nurse anesthetists, nurse executives, and educators. This offering solidifies the University's prominent position in the development of health care leadership. This cohort program is designed to be completed part-time in three calendar years. The curriculum offers two different career tracks: The Doctoral Clinical Practice in Health Care track is designed for the advanced practice nurse who wants to remain in clinical practice and have influence on health care outcomes at multiple levels. The Doctoral Leadership in Health Care track is for the graduate who wants a career in executive nursing management, but who still prefers a nursing doctorate with a connection to clinical practice. Students in this track may take nursing education electives if they aspire to have a career in an academic setting.

DNP graduates will be prepared to teach, lead and engage in practical, clinically focused scholarship and research. The Doctor of Nursing Practice degree is a clinical doctorate requiring the completion of a practice dissertation focusing on clinical nursing practice. The practice dissertation is structured to be completed in one year preparing the student to utilize research for the improvement of clinical care delivery, patient outcomes, and system management. It will be suitable for publication in a peer-reviewed journal or a book. Graduates will be expert in designing, implementing, managing, and evaluating health care delivery systems and will be prepared to lead at the highest clinical and executive ranks.

This unique hybrid/intensive program is specifically designed to maximize the number of potential career roles the doctoral nursing graduate may assume, whether in academic life, advanced clinical practice, or executive healthcare leadership. Classes are taught online, and students are required to attend two on-campus residencies per semester. This cohort program is 39 credits and is designed to be completed in a three-year part-time sequence.

For the Record

Office of the President



February 9, 2010

Dear Senator Handley, Representative Willis and members of the Higher Education and Employment Advancement Committee:

I am delighted to write in support of House Bill 5024, "An Act Concerning an Educational Doctoral Degree Program in Nursing Education" which would allow the Connecticut State University System (CSUS) to offer an Ed.D. degree in nursing education. We strongly support the Connecticut State University System (CSUS) proposed Ed.D. in Nursing Education that would be offered collaboratively by Southern Connecticut State University and Western Connecticut State University.

Yale-New Haven Hospital is a 944-bed tertiary referral medical center, which includes the Smilow Cancer Hospital, Yale-New Haven Children's Hospital, and the Yale-New Haven Psychiatric Hospital. As a healthcare institution that is regularly ranked among the nation's best hospitals, Yale-New Haven Hospital relies on its professional staff of physicians and registered nurses to consistently deliver excellent patient care. The current and projected shortage of registered nurses, which is expected to be especially severe in Connecticut, must be addressed so patient care is not compromised. Although nursing programs across the State have expanded their enrollments and produced more registered nurses over the past several years, the growing nurse faculty shortage is now precluding further expansion. As healthcare becomes increasingly complex with the continuous infusion of new technologies and advances in medical therapies, it is imperative that Connecticut hospitals and other healthcare organizations have adequate numbers of highly skilled and competent nursing professionals.

The proposed Ed.D. in Nursing Education from the CSUS offers an innovative solution that will help to address both the registered nurse and nurse faculty shortages. Given the current economic climate, the CSUS is proposing a fiscally responsible strategy to address this significant issue by maximizing existing resources of two of its universities. Graduates of this program not only will be able to teach in two-year and four-year nursing programs, but also will be able to teach in graduate nursing education programs to prepare future faculty. This is a critical requirement to ensure that there is a continuous supply of nursing professionals who can assume entry level practice positions and advanced education roles.

I urge you to give full support for this important initiative and thank you for your leadership in addressing the State's nursing workforce needs.

Sincerely,

A handwritten signature in black ink that reads 'Marna P. Borgstrom'.

Marna P. Borgstrom  
President and Chief Executive Officer

20 York Street  
New Haven, CT 06510-3202  
203.688.2608  
Fax 203.688.3257



## Saint Raphael Healthcare System

1450 Chapel Street • New Haven, Connecticut 06511 • 203.789.3000 • www.srhs.org

**Christopher M. O'Connor, FACHE**  
*President and Chief Executive Officer  
 Saint Raphael Healthcare System  
 and Hospital of Saint Raphael*

February 9, 2010

203.789.3020  
 203.867.5235 Fax

Good morning Senator Handley, Representative Willis and members of the Higher Education and Employment Advancement Committee.

Thank you for the opportunity to testify in support of House Bill 5024, "An Act Concerning and Educational Doctoral Degree Program in Nursing Education" which would allow the Connecticut State University System (CSUS) to offer an Ed.D. degree in nursing education. For the record, I am Christopher O'Connor, Chief Executive Office of the Hospital of St. Raphael. I strongly support Connecticut State University System's (CSUS) proposed Ed.D. in Nursing Education that would be offered collaboratively by Southern Connecticut State University and Western Connecticut State University.

St. Raphael's is a 511-bed hospital in New Haven. As a community teaching hospital affiliated with Yale University School of Medicine, it is renowned for excellence in patient care and medical education. Consistent with our mission to improve the health of our patients with a special focus on the underserved, poor and elderly, we offer a variety of on-site and community-based outreach programs to address the health needs of patients across a continuum of care.

The quality of nursing care at the Hospital of Saint Raphael is the best manifestation of its mission -- grounded in the principles of dignity, charity, and justice, and propelled by the commitment to serve all people. Combining a tradition of compassionate care for over one hundred years with the very latest in technology, our nurses deliver a standard of care that is unmatched.

The current and projected shortage of registered nurses, which is expected to be especially severe in Connecticut, must be addressed so that the excellent patient care provided at St. Raphael's, and other Connecticut hospitals, is not compromised. Although nursing programs in Connecticut have done their part by expanding enrollment over the past several years, further expansion is not an option without an increase in the number of qualified faculty to teach a new generation of nurses.

Data from national nursing organizations, such as the National League for Nursing and the American Association of Colleges of Nursing, indicate that the nurse faculty shortage may be even more severe than that of the registered nurse shortage. Thus, it is critical that we prepare more nurses to assume faculty positions.

Page 2

The proposed Ed.D. in Nursing Education from the CSUS offers an innovative solution that will help to address both the registered nurse and nurse faculty shortages. The CSUS proposal provides a comprehensive and long term strategy to address this significant issue by maximizing existing resources of two of its universities and preparing faculty who be able to teach in entry level and graduate nursing education programs. This is a critical requirement to ensure that there is a continuous supply of nursing professionals who can assume entry level practice positions and advanced education roles.

I urge you to give full support for this important initiative and thank you for your leadership in addressing the State's nursing workforce needs.

Sincerely,



Christopher M. O'Connor, FACHE  
President and Chief Executive Officer  
Saint Raphael Healthcare System



February 9, 2010

Good morning Senator Handley, Representative Willis and members of the Higher Education and Employment Advancement Committee.

Thank you for the opportunity to testify in support of House Bill 5024, "An Act Concerning and Educational Doctoral Degree Program in Nursing Education" which would allow the Connecticut State University System (CSUS) to offer an Ed.D. degree in nursing education. For the record, I am Sue Fitzsimons, PhD, RN, Senior Vice President for Patient Services at Yale-New Haven Hospital. I strongly support the Connecticut State University System's (CSUS) proposed Ed.D. in Nursing Education that would be offered collaboratively by Southern Connecticut State University and Western Connecticut State University.

Yale New Haven Hospital is a 911-bed tertiary referral medical center which is nationally and internationally recognized for its high quality medical care and commitment to teaching and clinical research. As a medical center that is ranked regularly among the nation's best hospitals, Yale New Haven relies heavily on a well educated and highly skilled registered nurse workforce to deliver safe and competent patient care.

The current and projected shortage of registered nurses and nursing faculty threatens the ability of medical centers, such as Yale New Haven, to continue to provide excellent healthcare. According to data from the U.S. Bureau of Health Professions, Connecticut is projected to have the second worst nursing shortage in the country by 2020 with a shortfall of about 22,000 registered nurses. Although hospitals across the state and nation are currently reporting lower vacancy rates, experts warn that these current rates can be deceiving and may lead some to falsely believe that the nursing shortage is coming to end. In reality, the current economic recession has had a significant impact on vacancy and turnover rates. Seasoned registered nurses have increased their hours or delayed their retirement until the economic picture improves, contributing to a decreased demand for new graduate nurses. This is only temporary. We need to address the long term healthcare needs of our state.

While the state's nursing programs have produced more registered nurses over the past several years by expanding enrollments, the number is not nearly enough to address the projected long term need. The growing nurse faculty shortage is now precluding further expansion. Like the registered nurse population, the average age of doctorally-prepared nurse faculty is steadily rising and is estimated to be about 55 years of age. Long-term strategies to address both the registered nurse and nurse faculty shortage must be implemented.

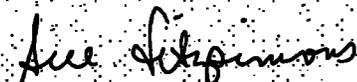
The proposed Ed.D. in Nursing Education from the CSUS offers an innovative solution that will help to grow the pipeline of registered nurses and nurse faculty. In addition, the CSUS is proposing a fiscally responsible strategy to address this complex issue by maximizing existing resources of two of its universities that have a track record of preparing registered nurses for entry level and advanced roles.

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Graduates of this program not only will be able to teach in two-year and four-year nursing programs, but also will be able to teach in graduate nursing education programs to prepare future faculty, thereby continuously replenishing the supply of registered nurses and nurse faculty.

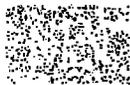
I urge you to give full support for this important initiative and thank you for your leadership in addressing the State's nursing workforce needs.

Sincerely,



Sue Fitzsimons, PhD, RN  
Senior VP, Patient Services.

Connecticut League  
for Nursing



51 N. Main Street, Suite 3D, Southington, CT 06489

Good morning Senator Handley, Representative Willis and members of the Higher Education and Employment Advancement Committee.

For the record, I am Marcia Proto, Co-Executive Director for the Connecticut League for Nursing. On behalf of the Connecticut League for Nursing (CLN), please allow this testimony to support House Bill 5024, "An Act Concerning an Education Doctoral Degree Program in Nursing Education" which would allow the creation of an Ed.D. Program in *Nursing Education*.

The importance of this proposal is that it differentiates from the current offerings by the Connecticut State University System (CSUS) that offer a doctoral program for the purpose of "preparing personnel for the public schools of the state" by expanding the Ed.D. options with a program solely focused on "preparing personnel for the role of nursing faculty."

Due to state regulations and guidelines combined with policies and practices of colleges and universities, qualifications for a nursing faculty position dictate that a doctoral degree is preferred if not mandated for employment. Without a doctoral credential, a nurse educator would not be qualified to secure employment.

The limited supply of doctoral prepared nurses has created a significant problem for programs of nursing not only in Connecticut but around the country, in that programs cannot expand their enrollments. This lack of expansion contributes greatly to the shortages that are currently being experienced in the availability of Registered Nurses; and with projected retirements over the next three to five years, Connecticut will find itself in a very challenging position to meet employment demands.

This proposed Ed.D. in Nursing Education program will be the only one of its kind in Connecticut and one of very few programs across the country. This program, similar to the Ed.D. in nursing offered by Teachers' College of Columbia University, combines research, content knowledge and practical expertise that is not available to students completing most existing doctoral programs in nursing (i.e., Ph.D. and D.N.P. programs).

Most doctoral programs in nursing are not designed specifically to the preparation of nursing faculty, and many utilize their doctoral credentials to provide leadership within healthcare facilities or consulting in the private sector. This factor lessens the likelihood of retaining these educators and makes it more difficult for those who select the academic path to fully impact the education of an increasingly diverse population of future nurses.

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In Connecticut, current data indicates that 15% of all faculty at all levels of nursing education teaching in our nursing programs are expected to retire within the next three to five years. On a national basis, nurse faculty vacancy rates are approximated at 7.6% which translates into approximately 1.8 faculty vacancies per school. Most of the vacancies (88.1%) were faculty positions requiring or preferring a doctoral degree.

This data suggest that we do not have "bucket" of credentialed nurses that Connecticut can "attract" to fill our vacancies, but a systemic issue that can cripple the pipeline for producing trained nurses to deliver quality patient care.

CLN strongly supports expansion and growth of all existing programs to meet the education needs within the nursing profession to insure that our Connecticut residents have access to high quality patient care services provided by highly skilled nursing professionals. For more information, please contact me at 203-494-1121 or via email at [Marcia@ctleaguefornursing.org](mailto:Marcia@ctleaguefornursing.org).

**Connecticut State University Organization of Administrative Faculty**

**To: Members of the Higher Education Committee, Connecticut General Assembly**

**From: James LoMonaco, President, SUOAF/AFSCME Local 2836**

**Date: February 9, 2010**

Ladies and Gentlemen of the Higher Education Committee thank you for the opportunity to submit testimony on two important bills now before your committee. HB 05024 and HB 05026 are both extremely important pieces of legislation that deserve your support as they are intended to address two critical needs that face the citizens of the State of Connecticut. The first, HB 5024, is a bill that seeks clarification of the authority the Connecticut State University System has to offer an Ed D. program in nursing education. The second bill, HB 05026, is a bill intended to allow the CSU System to move to voice over IP for telephone services which will allow the system to achieve significant savings in the operational costs of the University's telephone system. It goes without saying that cost saving are critically needed in this difficult financial environment.

The bill supporting the offering of nursing education would allow the CSUS to respond to the critical shortage of nursing educators that exists currently both in Connecticut and the nation generally. For some time the nursing programs at both Southern and Western Connecticut have found themselves in the position of having to deny admission to fully qualified candidates for admission to the program due to the lack of nursing faculty. In fact, in the fall semester 2007, the two Universities had to deny admission to 472 such candidates due to then lack of teaching capacity. Given the demographics that show Connecticut's population aging, a growing deficit of trained nursing professionals and the lack of a means to train new nursing candidates the problem is clear. Providing the CSUS with the ability to offer the Ed. D. using the currently existing facilities at Southern and Western will allow for a rapid response to this shortage at the minimum cost of the addition of two faculty positions at each University.

The CSUS has proven through the response to the need for Ed. D. professional personnel for the public schools of the state that it has the capacity to deliver a similarly successful program in nursing education. In addition since the program will offer non-traditional course delivery formats in the form of online courses, summer and weekend intensive courses the program will be accessible to working professionals in the field who then may train for career advancement as well as an opportunity to become a part of the solution to the nursing shortage in Connecticut. Designed as it is to prepare participants for the introduction to a faculty role the curriculum can be tailored to the needs of students who have varying experience in the area of teaching and instruction.

Quite clearly the CSUS is responding to both a critical workforce shortage as well as working to enhance the teaching capacity of the University in the service of the people of Connecticut. I would

direct the attention of the Committee to the extensive letters of support the University has received for this initiative which is an indication of the importance of the undertaking. I would also stress that the Ed. D. initiative is one that falls within the mission of the University to provide professionals necessary to meet the workforce requirements of the State. I urge your favorable support for this HB 05024.

The Second bill under consideration by the committee is a bill designed to allow the CSUS to redirect a small portion of the 20/20 program to allow the University to move forward with a telecommunications project that will allow the merging of voice services with the standard internet protocol thus making use of the University's digital network for both voice and data communications. In this fashion the University will be able to better utilize current staff, allow for faster communications and maintain a single network. Savings will be achieved as a consequence of moving toward the modern voice technology and away from the older, stand alone telephone switches that are currently employed. The technology will allow for the use of a desk top to desk top video capability, making it possible to hold meetings in real time from various sites. Travel for meetings can be more effectively managed.

I urge the committee to support this as well in order to allow the University to maximize its investment in technology.

Thank you for the opportunity to address the committee

Jim LoMonaco

President, SUOAF/AFSCME Local 2836

**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**PUBLIC  
HEALTH  
PART 4  
952 – 1258**



**Written Testimony**  
**by Chancellor David Carter**  
 Connecticut State University System  
 Before the Public Health Committee  
 March 12, 2010

Good morning, Senator Harris, Representative Ritter and members of the Public Health Committee. Due to previous commitments, I am unable to appear before you today, but I wanted to submit comments for your consideration in support of Senate Bill 401, "An Act Concerning an Initiative to Increase and Improve the State's Health Care Workforce." HB5024

The bill requires the Department of Public Health, in collaboration with the Connecticut State University System (CSUS) and others, to develop an "Initiative to address the state's health care workforce shortage." The goal is to increase the number of health care workers through expanding and enhancing programs at the State's public colleges and universities.

I applaud your efforts and stand ready to work with you on this critically important initiative. Given the growing and increasingly more complex needs of our citizenry, as well as the fiscal constraints that exist, it is more important than ever that a strategic plan reflect an efficient and effective use of the collective resources of the State. The nursing shortage, which is particularly acute in Connecticut, has a significant impact on the healthcare and safety of all Connecticut residents.

By way of background, the CSUS includes Central Connecticut State University (CCSU), Eastern Connecticut State University (ECSU), Southern Connecticut State University (SCSU) and Western Connecticut State University (WCSU). The CSUS has graduated the most nurses with Bachelors' Degrees in the State of Connecticut during the past five years and is a critical pipeline feeding the State's severe nursing workforce shortage. While many nursing programs have developed short-term action plans, I share your interest in systemic, sustaining strategies to address this issue. Nursing programs in Connecticut must begin this process now, to provide a competent nursing workforce to meet present and future healthcare demands of the State.

CCSU currently offers two programs leading to a BSN – an RN to BSN program for Registered Nurses and a generic BSN program. The RN to BSN program has continued to significantly increase in numbers, and has a satellite cohort at Lawrence and Memorial Hospital in New London.

SCSU, which recently marked the 40<sup>th</sup> anniversary of its Nursing Department, continues to offer a variety of educational programs in the field. The generic undergraduate nursing program continues to be in high demand. The addition of the Accelerated Career Entry (ACE) program for second-degree students in 2007 has been instrumental to our efforts to graduate a larger number of students in order to help address the state's nursing shortage.

This 12 month program has enabled the department to increase its overall number of baccalaureate prepared individuals by 40% over just the last two years. The Department of Nursing also offers a program for Registered Nurses seeking a baccalaureate degree. The program is delivered in an online format designed for working adult learners. The Master of Science in Nursing program continues to offer tracks in Nursing Education, Family Nurse Practitioner and Clinical Nurse Leader.

WCSU continues to respond to the educational needs of the healthcare workforce. WCSU offers a bachelor's degree in nursing and graduates approximately 45 students annually. This year they have been focusing resources on improving student retention through one-on-one tutoring, peer mentoring and utilizing open simulation laboratories. Students with an associate's degree in nursing from any of Connecticut's Community Colleges have been seamlessly enrolled in WCSU's RN to BS in Nursing. This year, they have a new cohort of students at Danbury Hospital while the cohort at the Waterbury Campus has almost doubled in number. The program is aligned with the articulation agreements between WCSU and our community college partners. WCSU also offers a master's degree in nursing with specializations in Adult Nurse Practitioner and Clinical Nurse Specialist. The enrollment in the master's degree program has doubled, and the university is now partnering with SCSU in developing a collaborative nurse educator program.

While ECSU does not offer a nursing program, in 2008 in cooperation with the University of Connecticut (UConn) and SCSU, they developed plans of study for students who wish to pursue UConn's MBEIN and the SCSU ACE nursing programs. These plans of study ensure that ECSU students are prepared to enter the UConn and Southern programs immediately upon graduation, enabling them to obtain nursing credentials approximately one year after receiving their bachelor's degree.

As you know, the Committee recently passed House Bill 5024, "An Act Concerning an Education Doctoral Degree Program in Nursing Education," which allows the Connecticut State University System (CSUS) to offer an Ed.D. Program in nursing education. As mentioned above, Southern and Western are developing a collaborative doctoral degree in nursing education. This initiative is integral to the state's collective effort to respond to the shortage of nurses and nurse educators to assure that health care delivery is not impeded for our citizens. The aim is to prepare at the doctoral level, specifically in nursing education, up to 80 new faculty over the next ten years. We anticipate that these same faculty members will prepare 2,000 new nurses by 2024.

Again, I wholeheartedly support your efforts and our universities stand ready to work with you in this effort. Please feel free to contact Jill E. Ferralolo, Associate Vice Chancellor for Government Relations/Communications, should you require any additional information or have any questions regarding these matters.