Eddinger, Pam

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To: DPH-Testimony, Reg (DPH) <RTestimony@MassMail.State.MA.US>;

Cc: Tobin, Elizabeth; Atkinson, Maryanne;

**Oral Testimony presented via phone October 29, 2020, 1:20pm**

**Written Document Submitted in Support**

**Pam Eddinger, PhD, President**

**Bunker Hill Community College**

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Good afternoon to the members of the Massachusetts Board of Nursing.  My name is Pam Eddinger; I am the President of Bunker Hill Community College. Thank you for the opportunity to testify before you.  I offer comments in two areas.

The first is about the critical issues of Faculty qualification.  Specifically, the elimination of BSN-prepared, part-time faculty serving as lab and clinical faculty.  We believe that over time, this will generate negative consequences for the field:

* We are already experiencing significant nursing faculty shortage.  This will exacerbate the need, specifically of clinical and skills faculty.

* There are already high barriers for nurses who wish to teach. Teaching pays less, demands additional advanced education, and scholarship

* Programs will lose the ability to share faculty who teach in specialized areas such as pediatrics, maternity and mental health.

* Faculty shortage will result in some program closures, particularly for geographically isolated programs.

* This is particularly problematic for community colleges.  We are the largest supplier of nurses who are diverse in race/ethnicity, and in gender.  If the field is serious about diversity and equity, allowing BSN-prepared skills faculty to teach in the field is critical.  Over the last three years, Bunker Hill’s Nursing grads increased in diversity:  from 39 to 52 to 55%.  We are able to do this because there is adequate faculty, and obviously, our BSN-prepared faculty are effective.

Collectively, our nursing programs graduates 4045 nurses each year.  We employ over 110 BSN prepared nursing faculty.  That is a very large number to replace with MSNs.

The urgent needs in the field for nurses demands that we further examine the evidence that BSN-prepared nursing faculty in labs and clinicals have been effective in the teaching environment.

The second issue is also about the deliberation of faculty qualifications.  We request the Board considers additional members with expertise in all types of pre-licensure programs, including practical nursing, associate degree, baccalaureate and higher-level programs preparing students for entry in to nursing practice.  A wide range of perspectives would reflect the conditions in the field, and better inform deliberations and decision.

Thank you for the opportunity to provide public comment on these issues.

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