

D.R.A.G. A Framework for DEI Implementation

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Introduction

Future of Nursing Report signaled a call to action emphasizing the need to create, develop, and innovate solutions that address health equity in schools of nursing (NASEM,2021). Nursing, as the largest profession, has a mandate to partner with individuals, families, communities and other sectors to advance health equity, reduce health dipartites, and improve care (Braveman et al., 2017).

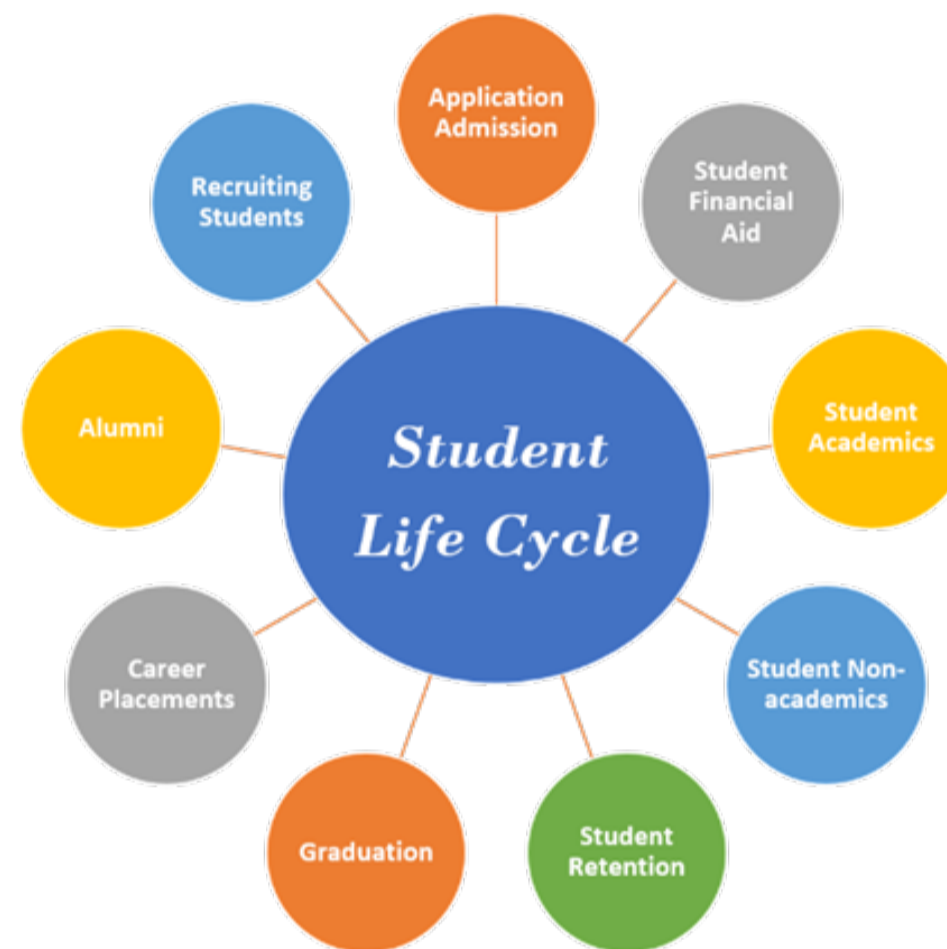
Background

Roseman University of Health Sciences (RUHS) College of Nursing offers undergraduate and graduate programs. The undergraduate offerings consist of an accelerated BSN program with two learning modalities such as the traditional classroom-based program and an online-hybrid program. Currently, RUHS offers a 23-month MSN-FNP program as well as our most recent addition of the Doctorate of Nurse Practice in Nurse Anesthesiology. Given the expansion of our nursing programs, our vision is to develop a model that ensures successful incorporation of diversity, equity, and inclusive excellence throughout a students' academic life cycle, with hopes they are better prepared to care for the diverse patient population they will serve and address health disparities. The model, D.R.A.G., refers to Diversity through Recruitment, Admissions and up to Graduation. Implementing this framework will not only add value to the institution, but it will also align the institutions mission and vision with the needs of our respective accrediting body

Purpose

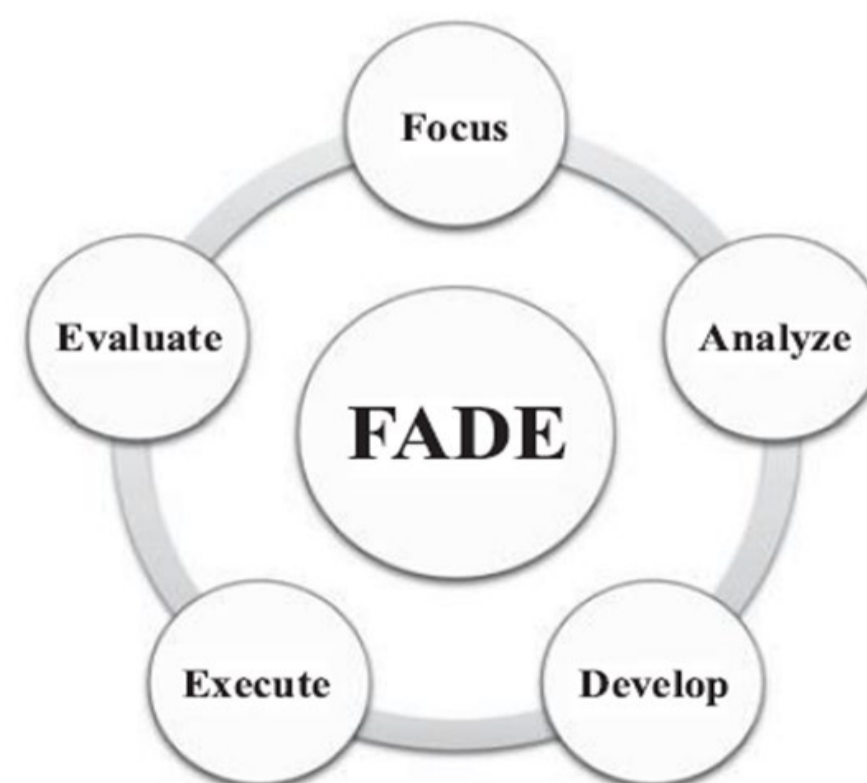
The project aims to develop a framework that will advance diversity, equity, and inclusion within RUHS College of Nursing, beyond what we see within our student body.

D.R.A.G. in the Student Life Cycle



(Rice University,2021)

FADE as a Change Model



(Bowen et al., 2024)

Rationale

D.R.A.G. as a framework will reassess how we look at DEI beyond the lens of expanding the diversity of our student population. Instead, the framework will:

- Address how we recruit faculty staff and students.
- Advance Holistic Admissions Practices
- Increase Faculty development through DEI.
- Expand Student Support Services
- Incorporate DEI through our Curriculum.

Incorporating FADE as a change model will help guide the assessment and implementation process to ensure alignment with institutional missions and goals of our accreditors.

Process

- Focus and Analyze on how we define DEI as an institution and how it aligns with our accrediting body.
- Develop and Execute an implementation plan with specific timeline and desired outcomes, which engages stakeholders, incorporate changes, and monitor resources and deliverables.
- Evaluate the strategic DEI plan by reporting outcomes, celebrating successes, and making improvements.

References

Bowen, F., Harper, D. C., Sample, N. S., & Shirey, M. R. (2024). Academic Leadership for Advancing Diversity, Equity, and Inclusion. *Nursing Administration Quarterly*, 48(1), 21-32.

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Wakefield, M., Williams, D. R., & Le Menestrel, S. (2021). *The future of nursing 2020-2030: Charting a path to achieve health equity*. National Academy of Sciences.



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Erik Dillon, Ed.D., M.Ed., BA

Biography

Dr. Erik Dillon has dedicated his career to serving the student body at various public and private institutions of higher education. Dr. Dillon has almost 20yrs of experience in higher education working with a diverse student population. During his career, Dr. Dillon pulled from his own life experiences to help inspire students throughout their academic journey.

Born and raised in the inner-city of Gary, Indiana, entering college as a first-generation student, as well as being a proud member of the LGBTQ+ community, Dr. Dillon knows firsthand the challenges one may face belonging to one or many of the various underrepresented communities. Therefore, it was without hesitation he was willing to serve as a member of the inaugural Diversity Council, in addition to serving as the faculty advisor for the LGBTQ student association.

Currently, Dr. Dillon is the Assistant Dean of Inclusive Excellence at Roseman University of Health Sciences-College of Nursing. Outside of his regular job, Dr. Dillon is a board member for the Center for Black Health & Equity. During his spare time, Dr. Dillon enjoys traveling across the world visiting tropical beaches and experiencing new cultures as well as trying new cuisines.

Contact Information



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