

Cultivating Critical Consciousness through Academic Writing Groups

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Introduction

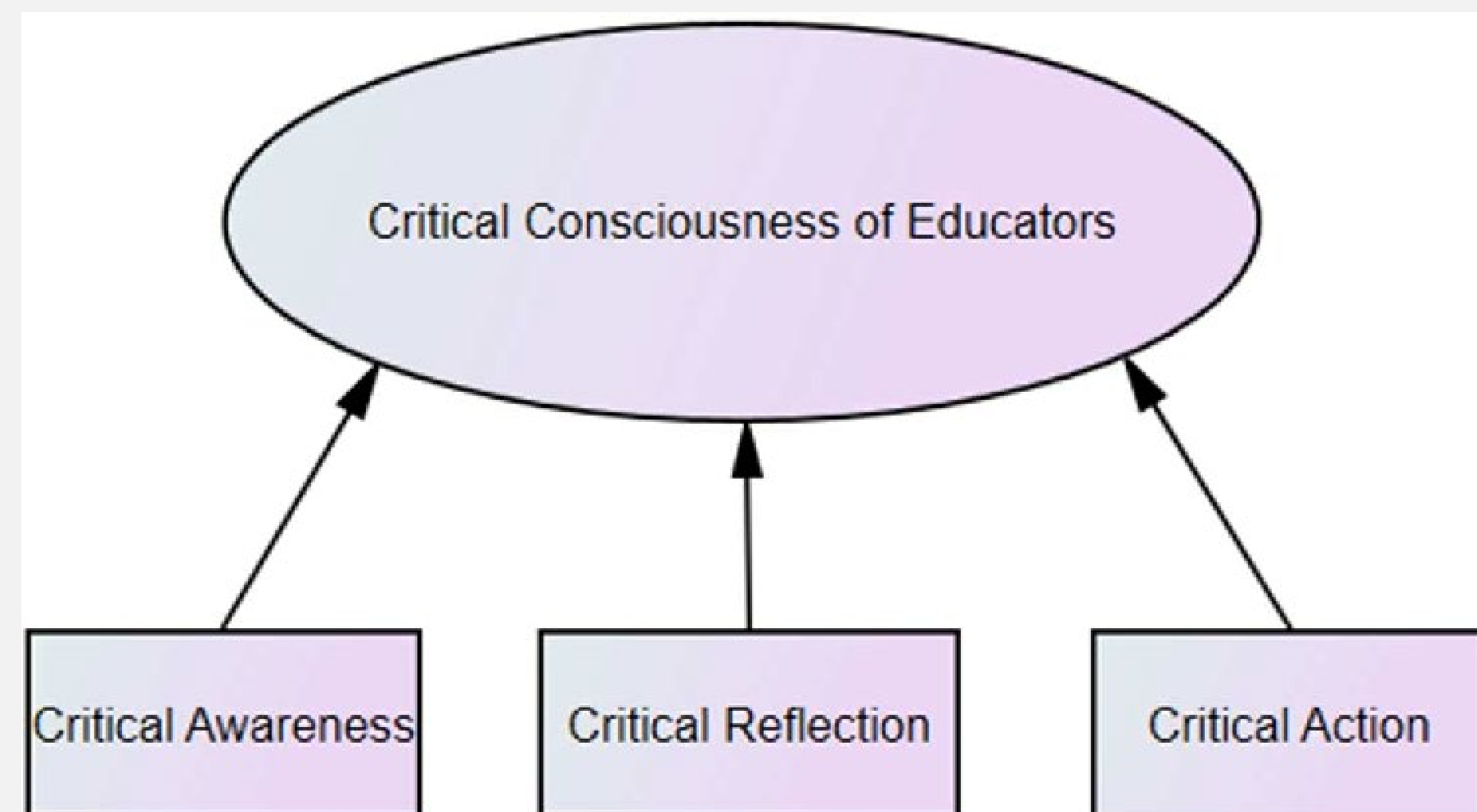
“There’s no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom.”
Paulo Freire Brazilian educator & philosopher

Critical consciousness is the ability to recognize and analyze systems of inequality and oppressive social forces shaping society and take action against them.

Background

“For Freire, pedagogy is not a method or an a priori technique to be imposed on all students but a **political and moral practice** that provides the knowledge, skills, and social relations that enable students to explore the possibilities of what it means to be critical citizens while expanding and deepening their participation in the promise of a substantive democracy.”

(Giroux, 2010, p..716)



(Schneider,2019)

Project Plan

Developing a Faculty Writing Group

Faculty play an important role in developing critical consciousness which can foster academic motivation and achievement in our historically marginalized students.

For this to take place, faculty need the opportunity to develop their critical consciousness. The goal is to create opportunities for faculty to have a place to reflect, dialogue and grow in critical consciousness.

This project has two components:

- Critical Awareness & Reflection: Building our level of critical consciousness as faculty members
- Critical Action - Producing scholarly projects focused on diversity, equity, inclusion and belonging for dissemination



Project Goals

1. Building our level of critical consciousness as faculty members

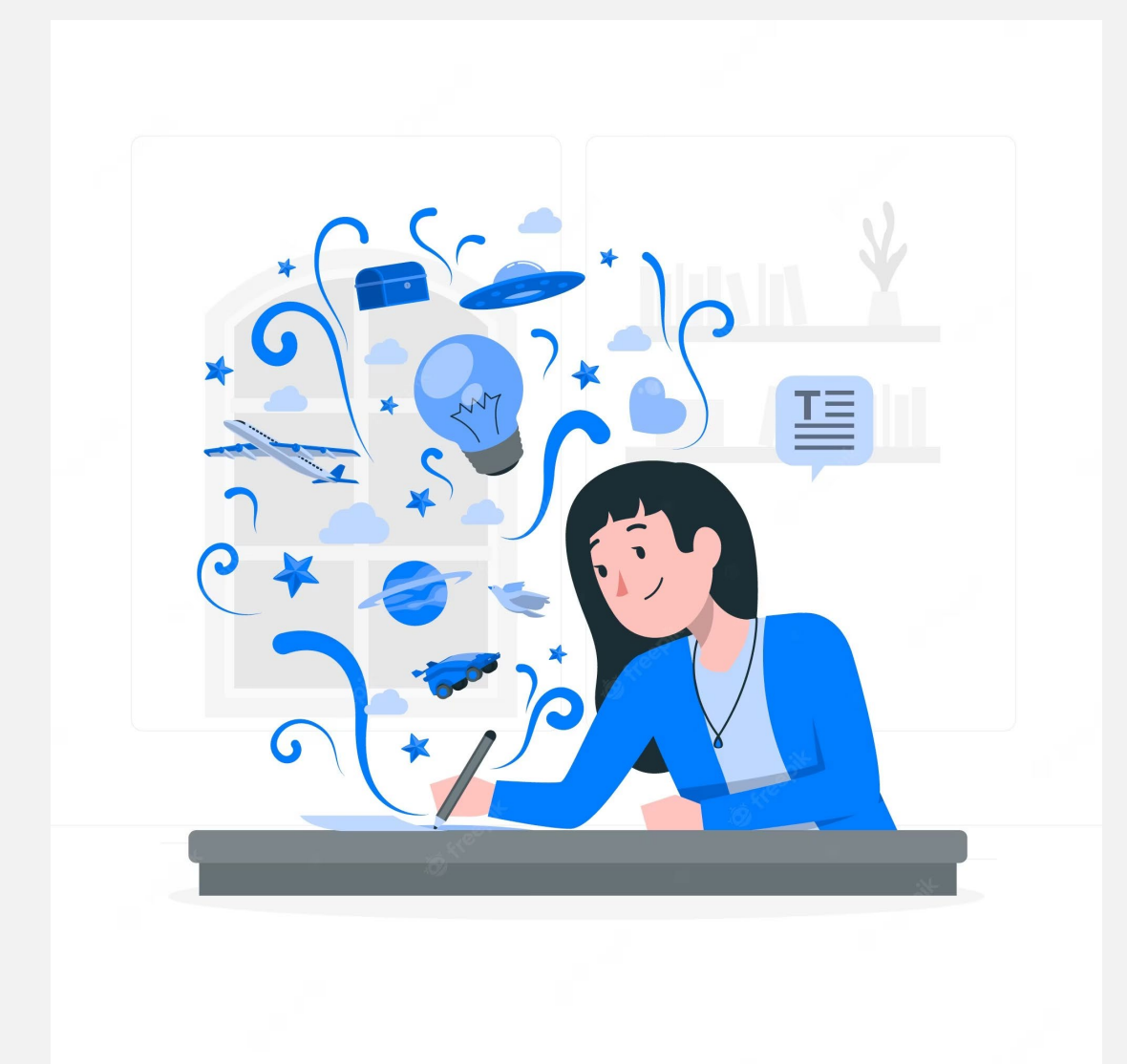
Each month there will be a faculty presentation discussing an article or topic of interest related to critical consciousness.

There will be time for dialogue as a group with guiding questions. The goal is to create a collaborative environment where learning is taking place.



2. Producing scholarly projects focused on diversity, equity, inclusion and belonging for dissemination

A key goal of this project is to foster collaboration to create more publications in the area of DEIB work. This would be done through the implementation of faculty writing sessions.



Faculty Writing Sessions: Next Steps

1. Create interest and recruit faculty
2. Host initial orientation session to formulate specific timelines (i.e. frequency of meetings).
3. At each meeting the first few minutes will be allocated for faculty to share specific goals of what they want to accomplish in the two-hour writing session.
4. Faculty will stay logged in to the Zoom session (typically with cameras off) and work independently on their writing goal for the two- hour time block.
5. Faculty will return to the meeting with cameras on and share their progress. Reporting to peers increases the accountability to meet the goals they outlined for themselves.

Expected Outcomes

1. Faculty will develop a greater level of critical consciousness through monthly presentations, reflections and discussions.
2. Faculty will be empowered to view societal conditions and inequities with new perspectives, feel motivated to action & create transformative learning environments for our students.
3. A greater number of publications and research will be developed by faculty members with a focus on diversity, equity, inclusion and belonging.

References

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diversity, equity, & inclusion

American Association of Colleges of Nursing

Diversity Leadership Institute: Capstone Presentations and Graduation

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Jessica Varghese, PhD, RN

Biography

Jessica Varghese is the Director of the RN to BS program and Assistant Professor of Nursing at New York Institute of Technology. She completed her PhD in Nursing at the State University of New York at Buffalo. She has worked in nursing professional development and leadership roles for over 20 years in acute care, homecare and managed care settings.

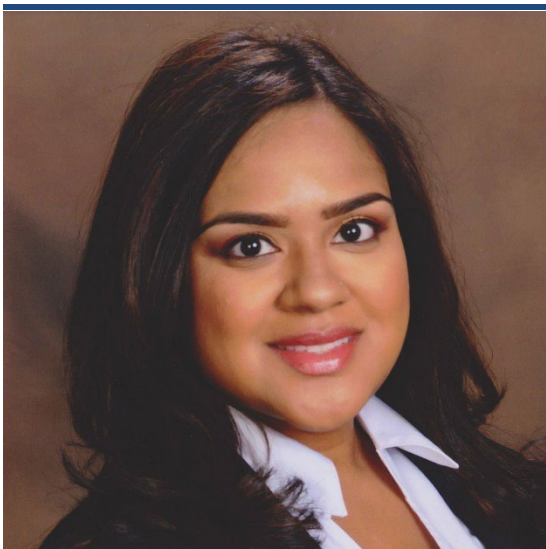
Dr. Varghese received her Bachelor of Science in Nursing from St. John Fisher College in Rochester, N.Y. She continued her education to receive a Master of Arts in Urban Affairs and a Master of Science in Nursing Leadership in Healthcare Systems. She is a Jonas Nurse Leader Scholar and current Committee Chair of the Legislative Committee of the American Nurses Association of New York.

Her most recent publication was Waite, R., Varghese, J., VanRiel, Y., Smith, T., Singletary, G., Shtayermman, O., ... & Beard, K. (2023). Promoting health equity with HBCUs: Breaking away from structural racism. *Nursing Outlook*, 101913.

She is a recipient of the Eleanore Molewski Mentoring Award by the Nurses Association of the Counties of Long Island and the Christa Koffel Inspiring New Leader Award from Quality and Safety Education for Nurses (QSEN). She received American Nurses Association (ANA) and the Centers for Disease Control and Prevention (CDC) Project Firstline Grant of \$10,000 to provide education and training focused on infection prevention and control.

Her areas of interest include educational technology, informatics, health policy, global health, trauma informed care, health systems research, and social justice/equity research. Most recently, Dr. Varghese had the opportunity to take a group of 12 undergraduate students to participate in a global health medical outreach program working with refugee families in Athens, Greece. This included visiting refugee camps, refugee maternity centers, and making home visits. She has presented her research at various regional and national conferences.

Contact Information



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