In 1852 Cardinal John H. Newman wrote that "University training is the great ordinary means to a great ordinary end" and that higher education teaches graduates to "see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophisticated, and to discard what is irrelevant" (1973, pp. 177-178). It is the goal of the higher education program to provide opportunities for our graduate students to accomplish Cardinal Newman's vision with the students they encounter. The aim of our program is to offer course content and skill building (the great ordinary means) for individual and public good (the great ordinary end). This newsletter offers a glimpse into how this community of devoted Mason higher education scholars (students, faculty, and staff) achieve that end. I hope you enjoy this glimpse.

**Course Spotlight**

**HE 710: Leadership in Higher Education**

This course will focus on the leadership of higher education and the role of leaders in institutional transformation. We will focus on the complex social and political environments and the current and future trends of higher education while providing a foundational grounding in the study of leadership theory and research. During this course you will engage in class activities and assignments that challenge you to employ multiple perspectives, and challenge your ideas regarding leadership in student affairs and higher education.

**For a complete listing of Spring 2018 course offerings, visit:**

[http://highered.gmu.edu/course_sections](http://highered.gmu.edu/course_sections)

**Important Spring 2018 Dates**

- Tuesday, Nov 7th – Registration for Spring begins
- Monday, Jan 22nd – First day of classes
- Monday, Jan 29th – Last day to add classes
- Thursday, Feb 22nd – Last day to file graduation intent
- Friday, Feb 23rd – Final drop deadline
- Wednesday, Mar 1st – Practicum proposals due
- Monday, Mar 12th - Sunday, Mar 18th – Spring Break
- Sunday, Mar 11th - Wednesday, Mar 14th – ACPA Convention
- Friday, Apr 13th-Thursday, April 17th – AERA Annual Meeting
- Friday, May 4th – Dissertation/Thesis Deadline
- Saturday, May 5th – Last day of classes

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**Faculty News**

**Jan Arminio’s** research team was notified at the end of last academic year that their work entitled “Educators Acculturating to Serve Student Veterans and Service Members” was accepted for publication in the *Journal of Student Affairs Research and Practice*. A second research team is embarking on a related study exploring the patterns of social justice advocates. Students participating on the two teams include Janet Athanasiou, Ryan Bradshaw, Rick Hess, Sharrell Hassell-Goodman, Christina Hubbard, Meggan Ford, Brandon Quiles, and Aoi Yamanaka. Besides teaching, Dr. Arminio continues to devote service as Associate Editor to the *Journal of College Student Development* and as a member of Mason's Academic Integrity Board.

**Jaime Lester** was named the George Mason University Presidential Fellow for the 2017-18 academic year. Dr. Lester is the sixth Presidential Fellow at Mason and will use her time in the role to assist President Cabrera on projects surrounding faculty engagement. Dr. Lester and HEP student Carrie Klein will present the paper “Student Sensemaking of Learning Analytics Dashboard Interventions” at ASHE. Dr. Lester and HEP student Jennifer Lebrón will present the paper “The Unfiltered Voices of Mid-career Faculty: Narratives of Tension, Constraint, and Agency” at ASHE.

**Kelly Schrum** and **Amy Swan** presented their research at the International Society for the Scholarship of Teaching and Learning (ISSOTL) conference in Calgary, Canada. See the faculty research highlight for more information about this research.
Mark Elliot Bergman (DA 2015) presented a research paper, “New Sensation: Mechanics of the Pre-Chorus in 1980s Australian Pop,” in July 2017 at the College Music Society International Conference in Sydney, Australia. In October 2017, Dr. Bergman directed the Wyoming All-State Strings Clinic in a musical program including the world premiere of his composition Equality State Fanfare. In November of 2017, Dr. Bergman will direct the Sheridan College Symphony Orchestra in a production of The Nutcracker in partnership with the San Diego Ballet.

Christina Hubbard (PhD 2017) recently accepted a position at the Education Advisory Board (EAB) where she will serve as the Director of Community College Research and Content Marketing. In this role she leads research and content development focused on student communication, experience design, and retention strategies.

Jennifer Lebrón, Mary Beth Marklein, and Karen Wrightsman are presenting a roundtable with others entitled “Individual and Institutional Change via Faculty Development: Year One Results from an International University Partnership Program” at ASHE.

Carrie Klein was selected in the spring to be the AERA Division J Graduate Student Member-at-Large for 2017-18.

Hermione Pickett (MAIS 2016) joined the Center for Academic Advising, Retention and Transitions (CAART) as an Academic Advisor. CAART advises students who have not yet declared a major, those who are considering changing their majors, and guest matriculant students. All CAART advisors are well versed in the many majors and minors that Mason has to offer as well as academic policies and procedures that can affect student success.

Jeremy Rogers began a new role as the Assistant Director for the Office of Disability Services at George Mason University.

Adrienne Thompson began a new role at George Mason University as the Associate Director for Student Success with University Life in August 2017. In this new position, she is responsible for implementing initiatives that are geared toward increasing student success and retention of the undergraduate student population at Mason including the Patriot Experience, Peer Student Success Coaching, and Gowns for Grads.

What do you notice about this object? How might it connect to broader themes in U.S. history?

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These questions come from a digital module created by a student in the hybrid, graduate-level course Teaching Hidden History. With funding from 4-VA, a statewide initiative dedicated to fostering collaboration among Virginia universities, Teaching Hidden History brought together students and faculty across colleges. This included history and education students from George Mason University, Virginia Tech, and Old Dominion University.

The author, a special education high school history teacher in Washington, D.C., who is also an M.A. student in Mason’s Department of History and Art History, developed this module around one of the original District of Columbia boundary stones. Carved into the stone are the words, “Jurisdiction of the United States.” This stone sits today in the Commonwealth of Virginia. It was the border, however, not the stone, that moved when Alexandria was retroceded to Virginia in 1846. Hidden in this object is the long-standing debate and conflict over economics, politics, and slavery that led to the Civil War.

Each Teaching Hidden History student created an online module, integrating digital history, history education, and best practices in teaching and learning history. Modules, centered around an initial object, include a hypothesis, resources, rethink, and a connections essay.

Over the course of two summers, 25 students participated, meeting both in-person and virtually. HEP faculty, Drs. Amy Swan and Kelly Schrum, along with Nate Sleeter, a history doctoral student and Digital Teaching and Learning Specialist at Mason’s Roy Rosenzweig Center for History and New Media, conducted research on this project over the two years. Data collected included syllabi, course websites, assignments, blog posts, final projects, online peer and instructor feedback, focus groups, and individual interviews with students.

Swan and Schrum recently presented on this research at the International Society for the Scholarship of Teaching and Learning (ISSOTL) conference in Calgary, Canada. They will also discuss the study at the annual meeting of the American Historical Association (AHA) in January, together with Sleeter and two Teaching Hidden History students, Stephen Barr and Ilsa Tinkelman.