

community

MORGRIDGE College of Education NEWSLETTER

SPRING 2008



Ginger Maloney

Morgridge Faces

Contributed by Ellie Katz (PhD '91), Dean Emeritus of MCE

Many of you know Dr. Virginia "Ginger" Maloney will be stepping down as the dean of Morgridge College of Education (MCE) in July. Do you know about her many accomplishments as dean? She has a "take charge" approach to leadership and has always been ready, willing and able to lead the way.

Ginger "took charge" of MCE in 2001. She came to us from a successful career at the Sturm Family Foundation. In addition, Ginger was also involved with several educational programs. This background and skill set led to the

MORGRIDGE FACES

Ginger Maloney

development of several innovative programs at DU, such as the Ritchie Program for School Leaders, a national model for principal preparation programs, and the Boettcher Teachers Program, which emphasizes teaching skills in an urban setting and serves as a model for many large school systems.



Ginger's first love is early childhood education, and she helped implement the first early childhood leadership program for Colorado. Most recently, Ginger supported a P20 initiative within MCE, which created a unique collaboration between early childhood education, K-12 programs and higher education administration.

Ginger has also helped raise the millions of dollars needed to construct a new building for MCE. For the last several years, Ginger has written case statements, visited with potential donors and completed a successful capital campaign. This summer, construction will begin on a new state-of-the-art building—Katherine A. Ruffatto Hall—for our students, faculty, staff and community.

Being a leader takes time, effort and a willingness to do the work. Ginger has provided thoughtful, caring and creative leadership for MCE. We appreciate all her hard work! **MCE**

Education builds the future. The investments we make in education are designed to ensure a resilient and robust future for our children, our family members, our communities and ourselves.

At this point in the history of Morgridge College of Education we have attracted particularly significant investments from our supporters to help catapult our institution into a future of national and international leadership for educational, mental health and information services and systems. We have successfully completed a \$23 million campaign to build Katherine A. Ruffatto Hall, a beautiful new facility for our college. We will have space to expand our programs in the new facility, and we will have flexible, technologically enabled learning environments that will help us prepare professionals with state-of-the-art skills. We will be breaking ground for this facility this summer, and the building should be completed by winter 2010.

In addition to the investments that friends and alumni of MCE have made to complete our building project, I am delighted to announce that we also have raised more than \$15 million in endowment and program support funding that will enable us to create four new endowed chairs and several new scholarships for students. We will be establishing a new Institute for Educational Success, the Marsico Institute for Early Learning and Literacy, and a new University Training Center for Reading Recovery with these funds. The institute and center will enable us to research new ways to support vulnerable learners, from early childhood through adulthood, and keep them on the pathway toward educational success. Our goal is to build these programs on the firm foundation of the strong community partnerships we have already



established to ensure the quick application of our research to real problems facing our schools and communities.

As many of you already know, I will be stepping down as dean at the end of this academic year, so this will be my last letter to you. I leave with a sense of gratitude for having had this wonderful opportunity for leadership. I am grateful to our faculty, who have embraced an activist agenda of community engagement while continuing to deliver high quality educational experiences to our current students. I am grateful to our staff, who have provided steadfast support to faculty and students, despite a rapid pace of organizational change. I am grateful to our many supporters, who believed in our vision and gave us the resources to realize it. And, I am grateful to the University of Denver's leadership for making the work of MCE a University priority.

I will stay on at MCE in a new role to start up the Marsico Institute for Early Learning and Literacy. How could I leave this place at such an exciting time? I have a particular love for the field of early childhood, because this developmental period is the foundation for the future life success of every child. It will be a delight to expand the college's work in this important field.

I hope you all will stay in close touch with MCE as we grow and prosper in the coming years!

A handwritten signature in cursive script that reads 'Ginger Maloney'.

COMMUNITY WORKS

New research brings hope for problem gamblers

Because gambling has now been legalized in 48 states and is available to anyone with Internet access, the number of people with gambling problems has grown accordingly.

At the same time, knowledge about helping these people lags. "There are relatively few studies on the best way to help problem gamblers," says Bobbi Vollmer, director of Morgridge College of Education's Problem



Bobbi Vollmer

COMMUNITY WORKS

Gambling Treatment and Research Center (PGTRC). Vollmer developed the center with Karin Dittrick-Nathan, clinical assistant professor, and Michael Faragher, adjunct faculty member.

Currently in its fourth year of operation, PGTRC gives graduate students the opportunity to provide confidential counseling and therapy to a disparate group of problem gamblers and their family members. Student counselors also collect data to increase knowledge about this emerging challenge.

In devising the center's methodology, Vollmer decided to depart from conventional practice. "Most research programs take a particular approach, then recruit clients and see how it works. I thought: let's ask the clients what approach they want. And they all chose different things," she explains.

"It becomes a challenge for the students," Vollmer acknowledges; they often have to adjust to treatment protocols that exceed their comfort zones. "We're telling our students, 'you need to listen to what your clients are saying and collaborate on the modality.'"

"The research is in its beginning stages," she says, but so far the conclusions are illuminating. Clients like to choose their treatment modalities. When given the choice, they tend to remain in treatment. And, says Vollmer, "The longer you stay in therapy, the more favorable the outcome."

Karin Dittrick-Nathan has recently been appointed to a nation-wide committee sponsored by Harvard's gambling program director, Howard Schaffer, to recommend gambling policy to university administrators. PGTRC will also sponsor their third annual conference on problem gambling in Colorado next fall. [MCE](#)



EDUCATION TODAY

STUDENTS LOBBY STATE REPRESENTATIVES

Earlier this year, 20 students charged the Capitol as new leaders in early childcare and education reform. The daylong event was part of the Buell Early Childhood Leadership Program's policy and advocacy course. Graduate students spent the day touring the grounds, meeting with legislators and lobbying their state representatives and senators.

Buell Fellows met with House Speaker Andrew Romanoff (a Sturm College of Law student) and Lt. Gov. Barbara O'Brien to discuss civic engagement and government accessibility. In the afternoon, students lobbied state representatives and senators for the passage of legislation such as Senate Bill 89, which would give more funding to children with disabilities.



Freshman graduate student Nancy Burdic was surprised to learn how interested the lawmakers were to hear from her.

"It was fascinating that Sen. Williams wanted me to testify after hearing about my experiences. It brought home the idea that I could have a part in governing if I choose to participate and make contact," Burdic says.

The class was designed to show students ways they can get funding and support for policies that provide quality educational initiatives. Most students come to the program with an experienced background in education but lack knowledge of the political process.

The Buell Early Childhood Leadership Program is a one-year graduate certificate in education administration in the field of early care and education. It targets the needs of experienced and emerging administrators. Political leadership is one of its seven core standards.

Gaining a newfound interest in public affairs, Burdic and her classmates plan to continue lobbying their elected officials.

"If I feel strongly enough about a certain issue, I will not hesitate to contact my representative and senator," Burdic says.

Keep in Touch

Bookmark our Web site at www.du.edu/education and visit frequently for the latest Morgridge updates. Meet some of our students, learn about our community-engagement efforts and catch up with professors who continue to break ground in their disciplines.

Because we enjoy keeping in touch, please make sure we have your most recent contact information by visiting us online or writing to:

MORGRIDGE COLLEGE OF EDUCATION, UNIVERSITY OF DENVER | 2450 S. VINE ST. | DENVER, CO 80208

Seventh grade students visit DU campus, attend mock classes



When Mitchel Livingston was in middle school, his guidance counselor told him he should learn to work with his hands, because he wasn't "college material."

So, when Livingston earned his bachelor's degree, he took his diploma back to that counselor and laid it in front of him saying, "See this. I guess I am college material."

Livingston went on to earn a master's degree, then a PhD and is today a vice president and chief diversity officer for the University of Cincinnati, with two offers on the table to become president of a major university. Recently, Livingston shared his story with seventh graders from Highline Academy visiting the University of Denver campus.

"Don't let anyone tell you you're not college material," Livingston said. "Each of you can get where I am today."

Highline Academy is a K-8 Denver charter school that provides a rigorous, inclusive learning environment. DU's Morgridge College of Education works in close partnership with Highline, to help provide K-12 education for a study body that includes 463 students from 55 national backgrounds.

Morgridge's Higher Education program sponsored the "Access, Equity and Excellence for Life Week," which included the visit from Highline students. Kent Seidel, associate professor and chair of Higher Education's P-20 Leadership programs, said DU's partnership with Highline could become a national model for university-community collaboration. The Morgridge program, he said, is preparing education leaders to support a seamless education system from pre-school through graduate school, aligned in part with the goals of Gov. Bill Ritter's new P-20 Education Coordinating Council.

Highline students not only listened to Livingston's inspiring story, they toured the campus, sat in on mock classes and were treated to lunch at Nelson Hall. As they got a taste of college life, DU leaders encouraged the seventh graders to consider college and begin planning to achieve their goals.

"Be committed, stay focused and work hard," said Wahhab Carter, assistant director of admissions.

Education professor emeritus remembered as outstanding educator

Ray Kluever was a man inspired by things that sparked his curiosity.

"He would investigate [something] until he became an expert in it," says Raymond Ross (MA '85, PhD '92), a friend and former student, noting Kluever would study subjects including woodcarving, the Chinese language, accounting and computers.

Kluever was responsible for opening the computer lab in the education building.

He joined DU in 1969. Practicality might best describe his teaching style, longtime friend and professor Kathy Green says. "He would just say, 'Here's what you want to do, and here's what you need to know.'"

He didn't care as much about following the curriculum as much as he did having his students truly understand the subject. "He wasn't a teacher," Ross says. "He was an educator. He wanted us to have a thorough understanding."

Kluever is survived by his wife of 52 years, Marianne, and their sons, Donald and Kenneth.

Scholarship That Counts

Environmental education would benefit society, alum says

The way Christy Moroye (MA '99, PhD '07) sees it, if society wants to become more ecologically aware, that transition's got to start in the classroom.

"Environmental education in the U.S. is primarily supplemental or only housed in the sciences," she says, noting that it needs to be integrated into the curriculum. That, she says, will not only benefit students and schools, but ultimately the planet.

Research suggests that younger students should focus on connecting with nature

and their local communities before tackling more pressing issues like pollution or global warming, she explains. Most young students only connect during an occasional field trip.

Her research on this subject has won her "Dissertation of the Year" in Curriculum and Instruction from the American Education Research Association.

"While many have studied environmental education, few have focused on environmentally conscious teachers in traditional public schools," she says.

Moroye's dissertation focused on four ecologically minded public high school teachers. She interviewed them, observed classroom practices, wrote literary descriptions and analyzed data by connecting it to relevant research.

Moroye, now an assistant professor of curriculum and supervision at the University of Iowa College of Education, says she agrees with the notion that writing a dissertation is the loneliest part of the PhD process. So being recognized [for an award] is all the more rewarding because it "makes that private process more public."