

SUED Minutes February 19, 2010

Present: Carine Feyten (Miami University), Melissa Chase (Miami University), Teresa McGowan (Miami University), Julie Matuga (Bowling Green State University), Becky Pissanos (Bowling Green State University), Daniel Mahoney (Kent State University), Joanne Arhar (Kent State University), Renee Middleton (Ohio University), Sandy Stroot (The Ohio State University), Evonn Welton (University of Akron), Mark Shermis (University of Akron), Karen Herrington (University of Akron), Virginia Keil (University of Toledo), Greg Bernhardt (Wright State University), Donna Hanby (Wright State University), Charlotte Harris (Wright State University).

Discussion Points

- SUED membership agreed that the original letter submitted to Chancellor Fingerhut endorsing national accreditation should be revised and re-sent to the Tom Borckenkircher/Chancellor. The purpose of doing this is to unequivocally state that all teacher preparation programs should pursue national accreditation.
- While acknowledging that the SPA process can sometimes be difficult, SUED membership also agreed unequivocally that the SUED supports the continuation of the SPA process. A statement to this effect will be included in the letter to Chancellor Fingerhut.
- Distinguished graduate information sent to AACTE was well-received. Still working with OBOR to have distinguished graduate information displayed on their website. All other pieces for highlighting distinguished graduates have been worked out.
- Wright State is continuing to work with OCTEO to have distinguished graduates displayed on the website in addition to institutional information. A request is also being made to set up a chat room on the OCTEO website.
- Some of the phone numbers on the SUED stationery is still incorrect.
- At the next meeting, the following topics need to be discussed:
 - Come to a consensus as to what our stamp will be on teacher preparation given what was discussed in the meeting with Fingerhut, Stanford, and Delisle
 - Draft guidelines and principles of what should guide the development of teacher preparation programs
 - Discuss addition to metrics: include types of schools our graduates teach in, how long they stay in the field, and student surveys
 - Determine a list of qualities of what makes a good teacher and then use these qualities to build programs for teacher preparation in public institutions.
 - Discuss a more holistic approach as to what we mean by impact on student learning