Final Report of the

Psychology Partnerships Project:

Academic Partnerships

to Meet the Teaching and Learning Needs

of the 21st Century

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Exhibits

The exhibits are not included in the final report although the report does refer to them where appropriate. The exhibits are housed in the Education Directorate at the American Psychological Association.

1. Preplanning Committee's Proposal for a National Conference on Academic Partnerships
2. Minutes of P3 Steering Committee Meetings and Conference Calls
3. Board of Educational Affairs Items About Psychology Partnerships Project
4. Invitation to August 15, 1997 Meeting at APA Convention
5. P3 Original Web Site Material
6. Issues and Summary of Responses Posted on P3 General Listserv
7. Publicity About the Psychology Partnerships Project
8. National Directory of Teachers of Psychology
9. National Forum on Psychology Partnerships Web Site During Forum
10. Letters to Participants and Group Leaders
11. Agenda Book for National Forum on Psychology Partnerships
12. Handbook for National Forum on Psychology Partnerships
13. Group Proposals, External Reviews, and Progress Reports
14. Completed Evaluations of the Psychology Partnerships Project
15. Videotape of Comments from the National Forum on Psychology Partnerships and the Psychology Partnerships Project
16. Products of the Psychology Partnerships Project

Final Report of the Psychology Partnerships Project: Academic Partnerships to Meet the Teaching and Learning Needs of the 21st Century

Executive Summary

The Psychology Partnerships Project: Academic Partnerships to Meet the Teaching and Learning Needs of the 21st Century (P3) was a 5-year initiative of the American Psychological Association's (APA) Board of Educational Affairs (BEA) and the Education Directorate. P3 was designed to promote and facilitate partnerships among psychology teachers in high schools, community colleges, 4-year colleges and universities, and graduate programs and partnerships among psychology teachers and community agencies and businesses. The project began in March 1996 when the BEA approved the formation of a preplanning committee to develop a proposal for a national conference on academic partnerships. The committee submitted its proposal to the BEA in November 1996 and BEA members approved and provided funds for the formation of a 14-member steering committee to plan and implement the conference. In May 1997 the Steering Committee, comprised of teachers from the targeted educational levels, developed a mission statement and began planning for the national conference. As the Steering Committee continued its work, the focus of P3 shifted from viewing the conference as the goal of the project to considering the conference the centerpiece of a larger, broader project designed to create partnerships and resources that extended far beyond the conference itself. To this end the Steering Committee developed and implemented a multistage 5-year plan.

From May 1997 to December 1998 (Stage 1) the Steering Committee focused on publicizing P3, gathering information about existing psychology partnerships, identifying critical issues the project could address, preparing for the national conference, and recruiting participants for the project. From January to June 1999 (Stage 2), the committee finalized plans for and held the June 17 – 22, 1999 conference. Ninety-nine teachers from high schools, community colleges, 4-year colleges and universities, and graduate programs (including several graduate students) joined the P3 Steering Committee and APA staff at the National Forum on Psychology Partnerships held at James Madison University. Participants worked in nine groups to develop proposals to form new partnerships, expand existing partnerships, and design resources to enhance teaching. From July 1999 to December 2000 (Stage 3), P3 participants implemented their proposals. On August 3, 2000 more than 70 P3 participants reconvened at the National Conversation on Psychology Partnerships, a one-day meeting held in Washington, DC. Participants reported on the progress they had made on their projects, made plans for continuing or completing their projects, and developed strategies to promote the partnerships movement after the dissolution of P3 in December 2000. From January to September 2001 (Stage 4) participants completed their projects, continued work on their projects, or transitioned them to other groups, and the Steering Committee prepared the final report.

Based on evaluation data and products resulting from P3, it appears the project was successful. To date participants have given 61 presentations about P3 and/or its projects. P3 has yielded at least 38 concrete products (new partnerships, conferences, or resources for teachers), all of which involved teachers from at least two academic levels in the development or implementation process. Many of these projects are on-going partnerships that will continue to enhance teaching and learning for many years to come. P3 participants are building on the connections they forged at the forum and developing even more partnerships and resources for the future. Participants were able to acquire external funding to finance several projects, another indicator of the value and importance of the projects. Evaluations of P3 at every point in the project were very positive. Teachers indicated that they benefited a great deal from their participation in P3. They reported that their involvement in P3 has enhanced their teaching, service, and scholarship. P3 participants are leaders in a new era of psychology education, one that needs and will benefit from partnerships that include teachers from all academic levels. P3 has become a model not only for psychology teachers but for educators in other disciplines as well. Furthermore, although P3 began as a project to forge partnerships among teachers, the project also led to organizational partnerships. These organizational partnerships provide an extraordinary opportunity to incorporate the partnership movement into organizational structures within education communities. As one of the organizations spearheading these organizational partnerships, the APA has enhanced its role as a leader in improving education.

History of the Psychology Partnerships Project

The Psychology Partnerships Project (P3) began in 1996 as a vision in the minds of Randy Ernst, Virginia Andreoli Mathie, and Jill Reich. Both Randy Ernst, as chair of the American Psychological Association (APA) Teachers of Psychology in Secondary Schools (TOPSS), and Virginia Andreoli Mathie, as President of the Society for the Teaching of Psychology (STP; Division 2 of the APA), planned to bring a proposal for a teaching conference from their respective organizations to the APA Board of Educational Affairs (BEA). They met with Jill Reich, then the Executive Director of the Education Directorate, to discuss their proposals at the March 1996 APA Consolidated Meetings. Realizing the benefits of combining their energy and ideas, they joined forces and developed one proposal for a conference for psychology teachers from all academic levels. With the encouragement of Jill Reich, "partnerships" became the central theme of the proposed conference.

Building on a Tradition

The idea for a conference for psychology teachers was not a new idea. The APA has a rich tradition of supporting teachers of psychology. It sponsored national conferences on undergraduate education (1951, 1960, 1991), graduate education (1949, 1987), and post-doctoral training (1994) as well as national surveys on undergraduate education (APA, 1983; Kulik, 1973; Scheirer & Rogers, 1985). These conferences (see Table 1) and surveys tended to focus on issues related to curriculum and training models from the perspective of one level of the educational pipeline (either the undergraduate, graduate, or post-doctoral level). The 1991 National Conference on Enhancing the Quality of Undergraduate Education in Psychology was somewhat broader in scope in that it also examined advising, active learning, assessment, student diversity, professional linkages, and professional development in addition to curriculum issues. The organizers also made an effort to include a few teachers from high schools, community colleges, and graduate programs. Yet, as the conference name implies, the focus on this conference was clearly on undergraduate education.

Table 1
APA Education Conferences

Conference	*Theme*	*Reference*
1949 Boulder Conference	Issues/problems of training clinical psychologists in science-practitioner model	Raimy (1950)
1951 Cornell Conference	Analysis of undergraduate curriculum and proposal for model curricula	Buxton et al. (1952)
1960 Michigan Conference	Analysis of undergraduate curriculum and proposal for model curricula	McKeachie & Milholland (1961)
1987 Utah Conference	Graduate training in psychology and association of graduate psychology programs with other departments	Bickman & Ellis (1990)
1991 National Conference on Enhancing the Quality of Undergraduate Education in Psychology	Undergraduate education issues: program assessment, academic advising, diversity, faculty development, networking, curriculum, active learning	McGovern (1993)
1994 Conference on Postdoctoral Education and Training in Psychology	Issues related to maintaining expertise in teaching, research, and practice beyond the doctoral degree	American Psychological Association (1995)

Additional APA-sponsored initiatives related to teaching included the formation of Teachers of Psychology in Secondary Schools (TOPSS), the Working Group on 2-year Colleges, the Task Force on Diversity, and the Roundtable on Teaching and Learning. Although some of these initiatives cut across educational levels, these cross-cutting efforts were not the primary focus of the initiative. What made the conference proposed by Ernst and Andreoli Mathie so unique was that they wanted to bring together in ***one project*** teachers from ***all levels of instruction*** to identify and discuss ***several issues*** important to the teaching and learning of psychology in the 21st century.

In response to the Ernst and Andreoli Mathie proposal, at its March 1996 meeting the BEA appointed Robert Brown, Samuel Cameron, Martha Ellis, and Randy Ernst to a Preplanning Committee chaired by Virginia Andreoli Mathie. The committee's task was to write a detailed proposal for a conference that would bring together psychology teachers from high schools, community colleges, 4-year colleges and universities, and graduate programs to discuss critical issues confronting teachers in the new century and to develop partnerships and resources to help teachers address these issues and thereby enhance psychology education.

Why Partnerships?

At the 1991 APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology, Wayne Weiten and his colleagues in the Networking Group (Weiten, 1993) emphasized the importance of increasing collaboration and communication among psychology teachers at different academic levels. One of their basic premises was that the issues and challenges confronted by teachers from high school through graduate school are more similar than different across levels. They described the benefits of collaboration and provided several case studies to serve as models of networking across academic levels. Using this work as a foundation, the Preplanning Committee examined recent demographic, societal, economic, and technological changes that had begun to affect higher education in general and psychology specifically and then considered how partnerships among psychology teachers and between teachers and other professionals, community agencies, and businesses could help teachers deal with these changes. For example, some of the most pressing challenges revolved around the increased number of students in psychology courses, the increased mobility of students, the need for a more ethnically diverse student population in psychology programs, and the need to prepare students for a changing marketplace.

Increased Number and Mobility of Students. Data that the committee examined indicated the number of students enrolled in psychology courses in high schools, community colleges, 4-year colleges and universities, and graduate programs was growing rapidly (Ernst & Petrossian, 1996; McGovern & Reich, 1996). Based on 20-year projections available at the time, it appeared this growth would continue and psychology would be second only to business as the most popular undergraduate major (Murray, 1996). Added to the problem of the large and growing number of students moving through the pipeline from high school psychology courses, to community colleges and on to 4-year institutions and then graduate school was the problem of increased mobility of students. Data available in 1996 indicated fifty percent of students were beginning their careers in community colleges and a large percentage of these students were then transferring to 4-year colleges and universities (McGovern & Reich, 1996; Reich, 1996). Additionally, futurists were predicting that the anticipated growth in on-line courses and distance learning would result in students demanding greater freedom to enroll in courses beyond their own campus (Dolence & Norris, 1995). How would teachers teach, advise, mentor, and supervise large numbers of students in a time of decreasing funding without sacrificing academic quality? How would teachers prepare students to move through the psychology pipeline? How would they prepare themselves to assess what students had learned at other educational levels or institutions (or at their own institution) and build on students' existing knowledge? It appeared that academic partnerships could provide some solutions to these challenges. Through partnerships teachers could share scarce resources, help each other develop new pedagogical techniques, develop a more seamless and coordinated curriculum across levels, develop creative ways to assess learning, and coordinate academic and career advising to facilitate students' transition through the academe.

Diversity Issues. Demographic data indicated the percentage of the U.S. population that is Caucasian will drop from approximately 73% in the mid-90's to less than 50% by 2050 (Holliday et al., 1997). At the same time, 1993 data showed ethnic minorities were underrepresented in psychology programs and this disparity increased along the continuum from baccalaureate to master's to doctoral degrees (Holliday et al., 1997). What should psychology teachers do in their courses to prepare students to live and work in a more culturally diverse society? What can psychology teachers do to increase the number of ethnic minority students in psychology programs? Once again partnerships across academic levels appeared to offer some solutions. For example, if faculty members at 4-year colleges were to form partnerships with high school and community college teachers they could develop an academic pipeline

to recruit culturally diverse students into their programs. Through these partnerships 4-year college and university teachers would also benefit from the experiences of their high school and community college colleagues (who typically work with a more culturally diverse student body) and enhance their ability to incorporate cross-cultural perspectives into their courses. Similar networks between graduate and undergraduate instructors could increase diversity in psychology graduate programs.

Preparation for Employment. Among the skills employers look for in potential employees are real-world experiences in applying knowledge learned in the classroom (Dolence & Norris, 1995). How can teachers increase service learning, practicum, and internship opportunities for their students and do so in the face of increasing numbers of students? How can teachers assess the impact of these experiences on their students? Partnerships between teachers and local community agencies and businesses could increase the number of applied learning sites. These partnerships could also lead to more shared supervision, something that would help teachers deal with the greater number of students seeking these learning opportunities, and to more creative assessment of student performance in real-world contexts. The psychology marketplace is also changing and teachers need to provide career advising to address these changes. Partnerships across academic levels could inform career advising so that students gain a better knowledge of training needs and career opportunities in the discipline.

These types of issues and the role partnerships could play in addressing them led the Preplanning Committee to emphasize the partnership element of the proposed conference. With guidance and assistance from Jill Reich and Peter Petrossian, the committee's Education Directorate staff liaison, the Preplanning Committee submitted its proposal (Exhibit 1) to the BEA at the Board's November 1996 meeting. The BEA approved the proposal, appointed a 14-person Steering Committee, and provided funds to plan the conference.

Psychology Partnerships Project Steering Committee

Consistent with the focus on cross-level partnerships, the BEA appointed a Steering Committee comprised of four high school teachers, four community college teachers, five 4-year college/university teachers, and one research university teacher. Membership on the committee changed during the five-year life of the project but there were always at least three high school, three community college, and five 4-year college/university representatives, and one graduate faculty representative. The graduate assistant to Virginia Andreoli Mathie, Danielle Strawn, represented graduate students on the committee. Table 2 contains the names of individuals who served on the Steering Committee.

Table 2
P3 Steering Committee

Committee Members

Irwin Altman – University of Utah, UT (1997-2000)
Virginia Andreoli Mathie, Chair – James Madison University, VA (1997-2000)
Charles Blair-Broeker – Cedar Falls High School, IA (1997-2000)
JoAnn Brannock – Fullerton College, CA (1998-2000)
Samuel M. Cameron – Arcadia University (formerly Beaver College), PA (1997-2000)
James V. Couch – James Madison University, VA (1998-1999)
Margaret J. Davidson – L.V. Berkner High School, TX (1997-2000)
Martha Ellis – Collin County Community College, TX; Texas State Technical College, TX (1997-2000)
Randy Ernst – Lincoln High School, NE (1997-2000)
Tresmain Grimes – South Carolina State University, SC (1997-2000)
Jane Halonen – Alverno College, WI; James Madison University, VA (1997-2000)
Susan Harris-Mitchell – College of DuPage, IL (1997 – 1999)
Virginia Nichols Quinn – Northern Virginia Community College, VA (1997 – 1998)
Tonja Ringgold – Baltimore City Community College (1999 – 2000)
Randolph A. Smith – Ouachita Baptist University, AR (1997 – 2000)
Danielle Strawn – James Madison University (1997 – 1999)
Jamie Ward – Schools of the Sacred Heart, CA (1997)
Carsh Wilturner – Green River Community College, WA (1997)

Consultants

Wilbert J. McKeachie
University of Michigan

Claire Ellen Weinstein
University of Texas

APA Staff Liaisons

Jill Reich (1997 – 1999)
Martha Braswell (1998 – 2000)
Joan Freund (1998 – 2000)
Christine Johnson (1997)
Peter Petrossian (1997 – 1998)

Members of the Steering Committee were responsible for spearheading the project. They developed the multi-stage concept for the project, gathered background information to inform their planning, identified critical issues for discussion, planned the details of the conference (the National Forum on Psychology Partnerships) and the follow-up reunion (the National Conversation on Psychology Partnerships), publicized the project through conference presentations and newsletter articles, and facilitated the activities of working groups at the forum and during the implementation period. Steering committee members were also responsible for preparing regular progress reports to the BEA, evaluating P3 and developing plans to transition on-going projects to other organizations where appropriate.

The committee met eight times: May and December 1997; April and December, 1998; February, June, and December 1999; and October 2000. The APA Education Directorate provided funds for these meetings. All of the meetings were held at the APA office building in Washington, DC with the exception of the June 1999 meeting that was held at James Madison University during the National Forum on Psychology Partnerships. Committee members conducted regular conference calls during its five-year duration. The conference calls were set up and funded by the APA Education Directorate. In addition, committee members corresponded regularly with each other and with the project's APA staff liaisons through the APA-based electronic listserv established for the committee. (Exhibit 2 contains minutes of all Steering Committee meetings and conference calls. Exhibit 3 contains the reports to the BEA.)

The two consultants to the Steering Committee, Wilbert McKeachie and Claire Ellen Weinstein, did not attend committee meetings or participate in committee conference calls. The committee did consult with them several times during the life of the project, however, and they provided invaluable assistance, advice, and guidance. They also attended and played a critical role in the National Forum on Psychology Partnerships.

Psychology Partnerships Project: A Multi-Stage, Multi-Year Plan

When the Steering Committee began its work, the primary focus of the project was to plan a conference for psychology teachers from all academic levels. The goal was to provide a forum for teachers to share the challenges and successes they encountered as they tried to address issues that confronted all psychology teachers regardless of the level at which they taught. The Steering Committee hoped that through these discussions teachers would be motivated to form partnerships to work together to address critical educational issues. Very early in the project, however, Steering Committee members realized that the project was more than a conference. They began to see the project as a multi-stage, multi-year effort to infuse a "partnerships mentality" throughout the psychology education community. What follows is a description of the four stages of the Psychology Partnerships Project, typically referred to as P3. Appendix A contains a detailed list of the activities and outcomes in each stage.

Stage 1: Setting the Stage (May 1997 – December 1998)

Early Planning

To begin the committee's work as soon as possible, seven members of the Steering Committee met informally at the March 1997 APA Consolidated Meetings in Washington, DC. They outlined a tentative three-year plan in which the committee would identify critical issues during the first year, hold the conference in the second year, and help participants in the conference form partnerships in the third year. This plan served as the basis for discussion at the Steering Committee's first formal meeting.

The first meeting of the Steering Committee was held on May 3 – 4, 1997 at the APA building in Washington, DC. Committee members developed a mission statement (see Table 3), identified a tentative list of critical issues that would form the basis of discussion at the conference, and began to outline a plan for the conference. As the committee worked on the plan, it became clear that the project was more than a three-year project and that the conference should not be the goal in and of itself but rather the centerpiece of a project that would be much broader and more far-reaching. With this in mind, the committee formulated a tentative 5-year plan and worked on refining it during the next few months.

Table 3
Mission and Goals of the Psychology Partnership Project

Mission: This project will identify, establish, and nurture partnerships to promote the teaching of psychology and to encourage life-long learning in a diverse, changing world.

Goals:

1. Build on the accomplishments of previous APA conferences and initiatives.
2. Foster on-going and systems-based relationships among high school, 2-year, 4-year, and graduate teachers of psychology.
3. Promote mutually beneficial relationships between teachers of psychology and
   a. other psychology professionals,
   b. teachers in other disciplines who incorporate psychological concepts and knowledge into their teaching, and
   c. community and corporate organizations
4. Improve the teaching and learning of psychology by
   a. preparing teachers of psychology,
   b. fostering professional development of the teaching of psychology, and
   c. applying psychological principles to improve learning at all levels.
5. Explore new avenues for psychological concepts in
   a. grades pre-K through 8,
   b. corporate settings, and
   c. community settings.

Committee members continued their discussions in conference calls in June, July, and October. During this period they created a survey designed to inform people about P3, obtain feedback about the P3 mission and goals, generate interest in the upcoming conference, and gather information about existing partnerships (see Appendix B for the version of the survey used most frequently). The survey was distributed at national and regional meetings, posted on the APA Education Directorate web site, and sent to individuals who expressed interest in P3 or the conference. During this period the committee also invited leaders of professional organizations with an interest in the teaching of psychology to a P3 information session on August 15, 1997 at the APA convention (Exhibit 4 contains the invitation letter). In addition to the P3 Steering Committee members, 29 teachers attended the session and all were very enthusiastic about the direction the committee was taking with the project.

The Steering Committee held its second meeting on December 6 – 7, 1997 at the APA building in Washington, DC. At this meeting the committee finalized the 5-year plan that would guide the rest of their work, generated a list of eight (later expanded to nine) critical issues they hoped would stimulate discussion prior to and at the conference (see Table 4), wrote the Call for Host Site for the National Forum on Psychology Partnerships, wrote a draft of the call for participants, finalized plans for a P3 web site and listserv, and produced a tentative format for the forum.

Selecting Host Site

In 1998 the Steering Committee focused on planning for the forum, selecting a host site and participants, obtaining funding to support the forum, and publicizing P3 and the forum. One of the first activities of the year was to publish the Call for a Host Site (see Appendix C). The Steering Committee received four proposals from institutions that wanted to be the host site for the National Forum on Psychology Partnerships. At the committee's April 4 – 5, 1998 meeting committee members reviewed the four proposals. All four institutions were generous in the support they offered for the forum but James Madison University (JMU) in Harrisonburg, VA offered the most complete package. The JMU administrators agreed to provide meeting rooms, housing, computers, meals, and transportation

Table 4
Critical Issues for P3

Critical Issues

- Advising
- Assessment
- Curriculum
- Diversity
- Faculty Development
- Partnerships
- Research
- Service Learning
- Technology

between Dulles airport in Washington, DC and Harrisonburg for all forum participants without charge to P3. The value of JMU's contribution to the forum was estimated to be approximately $42,000. After JMU was selected as the host site, Dr. James V. Couch, the writer of the JMU proposal, became a member of the P3 Steering Committee and served as the site coordinator. He was responsible for overseeing all the logistics of the forum and insuring that day-to-day activities ran smoothly.

Facilitating Discussions About Partnerships

As part of the planning process, Steering Committee members sought ways to facilitate the formation of partnerships. They believed that helping individuals identify potential partners and get in contact with one another was the first step in this process. To this end they began to outline plans to publish a directory of psychology teachers. This directory, the first of its kind for psychology educators, contained the names and contact information of all of the current members of the Society for the Teaching of Psychology (STP - Division 2 of APA), members of the APA Committee Teachers of Psychology in Secondary Schools (TOPSS), and community college teachers who responded to a survey sent to all community colleges in the United States. The Steering Committee also began to gather information about existing partnerships in order to share these models with P3 participants and other teachers.

In an effort to enhance awareness of P3 and promote discussion about the nine critical issues, the committee established a P3 homepage on the APA Education Directorate web site and an APA-based moderated listserv. Anyone could subscribe to the listserv by following the directions posted on the APA Education Directorate P3 web site. Every two weeks the P3 graduate assistant posted on the listserv a question related to one of the P3 critical issues. Subscribers were invited to respond to the questions. The listserv generated a few responses to each question although activity on the listserv was far below what the Steering Committee had expected. The graduate assistant summarized the responses she received and posted the summary on the listserv. (Exhibit 5 contains printed copies of the pages on the web site and Exhibit 6 contains printed copies of the summaries that were posted on the listserv.)

Steering Committee members gave 13 presentations and published four articles about P3 during this stage of the project. (See Appendix D for presentation references, Appendix E for publication references, and Exhibit 7 for copies of these publications.) The Steering Committee and the BEA also held a kick-off breakfast to publicize P3 at the 1998 APA convention. At the breakfast they unveiled the newly published *National Directory of Teachers of Psychology.* (Exhibit 8 contains the 1999 version of the directory.)

Selecting Participants

Following the APA convention, the Steering Committee published the Call for Participants (see Appendix F) in the *APA Monitor*, the *Newsletter for the Society for the Teaching of Psychology*, the journal *Teaching of Psychology*, and on the P3 web site. In addition, the call was sent to everyone on the P3 mailing list the committee had developed through contacts at professional meetings, returned P3 surveys, and mailing lists from other organizations. At its December 5 – 6, 1998 meeting, Steering Committee members reviewed 63 applications received at the time of the meeting. Committee members also created a list of additional individuals they wanted to invite in an effort to achieve appropriate representation from all academic levels and geographic areas and to insure diversity in ethnic background, leadership experience, partnership experience, and experience working across academic levels. After careful consideration of the credentials of the applicants and people on the committee-generated lists, the Steering Committee selected 100 people and sent a letter of invitation to attend the National Forum on Psychology Partnerships to these individuals (see Appendix G for letter). The invitees were comprised of applicants and individuals on the committee-generated lists. During the next few months, in order to keep the number of participants at about 100, new invitations were extended when the committee was notified that one of the original invitees was unable to attend.

Seeking Funds to Support P3

During Stage 1 the Steering Committee began seeking external funding to support the forum. (See Appendix H for summary of funding for P3.) Jill Reich and Virginia Andreoli Mathie submitted a concept paper to the Fund for the Improvement of Post Secondary Education and grant proposals to the College Board and the American Psychological Foundation seeking money for the forum. Virginia Andreoli Mathie applied for the James Madison University College of Education and Psychology Mosier Fellow Award grant. The Steering Committee wrote letters to divisions of APA and other professional organizations seeking cosponsors for P3 as a whole and funding for the forum in particular.

Stage 2: The National Forum on Psychology Partnerships (January 1999 – June 1999)

The centerpiece of P3 was the National Forum on Psychology Partnerships. During stage 2 of P3 the Steering Committee focused on finalizing plans for the forum, publicizing the forum, and holding the forum at James Madison University (JMU) on June 17 – 22, 1999. The Steering Committee obtained $63,350 in external funds to support the forum and activities related to it (see Appendix H). In addition to the BEA and JMU, 28 organizations signed on as co-sponsors of the National Forum. Nine of the co-sponsors paid all the expenses for an observer to attend the forum.

Goals of the Forum

Consistent with the goals of P3 as a whole, the goals of the forum were

1. to provide an opportunity for teachers to meet teachers from other levels of psychology and gain a better understanding of their educational environment and teaching issues,
2. to provide an opportunity for teachers to network with teachers in their own academic setting,
3. to facilitate the formation of partnerships among participants in the forum,
4. to stimulate discussion about the issues confronting psychology teachers and how these issues relate to psychology education at all academic levels,
5. to generate proposals for new partnerships that included individuals who were not P3 participants,
6. to generate proposals for the creation of new resources that would enhance teaching, advising, and research at all academic levels,
7. to generate proposals for the creation of new resources that would facilitate the formation of partnerships in the future, and
8. to provide a model for other disciplinary professional organizations of the benefits of partnerships across academic levels.

Location

James Madison University, located in Harrisonburg, Virginia, is a public, comprehensive university offering programs at the bachelor's, master's, and doctoral levels. Student enrollment is approximately 15,000. James Madison University was established in 1908 as the State Normal and Industrial School for Women and in 1924 became the State Teachers College at Harrisonburg. To reflect the increasing diversity of its curriculum, in 1938 the school was named Madison College in honor of James Madison, the fourth president of the United States. The institution continued to grow in size and expand its curriculum and in 1977 the school adopted its current name, James Madison University. A number of national publications have repeatedly recognized the quality of the JMU experience and JMU is regarded as one of the premier comprehensive universities in the southeast.

Facilities

Forum participants were assigned single rooms in one of two air-conditioned residence halls on the campus. Each participant shared a bath with one other person. Each room was equipped with a desktop computer for the participant to use.

Meeting rooms were located on campus. An auditorium with multimedia equipment was used for plenary sessions. Each group had its own meeting room, equipped with a desktop computer and flip chart, for group work sessions. APA staff members were located in a room in the same building as the meeting rooms. The staff room was equipped with two computers, telephone, fax machine, and copy machine. A resource library was also housed in the staff room.

All meals were provided on the JMU campus. Breakfasts were served in the main lounge in each residence hall to facilitate casual conversation among participants. A cafeteria-style lunch was served each day in one of the campus cafeterias. Box lunches were provided on the day the group went to tour Monticello, the Charlottesville, VA home of Thomas Jefferson. Formal dinners were served in a conference center on campus with the exception of the mid-forum outdoor barbeque. For two of the dinners, special seating was arranged to encourage either multi-level discussions or cross-group discussions. Participants engaged in a variety of after-dinner social activities during the forum.

A forum web site listed the events scheduled for each day and provided a discussion group for participants to exchange ideas with or get input from members of other groups. At the end of the forum project proposals were posted on this web site. (Exhibit 9 contains the pages of the forum web site.)

Travel

Participants were asked to pay for their own travel if possible but were given the opportunity to request a travel stipend if they had no other source of funding for their travel to the forum. The $10,000 grant from the College Board was used for these stipends. Co-sponsors paid for the travel of their observers. JMU provided bus service from Dulles Airport in Washington, DC to the JMU campus as part of its contribution to the forum.

Participants

One hundred and eighteen people from 34 states and the District of Columbia attended the forum (see Appendix I). Included in the roster were 90 invited participants, 9 observers from co-sponsoring organizations, 14 Steering Committee members, 2 consultants to the Steering Committee, and 3 APA staff members. The 90 invited participants and 9 observers included

- 6 current or recent graduate students,
- 5 teachers from predominantly graduate level training,
- 23 high school teachers,
- 19 community college teachers,
- 42 4-year college/university teachers, and
- 4 psychologists from mental health institutions/agencies.

Participants varied in their experience with partnerships. Some participants had previous experience in forming partnerships either within or across academic levels, some participants did not have any previous experience with partnerships but had specific ideas to create a partnership or a resource that would benefit teachers at all academic levels, and some participants had neither experience in nor ideas for partnerships but they were very interested in getting both.

Steering Committee members initiated communication with participants as soon as the participants made the commitment to attend the forum. Virginia Andreoli Mathie sent letters to all participants in February and March 1999 to inform them of the activities planned for the forum, their responsibilities at the forum and in the following year, and information needed prior to the forum. (Exhibit 10 contains copies of letters sent to participants.)

Guest Speakers

The Steering Committee invited three individuals to give keynote presentations at the forum. Diane Halpern, the chair of the Psychology Department at California State University – San Bernardino and the 1998 recipient of the American Psychological Foundation Award for Distinguished Teaching of Psychology, was the opening session keynote speaker. Philip Bigler, a teacher at Thomas Jefferson High School for Science and Technology and the recipient of the 1998 National Teacher of the Year Award, gave a keynote presentation on the second day of the forum. Irwin Altman, a member of the P3 Steering Committee, faculty member at the University of Utah, and the recipient of the 1994 APA Award for Distinguished Career Contributions to Education and Training in Psychology, gave the closing address.

Group Assignments

The Steering Committee assigned participants and observers to one of nine working groups that corresponded to the critical issues. The groups varied in size from 8 to 12 members. In assigning people to groups the committee took into account interests individuals had described in their application as well as the balance across educational setting, geographic location, and gender in each group. The Steering Committee also assigned people in such a way that each group had at least one or two individuals who had proposed a partnership project in their application. This was deemed important as a way to insure that each group had at least one or two projects to consider from the outset although there was no requirement or guarantee that the group would select these projects as the group projects. Appendix I includes participants' group assignments. As these lists indicate, each group included high school, community college and 4-year college/university teachers. Six of the groups included a graduate student and four of the groups included a graduate faculty member. Participants were told to which group they had been assigned in the mailing that was sent to them in March 1999.

Group Leaders

The Steering Committee appointed a group leader for each group. Much care was given to the selection of the group leaders given the critical role they would play in motivating the group and keeping members on task. The Steering Committee selected individuals they believed had a reputation for getting things done, had strong interpersonal, communication, organizational, and leadership skills, and had the capacity to build bridges across academic levels. The Steering Committee also wanted leaders who represented all of the academic levels. After reviewing the exceptional credentials of all of the P3 participants, the committee selected two high school teachers, two community college teachers, four 4-year college/university teachers, and one graduate level teacher to serve as group leaders.

Virginia Andreoli Mathie sent letters to group leaders in March and May 1999 to inform them of their responsibilities and to provide information that would assist them in their leadership roles (included in Exhibit 10). Group leaders were responsible for contacting group members prior to the forum to orient them to P3 and what was expected at the forum, helping select three readings related to the group's issue that all members of their group would read prior to the forum, facilitating group discussion and keeping group members on task during the forum, facilitating implementation of the projects during the year after the forum, and writing three progress reports during the year after the forum.

Steering Committee Liaisons

Each group was assigned a Steering Committee Liaison. The role of the liaisons was to communicate with their group leader frequently and assist the leader when necessary. Prior to the forum liaisons kept their group leader informed about the details of the forum, worked with their leader to select readings for the group, helped their leader structure the first few sessions of the group, and generally served as a consultant for their leader. At the forum the liaisons attended all of their group's meetings and monitored their group's progress. Their task was to be available to answer questions or give guidance when necessary but to otherwise let the group leaders facilitate the activities of the group.

The Steering Committee members who were not assigned to a group served as "floaters" and attended some portion of each group's meeting. They were also responsible for collecting summary notes from group liaisons and helping to keep the forum running smoothly.

Consultants

Wilbert McKeachie, from the University of Michigan and winner of numerous awards for outstanding contributions to psychology, and Claire Ellen Weinstein, from the University of Texas – Austin and former President of APA Division 15, Educational Psychology, were consultants to P3 from its inception. Their responsibility at the forum was to attend portions of each group's meeting and participate in the discussion when appropriate. At the end of the forum they led a plenary session in which they shared their perceptions of the participants' work and made recommendations on how groups could enhance the likelihood of success for their projects.

Materials Provided to Participants

In March 1999 Virginia Andreoli Mathie sent a letter to all participants informing them of their group assignment and requesting they submit a one to two page statement that summarized their thoughts on their group's issue, three reference citations for journal articles, book chapters, or books they thought would help their group address the group's issue, and a brief biographical statement (letter included in Exhibit 10). Group leaders consulted with their Steering Committee liaisons and selected three to four readings from the references submitted by their group members. Using all of this information, the APA staff members compiled an agenda book for participants that included welcome letters from Richard Suinn, the president of APA, and Linwood Rose, president of JMU, a list of cosponsors of the forum, two readings dealing with academic partnerships, readings selected for the participant's group, a list of all of the references submitted by all participants at the forum, biographies of all forum participants, issue statements from all forum participants, daily schedule for the forum, group assignments, directions for getting to the JMU campus, and information about what to bring to the forum. These agenda books were mailed to participants in May. (Exhibit 11 contains the books mailed to a guest speaker. Books sent to speakers did not include readings for a particular working group.)

When participants arrived at the forum they were given the *Handbook for the National Forum on Psychology Partnerships*. The handbook contained the daily schedule for the forum, the list of P3 participants, the Preliminary Partnerships Directory, and information about the JMU campus and the Harrisonburg community. (Exhibit 12 contains this handbook.)

Group Projects

After some initial discussion about the issue to which they were assigned, group members were asked to select one or more issues/problems to pursue in more depth for the duration of the forum. The group's task during the forum was to develop one or more projects that would facilitate the development of new partnerships across academic levels and/or create new resources that could be used by teachers at different levels to enhance their teaching, advising, professional development, or research. The group could focus solely on one project and have all group members contribute to this project, or the group could subdivide in meaningful ways to produce multiple projects to address the identified problems. Group members were encouraged to be realistic about the time frame for the project and to keep in mind that they were to implement the project in the next year or two. They were also encouraged to find ways to involve people who are not at the forum and engage them in future partnerships. Project proposals were due at the end of the forum. The Steering Group provided a template the groups used for each proposal (see Appendix J). Project proposals were submitted to the Steering Committee on the last full day of the forum and were posted on the forum web site. In addition, groups presented a 10-minutes summary of their proposals in a plenary session on the afternoon of the last full day of the forum. The PowerPoint presentations groups used were posted on the forum web site.

The nine groups developed 28 proposals. (The original proposals are included in Exhibit 13.)

Advising
1. Advising Needs Assessment
2. Career Options in Psychology: A Review of Empirical Data
3. Conversations & Careers in Psychology – Faculty
4. Conversations & Careers in Psychology – Students
5. Marketing a Psychology Education to New Roles and Careers
6. Real People, Really Interesting Careers
7. Whose Hiring Psychology Majors

Assessment
8. Assessing Information Retrieval Skills in Psychology
9. Authentic Assessment of Scientific Reasoning in Psychology Courses
10. Self-assessment in the Psychology Classroom

Curriculum
11. Enhancing the Quality of Introductory Psychology: Implementing APA's National Standards
12. Midwest Institute for Students of Psychology (MISOP): A Student Research Conference
13. Psy is Psience: Modifying the Public Perception of Psychology

Diversity
14. Extending the Educational Pipeline for DP 2000
15. Forming Diversity Partnerships
16. Minority Honor Student Directory
17. Open Forum Partnerships

Faculty Development
18. Using Partnerships to Enhance Faculty Development

Partnerships
19. P3 Committee of Society for the Teaching of Psychology
20. Teaching a Global Psychology: International Faculty and Students Dialogue Project
21. The Many Faces of Psychology

Research
22. Bridges to the Future
23. Faculty Research Collaborations/Development
24. High School, Undergraduates, Graduates, Gaining Experience in Research and Service
25. Workshops/Institutes for Research Education and Development

Service Learning
26. The What, How, & Why of Service Learning: A Multilevel Developmental Framework for Psychology

Technology
27. Facilitating Psychology Partnerships: Electronic Directories of Psychology Teachers
28. Planning for On-line Technologies Catalog for the Teaching of Psychology

Daily Schedule

An outline of the daily schedule is provided in Appendix K.

Thursday, June 17. This day was devoted to welcoming participants to JMU. At the evening reception Virginia Andreoli Mathie gave welcoming remarks as chair of P3. Douglas Brown, JMU Academic Vice President, and Jerry Benson, JMU Dean of the College of Education and Psychology, welcomed participants on behalf of JMU. Raymond Fowler, Chief Executive Officer of APA, and Jill Reich, Director of the Education Directorate, welcomed participants on behalf of APA. Diane Halpern, from California State University – San Bernardino, was the opening session keynote speaker. In her address, Dr. Halpern outlined recent demographic, political, societal, and educational changes that impact psychology teachers. She also described the benefits and challenges of forming academic partnerships to respond to these changes. She encouraged participants, through their activities at the forum, to be role models to other teachers who want to form partnerships with other teachers.

Friday, June 18. The first activity for participants was to meet in small groups with other teachers in their academic level. A Steering Committee member from the same academic level led each group. The purpose of this session was to facilitate networking within academic levels and give teachers an opportunity to discuss partnership and resource needs within each academic level. Participants were asked to bring these needs to their issue groups. This session was followed by a keynote address from Philip Bigler, a teacher at Thomas Jefferson High School for Science and Technology in Alexandria, VA. Mr. Bigler challenged participants to think about the qualities of exceptional teachers, the needs of students, and the values that should guide the educational experience. Participants met in their issue groups for the first time on Friday afternoon. For many participants this was their first opportunity to collaborate with teachers from other academic levels so they were encouraged to use this first meeting as an opportunity to learn about the teaching needs of teachers at other academic levels and consider how the group's issue impacts all of them. They were also asked to begin the process of identifying potential projects based on the interests and needs of the group's participants. At the late afternoon reception, 18 participants displayed posters describing existing partnerships in psychology. The Steering Committee believed these models would help stimulate ideas within the groups. (Exhibit 12 includes the list of posters.)

Saturday, June 19. Participants spent the day working in their group developing their projects. Before dinner Patrick DeLeon, APA President-elect gave some brief remarks in which he highlighted the historical significance of P3 and the forum and thanked participants for their leadership in the educational arena. Norine Johnson, the representative from the APA Board of Directors, also congratulated participants on the success of the forum and encouraged them to pursue their partnerships once they left JMU.

Sunday, June 20. Participants spent the morning working on their projects. The afternoon was set aside for a field trip to Monticello in Charlottesville, VA or some other individually-selected activity.

Monday, June 21. In the morning session participants put the final touches on their proposals that were due later that morning. In the plenary session that followed, Wilbert McKeachie and Claire Ellen Weinstein, the consultants to P3, shared their reflections on the work of the groups and suggested strategies participants could use to implement their projects. The purpose of the plenary session on Monday afternoon was to give each group an opportunity to describe its proposed projects to the rest of the participants. Participants also had the opportunity to give written feedback to each group at this session. At the farewell dinner that evening, Irwin Altman gave the closing address. He outlined the challenges that lie ahead as participants refine and implement their projects.

Tuesday, June 22. At the morning plenary session participants discussed the tasks that lie ahead for their group, strategies to implement the projects, and suggestions for a follow-up session in the following spring or summer. Participants left the forum at noon.

Participant Evaluations of Forum

The Steering Committee asked participants to complete an evaluation of the forum prior to leaving the JMU campus. Seventy-seven participants completed the evaluation form (see Appendix L). The evaluations were anonymous but most participants indicated their working group. All groups were represented in the sample. (Exhibit 14 contains all completed evaluations for the P3 project; Exhibit 15 contains videotaped comments about P3.)

Participants described the expectations they had for the forum and then reported what activities met their expectations. Of the 77 respondents, 63 reported that the forum met all or most of their expectations. The remaining 14 respondents either did not respond to the item about the extent to which the forum met their expectations or indicated the item was not relevant because they did not have any expectations about the forum. Participants indicated what the Steering Committee could have done to meet expectations that were not met. This item turned out to be lists of things that could have been improved. The most common suggestion was to provide more time for interaction across working groups. Participants reported the most valuable aspect of the forum and their plans for new partnerships. Participants also offered suggestions for the follow-up of the forum. The most common responses to these items are reported in Table 5.

Table 5
Summary of Responses on the Forum Evaluation Form

Question	Number Responding
Single most valuable aspect of the Forum:	
1. Opportunity to work with people committed to teaching	51
2. Opportunity to develop a project that will be useful to teachers	15
3. Opportunity to meet and work with teachers from other levels	13
4. The exchange of ideas that took place at the Forum	10
Plans for a new partnership	
1. With teachers at other levels	29
2. With teachers in my own level	10
3. With other P3 folks in my state or region	10
4. Continue existing partnership with new ideas/motivation from Forum	5
What we could have done to meet expectations	
1. Provide more time for interaction across working groups to get feedback from other groups	10
2. Provide clearer expectations about forum activities prior to forum	5
3. Provide more opportunities to meet with teachers in own academic level	4
4. Allow more planning time to develop projects	4
Suggestions for follow-up of Forum	
1. Meeting of all participants at JMU, at another institution, or prior to APA convention	50
2. Follow-up through electronic communication (e-mail, web site, teleconference)	13
3. Meeting of a few representatives of each working group	12
4. Hold sessions at regional meetings	4

Stage 3: Following the Forum (July 1999 – December 2000)

Communication After the Forum

Prior to leaving the forum, the Steering Committee emphasized the importance of completing as many of the group projects as possible. After participants left JMU, the Steering Committee made a concerted effort to maintain the high level of enthusiasm and momentum witnessed at the forum and to encourage all participants to implement the projects they proposed. To facilitate communication, an APA listserv was established for all forum participants. In an effort to motivate participants, Virginia Andreoli Mathie posted on the forum listserv monthly updates containing information about group activities, progress on projects, news items about participants, and other information that might be of interest to P3

participants. She encouraged all participants to use the listserv to make announcements, seek feedback about their projects, get assistance with their project, and share ideas.

A separate group listserv was set up for each group to enable group members to communicate easily with one another as they worked on their projects. Steering Committee liaisons initiated communication on the group listservs and encouraged group leaders to do the same as a way of keeping the group organized and on task. Although all group leaders reported that they tried to get a conversation started on the listserv, few had much success in doing so. In some cases, group leaders requested a conference call for their group to discuss issues related to the group's project. The APA staff person set up these calls as needed.

In an effort to assist group leaders with their responsibilities, Virginia Andreoli Mathie sent regular updates to group leaders and talked at some length with each group leader in October and December 1999. Group leaders reported that these consultations were helpful.

Implementation of Projects

All of the groups made good progress on most of their projects. In a few cases, after a careful review of the proposals, group members decided to drop some of their projects because they found the resources they planned to develop already existed, they realized the project was not feasible, or they did not have sufficient resources to complete the project. All groups continued with at least one of their projects.

To help them achieve their goals, several of the groups requested funding for their projects. At its December 4 – 5, 1999 meeting the Steering Committee reviewed all of the funding requests and allocated funds that were available to P3. All groups were encouraged to seek external funds for their projects. Several groups were successful in this regard. During this stage of the project, groups obtained more than $19,000 in external funds. In addition, the APA Education Directorate provided $10,000 in matching funds for one of the grants and $4,000 to support three other projects. Details about the funding for projects are included in Appendix H.

To help motivate the groups to work on their projects, group leaders were asked to submit progress reports three times during this stage of P3: in October 1999, February 2000, and June 2000. All group leaders submitted these reports. (The progress reports are included in Exhibit 13.)

Reviews of P3 Proposals

One of the requests made by participants at the final plenary session of the National Forum was that the groups have the opportunity to get feedback about their proposals. They were particularly interested in getting feedback from people who had not attended the forum. They believed this external review was important because it might give them a more objective opinion about whether the group was headed in a useful direction with its projects. In response to this request, Virginia Andreoli Mathie organized proposal reviews by members of the Steering Committee and by a panel of external reviewers.

Internal Reviews. Each working group received feedback about their proposals from at least three Steering Committee members. As Chair of the Steering Committee, Virginia Andreoli Mathie provided written feedback to each group about each of its proposals. The Steering Committee liaison for the group also provided written feedback to the group. In addition, one other Steering Committee member reviewed the group's proposals and provided written feedback to the group.

External Reviews. In response to participants' request for reviews by people who did not attend the forum, the Steering Committee formed an External Review Committee. Thomas McGovern from Arizona State University – West chaired the committee. The reviewers were Karen Huffman, Palomar College, CA, Barbara Nodine, Arcadia University, PA, Harold Takooshian, Fordham University, NY, Jerina

Wainwright, Ann Arundel Community College, MD, Allyson Wesley, Roslyn High School, NY, and Swazette Young, Laurel High School, MD.

Two groups submitted a total of four projects for review.

1. Diversity Group – Extending the Education Pipeline for DP 2000
2. Diversity Group – Minority Honor Student Directory
3. Partnerships Group – Many Faces of Psychology Video
4. Partnerships Group – International Partners Project

For each of these projects, the Steering Committee sent the reviewers the original proposal, the October 1999 and February 2000 progress reports, and any other pertinent information. Each reviewer was asked to comment on the extent to which the project provided information, course resources and/or opportunities for new partnerships that would be helpful to teachers and/or students at the reviewer's academic level and at other academic levels, and on the feasibility of the project. The reviewer was also asked to make suggestions to improve the project and enhance its viability. Dr. McGovern organized and combined reviewers' comments into one review for each project.

The reviews were very positive. The reviewers pointed out problematic aspects of the projects, suggestions about how to deal with these problems and enhance the project, and potential funding sources for the projects. Virginia Andreoli Mathie sent the reviews to the group leaders who were asked to share them with the group members. (Reviews are included in Exhibit 13.)

National Conversation on Psychology Partnerships

In response to the participants' strong recommendation that the group reconvene in the spring or summer of 2000, the Steering Committee devoted some of the time at its December 4 – 5, 1999 meeting to planning the National Conversation on Psychology Partnerships for August 3, 2000, the day prior to the beginning of the APA annual convention. The purpose of the one-day meeting was to provide participants the opportunity to meet face-to-face to continue work on their projects, complete them, or make plans to transition them to another group, to share their progress with other participants, to cement the partnerships and collaboration among participants at the June 1999 forum, to maintain enthusiasm for the partnerships movement in general, and to discuss strategies to promote partnerships beyond P3 and embed the movement in existing organizations. The Steering Committee obtained $2,000 in external funding and $5,200 in funding from the APA Education Directorate to support this meeting.

Location and Facilities. The meeting was held at the American Psychological Association building. One large conference room was used for the plenary sessions and for lunch. Each P3 group was assigned a meeting room for individual group meetings. An evening reception was held in the lobby of the APA building.

Participants. More than 70 people attended the National Conversation on Psychology Partnerships. Every P3 group had representatives at the meeting. To encourage as many P3 participants as possible to attend the meeting the Steering Committee secured funding to provide travel stipends to participants who indicated a need for travel funds. Eleven people requested and were given stipends to offset travel expenses to the meeting.

Schedule. The day was divided into four segments. The morning was devoted to optional group meetings. The second segment in the early afternoon included the welcoming remarks and a working lunch during which groups met. The third segment focused on strategic planning. The final event was the reception. The detailed schedule for the meeting is included in Appendix M.

The Steering Committee met briefly on the morning of August 3, 2000 to discuss last-minute details of the day's plans. Groups were given the option of beginning their group meetings in the morning. Seven groups chose to do so.

The National Conversation on Psychology Partnerships formally kicked off with welcoming remarks from Virginia Andreoli Mathie and a keynote address by Jill Reich, former Executive Director of the APA Education Directorate and currently Provost at Bates College, ME. Dr. Reich briefly reviewed the history of P3, put the project's work in the context of trends in education, and highlighted the visionary accomplishment of the group. After this presentation participants ate lunch and met in their groups to discuss their projects. All the groups met at this time. The poster session that followed the group meetings featured 10 of the projects.

The remainder of the program focused on strategic planning. This was a major element of the meeting. It began with a panel discussion on Strategic Planning for the Future of Partnerships. The primary purpose of the panel discussion was to stimulate thought about what could be done to promote the continuation of the partnership movement in psychology. Charles Blair-Broeker chaired the panel. The panelists were Randy Ernst, representing a high school perspective, Tonja Ringgold, representing a community college perspective, and Loreto Prieto, representing the 4-year college and graduate perspectives. Each panelist addressed the issues participants should consider in planning for the future of partnerships in psychology with comments on how to continue to promote partnerships and the type of work P3 has begun once P3 itself ends. Each participant proposed some goals and objectives and suggested ways to accomplish them. Participants then participated in a group discussion and attempted to answer the three questions listed below.

1. What would you like to see happen to continue the partnerships movement? What should the priorities be for the next three to five years?
2. What strategies would you suggest to accomplish the goals you propose?
3. Who should be responsible for addressing these goals?

A Steering Committee member was assigned to lead each of the nine discussion groups. Participants were assigned to groups so that each group included at least one high school teacher, one community college teacher, and one 4-year college or university teacher. Additionally, each group contained a representative from as many of the P3 working groups as possible. Following the group discussions, each group summarized its recommendations at the final plenary session. The recommendations that resulted from this session are summarized below.

Recommendations to Continue the Partnerships Movement

To Psychology Teaching Organizations

1. Teaching organizations should appoint a partnerships task force or partnerships coordinator to develop new partnerships initiatives and serve an enabling function to support partnerships projects by teachers. *[The Society for the Teaching of Psychology has already done this. Other organizations should be encouraged to do the same.]*

2. Teaching organizations should publicize widely their partnerships task force or coordinator as well as their new partnerships initiatives.

3. Teaching organizations should direct their partnership task force or coordinator to encourage local and state partnerships and find ways to support these partnerships.

4. Teaching organizations should update or create a web directory of members or other people who are willing to be part of partnerships directory and partner with teachers in other academic settings.

5. Teaching organizations should make every effort to include in national, regional, and state convention programs sessions that would allow face-to-face discussion of partnerships.

6. Teaching organizations should become a vehicle for the continuation and maintenance of long-term P3 projects. *[Teachers of Psychology in Secondary Schools and the Society for the Teaching of Psychology have agreed to take on some of the projects.]*

To the Board of Educational Affairs and the Education Directorate

7. The Board of Educational Affairs should continue to put academic partnerships high on its priority list. This support needs to include financial support for new partnerships initiatives and a staff person to work with organizations that are involved in these partnerships.

8. The Education Directorate should appoint one of its staff members to serve as the coordinator of the partnerships initiatives and continue to support the partnership efforts of teaching organizations.

9. The Education Directorate should organize a conference in two to three years as a follow up to St. Mary's and P3.

10. Expand the partnerships movement internationally through the development of international partnerships. *[This is being addressed through the International Conference on Psychology Education.]*

11. Encourage teachers in all settings to form one new partnership with another teacher each year and to encourage that person to do the same the following year. Ask TOPSS state coordinators to take the lead in helping others to form local partnerships.

12. Disseminate information accumulated this year through the P3 final report and other publications, web sites and so forth.

13. Write an article for the *PTN* that describes ways in which teachers can identify and contact other psychology teachers and professionals and ask them to give class presentations or to assist with class projects. (e.g., call a local professional, call the state association to see if its sponsors a speakers bureau, look in the yellow pages, etc.)

14. Develop a *Partnerships for Dummies* handbook that provides tips on how to form partnerships and describes what works and what does not.

15. Write a series of *Monitor* articles reporting on the projects and identifying the goals of each of the nine working groups.

16. The Education Directorate, in collaboration with STP, TOPSS and CCWG, should plan and sponsor a social hour at APA convention and invite local high school, community college and 4-year college/university psychology teachers.

To APA

17. APA should offer grants to support partnership efforts at the state level.

18. The next President of APA should make the psychology partnerships movement a Presidential Initiative.

Participant Evaluations of Project One Year After the Forum

During the summer of 2000 the Assessment Group created a survey to assess the impact of the P3 experience one year after the National Forum on Psychology Partnerships (see Appendix N). The survey was sent to each participant through U. S. mail and on the P3 forum listserv. Fifty-five participants responded, two of whom were Steering Committee members. All working groups were represented in the sample. Table 6 contains a summary of the responses. (Exhibit 14 contains all completed evaluations; Exhibit 15 contains videotaped comments about P3.)

Table 6
Summary of Responses to Assessment Survey One Year After Forum

Item	*Response Options*	*Response*
Did you establish a partnership at forum that continues?	Yes/No	43 Yes 10 No
Did a particular conversation at forum change the way you teach, research, or think?	Yes/No	38 Yes 12 No
Extent to which P3 affected existing partnerships you had	1 = Not at all; 5 = great deal	M = 3.58
During past year, establish new partnership with non-P3 person?	Yes/No	41 Yes 13 No
Are there partnerships you are seeking to establish?	Yes/No	38 Yes 14 No
Extent to which P3 affected scholarship related to teaching	1 = Not at all; 5 = great deal	M = 3.04
Participation in P3 had positive impact on teaching	1 = Not at all; 5 = great deal	M = 3.67
Participation in P3 had positive impact on advising	1 = Not at all; 5 = great deal	M = 3.16
Participation in P3 had positive impact on scholarly activity	1 = Not at all; 5 = great deal	M = 3.30
Participation in P3 had positive impact on ability to form partnerships with psychology teachers in own academic setting	1 = Not at all; 5 = great deal	M = 3.52
Participation in P3 had positive impact on ability to form partnerships with psychology teachers in other academic settings	1 = Not at all; 5 = great deal	M = 4.02
Participation in P3 had positive impact on ability to form partnerships with professionals in community or business organization	1 = Not at all; 5 = great deal	M = 2.76

It appears that P3 did have an impact on participants' ability to form partnerships with teachers in their own academic setting and in other academic settings. Given the importance of cross-level partnerships in this project, it is gratifying that the mean on the item relating to partnerships with teachers in other academic settings is so high. The majority of respondents reported that they did establish a partnership at the forum that continued one year later. The majority of respondents also indicated that their conversations at the forum influenced the way they teach, research, or think. The majority of the respondents reported that during the past year they established a partnership with someone who was not a P3 participant and a majority indicated they still had partnerships they wanted to form. The P3 experience had a moderate positive impact on participants' teaching, advising, and scholarly activity and a limited positive impact on their ability to form partnerships with other professions in community or business organizations.

Planning for the Transition of P3

The Steering Committee held its final meeting on October 7 – 8, 2000. At this meeting they reviewed the progress of each of the original 28 projects from the forum and all of the new projects that had been initiated after the forum. Four of the original 28 projects were combined into two projects to yield a total of 26 projects from the forum. Of these 26 projects, 7 were completed during Stage 3, 11 were discontinued, and 8 were still in progress. Participants began at least 12 new partnership projects. The Steering Committee discussed possible transition plans for the projects that were still ongoing. A summary of the current status and transition plans, if appropriate, of the original 28 projects and the products that resulted from each of these projects are contained in Appendix O. A summary of all of the 38 products that resulted from P3 is presented in Appendix P. (Exhibit 16 contains the products of P3 that were available as of September 2001.)

Publicity About P3 and Its Projects

During Stage 3, Steering Committee members and P3 participants presented 38 presentations and published eight articles about P3 and its projects. (Appendix D contains presentation references, Appendix E contains publication references, and Exhibit 7 contains copies of the articles.) Participants also produced three products from P3 projects. (Appendix E includes the references for the products. Exhibit 16 contains copies of the products.)

Stage 4: Looking to the Future (January 2001 – September 2001)

Stage 4 of the Psychology Partnerships Project was devoted to facilitating the completion of projects or the transition of projects to other organizations. As of September 2001, eight projects were still in progress, some of which were projects without a concrete ending point (e.g., new partnerships) and some of which were planned for the future (e.g. conference on assessment). Participants were able to acquire a total of $7,000 in external funding specifically to support two projects that were still in progress. In addition, three projects that originated at the forum were included as components of larger grants that received external funding; these projects were still in progress. (See Appendix H for details of funding.)

The Steering Committee encouraged participants to continue the projects until they produced a concrete product wherever possible. During this period, participants presented eight presentations about P3 (see Appendix D for references). Participants also completed four P3 products and had three more in progress. (Appendix E includes references for the products resulting in publications and Exhibit 16 contains copies of the products.)

In September 2001 the Steering Committee conducted the final evaluation of P3. The results of this evaluation are presented below.

Final Participant Evaluations of Project

The Steering Committee conducted the final evaluation of P3 in September 2001. The evaluation form that was posted on the forum listserv is presented in Appendix Q. (Exhibit 14 contains completed evaluations of P3.) To date, only 18 participants have responded. This section of the report will be updated if necessary to incorporate any additional data submitted by participants.

The 12 people who reported they were still involved in a partnership they formed at the National Forum mentioned things such as their commitment to the partnership, the commitment of other group members, the usefulness of the project, the friendships formed, and the ease of communicating with others as keys to maintaining these partnerships. When asked about the extent to which P3 affected existing partnerships, the mean was 3.44 (5 = a great deal). People reported that they were able to give more to and get more from their existing partnerships as a result of their P3 experience. Ten people reported they established new partnerships with people who had not attended the forum, with most of these being cross-level partnerships. People listed things such as mutual interests, mutual respect, and the friendliness and cooperation of their partners as reasons for maintaining these partnerships. Seventeen of the respondents had an interest in establishing partnerships in the future.

Eleven respondents maintained some contact with other members of their group since the forum, with responses ranging from one a year to once a week. The most frequent response was once a month. The most frequently cited reason for maintaining this contact was that they were working together on projects. The mean response to how involved they were in their group projects was 3.39 (5 = a great deal). The keys to keeping them involved included a common dedication to the outcome, a desire to meet their obligations to the project, interest in the project, and the people with whom they were working. The most frequent barrier was the lack of time due to other commitments. Respondents also mentioned the lack of funds to support project implementation as another barrier.

At this point in the project, participants reported that P3 had a moderately positive impact on their teaching, advising, scholarly activity, and professional service (see Table 7). P3 appeared to have the greatest impact on participants' ability to establish partnerships with teachers in other academic settings, although this impact was only moderate (*M* = 3.53).

Respondents were asked to summarize the most enduring impact of the P3 experience. Seven people reported it was the formation of new friendships, three people cited a revitalization of their professional interests or activities. Other responses, each mentioned by two people, were that P3 put their teaching in a broader context, P3 provided exceptional faculty development, and P3 gave them a better understanding of psychology education at other levels. Only one person reported that P3 was somewhat disappointing in that it did not achieve its full potential of developing a national agenda for professional development. In general, the evaluation of P3 was favorable, although more data are needed to provide a more accurate assessment of P3.

Table 7
Preliminary Summary of Responses to Final Assessment Survey

Item	***Response Options***	***Response***
Did you establish a partnership at forum that continues?	Yes/No	12 Yes 6 No
Extent to which P3 affected existing partnerships you had	1 = Not at all; 5 = great deal	M = 3.44
During past year, establish new partnership with non-P3 person?	Yes/No	10 Yes 8 No
Interest in establishing partnerships in future?	Yes/No	17 Yes 1 No
Maintained contact with other group members?	Yes/No	11 Yes 7 No
Participation in P3 had positive impact on teaching	1 = Not at all; 5 = great deal	M = 3.56
Participation in P3 had positive impact on advising	1 = Not at all; 5 = great deal	M = 3.28
Participation in P3 had positive impact on scholarly activity	1 = Not at all; 5 = great deal	M = 3.22
Participation in P3 had positive impact on professional service	1 = Not at all; 5 = great deal	M = 3.78
Participation in P3 had positive impact on ability to form partnerships with psychology teachers in own academic setting	1 = Not at all; 5 = great deal	M = 3.00
Participation in P3 had positive impact on ability to form partnerships with psychology teachers in other academic settings	1 = Not at all; 5 = great deal	M = 3.53
Participation in P3 had positive impact on ability to form partnerships with professionals in community or business organization	1 = Not at all; 5 = great deal	M = 2.41

Final Evaluation of the Psychology Partnerships Project

Two years after the National Forum on Psychology Partnerships and more than five years after the beginning of the Psychology Partnerships Project, the overwhelming consensus of P3 participants is that the project was a success. This sentiment is borne out in the evaluations completed by P3 participants, the financial support from external funding agencies to support P3 projects, the new partnerships between teachers and between organizations, and the tangible products that resulted from the project. The project was also successful in helping participants gain a better understanding of the challenges and barriers to successful partnerships and the variables that enhance partnership formation.

At the end of the project, Steering Committee liaisons reflected on the successes achieved by their group and the obstacles the group confronted. Some common themes emerged with regard to both the success and challenges of the group. At the same time there were some unique challenges faced by

a few of the groups. What follows is a summary of the successes and challenges of the P3 groups as perceived by the Steering Committee liaisons to the groups and the Chair of the P3 Steering Committee.

Successes

1. The National Forum on Psychology Partnerships was an historical and successful gathering of exemplary teachers from all academic levels. All of the participants made invaluable contributions to the discussions about teaching and to the projects that were generated as a result of them. The most frequent comment from P3 participants was that P3 as a whole and the forum in particular were extraordinary bonding experiences that resulted in many new friendships and partnerships. All of the individuals who participated in P3 are leaders in psychology education.

2. For many of the participants, the forum was the first time they worked with teachers from other academic levels. These individuals reported that this experience was extremely rewarding and it educated them about the challenges teachers in other educational settings confront. For many of these "first-timers", the P3 experience created a desire to engage in more partnership activities and for many it has already led to their involvement in partnerships.

3. The nine groups at the National Forum left the forum with 28 proposals for projects that would create new partnerships or produce new resources for psychology teachers. After the forum, four projects were combined into two projects so there were actually 26 separate projects proposed. As of September 2001, of the 26 proposed projects, seven had been completed, six were still in progress with expected completion before December 2002, two were on-going projects with no completion date, and eleven were discontinued. The Steering Committee believes the success rate for the original proposals is exceptional.

4. After the forum participants initiated 12 new projects in addition to the ones proposed at the forum. Eight of these projects are new partnerships, four of which are statewide efforts to bring together psychology teachers from all academic levels. Two of the post-forum initiatives are new annual conferences and one post-forum initiative is a new resource related to diversity issues. In the view of the Steering Committee, this list is quite impressive.

5. Although P3 emphasized partnerships among teachers, it resulted in new or expanded partnerships among organizations as well. The fact that P3 had 29 co-sponsors provides evidence of the willingness of education organizations to join forces with the APA to enhance psychology education. Some organizations have cemented their partnership as a result of their collaboration on P3. For example, the Society for the Teaching of Psychology has always had a strong relationship with the Teachers of Psychology in Secondary Schools, the Community College Working Group, Psi Chi, and Psi Beta. The P3 experience has led to stronger ties among these organizations. Similarly, the APA has had a strong relationship with the American Association of Higher Education (AAHE) for many years but the grant from the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) has generated even more enthusiasm on the part of these organizations to continue their work together. Due in part to some of the connections fostered through P3, the APA Education Directorate has increased its collaboration with organizations such as Project Kaleidoscope, Council on Undergraduate Research, and Campus Compact. Due in part to the recommendation and advocacy by P3 participants, the APA Education Directorate is holding its first Education Leadership Conference. Underlying this conference is the theme of partnerships. Representatives from a number of psychology education organizations will attend the conference and have the opportunity to discuss educational issues that impact psychology education at all levels. These organizational partnerships are vital to long-term success in creating and maintaining new partnerships among individual teachers and preparing them to address the education issues of the new century.

6. The National Conversation on Psychology Partnerships was a success. More than 70 P3 participants attended the reunion. This follow-up meeting helped motivate groups to complete their projects. It gave them a target date for completion of their project, gave them second opportunity to work face-to-face to move the project forward, and regenerated enthusiasm for the projects. It also created an opportunity for participants to discuss strategies and generate recommendations to

continue the partnership movement. The recommendations generated by participants are included in this report. These recommendations could serve as an agenda for the APA and other organizations that strive to enhance psychology education.

7. P3 as a whole generated significant external funds to support the National Forum on Psychology Partnerships, the National Conversation on Psychology Partnerships, and the P3 projects. To date, P3 has received more than $92,850 in external funding beyond the funds from the APA Education Directorate. Not only does this level of support attest to the perceived importance of partnerships in the academic community, it also underscores the high quality and importance these organizations attribute to P3 and the projects it produced.

8. P3 has captured the attention and imagination of many other professional and educational organizations. As a result of P3 presentations at AAHE, CASTL, and other national meetings, leaders in other disciplines are aware of P3 and its accomplishments and view it as a model to be emulated by their own disciplines.

9. Overall, the group leaders were an exceptional group of people who were able to motivate group members to think creatively, work hard, stay on task, and collaborate with other group members. Group leaders fulfilled their responsibilities in a timely and thorough manner and it was their outstanding leadership that led to the success of each group and the project as a whole.

10. The group dynamics in all groups were positive. Some groups took longer to "gel" than others but by the end of the forum all groups had acquired a sense of cohesiveness. Some groups were successful in maintaining a high level of cohesiveness during the two years following the forum. This was particularly true of the two groups in which all or most of the group members worked together on a single project that had received funding from an external source.

Challenges and Lessons Learned

1. As with any project designed to involve so many people, one of the first challenges the Steering Committee faced was recruiting participants for the project who would stay committed to it over the long haul. It is always difficult to ascertain the level of commitment to a project from written applications and this was even more problematic for this project given the long-term commitment that would be asked of participants. In many cases at least one Steering Committee member knew an applicant from other projects but in some cases this was not the case. The committee wanted to engage "new" people in the project so it was important to pay special attention to these applicants. As it turned out the Steering Committee selected an extraordinary group of participants but this was accomplished with a touch of good luck. *Lesson Learned:* For future projects, the participant selection task might be made easier by allocating more time for the selection process and soliciting more information from potential participants as well as supporting letters of recommendation.

2. The challenge mentioned most frequently by all P3 participants was the difficulty in maintaining the momentum and enthusiasm experienced at the forum once participants returned to their own campus and daily routines of family and work. By and large participants found it difficult to set aside time to work on the projects once the new academic year began. The individuals who participated in the forum tended to be people who were leaders in psychology education and held a variety of leadership positions in professional organizations, at their home institution, or both. Consequently, the demands of their already full lives made it difficult to continue the communication and effort needed to collaborate with colleagues from so many other institutions around the country. Fortunately, most of the participants made an extraordinary effort to overcome this challenge and were able to find time to work on their P3 projects. *Lesson Learned:* Although the Steering Committee tried to provide structure and resources to facilitate communication about and work on projects, additional mechanisms to facilitate collaborative work would have been helpful. More opportunities for group members to work on their projects face-to-face for one or two days (as they could do at the National Conversation) would have been particularly helpful. These working sessions motivate participants to set and meet deadlines and facilitate discussion and coordination within the group.

3. Another challenge that impeded progress on some projects was the lack of funding to pay the expenses associated with additional group meetings, project development, and/or project production. Although all the groups had worthwhile projects, it was difficult to find sufficient funding to support all of the projects. Group members were encouraged to seek funding opportunities on their own but this required considerable time and coordination and proved to be difficult to accomplish. The APA Education Directorate was very generous in its financial support of P3 projects but it was unrealistic to expect the Directorate to give financial support to every project. The Steering Committee members appreciated the efforts of those participants who did write proposals and obtain external funding for their projects. This was an enormous contribution to P3 and psychology education. It was unfortunate that not all projects could be funded because the teaching community would have benefited from the projects that were dropped or not completed for this reason. *Lesson Learned:* It would have been helpful to build in more financial support for project implementation from the outset. It would also have been helpful to identify potential sources of funding (and perhaps even make some initial contacts with potential funding sources) at the beginning of P3 and prior to the design of the group projects.

4. In order to balance the groups on factors such as academic level, gender, and geographic location, it was sometimes necessary to assign a person to a group that was not his or her first choice. Although all participants contributed to their group's activities at the forum, this situation made it more difficult for some participants to maintain commitment to the group after they left the forum. *Lesson Learned:* Given the importance of both a representative group and the long-term commitment of each group member, the Steering Committee might have considered more carefully participants' interest in their assigned groups. This might have required a follow-up call to participants prior to final group assignments.

5. Each group had a few participants who came to the forum with specific ideas for a partnership project. Having a concrete idea for a partnership project was something that the Steering Committee valued when selecting participants. Furthermore, the Steering Committee tried to make group assignments so that all groups had at least one person with an idea for a project. Although having a few concrete ideas for projects at the outset helped to stimulate discussion, it also posed a challenge for some groups. In some cases it was difficult to incorporate these project ideas into the work of the group. In the end groups seemed to deal with this challenge in a collaborative manner but it did delay the project formulation process in some cases. *Lesson Learned:* It would have been helpful if the Steering Committee had been clearer about how group members should/could use the projects proposed in their applications. The Steering Committee should have stated more clearly and directly that projects proposed in the applications would serve as tools to initiate group discussion and could become one of the group's projects but that the group was not obligated to adopt them as P3 projects. Also, the Steering Committee could have emphasized more strongly that groups could work on more than one project, with all members working on all projects or with subgroups working on individual projects.

6. At the forum's final plenary session some participants requested an external review of their project proposals so the group could obtain more objective feedback about the value and feasibility of their projects. Steering committee members thought this was a sound suggestion so they created an External Review Panel comprised of teachers from high schools, community colleges, and 4-year colleges/universities. Initially several groups requested an external review but when it came time to submit projects for review only four were submitted: the Diversity Group's Extending the Education Pipeline for DP 2000 project and Minority Honor Student Directory project, and the Partnerships Group's Many Faces of Psychology Video project and International Partners Project. While the reviews of these projects were favorable, the review process was not used to its fullest capacity. *Lesson Learned:* It would have been beneficial to incorporate external reviews of all proposals into the proposal process from the outset. Had participants been informed the proposals would be reviewed, it might have helped them focus their discussions in the project development stage, given them more timely feedback about potential problems with their proposed projects, increased the

scholarly nature of the proposal process, reinforced their perceptions that the project was worthwhile, and increased their enthusiasm for pursuing the projects once the reviews were completed.

7. Despite the rapid growth in the use of electronic communication, the listservs created for P3 were used infrequently. Although some groups used their group listserv to facilitate work on their projects, this was the exception rather than the typical behavior. Several liaisons and group leaders commented on the difficulty they had getting responses to requests they posted on the group's listserv. The listserv for all P3 participants was also used infrequently. Other than the Chair of the Steering Committee and the APA staff members, few people initiated a posting on the listserv. *Lesson Learned:* Listservs do not make up for the lack of face-to-face meetings with other group members. Although the listservs assisted in the distribution of information, they did not lend themselves well to discussions needed to plan, refine, and implement projects.

8. The moderated listserv that was started in June 1998 to generate discussion and input about the P3 critical issues was also underutilized. Only 56 people subscribed to the listserv and 12 of these individuals were members of the P3 Steering Committee. Five discussion topics and one request for suggested readings related to the critical issues were posted on the listserv between June 1998 and March 1999. In some cases the topic was posted twice because of the lack of responses to the first posting. During this period only 33 responses were posted with 21 of these responses coming from people who participated in the forum. The P3 graduate assistant used all responses to prepare a summary that was posted for all subscribers to read. It is not clear why the listserv was not used more. The listserv may not have been publicized enough or people may not have liked the moderated format, or the questions posted may not have been interesting enough. *Lesson Learned:* The Steering Committee should have developed and implemented a more concrete strategy for advertising the moderated listserv more widely in order to make it an effective tool for stimulating discussion and gathering information. Another option that might have been more effective was an open listserv. Perhaps an open listserv would have been more inviting to teachers as a way to learn and share information about partnerships and the critical issues.

9. The Steering Committee encouraged all participants to think of ways to reach out to teachers who did not attend the National Forum and engage these teachers in the P3 projects. Some of the proposed projects did seek to recruit people who did not attend the forum into a new partnership. Unfortunately, it turned out to be more difficult than expected to recruit people to join a partnership and work on a P3 project. The primary hurdles to recruitment were that people did not have the time to get involved in a new project, many people do not understand what "partnerships in psychology education" means, and the P3 participants did not have enough time to devote to the recruitment process. *Lesson Learned:* Organizing and maintaining partnerships takes a great deal of time, patience, education, and financial support.

Concluding Comments

The *Psychology Partnerships Project: Academic Partnerships to Meet the Teaching and Learning Needs of the 21st Century* has been an immensely rewarding and productive experience for everyone involved in the project. The project has been successful in meeting its goals of facilitating the development of new partnerships that involve psychology teachers from all academic levels. P3 has also led to new or expanded partnerships among psychology and non-psychology education organizations. P3 was successful in meeting its goal of developing new resources to enhance teaching, advising, research, and other scholarly activities in psychology. P3 has accomplished a great deal but there is still much work to be done to advance the partnership movement. Although P3 as a separate entity no longer exists, the spirit of partnerships now lives on in the activities and ideas of many teachers and infuses many organizations in the discipline. P3 participants are the visionary leaders who were on the forefront of the partnerships movement and will continue to serve as its leaders.

Acknowledgements

A project of the magnitude of the Psychology Partnerships Project requires many minds, hands, and pockets to make it successful. The success of P3 is due to the dedication, enthusiasm, creativity, energy, leadership, and hard work of everyone involved in P3. The list of people to thank is a long one and this is just as it should be for a partnerships project!

The first group of people who deserve recognition and thanks is the participants in P3. The 99 participants who attended the National Forum on Psychology Partnerships were an exceptional group of dedicated teachers. They brought excitement, energy, and open minds to the forum, they worked tirelessly during the five days of the forum, and they left with creative proposals in hand. Despite all the hurdles they encountered during the next two years, they sustained their enthusiasm, commitment, and creativity, and produced many more resources and partnerships than the Steering Committee dared hope for. A special note of thanks is owed to the group leaders. They willingly took on additional responsibilities during the project and carried them out capably and graciously. Also, Wilbert McKeachie and Claire Ellen Weinstein, the P3 consultants, deserve recognition for their assistance throughout P3.

Participants are indebted to the P3 co-sponsors and organizations that contributed money to the project. Their co-sponsorship helped underscore the importance of P3. The financial contributions were vital to the project's success; they enabled the talented P3 participants to implement their creative ideas.

Organizations That Contributed Funds to P3 or Its Projects

American Psychological Foundation
APA Division 2 – Society for the Teaching of Psychology
APA Division 5 – Evaluation, Measurement, and Statistics
APA Division 6 – Behavioral Neuroscience and Comparative Psychology
Campus Compact
California State Legislature
Carnegie Academy for the Scholarship of Teaching and Learning
College Board
James Madison University
James Madison University College of Education and Psychology Mosier Fellowship
Virginia Psychological Foundation

Organizations that Co-sponsored P3

American Psychological Foundation
APA Division 1 – General Psychology
APA Division 2 – Society for the Teaching of Psychology
APA Division 3 – Experimental Psychology
APA Division 5 – Evaluation, Measurement, and Statistics
APA Division 6 – Behavioral Neuroscience and Comparative Psychology
APA Division 8 – Society for Personality and Social Psychology
APA Two Year College Working Group
Asian American Psychological Association
Cognitive Neuroscience Society
College Board
Council of Graduate Departments of Psychology
Council of Teachers of Undergraduate Psychology
Council on Undergraduate Research
Eastern Psychological Association
James Madison University
James Madison University College of Education and Psychology Mosier Fellowship
Midwestern Psychological Association
New England Psychological Association
Project Kaleidoscope
Psi Beta
Psi Chi
Rocky Mountain Psychological Association
Society for Computers in Psychology
Society for Research in Child Development
Society of Indian Psychologists
Southeastern Psychological Association
Southwestern Psychological Association
Teachers of Psychology in Secondary Schools

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Dr. Linwood Rose, President
Dr. Douglas Brown, Vice President for Academic Affairs
Dr. Jerry Benson, Dean of the College of Education and Psychology

Dr. Jane Halonen, Director of the School of Psychology

Sandra Bowman – Special Events
Jerome Bumanglag – Events and Conferences
Julie Clay – Computing Services
James Couch – Site Coordinator
Drew Davis – Computing Services
John Davis – Director of the JMU Bookstore
Susan Dendinger – Assistant Computer Coordinator, College of Education and Psychology
UnHae Duffey – Psychology Undergraduate Student Assistant
Bill Gentry – JMU Media Relations Department
Steve Herrmann – Special Events
Rich Ingram – Computing Coordinator, College of Education and Psychology
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Tim Miller – Coordinator of University Center Services
Lowell Sollenberger – Psychology Graduate Assistant
Joe Urgo – Director of Events and Conference at JMU
Janet Wendelken – Coors Brewing

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Virginia Andreoli Mathie
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Appendix A

Stages of the Psychology Partnerships Project: Activities and Outcomes

Activities and Outcomes for Stage 1 (May 1997 – December 1998)

During this stage the steering committee engaged in the activities listed below.

1. May 3 – 4, 1997 – First meeting of the P3 Steering Committee, Washington, DC
    - Developed mission and goals of P3
    - Identified tentative list of critical issues P3 would address
    - Outlined tentative plan for project and conference
    - Planned August meeting for invited guests to publicize P3
    - Identified possible sources of funding for project

2. Created and distributed survey to gather information about psychology partnerships and to identify potential participants in the project

3. June 26, 1997 – Steering Committee Conference Call

4. July 24, 1997 – Steering Committee Conference Call

5. August 15, 1997 – Meeting for invited leaders in psychology education held at APA convention

6. October 23, 1997 – Steering Committee Conference Call

7. December 6 – 7, 1997 – Steering Committee Meeting, Washington, DC
    - Produced the 5-year plan that would guide the rest of the project
    - Generated a list of eight (later expanded to nine) critical issues they hoped would stimulate discussion prior to and at the conference
    - Wrote the Call for Host Site
    - Wrote a draft of the Call for Participants
    - Finalized plans for a P3 listserv
    - Produced a tentative format for the forum

8. Submitted concept paper describing P3 to FIPSE as preliminary step in submitting grant – not invited to submit grant proposal

9. Published Call for Host Site in January, 1998 and February, 1998 *APA Monitor* and sent letters with Call for Host Site to all coordinators of regional teaching conferences

10. January 22, 1998 – Steering Committee Conference Call

11. March, 1998 – P3 web site initiated at the APA Education Directorate web site

12. April 4 – 5, 1998 – Steering Committee Meeting, Washington, DC
    - Reviewed four proposals for host site – selected James Madison University as host for forum
    - Finalized Call for Participants and Application Form to Participate in Forum
    - Developed marketing strategy for P3
    - Outlined goals and objectives for forum

13. April 23, 1998 – Steering Committee Conference Call

14. Activated P3 listserv and started posting questions to generate discussion about the critical issues

15. Published *Psychology Partnerships Project Brochure*

16. Published first *National Directory of Teachers of Psychology*

17. P3 Breakfast held August 15, 1998 at the APA convention

18. Published a Call for Participants in the National Forum on Psychology Partnerships
    - September 1998 issue of the *APA Monitor*
    - September 1998 issue of the journal *Teaching of Psychology*
    - Fall 1998 Issue of the *Newsletter for the Society for the Teaching of Psychology*
    - On the P3 web site
    - Letter to all individuals on various P3 mailing lists

19. September 25, 1998 – Steering Committee Conference Call

20. October 22, 1998 – Steering Committee Conference Call

21. Obtained funding to support activities of P3 Steering Committee Chair
    - JMU College of Education and Psychology Mosier Fellow Award - $5,000

22. December 5 – 6, 1998 – Steering Committee Meeting, Washington, DC
    - Selected 100 participants for the National Forum on Psychology Partnerships (some participants were invited and others drawn from applications received)
    - Drafted letter of invitation to forum
    - Clarified goals and refined plans for National Forum

23. Gave 13 presentations about P3 at national and regional meetings and conferences

24. Published articles about P3
    - November 1997 issue of *APA Monitor*
    - March/April 1998 issue of *PTN: Psychology Teacher Network*
    - Spring 1998 issue of *Newsletter for the Society for the Teaching of Psychology*
    - Summary of P3 for APA Division Leadership Conference, January, 1998

<u>Activities and Outcomes for Stage 2 (January 1999 – June 1999)</u>

1. February 6 – 7, 1999 – Steering Committee Meeting, Washington, DC
    - Reviewed current list of people who agreed to attend forum and assigned individuals to one of nine working groups corresponding to critical issues
    - Selected group leaders
    - Continued to refine detailed plans for forum and drafted daily schedule for forum
    - Planned monthly mailings to forum participants

2. Obtained more than $63,300 in external (non-APA) funding to support forum

3. February 25, 1999 – Steering Committee Conference Call

4. March 25, 1999 – Steering Committee Conference Call

5. April 22, 1999 – Steering Committee Conference Call

6. May 27, 1999 – Steering Committee Conference Call

7. Published revised *National Directory of Teachers of Psychology*

8. Produced *Psychology Partnerships Directory*

9. Published article about P3 – Spring 1999 issue of *Psi Beta Newsletter*

10. Steering committee members gave two presentations about P3

11. Sent letters to all participants in February and March, special letters to group leaders in March and May, and agenda book to all participants in May

12. June 17 – 22, 1999 – National Forum on Psychology Partnerships held at James Madison University
    - 118 people attended forum and produced proposals for 28 projects

Activities and Outcomes for Stage 3 (July 1999 – December 2000)

1. Established one listserv for all forum participants and separate listservs for each P3 group

2. September 23, 1999 – Steering Committee Conference Call

3. September, 1999 – P3 Steering Committee Chair consulted with Group Leaders on group progress; Groups received reviews of proposals from P3 Steering Committee Chair and two other Steering Committee members

4. October, 1999 – Received first progress report from each P3 group

5. November 4, 1999 – Steering Committee Conference Call

6. Participants obtained $19,000 in external (non-APA) funding for P3 projects

7. December 4 – 5, 1999 – Steering Committee Meeting in Washington, DC
    - Reviewed progress of each project
    - Allocated funds to projects needing funding
    - Developed plans for August 3, 2000 follow-up meeting of P3 participants
    - Discussed assessment of P3
    - Outlined plans for dissemination of P3 products

8. February, 2000 – Received second progress report from each P3 group

9. Steering Committee obtained $2,000 in external funds for the National Conversation on Psychology Partnerships (funds used to cover costs of lunch and evening reception and for travel stipends for participants)

10. At the request of some of the groups, the Steering Committee organized external reviews of four of the projects.

11. April 27, 2000 – Steering Committee Conference Call

12. June, 2000 – Received third and final progress report from each P3 group

13. Steering Committee conducted 1-year evaluation of P3

14. August 3, 2000 – National Conversation on Psychology Partnerships
    - More than 70 P3 participants attended this follow-up meeting
    - Participants gave progress reports and made plans for completion or continuation of projects
    - Developed strategies to continue partnerships movement after P3 officially ends

15. September 26, 2000 – Steering Committee Conference Call

16. October 7 – 8, 2000 – Steering Committee Final Meeting in Washington, DC
    - Reviewed progress of each project
    - Developed transition plans for projects that were still on-going
    - Outlined format for final report
    - Developed strategic plans based on work at August 3, 2000 P3 reunion

17. October 25, 2000 – Steering Committee Conference Call

18. Implemented P3 projects
    - Four of the original 28 proposals were combined into two proposals to yield a total of 26 projects
    - Seven of the 26 projects were completed during this stage
    - Eleven of the 26 projects were discontinued
    - Eight of the projects were still in progress and/or are on-going projects without a concrete ending point
    - Participants began at least twelve new partnership projects

19. Published articles about P3 forum and its projects
    - September/October 1999 issue of *PTN: Psychology Teachers Network* devoted to P3
    - September 1999 issue of the *APA Monitor*
    - Winter 1999 issue of the *Psi Beta Newsletter*
    - January/February 2000 issue of *PTN: Psychology Teachers Network*
    - Winter issue of the *New England Psychological Association Newsletter*
    - February 2000 Op Ed Forum of The Psychology Place
    - November 2000 Society for the Teaching of Psychology E-xcellence in Teaching Column

20. Participants presented 38 presentations about P3 and its projects

<u>Activities and Outcomes for Stage 4 (January 2001 – September 2001)</u>

1. Eight of the projects are still in progress and/or are on-going projects without a concrete ending point

2. Participants obtained more than $7,000 in external funding to support P3 projects and continued to write proposals seeking additional funding for projects

3. Participants produced four publications about P3 and its projects

4. Participants presented eight presentations about P3 and its projects

5. Steering Committee conducted final evaluation of P3

6. Steering committee wrote final report and submitted it to the Board of Educational Affairs

Appendix B

Appendix C

Call for Host Site for the National Forum on Psychology Partnerships

Appendix D

References for Presentations About Psychology Partnerships Project (P3) and P3 Projects

1997

Andreoli Mathie, V. A., Bell, J., Wallace, P., Reich, J., & Hailstorks, R. (1997, May). *Connecting with the discipline.* Panel discussion presented at the National Science Foundation Psychology Retooling Institute and Seminar for the Mid-Atlantic, Prince George's Community College, Largo, MD.

Davidson, M. J., Ellis, M. M., & Smith, R. A. (1997, October). *The Psychology Partnerships Project.* Presentation presented at the Southwest Teaching Conference, Fort Worth, TX.

Ernst, R. M. (1997, October). *The Psychology Partnerships Project.* Discussion session at the meeting of the College Board, Detroit, MI.

1998

Andreoli Mathie, V. A. (1998, May). *Partnerships to meet the teaching and learning needs of the 21st century.* Discussion session at the meeting of the American Psychological Society Institute on the Teaching of Psychology, Washington, DC.

Blair-Broeker, C., & Halonen, J. (1998, January). *The Psychology Partnerships Project.* Poster presented at the National Institute on the Teaching of Psychology, St. Petersburg, FL.

Cameron, S. M., Nichols Quinn, V., & Andreoli Mathie, V. A. (1998, February). *Psychology partnerships project: Academic partnerships to meet the teaching needs of the 21st century.* Poster presented at the meeting of the Eastern Psychological Association.

Ellis, M. M., & Smith, R. A. (1998, April). *Psychology partnerships project: Academic partnerships to meet the teaching and learning needs of the 21st century.* Conversation hour at the meeting of the Southwestern Psychological Association, New Orleans, LA.

Halonen, J. (1998, May). *The Psychology Partnerships Project.* Poster presented at the meeting of the Midwestern Psychological Association, Chicago, IL.

Halonen, J., & Ellis, M. M. (1998, April). *The Psychology Partnerships Project.* Poster presented at the joint meeting of the Rocky Mountain Psychological Association and Western Psychological Association, Albuquerque, NM.

Halonen, J., & Smith, R. A. (1998, February). *The Psychology Partnerships Project.* Poster presented at the Southeastern Teaching Conference, Kennesaw, GA.

Halonen, J., & Harris-Mitchell, S. C. (1998, February). *The Psychology Partnerships Project.* Presentation presented at the Midwest Institute for Teachers of Psychology, Chicago, IL.

Nichols Quinn, V., Andreoli Mathie, V. A., Cameron, S. M., & Grimes, T. (1998, March). *Psychology partnerships project looks at distance learning.* Paper presented at the meeting of the Southeastern Psychological Association, Mobile, AL.

Reich, J. N. (1998, October). *Psychological partnerships project: Academic partnerships to meet the teaching needs of the 21st century.* Presentation presented at the meeting of the New England Psychological Association, Providence, RI.

1999

Andreoli Mathie, V. A. (1999, January). Enhancing psychology curricula through multilevel partnerships. In J. N. Reich (Chair), *Academic partnerships: Psychology's search for successful connections for teaching and learning.* Symposium conducted at the American Association of Higher Education Conference on Faculty Roles and Rewards, San Diego, CA.

Andreoli Mathie, V. A. (1999, March). *Academic partnerships: Meeting the teaching and learning needs of the 21st century.* Invited keynote address presented at the Lilly Conference on College and University Teaching--South, Athens, GA.

Andreoli Mathie, V. A. (1999, November). *The psychology partnerships project: A model for academic partnerships in the 21st century.* Invited Mosier Lecture presented at James Madison University, Harrisonburg, VA.

Barnes, R., Fuhs, K. C., & Werner, D. (1999, October). Psychology Partnerships Project. In J. Clark (Chair), *Innovative strategies in teaching: An exchange of ideas.* Symposium conducted at the meeting of the Virginia Psychological Association, Richmond, VA.

Bosack, T., Cheney, W., Jackson, N., & Sullivan, M. (1999, October). *Psychology partnerships project: New partnerships in action.* Symposium conducted at the New England Psychological Association, West Hartford, CT.

Halonen, J., & Goedel, G. (1999, December). *Psychology partnerships project.* Presentation presented at the meeting of the Southeastern Psychological Association's Association of Department Heads of Psychology, Myrtle Beach, SC.

McCarthy, S. (1999, August). *Challenges for teaching a global psychology in the 21st Century.* Paper and conversation hour presented at the International Council of Psychologists Convention, Salem, MA.

McCarthy, S. (Chair), Schoening, D., Lund, N., Dammeyer, M., Little, S., Waters, T., & Little, S. (1999, August). *Teaching psychology in the 21st Century: Technology, partnerships and pedagogy.* Symposium conducted at the annual meeting of the American Psychological Association, Boston, MA.

Reich, J. N., Beins, B., Dutch, S., & Ferry, V. L. (1999, October). *Building new partnerships among psychology teachers: Directions for the future.* Symposium conducted at the meeting of the New England Psychological Association, West Hartford, CT.

Ringgold, T. (1999, October). *National forum on psychology partnerships.* Presentation presented at the Mid-Atlantic Teachers of Psychology Conference, Largo, MD.

Ringgold, T. (1999, October). *Teaching demos that work: Psychology partnerships project.* Presentation presented at the Mid-Atlantic Teachers of Psychology Conference, Largo, MD.

Sullivan, M. (1999, October). *Psychology traveling trunks: Demonstrations and activities to introduce the science of psychology to a variety of audiences.* Presentation presented at the Northeastern Conference for Teachers of Psychology, West Hartford, CT.

2000

Addison, W., & Lampkin, E. C. (2000, May). Building curricular partnerships: National standards for teaching psychology. In D. W. Carroll (Chair), *Psychology partnerships project: Building new partnerships.* Symposium conducted at the meeting of the Midwestern Psychological Association, Chicago, IL.

Carroll, D. W. (2000, May). Building research partnerships. In D. W. Carroll (Chair), *Psychology partnerships project: Building new partnerships.* Symposium conducted at the meeting of the Midwestern Psychological Association, Chicago, IL.

Cheney, W. (2000, January). *Rhode Island Teachers of Psychology.* Poster presented at the National Institute on the Teaching of Psychology, St. Petersburg, FL.

Clark, M. C. (2000, June). *Together we win: The Psychology Partnerships Project (P3).* Discussion session at the meeting of the American Psychological Society, Miami Beach, FL.

Clay, S. P., Nesmith, R. N., Weaver, K. A., & McCarthy, S. (2000, April). *Psychology partnerships project: Assessing the undergraduate psychology major.* Conversation hour held at the meeting of the Southwestern Psychological Association, Dallas, TX.

Davidson, M. J. (2000, August). Bringing the science of psychology to the public: The Psi Trunk. In V. A. Andreoli Mathie (Chair), *Three models to enhance teaching and learning through partnerships.* Symposium conducted at the meeting of the American Psychological Association, Washington, DC.

Dean, C. J., & Puccio, P. (2000, May). Building curricular partnerships: Student conferences. In D. W. Carroll (Chair), *Psychology partnerships project: Building new partnerships.* Symposium conducted at the meeting of the Midwestern Psychological Association, Chicago, IL.

Duffy, D. K. (2000, August). The what, how and why of service learning: A multilevel developmental framework for psychology educators. In V. A. Andreoli Mathie (Chair), *Three models to enhance teaching and learning through partnerships.* Symposium conducted at the meeting of the American Psychological Association, Washington, DC.

Dutch, S. E., Cheney, W., Jordan, W. P., Fuhs, K. C., & Cameron, S. E. (2000, March). *Partnerships among psychology teachers.* Symposium conducted at the meeting of the Eastern Psychological Association, Baltimore, MD.

Ewing, A. (2000, April). International partners project. In J. Brannock (Chair), *Psychology in the 21st century: Forming partnerships.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.

Harrold, R., Nelsen, L. R., & Landrum, R. E. (2000, April). *Importance of skills and abilities of psychology baccalaureates to employers.* Paper presented at the meeting of the Rocky Mountain Psychological Association, Tucson, AZ.

Hester, M., & Mattimore, P. (2000, April). Using partnerships to enhance faculty development. In J. Brannock (Chair), *Psychology in the 21st century: Forming partnerships.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.

Grimes, T. (2000, April). *Using partnerships to enhance psychology education: The P3 project.* Paper presented at the meeting of the South Carolina Psychological Association, Myrtle Beach, SC.

Ladd, S. (2000, April). Forming diversity partnerships. In J. Brannock (Chair), *Psychology in the 21st century: Forming partnerships.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.

Lent, L. (2000, April). Community college partnership aspects. In J. Brannock (Chair), *Psychology in the 21st century: Forming partnerships.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.

McCarthy, S. (2000, April). Psychology partnerships in the local and global communities. In J. Brannock (Chair), *Psychology in the 21st century: Forming partnerships.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.

McCarthy, S., & Karandaschev, V. (2000, August). *History of teaching psychology in Russian and American universities: A comparison and review.* Paper presented at the annual meeting of the American Psychological Association. Washington, D.C.

McCarthy, S. (Chair), Karandashev, V., Vasquez, F., Bussell, C., Lebonochev, M., & Kalishnikov, V. (2000, August). *History of psychology: Comparison of Russian and U.S. student perspectives.* Symposium conducted at the annual meeting of the American Psychological Association. Washington, D.C.

Moon, H., Brewer, C. L., Clark, M. C., Hill, G. W., & Hilton, J. (2000, March). *Together is better: The psychology partnerships project.* Symposium conducted at the meeting of the Southeastern Psychological Association, New Orleans, LA.

Puccio, P., Dean, C., Addison, W., & Wholeben, B. (2000, March). *The psychology partnerships project.* Symposium conducted at the Midwest Institute for Teachers of Psychology, Glen Ellyn, IL.

Ringgold, T. (Chair). (2000, March). *Future of psychology in academia.* Symposium conducted at the meeting of the Eastern Psychological Association, Baltimore, MD.

Ringgold, T., & Lefton, L. (2000, March). *Conversations on careers in psychology.* Presentation presented at the meeting of the Eastern Psychological Association, Baltimore, MD.

Rudmann, J. (2000, April). Planning for online technologies catalog for teaching psychology. In J. Brannock (Chair), *Psychology in the 21st century: Forming partnerships.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.

Schira, C., Stoddart, R., & Wholeben, B. M. (2000, May). Building student-student partnerships. In D. W. Carroll (Chair), *Psychology Partnerships Project: Building new partnerships.* Symposium conducted at the meeting of the Midwestern Psychological Association, Chicago, IL.

Scott-Johnson, P. (2000. August). Building bridges to the future: Partnerships between two-year and four-year colleges. In V. A. Andreoli Mathie (Chair), *Three models to enhance teaching and learning through partnerships.* Symposium conducted at the meeting of the American Psychological Association, Washington, DC.

Stoddart, R. (2000, April). P3 and Psi Chi = 950 partnership opportunities. In N. Karlin (Chair), *Making the connections: Psychology partnerships panel.* Symposium conducted at the meeting of the Rocky Mountain Psychological Association, Tucson, AZ.

Vernoy, M. (2000, April). Partnerships for excellence. In J. Brannock (Chair), *Psychology in the 21st century: Forming partnerships.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.

Weaver, K. A., & Clay, S. P. (2000, April). *P3: Psychology partnerships.* Symposium conducted at the meeting of the Southwestern Psychological Association, Dallas, TX.

2001

Andreoli Mathie, V. A. (2001, April). Psychology Partnerships Project: Promoting the scholarship of teaching through partnerships. In M. Pugh (Chair), *Teaching and scholarship: Challenges and opportunities for the future.* Symposium conducted at the meeting of the Southwestern Psychological Association, Houston, TX.

Gray, K. C. (2001, February). *(Mis) perception of the major: What do psychology students "know" and where did they hear it.* Presentation presented at the Midwest Institute for Teachers and Students of Psychology, Glen Ellyn, IL.

McCarthy, S. (2001a, January). *The global psychology project: An update.* Poster presented at the National Institute on the Teaching of Psychology, St. Petersburg, FL.

McCarthy, S. (2001b, July). *Psychologists in partnerships with criminal justice and education colleagues: Impact on public schools.* Invited paper for the 54th Conference of the International Council of Psychologists, Forensic Psychology Symposium, Winchester, UK.

McCarthy, S. (2001c, July). *Teacher instructional orientation and the transmission of critical thinking skills.* Seminar presented at the 21st International Conference on Critical Thinking, Sonoma, CA.

McCarthy, S., Barcomb, M., & Lent, L. (2001, January). *Strategies for developing successful community college/university partnerships in the teaching of psychology.* Discussion session at the National Institute on the Teaching of Psychology, St. Petersburg, FL.

McCarthy, S., Karandashev, V., Prandini, C., & Hollingsworth, F. (2001, August). *Teaching ideas from around the world for general psychology classes.* Poster to be presented at the annual meeting of the American Psychological Association, San Francisco, CA.

McCarthy, S., Vasque, F., Valdaz, L., Conroy, Y., Brown, M., Cordova, E., & Urena, J. (2001, August). *A comparison of general psychology courses between U.S. & Mexican universities.* Poster to be presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Appendix E

References for Publications About Psychology Partnerships Project (P3) and P3 Projects

1997

Clay, R. A. (1997, November). New project seeks to foster collaboration among teachers. *American Psychological Association Monitor on Psychology*, 34.

1998

Andreoli Mathie, V. A. (1998, Spring). Psychology partnership project: Meeting the teaching needs of the 21st century. *Newsletter of the Society for the Teaching of Psychology*, 3-4.

Andreoli Mathie, V. A., Blair-Broeker, C., & Ernst, R. (1998, March/April). Psychology partnerships project: Meeting the needs of the 21st century. *PTN: Psychology Teacher Network, 8,* 17.

Proposals sought for hosting forum on teaching and learning. (1998, January). American Psychological Association Monitor on Psychology.

Psychology partnership project. (1998). Brochure published by the American Psychological Association Education Directorate.

Psychology partnership project (P3): Call for participants. (1998, Fall). *Newsletter of the Society for the Teaching of Psychology,* p. 3.

Psychology partnership project calls for participants. (1998, September). *American Psychological Association Monitor on Psychology,* 44-45.

1999

American Psychological Association. (1999). *The national directory of teachers of psychology,* 1999. Washington, DC: Author.

Andreoli Mathie, V. A., & Ernst, R. (1999, September/October). The national forum on psychology partnerships: From vision to reality. *PTN: Psychology Teacher Network, 9,* 1,5,8,16.

Andreoli Mathie, V. A., & Strawn, D. (1999). *Psychology partnerships directory.* Unpublished directory, James Madison University and American Psychological Association Education Directorate.

Cheney, L. W. (1999, Spring). Psi Beta in action. *Psi Beta Newsletter, 19,* 1.

Council members to participate in psychology partnerships project. (1999, Winter). *Psi Beta Newsletter, 19,* 1

Murray, B. (1999). Partnerships are key to psychology's relevance. *APA Monitor Online, 30* [On-line]. Available: http://www.apa.org/monitor/sep99/ed1.html.

Smith, R. A. (1999, September/October). P3's working groups' proposed partnership projects. *PTN: Psychology Teacher Network, 9,* 2-4, 10, 16.

Stoddart, R. M. (1999, September/October). Dear doctor. *PTN: Psychology Teacher Network, 9,* 9-10.

2000

Andreoli Mathie, V. A. (2000). Building partnerships in psychology to enhance teaching and learning. *PsychPlace Op Ed Forum*. [On-line]. Available: http://www.psychplace.com/editorials/mathie/mathie1.html.

Andreoli Mathie, V. A. (2000, January/February). News from the psychology partnerships project. *PTN: Psychology Teacher Network, 10,* 9, 15.

Andreoli Mathie, V. A. (2000, November). Academic partnerships: Old friends and new beginnings. *E-xcellence in Teaching, 1.* [On-line]. Available: http://list.kennesaw.edu/archives/psychteacher.html.

Bosack, T. (2000, Winter). A psychology partnership initiative. *New England Psychological Association Newsletter, 17,* 5-6.

Davidson, M. (2000). *Enhancing the quality of introductory psychology through partnering.* Unpublished manual, L. V. Berkner High School and American Psychological Association Education Directorate.

Grimes, T., & Prieto, L. R. (2000, March/April). Diversity and cultural competence: Teaching cultural competence in an ethnocentric world. *Psychology Teacher Network, 10,* 1-2, 4, 11-12.

Grimes, T., & Prieto, L. R. (2000, May). Partnerships and the pipeline: The P3 Project. *OEMA Communiqué*, 22-23. [On-line]. Available: http://www.apa.org/pi/oema/may2000communique.pdf.

Landrum, R. E., Davis, S., & Landrum, T. A. (2000). *The psychology major: Career options and strategies for success.* Upper Saddle River, NJ: Prentice Hall. (See Chapter 2, Career options with a B.A. or B.S. in Psychology, pp. 11 – 27.)

2001

Duffy, D. K. (2001). *APA/Campus Compact final grant report: The what, how and why of service learning: A multilevel developmental framework for psychology educators.* Middlesex Community College, Redford, MA.

Halonen, J. Bosack, T., Clay, S., McCarthy, M., Dunn, D. S., Hill, IV, G. W., McEntarffer, R., Mehrotra, C., Nesmith, R., Weaver, K., & Whitlock, K. (2001). *A rubric for authentically learning, teaching, and assessing scientific reasoning in psychology.* Unpublished manuscript, James Madison University.

Jordan, W. (Ed.) (2001). *Psy is science: Modifying public perception of psychology*. Unpublished manual, St. Mary's College and American Psychological Association Education Directorate.

Landrum, R. E., & Harrold, R. (2001). *What employers want from psychology graduates (and what students think employers want).* Unpublished manuscript, Boise State University.

In Preparation (titles are tentative titles)

Clark, C. (Ed.). (In preparation). *A manual for faculty development using partnerships.*

Gray, K. C. (In preparation). *(Mis) perception of the major: What do psychology students "know" and where did they hear it.*

Puccio, P. & Dean, C. J. (In preparation). *Building curricular partnerships: Student conferences.*

Appendix F

Call for Participants and Application Form

Appendix G

Letter of Invitation to Attend the National Forum on Psychology Partnerships

Appendix H

Summary of Funding for Psychology Partnerships Project

For National Forum on Psychology Partnerships		
American Psychological Foundation	$5,000	Travel stipends for participants
APA Education Directorate[1]	$25,758	Graduate assistant (over three-year period)
APA Division 2 – Society for the Teaching of Psychology	$1,000	Cover expenses associated with Forum
APA Division 5 – Evaluation, Measurement, & Statistics	$100	Cover expenses associated with Forum
APA Division 6 – Behavioral Neuroscience & Comparative Psychology	$250	Cover expenses associated with Forum
College Board	$10,000	Travel stipends for participants
James Madison University	$42,000	Housing, meals, meeting rooms, reassigned time for James Couch, Site Coordinator
James Madison University College of Education & Psychology Mosier Fellow	$5,000	Reassigned time for Virginia Andreoli Mathie, P3 Chair
	$89,108	
For National Conversation on Psychology Partnerships		
APA Division 2 – Society for the Teaching of Psychology	$2,000	Cover expenses associated with reunion
APA Education Directorate[1]	$5,200	Travel stipends to participants
	$7,200	
For P3 Projects		
APA Division 2 – Society for the Teaching of Psychology	$2,000	Assessment Conference
APA Education Directorate[1]	$15,000	Matching funds for Service Learning Group
APA Education Directorate[1]	$4,000	Advising Group Project (Gray) - $1,500 Curriculum Group Project - $1,700 Technology Group Project (Rudmann) - $800
California State Legislature	$4,000	Research Group Project (Vernoy)
Campus Compact	$15,000	Service Learning Group
Carnegie Academy for the Scholarship of Teaching and Learning	$5,000	Assessment Group Project
National Science Foundation		Awarded to Saint Olaf College – one component is a P3 project resulting from discussions in Curriculum Group (Thorsheim)
NIH, National Institute of General Medical Science		Awarded to Spelman College – one component of the project is a P3 project from the Research Group (Scott-Johnson)
NIH, National Institute of General Medical Science		Awarded to Prince George's Community College – one component is a P3 project from the Research Group (Hailstorks)
Virginia Psychological Foundation	$1,500	Awarded to Eastern Conference on the Teaching of Psychology to expand faculty development for high school teachers in Virginia – project resulted from discussions at Forum (Mathie)
	$46,500	
Total Amount of *External* Support (does not include funds from APA Education Directorate)	**$92,850**	
Total Amount of Support (including funds from APA Education Directorate)	**$142,808**	

[1] In addition to providing financial and staff support for the P3 Steering Committee, the APA Education Directorate set aside these funds for specific needs of the project at various stages.

Appendix I

Participants in National Forum on Psychology Partnerships

Advising			
Margaret Lloyd, Chair	GA	Georgia Southern University	4-Year College/University
Vivian L. Ferry	RI	Mount St. Charles Academy	High School
Francine Gentile	OR	Rogue Community College	2-Year College
Kenneth Gray	IL	College of DuPage	2-Year College – Psi Beta Obs
Corey Habben	IL	Institute for Personal Development	Graduate Student
David Johnston	IA	Southeast Polk High School	High School
R. Eric Landrum	ID	Boise State University	4-Year College/University
William M. Miley	NJ	The Richard Stockton College of New Jersey	4-Year College/University
David J. Pittenger	OH	Marietta College	4-Year College/University
Michael B. Reiner	FL	Santa Fe Community College	2-Year College
Marissa Sarabando	TX	McAllen Independent School District	High School
JoAnn Brannock (SC)	CA	Fullerton College	2-Year College
Assessment			
Rob McEntarffer, Chair	NE	Lincoln Southeast High School	High School
Theodore Bosack	RI	Providence College	4-Year College/University
Shirley Clay	TX	Northeast Texas Community College	2-Year College
Dana Dunn	PA	Moravian College	4-Year College/University
G. William Hill IV	GA	Kennesaw State University	4-Year College/University
Maureen McCarthy	TN	Austin Peay State University	4-Year College/University
Chandra Mehrotra	MN	The College of St. Scholastica	Graduate School
Robbye N. Nesmith	TX	Navarro College	2-Year College
Kenneth A.Weaver	KS	Emporia State University	4-Year College/University
Kristin Whitlock	UT	Davis County School District	High School
Jane Halonen (SC)	VA	James Madison University	4-Year College/University
Curriculum			
Carol Dean, Chair	IL	District #108, Lake Park High School	High School
William Addison	IL	Eastern Illinois University	4-Year College/University
Charles L. Brewer	SC	Furman University	4-Year College/University
Nancy Jackson	RI	Johnson & Wales University	4-Year College/Univ – NEPA Obs
Norine G. Johnson	MA	ABCS Psychological Resources	APA Board of Directors Obs
Wesley P. Jordan	MD	St. Mary's College of Maryland	4-Year College/University
Emmett C. Lampkin	IA	Kirkwood Community College	2-Year College
Patricia Puccio	IL	College of DuPage	2-Year College
Kenneth J. Sufka	MS	University of Mississippi	4-Year College/University
Michael Sullivan	MA	Sharon High School	High School
Howard Thorsheim	MN	St. Olaf College	4-Year College/University
Robert G. Winningham	TX	Baylor University and McLennan Community	Graduate Student
Margaret Davidson (SC)	TX	L. V. Berkner High School	High School

Diversity

Loreto Prieto, Chair	OH	University of Akron	Graduate School
Anne M. Bluthardt	MD	Bullis School	High School
L. William Cheney	RI	Community College of Rhode Island	2-Year College
Eddie M. Clark	MO	Saint Louis University	4-Year College/University
James Freeman	VA	University of Virginia	4-Year College/University
Nancy Grippo	CA	Gunn High School	High School
Sandra Ladd	CA	West Valley Community College	2-Year College
Richard M. Lee	TX	University of Texas - Austin	Graduate School – AAPA Obs
Leanne R. Parker	AK	University of Alaska	Business
Tawa M. Witko	CA	California School of Professional Psychology	Graduate Student
Tresmaine Grimes (SC)	SC	South Carolina State University	4-Year College/University

Faculty Development

Drew C. Appleby, Chair[1]	IN	Indiana University - Purdue University Indianapolis	4-Year College/University
M. Cherie Clark, Chair[1]	NC	Queens College	4-Year College/University
April Boveng	MT	School District #5	High School
Maureen Hester	CA	Holy Names College	4-Year College/University
John Kretschmann	MO	Missouri Institute of Mental Health	Business
Raymond Krukovsky	NJ	Union Co. College	2-Year College
Patrick Mattimore	CA	South San Francisco Unified School District	High School
Harold Moon	GA	Augusta State University	4-Year College/Univ – SEPA Obs
Jeanne L. Narum	DC	Project Kaleidoscope	PKAL Obs
Mary Spilis	OH	Northview High School	High School
Terri Lyn Teague	SC		Graduate Student
Loreta H. Ulmer	DE	Delaware Technical & Community College	2-Year College
Susan Harris-Mitchell (SC)[2]	IL	College of DuPage	2-Year College
Randolph Smith (SC)[2]	AR	Ouachita Baptist University	4-year College/University

[1] Appleby served as chair during the Forum; Clark served as chair after the Forum

[2] Harris-Mitchell served as liaison during the Forum; Smith served as liaison after the Forum

Partnerships

Ann Ewing, Chair	AZ	Mesa Community College	2-Year College
Barbara DeFilippo	OR	Lane Community College	2-Year College
Frank Hollingsworth	PA	Coatesville Area School District	High School
David E. Johnson	AR	John Brown University	4-Year College/University
Susan Kirkpatrick	CA	Acalanes Union High School District	High School
Sherri McCarthy	AZ	Northern Arizona University	Graduate School
Linda Rogers	FL	Leon High School	High School
Chuck Schira	MI	Portage Public Schools	High School
Rebecca Stoddart	IN	St. Mary's College	4-Year College/University
Frank Vattano	CO	Colorado State University	4-Year College/University
Charles Blair-Broeker (SC)	IA	Cedar Falls High School	High School

Research

Pamela Scott-Johnson, Chair	GA	Spelman College	4-Year College/University
Ruth Anderson	CA	Clovis Unified-Clovis West High School	High School
Suzanne Baker	VA	James Madison University	4-Year College/Univ – CUR Obs
Barney Beins	NY	Ithaca College	4-Year College/University
David Carroll	WI	University of Wisconsin-Superior	4-Year College/University
Nancy Dess	CA	Occidental College	4-Year Coll/Univ – APA Div 6 Obs
Robin J. Hailstorks	MD	Prince George's Community College	2-Year College
Joyce Hylton	VA		High School
Kenneth Keith	CA	University of San Diego	4-Year College/University
Gayle Morse	NY	State University of New York at Albany	Graduate Student
Robert Rycek	NE	University of Nebraska at Kearney	Graduate School
Mark Vernoy	CA	Palomar College	2-Year College
Mark E. Ware	NE	Creighton University	4-Year College/University
Irwin Altman (SC)	UT	University of Utah	Graduate

Service Learning

Donna Duffy, Chair	MA	Middlesex Community College	2-Year College
Beverly Burton	SC	Piedmont Technical College	2-Year College
Susan Dutch	MA	Westfield State College	4-Year College/Univ – EPA Obs
Lani C. Fujitsubo	OR	Southern Oregon University	4-Year College/University
Marigold Linton	KS	University of Kansas	4-Year College/University
Barbara Loverich	IN	School City of Hobart	High School
Nick Romano	IL	Consolidated High School District 230	High School
Jeanne Turner	IA	Linn-Mar School District	High School
John Velasquez	TX	University of the Incarnate Word	4-Year College/University
Belinda M. Wholeben	IL	Rockford College	4-Year College/University
Randy Ernst (SC)	NE	Lincoln High School	High School

Technology

George D.	Goedel	KY	Northern Kentucky University	4-Year College/University
Richard D.	Barnes	VA	Randolph-Macon Woman's College	4-Year College/University
Robert	Carlsen	VA	Averett College	Graduate Student
Kathleen	Fuhs	VA	J. Sargeant Reynolds Community College	2-Year College
Bruce	Henderson	NC	Western Carolina University	4-Year College/University
JoAnne B.	Hilton	NC	Charlotte-Mecklenburg Schools	High School
Kent	Korek	WI	Germantown High School	High School
Neil	Lutsky	MN	Carleton College	4-Year College/University
Jerry	Rudmann	CA	Irvine Valley College	2-Year College
Donald W.	Werner	VA	Lynchburg College	4-Year College/University
Martha Ellis (SC)[3]		TX	Collin County Community College	2-Year College
Tonja Ringgold (SC)[3]		MD	Baltimore City Community College	2-Year College

[3] Ellis served as liaison during the Forum; Ringgold served as liaison after the Forum

Project Process

Virginia Andreoli Mathie, Chair	VA	James Madison University	4-Year College/University
Martha Braswell	DC	APA Education Directorate	APA Staff
Samuel Cameron	PA	Arcadia College (formerly Beaver College)	4-Year College/University
James Couch	VA	James Madison University	Site Coordinator
Martha Ellis[4]	TX	Collin County Community College	2-Year College
Joan Freund	DC	APA Education Directorate	APA Staff
Wilbert McKeachie	MI	University of Michigan	P3 Consultant
Jill Reich	DC	Executive Director, APA Education Directorate	APA Staff
Randolph Smith[4]	AR	Ouachita Baptist University	4-Year College/University
Danielle Strawn	VA	James Madison University	Graduate Student - P3 GA
Claire Ellen Weinstein	TX	University of Texas – Austin	P3 Consultant

Appendix J

Psychology Partnerships Project

Form for Proposed Partnership Project

1. Title of Project

2. Organizers/Leaders

3. Brief Description of Expected Partnership

4. Target Audience (Academic Level and Region of Country)

5. Issues Addressed by Partnership Project
   a. primary issue
   b. specific needs statement
   c. relationship to other forum issues (potential for overarching impact)

6. Goals and Objectives of Project

7. Description of Project
   a. Project activities
   b. Where project will be held/conducted
   c. When project will be held/conducted
   d. Stages of implementation and time frame for each stage
   e. Challenges expected and plans to overcome them
   f. Resources needed:
      i. people
      ii. funds
      iii. materials

8. Potential Funding Sources

9. Assessment Plan
   a. What is the expected impact?
   b. How will impact be measured?
   c. Expected product?

10. Future Implications

11. Plans to Continue Project in the Future
    a. Options to facilitate continuation of project in the future
    b. How the project might be expanded and/or multiplied to have a long-term, far-reaching impact

12. Suggested Dissemination

13. References and Suggested Readings

Appendix K

National Forum on Psychology Partnerships – Daily Schedule

Appendix L

Forum Evaluation Form: P3 Evaluation Survey

Appendix N
Psychology Partnerships Project
Assessment Survey
June, 2000

Dear P3 participant:

Greetings from the Assessment Committee! You may remember that our group discussed the importance and value of self-assessment as a component of measuring a learning experience. We know each P3 group is assessing its work in its progress reports and other public declarations of progress, but we (along with the P3 executive committee) would like to use this self-assessment survey to gather thoughts and experiences the other reports may not include. Please respond to any or all of the questions below if they apply to your experience.

Group _____ Name (optional) _____

The "spirit" of the Psychology Partnerships Project:

1. Please reflect on the relationships you formed at the P3 forum and the P3 experience as a whole.

   a. Did you establish a partnership at the conference that you continue? __ Yes __ No
   If yes, briefly describe how those relationships continue and/or inform your teaching and scholarship.

   b. Did a particular conversation or P3 participant cause you to change the way you teach, research, or think? ___ Yes ___ No If yes, briefly describe how.

2. Partnerships with people who did not attend the P3 forum.
   a. To what extent did the P3 experience affect any partnerships you had before the P3 forum?

   Not at all 1 2 3 4 5 A great deal
   If it did, briefly describe how.

   b. During the past year, have you established new partnerships with people who did not attend the P3 forum? ___ Yes ___ No If yes, briefly describe.

   c. Are there partnerships you are seeking to establish? ___ Yes ___ No
   If yes, briefly describe.

3. To what extent did the P3 experience affect your **scholarship** related to teaching?
   Not at all 1 2 3 4 5 A great deal
   If possible, please list concrete examples of the positive influence the P3 experience is having on your scholarship. What are you doing now that you may not have done if you didn't experience the P3 forum?

PLEASE COMPLETE OTHER SIDE ALSO

Your group work:

4. Please reflect on the work you are accomplishing with your group. The reports reflect the progress the group is making, so please focus on commenting on your role and current thinking about the projects your group is doing. For example: Which of the projects is most interesting to you at this point and why? What is your role in furthering progress on the project(s)?

5. Most groups divided the responsibility for individual projects and assigned them to particular group members. What partnerships are you forming within your group? Are there colleagues from P3 you communicate with regularly about teaching issues, and how do these partnerships affect or influence your teaching and learning?

Future planning:

6. What constructive criticism would you offer the P3 Steering Committee about the P3 process? What could be done better in the future? What elements could be included in the process that would further your and others progress?

7. How can we, as P3 participants, ensure the longest lasting impact of P3 and our work? How can we make sure the work gets done, communicated, and implemented?

8. Reflect on any memories, experiences, or ideas that you are currently thinking about that this self-assessment didn't ask about. What else was important about P3 that you haven't had a chance to express?

Overall summary:

9. To what extent has your participation in P3 had a positive impact on your

teaching	Not at all	1	2	3	4	5	A great deal
advising	Not at all	1	2	3	4	5	A great deal
scholarly activity	Not at all	1	2	3	4	5	A great deal

10. To what extent has your participation in P3 had a positive impact on your ability to actually establish partnerships with

psychology teachers in your own academic setting (i.e., high school, community college, 4-year institution, graduate program)

Not at all 1 2 3 4 5 A great deal

psychology teachers in other academic settings (i.e., high school, community college, 4-year institution, graduate program)

Not at all 1 2 3 4 5 A great deal

professionals in the community or in business organizations

Not at all 1 2 3 4 5 A great deal

Appendix O

Current Status of Projects Proposed at the National Forum on Psychology Partnerships

Summary

28 Proposals from Forum
4 Proposals Combined into 2 Projects
26 Projects From Forum
Of these 26 projects:
- 7 Projects Completed
- 6 Projects In Progress with Completion Expected by December 2002
- 2 Projects Ongoing – Designed to be on-going with no concrete completion date
- 11 Projects Discontinued

References for all completed presentations are in Appendix D.
References for all completed publications are in Appendix E.

Name	Description	Funded	Status as of September 2001	Product: Completed (C), In Progress-To Be Completed (IP-TBC), Ongoing (OG) or Expected (E)
Advising				
Advising Needs Assessment	Conduct & publish results of survey of students & faculty re needs regarding academic & career advising	APA Education Directorate Grant – $1,500	Manuscript in preparation	1 Presentation (C – Gray, 2001) 1 Journal Article (IP-TBC – Gray, In preparation)
Career Options in Psychology: Review of Empirical Data	Review of current literature on career options of psychology baccalaureate graduates	None	Completed	1 Book Chapter (C – Landrum, Davis & Landrum, 2000)
Conversations & Careers in Psychology: Faculty	Develop & publish template for conference on careers and hold some conferences	None	Combined with "Conversations & Careers in Psychology: Students" – Both projects discontinued after one prototype session	1 Presentation (C – Ringgold & Lefton, 2000)
Conversations & Careers in Psychology: Students	Develop & publish template for conference on careers and hold some conferences	None	Combined with "Conversations & Careers in Psychology: Faculty" – Both projects discontinued after one prototype session	None
Marketing a Psychology Education to New Roles and Careers	Develop materials describing marketing strategies & put on careers website	None	Never begun	None
Real People, Really Interesting Careers	Web-based listing of biographical statements of people with careers in psychology with bachelor's, master's and doctorate degrees	None	Never begun	None
Whose Hiring Psychology Majors	Conduct research & publish results of survey of potential employers to identify career options and skills employers need/expect	None	Manuscript completed and under revision for publication consideration	1 Presentation (C – Harrold, Nelsen & Landrum, 2000) 1 Journal Article (IP-TBC) – Landrum & Harrold, 2001)

Name	Description	Funded	Status as of September 2001	Product: Completed (C), In Progress-To Be Completed (IP-TBC), Ongoing (OG) or Expected (E)
Assessment				
Assessing Information Retrieval Skills in Psychology	Work with Society for the Teaching of Psychology (STP) task force on developing "standards" for information retrieval & evaluation in psychology and assessment of these skills	None	STP formed a task force but work was not begun – Transitioned to STP	None
Authentic Assessment of Scientific Reasoning in Psychology Courses	Develop & publish "authentic" assessment materials aimed at evaluating practical application of scientific reasoning to research & real life problems	Carnegie Academy for the Scholarship of Teaching and Learning – $5,000 Society for the Teaching of Psychology – $2,000 for conference Also seeking additional funding	Manuscript completed and submitted for publication consideration Post-forum project initiated – "Best Practices in Assessment: A Conference for Educators & Administrators in Psychology"	1 Presentation (C – Clay, Nesmith, Weaver, & McCarthy, 2000) 1 Journal Article (IP-TBC) – Halonen et al., 2001) 1 National Conference (E – September 2002)
Self Assessment in the Psychology Classroom	Develop & publish classroom self-assessment materials for students & teachers; pilot materials in 4 classes (HS, CC, 4-yr, G)	None	Discontinued as individual project – embedded in "Authentic Assessment of Scientific Reasoning in Psychology Courses" project	None
Curriculum				
Enhancing the Quality of Introductory Psychology: Implementing APA's National Standards	Create manual to assist in use of APA's National Standards for Teaching High School Psychology (i.e. Intro Psych)	None	Renamed "Enhancing the Quality of Introductory Psychology Through Partnerships" – manual completed – decision pending whether to put on APA Education Directorate web site or distribute with next version of Standards	1 Presentation (C – Addison & Lampkin, 2000) 1 Manual (C – Davidson, 2000)
Midwest Institute for Students of Psychology (MISOP: A Student Research Conference)	Organize & host a professional research conference for psychology students from high school through graduate school	None	Instead of separate student conference, a student track was added to existing conference – "2001 Midwest Institute for Teachers and Students of Psychology" – first conference completed – conference coordinators preparing guidebook on how to include students in teaching conferences	1 Presentation (C – Dean & Puccio, 2000) 1 Regional Conference (C) 1 Electronic Guidebook (IP-TBC – Puccio & Dean, In preparation)
Psy is Pscience: Modifying the Public Perception of Psychology	Physical & web-based "psychology trunk" of scientific demonstrations of psychological research and concepts to expose students in K - 12 to science of psychology	APA Education Directorate – $1,700	Renamed "Traveling Psychology Trunk" – Completed – decision pending whether to put accompanying manual on APA Education Directorate web site	2 Presentations (C – Davidson, 2000; Sullivan, 1999) 2 Traveling Psychology Trunks with materials for demonstrations (C) 1 Manual (C – Jordan, 2001)

Name	Description	Funded	Status as of September 2001	Product: Completed (C), In Progress-To Be Completed (IP-TBC), Ongoing (OG) or Expected (E)
Diversity				
Extending the Educational Pipeline for DP 2000	Extend Psi Beta's Diversity Project 2000 by including honors high school psychology students	None	Proposal brought to Psi Beta and APA but deemed not feasible – discontinued	None
Forming Diversity Partnerships	Establish local cross-level partnerships among teachers paying special attention to issues surrounding isolation, diversity, enhancing cultural competency	None	Group representative joined others in organizing Rhode Island Teachers of Psychology – group is ongoing - Group members completed article addressing need for cultural competency	1 New Partnership (OG – Rhode Island Teachers of Psychology) 2 Newsletter Articles (C – Bosack, 2000; Grimes & Prieto, 2000a) 4 Presentations (C – Bosack et al., 1999; Carroll, 2000; Cheney, 2000; Ladd, 2000)
Minority Honor Student Directory	Publish directory of minority honor students in psychology at high school, community college, 4-yr and graduate level	None	Group explored options for this project – given similar existing resources, project discontinued	None
Open Forum Partnerships	Provide culturally diverse students opportunity to visit/work with instructors & students at next level	None	No systematic implementation of project	None
Faculty Development				
Using Partnerships to Enhance Faculty Development	Create, disseminate and promote handbook that provides models and strategies for forming cross-level partnerships to meet faculty development needs	None	Manuscript in preparation with intent of putting it online at APA Education Directorate Site	1 Presentation (C – Hester & Mattimore, 2000) 1 Electronic Handbook (IP-TBC – Clark, In preparation)
Partnerships				
P3 Committee of Society for the Teaching of Psychology	Create a committee or task force within Society for the Teaching of Psychology that will institutionalize the focus on partnerships	None	Completed – STP did form a Partnerships Task Force	New Partnerships Task Force in Professional Association (OG)
Teaching a Global Psychology: International Faculty & Student Dialogue	Bring together secondary & university teachers from several countries to discuss issues of teaching psychology	None	In progress – "International Conference on Psychology Education" being organized for June 2002 in St. Petersburg, Russia – international advisory committee created to plan conference & seek funding	8 Presentations (C – Ewing, 2000; McCarthy, 1999, 2000, 2001a; McCarthy & Karandashev, 2000; McCarthy, Karandashev, Prandini, & Hollingsworth, 2001; McCarthy, Karandashev, Vasquez, Bussell, Lebonochev, & Kalishnikov, 2000; McCarthy, Vasque, Valdaz, Conroy, Brown, Cordova, & Urena, 2001) 1 International Conference (E – June 2002)

Name	Description	Funded	Status as of September 2001	Product: Completed (C), In Progress-To Be Completed (IP-TBC), Ongoing (OG) or Expected (E)
The Many Faces of Psychology	Informational video to highlight psychology as a science (careers in scientific psychology, interviews with psychology researchers, examples of research) – for use with middle & high school students as well as general public	Worth Publishing Co. – $15,000	On hold – until able to obtain additional funding needed to complete project	None
Research				
Bridges to the Future	Create research partnerships between community college faculty/students and university faculty/students	NIH, National Institute of General Medical Science (NIGMS) (grant to Spelman College included P3 project) APA Office of Ethnic Minority Affairs with funding from NIGMS	Projects in progress – "Bridges to the Future: Community Colleges & Baccalaureate Institutions" – one based out of Spelman College, one based out of Prince Georges Community College	2 New Regional Partnerships (OG) 1 Presentation (C – Scott-Johnson, 2000)
Faculty Research Collaborations-Development	Create web database of faculty research interests in effort to facilitate development of research partnerships among teachers with similar research interests	None	Never begun – could be incorporated into a project by Technology Group	None
High School, Undergraduates, Graduates Gaining Experience in Research & Service	Create local cross-level research opportunities & sharing of research interests between teachers and students in high schools, community colleges & universities	California State Legislature "Partnership for Excellence Program" – $4,000 APA Education Directorate & University of Utah	Several projects ongoing – new partnership based out of Palomar College, new partnerships based out of University of San Diego, expansion of partnership based out of University of Utah	2 New Partnerships (OG) Expansion of 1 Existing Partnership (OG) 3 Presentations (C – Schira, Stoddart, & Wholeben, 2000; Stoddart, 2000; Vernoy, 2000)
Workshops-Institutes for Research Education & Development	2-week national institute on teaching psychological research methodology & statistics and creating resource package of materials for teachers	None	Never begun	None
Service Learning				
The What, How & Why of Service Learning: A Multilevel Developmental Framework for Psychology	Articulate a framework of service learning across academic levels; hold national forum on service learning in psychology	Campus Compact – $20,000 APA Education Directorate – $20,000 in matching funds	Completed and refining framework Six service learning projects either completed or ongoing Web site on service learning in psychology in development	6 New Partnerships (IP) 1 Presentation (C – Duffy, 2000) 1 Report (C – Duffy, 2001) 1 Web Site (IP)

Name	Description	Funded	Status as of September 2001	Product: Completed (C), In Progress-To Be Completed (IP-TBC), Ongoing (OG) or Expected (E)
Technology				
Facilitating Psychology Partnerships: Electronic Directories of Psychology Teachers	Pilot project in 7 states to create electronic (web-based) directory of psychology teachers at all levels	APA Education Directorate – $800	Web site completed for California – still gathering names for several other states	1 On-line State Directory of Psychology Teachers (OG) Additional State Directories (E) 1 Presentation (C – Rudmann, 2000)
Planning for On-line Technology Catalog for the Teaching of Psychology	Find a sponsor to develop and maintain a web-based catalog of on-line resources for teaching psychology	None	Never begun	None

Appendix P

Products of the Psychology Partnerships Project

Projects labeled NEW were conceived and implemented after the National Forum

ID	Name	Description	Leaders (P3 Group)	Target Audience	Target Location
New Partnerships					
1	Psychology Partnerships Committee within the Society for the Teaching of Psychology	Executive Committee of STP approved and formed new Partnerships Task Force to promote and facilitate partnerships in psychology.	Partnerships Group	Students & Teachers • high school • community college • 4-year college • graduate	National
2	Rhode Island Teachers of Psychology (RITOP) NEW	More than 15 teachers from high schools, community colleges and 4-year colleges & universities meet at least annually to discuss curriculum issues and plan first annual RITOP conference for teachers and students. Bosack, T. (2000, Winter). A psychology partnership initiative. *New England Psychological Association Newsletter, 17,* 5-6. Bosack, T., Cheney, W., Jackson, N., & Sullivan, M. (1999, October). *Psychology partnerships project: New partnerships in action.* Symposium conducted at the New England Psychological Association, West Hartford, CT. Cheney, W. (2000, January). *Rhode Island Teachers of Psychology.* Poster presented at the National Institute on the Teaching of Psychology, St. Petersburg, FL.	Theodore Bosack (Assessment), Vivian Leclaire Ferry (Advising), Nancy Jackson (Curriculum), & L. William Cheney (Diversity)	Teachers • high school • community college • 4-year college & university	Rhode Island
3	Iowa Teachers of Psychology (ITOP) NEW	Annual one-day conference for teachers featuring keynote address, teaching demonstrations, textbook exchange, presentations on TOPSS, STP, PTaCC.	Emmett Lampkin (Curriculum)	Teachers • high school • community college • 4-year college & university	Iowa
4	Investigative Psychophysiology Laboratory Experiences in College & High School NEW	**NSF-funded** program to develop psychophysiological laboratory experiences for high school & undergraduate students. One component of project is partnership in which high school students participate in month-long collaboration with college students on lab projects.	Howard Thorsheim (Curriculum)	Students • high school • 4-year college	Local – St. Olaf College & local high schools (MN)
5	Bridges to the Future: Community Colleges & Baccalaureate Institutions	Spelman College Psychology Department included in college project **funded by NIH, National Institute of General Medical Science** to facilitate transition of community colleges students interested in majoring in psychology, sociology, chemistry, or biology. Selected students spend time at Spelman with research mentors and participate in distance learning experience.	Pamela Scott-Johnson (Research)	Students • community college • 4-year college Teachers • community college • 4-year college	Local – Spelman College & local community colleges (GA)

ID	Name	Description	Leaders (P3 Group)	Target Audience	Target Location
		Scott-Johnson, P. (2000. August). Building bridges to the future: Partnerships between two-year and four-year colleges. In V. A. Andreoli Mathie (Chair), *Three models to enhance teaching and learning through partnerships.* Symposium conducted at the meeting of the American Psychological Association, Washington, DC.			
6	Bridges to the Future: Community Colleges & Baccalaureate Institutions	Partnership between Prince George's Community College, University of Maryland, & Harvard University to provide research experience at Maryland and Harvard for community college students. **Supported by the APA Office of Ethnic Minority Affairs with funding from the National Institute of General Medical Sciences**.	Robin Hailstorks (Research)	Students • community college • 4-year college	Local – Prince George's Community College (MD), University of Maryland (MD), Harvard University (MA)
7	High School, Undergraduates, Graduates Gaining Experience in Research & Service	Partnership between Palomar College and local high schools to exchange ideas, develop local teaching conferences, & provide service learning opportunities. **Funded by California State Legislature's "Partnership for Excellence Program".** Vernoy, M. (2000, April). Partnerships for excellence. In J. Brannock (Chair), *Psychology in the 21st century: Forming partnerships.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.	Mark Vernoy (Research)	Students • high school • community college	Local – Palomar College & local high schools (CA)
8	High School, Undergraduates, Graduates Gaining Experience in Research & Service	Partnership between University of Utah & Viewmont High School to continue annual one-day workshop for Utah high school teachers and create web site and listserv. **Funded in part by the APA Education Directorate & University of Utah.**	Irwin Atlman (Research, Steering Committee) & Kristin Whitlock (Assessment)	Teachers • high school • 4-year college & university	Utah
9	High School, Undergraduates, Graduates Gaining Experience in Research & Service NEW	Psychology Department at University of San Diego established distinguished lecture series for local high schools, community colleges, & 4-year colleges & universities.	Kenneth Keith (Research)	Students • high school • community college • 4-year college Teachers • high school • community college • 4-year college	Local – University of San Diego (CA)
10	The What, How and Why of Service Learning: A Multilevel Developmental Framework for Psychology Educators	Hobart High School students worked in local agencies & attended service learning- related class sessions at Purdue North Central University, Indiana University Northwest, & Valparaiso University. **Funded by grant from Campus Compact and APA Education Directorate.**	Barbara Loverich (Service Learning)	Students • high school Local Community Agencies	Local – Hobart High School, Purdue North Central University, Indiana University Northwest, & Valparaiso University (IN)

ID	Name	Description	Leaders (P3 Group)	Target Audience	Target Location
		Duffy, D. K. (2001). *APA/Campus Compact final grant report: The what, how and why of service learning: A multilevel developmental framework for psychology educators.* Middlesex Community College, Redford, MA.			
11	The What, How and Why of Service Learning: A Multilevel Developmental Framework for Psychology Educators	Students at Piedmont Technical College & Presbyterian College collaborated with first-grade students at Cambridge Academy to grow & plant a raised garden at Life Time Discoveries, a local intergenerational facility. **Funded by grant from Campus Compact and APA Education Directorate.** Duffy, D. K. (2001). *APA/Campus Compact final grant report: The what, how and why of service learning: A multilevel developmental framework for psychology educators.* Middlesex Community College, Redford, MA.	Beverly Burton (Service Learning)	Students • elementary • community college • 4-year college Local Community Agency	Local – Piedmont Technical College, Presbyterian College, Cambridge Academy, & Life Time Discoveries (SC)
12	The What, How and Why of Service Learning: A Multilevel Developmental Framework for Psychology Educators	Students at University of the Incarnate Word & Incarnate Word High School will collaborate on project to assess needs of students who want to enroll in cultural studies courses and readiness of university to offer such courses. **Funded by grant from Campus Compact and APA Education Directorate.** Duffy, D. K. (2001). *APA/Campus Compact final grant report: The what, how and why of service learning: A multilevel developmental framework for psychology educators.* Middlesex Community College, Redford, MA.	John Velasquez (Service Learning)	Students • high school • 4-year college	Local – University of the Incarnate Word & Incarnate Word High School (TX)
13	The What, How and Why of Service Learning: A Multilevel Developmental Framework for Psychology Educators NEW	Faculty at University of the Incarnate Word collaborated with local agency to write grant proposal for funds to build agency building and support students' service learning projects at agency.	John Velasquez (Service Learning)	Students • 4-year college Local Community Agency	
14	The What, How and Why of Service Learning: A Multilevel Developmental Framework for Psychology Educators	Students at Middlesex Community College, University of Massachusetts Lowell, & Lowell High School collaborated to develop a session about resiliency for 7th grade children who participated in the local Center for Family, Work, & Community program to prepare children for college. **Funded by grant from Campus Compact and APA Education Directorate.** Duffy, D. K. (2001). *APA/Campus Compact final grant report: The what, how and why of service learning: A multilevel developmental framework for psychology educators.* Middlesex Community College, Redford, MA.	Donna Duffy (Service Learning)	Students • middle school • high school • community college • graduate Local Community Agency	Local - Middlesex Community College, University of Massachusetts Lowell, Lowell High School, & Lowell Center for Family, Work & Community (MA)

ID	Name	Description	Leaders (P3 Group)	Target Audience	Target Location
15	The What, How and Why of Service Learning: A Multilevel Developmental Framework for Psychology Educators	Teacher at Southern Oregon University & one at Rogue Community College collaborated to develop service learning handbook for college & high school teachers. Students at SOU began three service learning projects at local schools and agencies. **Funded by grant from Campus Compact and APA Education Directorate.** Duffy, D. K. (2001). *APA/Campus Compact final grant report: The what, how and why of service learning: A multilevel developmental framework for psychology educators.* Middlesex Community College, Redford, MA.	Lani Fujitsubo (Service Learning)	Students • 4-year college Teachers • high school • community college • 4-year college Local Community Agencies	Local – Southern Oregon University, Rogue Community College, & local schools & agencies (OR)
16	The What, How and Why of Service Learning: A Multilevel Developmental Framework for Psychology Educators	Students at Westfield State College, Holyoke Community College, & West Springfield High School collaborated on research project to collect data about depression, anxiety, & suicidal ideation in young adults. Students are developing public service announcements & articles about project. **Funded by grant from Campus Compact and APA Education Directorate.** Duffy, D. K. (2001). *APA/Campus Compact final grant report: The what, how and why of service learning: A multilevel developmental framework for psychology educators.* Middlesex Community College, Redford, MA.	Susan Dutch (Service Learning)	Students • high school • community college • 4-year college	Local – Westfield State College, Holyoke Community College, & West Springfield High School (MA)
17	Psi Beta High School Poster Session NEW	Psi Beta collaborated with Walt Whitman High School to sponsor an EPA poster session for high school students' research projects.	Tonja Ringgold (Technology, Steering Committee)	Students • high school Teachers • high school • community college	Regional – Eastern Psychological Association
18	High School – Undergraduate Research Conference NEW	Partnership between high school teachers and Stanford University to increase high school student involvement in Stanford University undergraduate research conference.	Patrick Mattimore (Faculty Development)	Students • high school Teachers • high school	Local – Stanford University & local high schools (CA)
19	Eastern Conference on the Teaching of Psychology NEW	ETOP organizers formed partnership with Virginia Psychological Association & Virginia Psychological Foundation to create database of all Virginia high school psychology teachers and to include high school teachers in ETOP. **Funded by grant from the Virginia Psychological Foundation.**	Jane Halonen (Assessment, Steering Committee), Richard Barnes (Technology), James Freeman (Diversity), & Virginia Andreoli Mathie (Steering Committee)	Teachers • high school	Virginia

ID	Name	Description	Leaders (P3 Group)	Target Audience	Target Location
Conferences					
20	Midwest Institute for Teachers and Students of Psychology	Sessions for students incorporated into Feb. 23 – 24, 2001 Midwest Institute for Teachers of Psychology. Intent is to continue this combined conference. Dean, C. J., & Puccio, P. (2000, May). Building curricular partnerships: Student conferences. In D. W. Carroll (Chair), *Psychology partnerships project: Building new partnerships.* Symposium conducted at the meeting of the Midwestern Psychological Association, Chicago, IL.	Patricia Puccio, Carol Dean, William Addison, & Emmett Lampkin (Curriculum)	Students • high school • community college • 4-year college Teachers • high school • community college • 4-year college	Regional – Midwest
21	Best Practices in Assessment: A Conference for Educators & Administrators in Psychology	Assessment in Psychology Conference planned for September 27 – 29, 2002 in Atlanta, GA. **Funded in part by Society for the Teaching of Psychology & Carnegie Academy for the Scholarship of Teaching & Learning.**	Assessment Group	Teachers • high school • community college • 4-year college • graduate Administrators	National
22	Rhode Island Teachers of Psychology Conference NEW	RITOP is planning a one-day multilevel conference for psychology teachers and students in early April, 2002.	Theodore Bosack (Assessment), Vivian Leclaire Ferry (Advising), Nancy Jackson (Curriculum), & L. William Cheney (Diversity)	Students & Teachers • high school • community college • 4-year college & university	Rhode Island
23	Iowa Teachers of Psychology Conference NEW	ITOP planning second annual one-day conference for teachers at Kirkwood Community College - Cedar Rapids Campus for November, 2001.	Emmett Lampkin (Curriculum)	Teachers • high school • community college • 4-year college & university	Iowa
24	International Conference on Psychology Education	P3 connection led Victor Karandashev to organize the International Conference on Psychology Education for June, 2002 in St. Petersburg, Russia.	Victor Karandashev	Teachers • high school • community college • 4-year college • graduate	International
Resources					
25	**Directory:** *National Directory of Teachers of Psychology*	Directory of psychology teachers who were members of the APA Teachers of Psychology in Secondary Schools (TOPSS), members of the Society for the Teaching of Psychology (APA Division 2), or respondents to a national survey of community colleges American Psychological Association. (1999). *The national directory of teachers of psychology, 1999.* Washington, DC: Author.	APA Education Directorate Staff	Teachers • high school • community college • 4-year college • graduate	National
26	**Directory:** *Psychology Partnerships Directory*	Directory of psychology partnerships based on surveys of psychology teachers	V. Andreoli Mathie (Steering Committee)	Teachers • high school • community college • 4-year college • graduate	National

ID	Name	Description	Leaders (P3 Group)	Target Audience	Target Location
		Andreoli Mathie, V. A., & Strawn, D. (1999). *Psychology partnerships directory.* Unpublished directory, James Madison University and American Psychological Association Education Directorate.			
27	**Manuscript:** *What employers want from psychology graduates (and what students think employers want).*	Survey of employers to determine skills & abilities needed by psychology graduates. Manuscript submitted for publication consideration. Landrum, R. E., & Harrold, R. (2001). *What employers want from psychology graduates (and what students think employers want).* Unpublished manuscript, Boise State University.	R. Eric Landrum (Advising)	Students • community college • 4-year college Teachers • high school • community college • 4-year college	National
28	**Book Chapter:** Chapter 2 in *The psychology major: Career options and strategies for success.*	Chapter that reviews career options available to students with a B.A. or B.S. in psychology. Landrum, R. E., Davis, S., & Landrum, T. A. (2000). *The psychology major: Career options and strategies for success.* Upper Saddle River, NJ: Prentice Hall. (See Chapter 2 [pp 11 – 27], Career options with a B.A. or B.S. in Psychology.)	R. Eric Landrum (Advising)	Students • community college • 4-year college Teachers • high school • community college • 4-year college	National
29	**Manuscript:** *(Mis) perception of the major: What do psychology students "know" and where did they hear it?*	Survey of students and faculty to determine faculty members' perceptions of career advising and students' knowledge about career options in psychology. Kenneth Gray collected data from more than 1000 respondents, presented the data at a conference, & has a manuscript in preparation. **Funded in part by APA Education Directorate.** Gray, K. (In preparation). *(Mis) perception of the major: What do psychology students "know" and where did they hear it?*	Kenneth Gray (Advising)	Students • high school • community college • 4-year college Teachers • high school • community college • 4-year college	National
30	**Manuscript:** *A rubric for authentically learning, teaching, and assessing scientific reasoning in psychology.*	A rubric for assessing degree of scientific reasoning in psychology from high school through graduate training. Jane Halonen completed a draft of a manuscript describing the rubric and activities to develop scientific reasoning skills. Halonen, J. Bosack, T., Clay, S., McCarthy, M., Dunn, D. S., Hill, IV, G. W., McEntarffer, R., Mehrotra, C., Nesmith, R., Weaver, K., & Whitlock, K. (2001). *A rubric for authentically learning, teaching, and assessing scientific reasoning in psychology.* Unpublished manuscript, James Madison University.	Assessment Group	Students • high school • community college • 4-year college • graduate Teachers • high school • community college • 4-year college • graduate	National

ID	Name	Description	Leaders (P3 Group)	Target Audience	Target Location
31	**Manual:** *Enhancing the Quality of Introductory Psychology Through Partnerships*	A manual containing a collection of strategies for establishing partnerships with educators who have expertise in partnering and curriculum development as a way to reinforce use of APA National Standards for Teaching Introductory Psychology. Davidson, M. (2000). *Enhancing the quality of introductory psychology through partnering.* Unpublished manual, L. V. Berkner High School and American Psychological Association Education Directorate.	Margaret Davidson (Curriculum, Steering Committee)	Teachers • high school • community college • 4-year college	National
32	**Guidebook:** *Building curricular partnerships: Student conferences.*	A guidebook on how to include a programming track for students in teaching conferences. Puccio, P. & Dean, C. J. (In preparation). *Building curricular partnerships: Student conferences.*	Patricia Puccio, Carol Dean, William Addison (Curriculum)	Teachers • high school • community college • 4-year college	National
33	**Trunk of Activities with Manual:** Traveling Psychology Trunk	Two prototypes of a trunk containing demonstrations of concepts & principles of science of psychology. Demonstrations are suitable for use with elementary, middle, and high school as well as community groups. Accompanying manual includes suggestions and instructions for demonstrations. **Development funded by APA Education Directorate.** Jordan, W. (Ed.) (2001). *Psy is science: Modifying public perception of psychology.* Unpublished manual, St. Mary's College and American Psychological Association Education Directorate.	Curriculum Group	Teachers • high school • community college • 4-year college	National
34	**Trunk of Activities for Service Learning Project:** Traveling Psychology Trunk: Service Learning Project NEW	Adaptation of Traveling Psychology Trunk for use as service learning project.	Jeanne Turner (Service Learning)	Teachers • high school • community college • 4-year college	National
35	**Newsletter Article:** Diversity and cultural competence: Teaching cultural competence in an ethnocentric world NEW	Article describing the need to develop cultural competence skills in students, teachers, & researchers as well as clinicians. Grimes, T. & Prieto, L. (2000a, March/April). Diversity and cultural competence: Teaching cultural competence in an ethnocentric world. *Psychology Teacher Network, 10*, 1-2,4,11-12.	Tresmaine Grimes (Diversity, Steering Committee) & Loreto Prieto (Diversity)	Teachers • high school • community college • 4-year college	National
36	**Electronic Manual:** *A manual for faculty development using partnerships.*	Manual in preparation describing strategies to create partnerships to organize professional development opportunities. Clark, C. (Ed.). (In preparation). *A manual for faculty development using partnerships.*	Faculty Development Committee	Teachers • high school • community college • 4-year college • graduate	National

ID	Name	Description	Leaders (P3 Group)	Target Audience	Target Location
37	**Web Site:** Service Learning in Psychology	Service learning web site on APA Education Directorate web site will contain developmental framework for defining, teaching and using service learning at all educational levels as well as case studies from Service Learning Group projects and other teaching-related information on service learning. **Funded by grant from Campus Compact and APA Education Directorate.** Duffy, D. K. (2001). *APA/Campus Compact final grant report: The what, how and why of service learning: A multilevel developmental framework for psychology educators.* Middlesex Community College, Redford, MA.	Donna Duffy, John Velasquez, & Belinda Wholeben (Service Learning)	Students • high school • community college • 4-year college • graduate Teachers • high school • community college • 4-year college • graduate	National
38	**Web Site:** Facilitating Psychology Partnerships: Electronic Directories of Psychology Teachers	On-line state directories of psychology teachers from all levels. Prototype of directory completed for California. Development of prototype **funded in part by APA Education Directorate.** Rudmann, J. (2000, April). Planning for online technologies catalog for teaching psychology. In J. Brannock (Chair), *Psychology in the 21st century: Forming partnerships.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR. http://ivc.cc.ca.us/schools/socbehav/psydir/index.html	Jerry Rudmann (Technology)	Teachers • high school • community college • 4-year college • graduate	National

Psychology Partnerships Project
Assessment Survey
September 2001

Dear P3 participant:

The P3 Steering Committee is completing the final report for the Psychology Partnerships Project and would like to include a final evaluation of the project. We would appreciate your help with this evaluation. Please take a few minutes to complete this survey and then return it to me at the address listed below. If you prefer, you may complete the form and e-mail it to me as an attachment. Thank you for your help with this! Ginny

Return to Virginia Andreoli Mathie **by September 24, 2001**
School of Psychology, MSC 7401
James Madison University
Harrisonburg, VA 22807

Group _____ Name (optional) _____

1. Did you establish a partnership at the National Forum that you still continue? __ Yes __ No
   If yes, briefly describe and indicate the extent to which it has enhanced your teaching and scholarship.

   In your view, what has been the key to maintaining this partnership? Please describe.

2. Partnerships with people who did not attend the P3 forum.
   a. To what extent has the P3 experience affected any partnerships you had before the P3 forum?
   Not at all 1 2 3 4 5 A great deal
   If it did, briefly describe how.

   b. During the past year, have you established new partnerships with people who did not attend the P3 forum? ___ Yes ___ No
   If yes, briefly describe and indicate the extent to which they have enhanced your teaching and scholarship.

   In your view, what has been the key to maintaining these partnerships? Please describe.

3. Do you have an interest in establishing partnerships in the future? ___ Yes ___ No
   If yes, briefly describe.

4. To what extent have you maintained contact with other members of your group since the National Forum? If you have maintained contact, please try to approximate how often you communicate with these individuals.

   In your view, what has been the key to maintaining this contact?

5. How involved have you been in the implementation of your group's project(s)?
   Not at all 1 2 3 4 5 A great deal

   What has helped you to stay involved in the project?

   What barriers have limited your involvement in the project?

6. To what extent has your participation in P3 had a positive impact on your

teaching	Not at all	1	2	3	4	5	A great deal
advising	Not at all	1	2	3	4	5	A great deal
scholarly activity	Not at all	1	2	3	4	5	A great deal
professional service	Not at all	1	2	3	4	5	A great deal

   If P3 has positively influenced your teaching, advising, scholarly activity, and/or professional service, please briefly describe how it has done so.

7. To what extent has your participation in P3 had a positive impact on your ability to actually establish partnerships with
   psychology teachers in your own academic setting (i.e., high school, community college, 4-year institution, graduate program)
   Not at all 1 2 3 4 5 A great deal

   psychology teachers in other academic settings (i.e., high school, community college, 4-year institution, graduate program)
   Not at all 1 2 3 4 5 A great deal

   professionals in the community or in business organizations
   Not at all 1 2 3 4 5 A great deal

8. In a sentence or two summarize the most enduring impact your P3 experience has had on you.

Thank you!