



Workshop Report: Building Leadership Capacity to Support Two-Year College and Disciplinary Society Collaborations

Executive Summary

The 2025 virtual workshop, *Building Leadership Capacity to Support Two-Year College and Disciplinary Society Collaborations*, brought together 51 two-year college (2YC) faculty and disciplinary society representatives from 11 disciplines: biology, chemistry, economics, geography, geoscience, meteorology, mathematics, physics, political science, psychology, and sociology. This workshop builds on two previous workshops, in 2022 and 2023, that also focused on 2YC-disciplinary society engagement. We hope this workshop report will be useful to faculty, disciplinary society representatives, education researchers, and funders who are interested in advancing two-year colleges and disciplinary societies' engagement and related leadership development.

Participants met six times between January and September 2025, following completion of pre-workshop activities. The workshop followed a consistent daily schedule designed to balance learning, application, collaboration, and reflection. A defining feature of the workshop was a focus on leadership that included both (1) sessions on leadership and (2) opportunities for participants to lead outreach activities. The sessions on leadership addressed five topics: Understanding leadership approaches; Leading change & bringing others along; Expanding your leadership tool kit: Active listening strategies; Building strategic relationships; and Supporting & sustaining change.

Participants used these leadership skills to plan and implement three outreach activities:

1. Each disciplinary team led an interactive workshop or activity to promote 2YC-disciplinary society engagement.
2. Each participant designed and led an interactive activity for their colleagues focused on benefits of 2YC-disciplinary society engagement and/or discipline-specific resources.
3. Participants were encouraged to meet with a campus administrator or disciplinary society colleague to have a conversation with an ask related to fostering 2YC-disciplinary society engagement.

Participants affirmed that the workshop goals had been met, and that the workshop sessions provided team-building and multidisciplinary networking opportunities. On a 4-point scale, where 4 is strongly agree, participants reported strong agreement that the workshop provided leadership development to support 2YC-disciplinary society collaborations (3.8) and support for leading outreach activities that communicate the benefits of engagement (3.7), and that it built networks of 2YC faculty and disciplinary society representatives within and across disciplines (3.9). Participants valued learning how disciplinary society-2YC engagement varies both within and across disciplines.

The following list highlights key takeaways from this project:

1. Learning about leadership coupled with opportunities to apply it was valuable.
2. The workshop strengthened 2YC–disciplinary society connections.
3. Multidisciplinary interactions expanded perspectives on work done in other disciplines.
4. The 2025 workshop supported meaningful change, building on the foundation of workshops offered in 2022 and 2023.

Ultimately, the workshop provided space for the participants to transform ideas into activities and planted seeds of sustainability by laying a strong foundation for continued leadership development, cross-disciplinary connection, and partnerships between two-year colleges and disciplinary societies.

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https://serc.carleton.edu/discipline_2yc/workshop2025/index.html





Workshop Report: Building Leadership Capacity to Support Two-Year College and Disciplinary Society Collaborations

1: Introduction, Workshop Goals, and Participants

The 2025 virtual workshop, *Building Leadership Capacity to Support Two-Year College and Disciplinary Society Collaborations*, brought together 51 two-year college (2YC) faculty and disciplinary society representatives from 11 disciplines: biology, chemistry, economics, geography, geoscience, mathematics, meteorology, physics, political science, psychology, and sociology. Each disciplinary team typically included four participants - three 2YC faculty members and one disciplinary society representative. The workshop incorporated professional development about leadership and opportunities to lead outreach activities promoting the value of 2YC-disciplinary society engagement.

This virtual workshop was built on the energy, ideas, and relationships developed in an edited volume on *Community College Engagement with Disciplinary Societies* (Maier, Rowell, & Macdonald, 2021) and two previous virtual workshops: the *2022 Workshop to Strengthen Engagement of Community College Faculty and Disciplinary Societies* (Macdonald et al., 2022a, 2022b), which established discipline-specific visions for 2YC-disciplinary society collaborations, and the *2023 Fostering Two-Year College Collaborations with Disciplinary Societies* workshop (Zuber et al., 2023), which launched discipline-specific action plans. Together, these efforts emphasized that sustained engagement between 2YCs and disciplinary societies is important for broadening participation in STEM, promoting ongoing professional development, and enhancing student success.

Building on this foundation, the 2025 workshop incorporated leadership professional development and provided opportunities for participants to use leadership skills through planning and implementing three types of outreach activities:

1. A team-led interactive workshop or activity related to their disciplinary society;
2. An interactive event led by individual participants for their respective communities; and
3. A strategic conversation with a campus administrator or disciplinary society colleague that included making an ask.

These outreach activities addressed a range of issues such as increasing 2YC participation in disciplinary societies, rethinking disciplinary society conferences and structures, offering relevant professional development opportunities, and fostering 2YC leadership within disciplinary societies. This focus on leadership development was designed to support current disciplinary leaders, nurture the next generation of leaders and, ultimately, sustain long-term 2YC-disciplinary collaborations.

Workshop Goals

The workshop provided participants with the opportunity to learn about and apply leadership strategies while developing and implementing their outreach activities. Building leadership capacity is a critical step in developing strong engagement between 2YCs and disciplinary societies. Toward this end, the specific workshop goals were to:

1. Provide leadership development that supports participants in 2YC-disciplinary society



collaborative efforts.

2. Support participants in leading outreach activities that build on discipline-specific action plans and communicate the benefits of 2YC-disciplinary society engagement.
3. Build networks of 2YC faculty and disciplinary society representatives within and across disciplines.

The workshop provided a forum for participants to strengthen their leadership skills while advancing the action plans they had begun developing during the 2023 workshop on 2YC-disciplinary society collaboration. Leadership-as-practice (Lehtonen & Seeck, 2023) links learning about leadership and putting this learning into action. Building on situated learning theory (Lave & Wenger, 1991) that connects context with authentic learning experiences, the participants engaged in real-world application of material they learned in the workshops. Through the design and implementation of outreach activities, participants were able to practice leadership in authentic contexts while extending the workshop's impact (Eddy et al., 2018; O'Connell et al., 2022). An additional goal of the project was to investigate the impact of this leadership development in moving 2YC-disciplinary society collaborations forward.

Participants

For this workshop, the conveners followed a recruitment and selection process modeled after the 2023 workshop. To assemble four participants from each of the 11 disciplines, they first invited the two liaisons from each discipline from the 2023 workshop (one 2YC faculty member and one disciplinary society representative). These liaisons joined a pre-workshop meeting to review the workshop goals and the process for recommending additional 2YC faculty team members. Additional participants were recruited based on these recommendations. In the previous two workshops, the participants did not receive stipends. For this workshop, participants were offered a small stipend to acknowledge the work associated with leading outreach activities.

Leadership Team

The conveners were Ellen Iverson (SERC), Heather Macdonald (geology emerita, William & Mary), and Mark Maier (economics emeritus, Glendale Community College). Pamela Eddy (William & Mary, now emerita) designed and led the leadership development sessions. Other contributors included Project Advisor Thomas Higgins (Harold Washington College) and Writing Consultant Sharon Zuber (William & Mary emerita). Monica Bruckner (SERC) supported the project in numerous ways.

2: Workshop Schedule and Program

The first part of the virtual workshop took place over four sessions between January and March 2025 (January 31, February 21, 28, and March 7). From March through September, participants continued planning and began implementing their outreach activities with check-ins during the July sessions. The program concluded in September with a final workshop day. The workshop website includes the workshop program and other information:

https://serc.carleton.edu/discipline_2yc/workshop2025/index.html.

Pre-workshop activities

In December 2024, the conveners hosted a webinar to introduce the participants to the workshop schedule and program and to answer questions. Participants completed the workshop registration, which included questions related to workshop goals and the Bolman and Deal (2021) leadership survey. Their responses helped the conveners tailor the interactive sessions to the participants' interests and questions.

Participants were also asked to read the 2023 workshop report (Zuber et al., 2023), review their discipline's action plan from the 2023 workshop, and introduce themselves via a slide in preparation for meetings that began virtually in January.

January-March, 2025: Days 1-4

Sessions over four Fridays (3.5 hours/day) included plenary sessions on leadership development, disciplinary breakouts, and multidisciplinary breakouts that provided opportunities for sharing and feedback about their planned outreach activities.

March-September, 2025: Continuing work on outreach activities; Summer Workshop sessions

At two July meetings (1.5 hours each, July 11, 24), participants shared plans and progress reports about their outreach activities, some of which were scheduled for later in the year. They also participated in multidisciplinary sessions on topics of interest (e.g., 2YC-4YC transfer, engaging part-time faculty, and data science

September 2025: Workshop Day 5

The final workshop day (Friday, September 19) included 1-minute micropresentations about the disciplinary team-led outreach activity followed by a poster session, an overview of NSF programs and funding opportunities for 2YCs, a leadership development session on leadership succession and sustaining efforts, time for disciplinary breakouts, and discussion of next steps.

Daily Schedule

The workshop followed a consistent daily schedule designed to balance learning, application, collaboration, and reflection. The sessions engaged the participants as adult learners who applied workshop content through the required outreach activities (Eddy et al., 2019; Lave & Wenger, 1991). Each day began with a brief opening session that provided an overview of planned activities, reported on the previous day's roadcheck (formative evaluation survey) responses, and addressed participant questions or concerns. This opening session was followed by three core sessions separated by short breaks:

- A leadership development session in which participants explored leadership models, strategies, and tools;
- Disciplinary team breakouts to discuss plans and design outreach activities that integrated insights about leadership development;
- Time for multidisciplinary exchange and feedback.

The multidisciplinary conversations included guided discussions in the leadership sessions, small-group reviews of draft outreach activity plans, and end-of-day reflection and breakouts for sharing ideas. Other opportunities for multidisciplinary interactions included topical discussions and the September poster session.

Each day concluded with a session that included reflection, addressing remaining questions, identifying next steps, and a daily roadcheck.

The table below gives an outline of the core sessions throughout the workshop. For more details, see the [program schedule](#) on the workshop website.



Table 1: Workshop schedule: Dates and key sessions.

Day	Core sessions for each day
Day 1 Jan 31	<ol style="list-style-type: none"> Disciplinary teams: Discuss plans & possibilities for team-led outreach activities (#1) Leadership session: Understanding leadership approaches (i.e., Bolman & Deal): Multidisciplinary breakouts: Share outreach activity ideas and get feedback, then report back to teams
Day 2 Feb 21	<ol style="list-style-type: none"> Disciplinary teams: Time to plan team-led outreach activity (#1) Leadership session: Leading change & bringing others along Multidisciplinary breakouts: Share team-led outreach activity plans and get feedback, then report back to teams
Day 3 Feb 28	<ol style="list-style-type: none"> Multidisciplinary breakouts: Plans for Individual outreach activity (#2) by topic/format. Leadership session: Building your leadership tool kit: Active listening strategies Disciplinary teams: Continue planning team-led outreach activity (#1)
Day 4 March 7	<ol style="list-style-type: none"> Leadership session: Building strategic relationships - Conversation with an ask (practice for outreach activity #3) Multidisciplinary breakouts: A variety of topics related to outreach activities Disciplinary teams: Discuss plans for moving forward
Summer July 11, July 24 (1.5 hrs)	<p><i>Participants chose one or both of the July dates, each of which followed the format below</i></p> <ol style="list-style-type: none"> Multidisciplinary breakouts: Review of Individual outreach activities (#2), completed or planned Multidisciplinary breakouts: Topical discussions
Day 5 Sept 19	<ol style="list-style-type: none"> Team-led outreach activity poster session: Presentations, then Q&A in breakouts Presentation on NSF Opportunities for 2YCs: ITYC & Beyond by NSF Program Officer Leadership session: Supporting and sustaining change Disciplinary teams: Discuss plans for the future / ways to sustain their work

The workshop offered opportunities for all participants to interact, using Zoom for plenary events and breakout rooms for smaller group interactions. The workshop also supported real-time collaboration via Google Docs and Slides.

3: Building Leadership Capacity

A defining feature of the workshop format was the intentional coordination of leadership development with the design and implementation of effective outreach activities to reinforce leadership-as-practice (Lehtonen & Seeck, 2023). Each day of the workshop (except those in July) included an interactive leadership professional development session. The five leadership sessions were:

1. Understanding leadership approaches
2. Leading change & bringing others along
3. Expanding your leadership tool kit: Active listening strategies
4. Building strategic relationships
5. Supporting & sustaining change

1. Understanding leadership approaches

The first leadership professional development session introduced participants to different leadership approaches and how they could be applied. They learned about organizational frames using Bolman and

Deal's (2021) model, and explored how using these frames to interact with people of different frames can help leaders collaborate more effectively by understanding what motivates people and how to develop strategic partnerships.

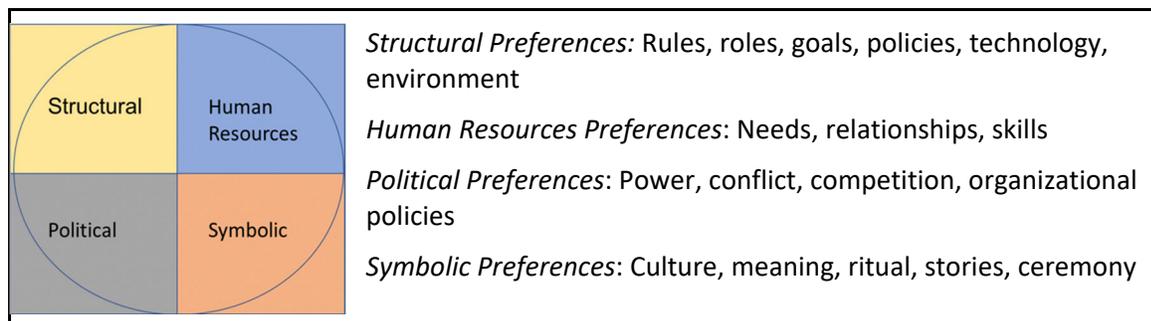


Figure 1: Four frames (Bolman & Deal, 2021).

Following the presentation on the Bolman and Deal (2021) frames, participants were asked to reflect on how their identified frame, as determined by the pre-workshop survey, might influence their approach to working with their team and others. One participant commented in the daily roadcheck that they realized the benefits of working with someone from a different frame who would offer a different perspective. In disciplinary team breakouts, participants discussed what advantages they saw with the set of frames on their team and how they could use the different leadership frames to help with their team-led outreach activity. One participant summarized her team's insights about frames: "1. *Different people like and are better at different tasks; 2. People with different frames have different perspectives on how to approach a task, so one leader can help another be aware of blind spots.*"

2. Leading change and bringing others along

The second session focused on how to approach outreach activities as opportunities for positive change, acknowledging that leading change is a complex process that involves understanding what motivates individuals (Kezar, 2018). This session extended the Day 1 frame analysis by presenting ways to make a compelling case for change, how to deal with resistance to change, and strategies to reframe change.

The presentation was followed by participants working in multidisciplinary breakouts to discuss a case study. The case study was to convince organizers of a professional development series of the value of including their disciplinary team's idea for a virtual session about the 2YC - 4YC transfer process. After report outs from the case study breakouts, participants considered how they could deal with resistance to new ideas, build excitement, and tap into frames other than their own to support change. For example, groups reported that finding shared meaning around goals is important, that student stories are a part of qualitative data, and that solutions should include both quantitative and qualitative information to best make their case.

3. Building your leadership tool kit: Active listening strategies

In this session, participants learned about/reviewed and practiced strategies that could help them work as a team to plan their outreach activities. The presentation included a review of active listening techniques as preparation for practicing active listening in multidisciplinary breakouts (Creative Center for Leadership, n.d.). These strategies included: paying attention and allowing for wait time; keeping an open mind and withholding judgment; reflecting on what is said, asking questions for clarity (versus telling), restating for understanding; and moving to problem-solving. Part of the active listening strategy is to



signal you are listening with nods/affirmation while remembering that attentive listening does not necessarily mean agreement.

Following this presentation, participants were divided randomly into groups of three in which they each assumed a role of either speaker, listener, or observer/timekeeper.

They rotated the roles as they listened, in turn, to each participant describing how they or someone they knew had energized others about a project (Figure 2). After all three rounds, they discussed the active listening strategies they observed and insights that emerged from this practice. “One of the most important leadership skills is listening!” concluded one participant.

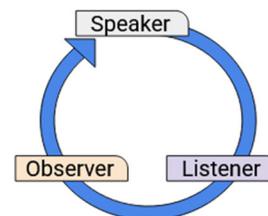


Figure 2: Participants rotated roles in speaking, listening, and observing.

4. Building strategic relationships

This session underscored how building leadership capacity relies on nurturing authentic relationships and offered practical strategies for expanding networks to work collaboratively for change (Eddy & Amey, 2014). The presentation included ways to build and nurture strategic relationships, for example: Consider the strengths others bring and how these complement your strengths.

At the conclusion of the presentation, participants were given time to practice making an ask (as they would do for outreach activity #3) in multidisciplinary breakout groups. They reported what they learned in the chat. Below are some participant responses:

“Pitch the ask as “I have an idea I would like to run by you....What do you think?”

“Be clear about your goals and needs; make it “easy” as possible for the Askee.”

“The ask should not seem purely transactional. Build trust and a relationship.”

5. Sustaining change

In this session, one model of change was presented (Elrod & Kezar, 2017), then participants were asked to consider how to make change sustainable by using collaborative leadership, succession planning, and the institutionalization of policies. The following questions were presented as a way to move beyond one-off events and initiatives and think about change as a process.

1. How does your ongoing work align with organizational priorities?
2. Who needs to be involved? How do you motivate them? (tell/share the story of the need for sustaining change; present compelling data/evidence)?
3. What resistance might you face?
4. How will you know if the work is succeeding and if the changes are being sustained?

The participants were then asked to discuss in multidisciplinary group breakouts (disciplinary representatives were in one breakout) one of the two following questions: What are strategies for motivating people to get/stay involved? **OR** What are strategies for ensuring leadership succession? Some responses to each were:

Strategies for Motivating People to Participate:

- Design programming that addresses 2YC faculty needs.
- Reinforce the personal and professional benefits of participation
- Offer clear, accessible ways to get involved—starting with small tasks.
- Provide compensation / document participation.

Strategies for Leadership Succession:

- Clearly outline the expected time commitment for each role. Be clear about expectations (responsibility, time, etc.).
- Develop a structured succession plan to ensure continuity.
- Provide professional development opportunities to prepare new leaders and help them transition smoothly.

The five leadership sessions described above presented insights from research on leadership and supported the planning and implementation of the three types of participant-led outreach activities. Participants were encouraged to practice observing the Bolman and Deal (2021) frames between workshop days. They reported back in polls at the beginning of each of the leadership sessions and in comments in the Daily Roadcheck. One participant commented, *“Explicitly recognizing the value of the four frames was very helpful in deepening my leadership toolkit.”*

The workshop aimed to equip participants with knowledge (language and scholarship behind the practices) and skills about leadership approaches. The leadership learning was strengthened through collegial discussion and action planning surrounding outreach activities. Team-led and individual outreach activities served as implicit professional development as participants were tasked with putting leadership approaches in practice. The workshop structure provided opportunities to build connections and networks among participants. *“Getting an opportunity to lead groups in a workshop of this kind would be a great addition to my leadership development.”*

4: Outreach Activities: From Ideas to Action

Outreach activities led by participants provided opportunities to apply lessons from the leadership development sessions while also advancing work on disciplinary plans, promoting the benefits of 2YC-disciplinary society engagement, disseminating disciplinary society resources, and/or building the 2YC disciplinary community. The three types of outreach activities included: (1) disciplinary team-led activities, (2) individual activities, and (3) individual conversations with an ask (Figure 3).

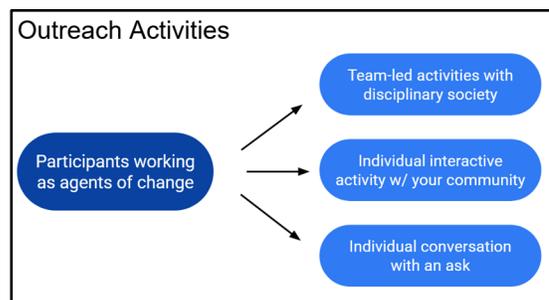


Figure 3: Three types of outreach activities provided opportunities to apply lessons from the leadership development sessions.

Each participant-led outreach activity helped strengthen engagement between 2YCs and disciplinary societies. Participants first developed plans for their team-led and individual activities during multiple workshop sessions, then refined them through multidisciplinary discussions that encouraged the exchange of ideas and strategies for promoting 2YC–disciplinary society connections. The participants’ situated learning was steeped in the context of their campus or disciplinary society on their outreach activities and provided them a chance to learn from their experiences of what went well, what needed improvement, and what they would change the next time (Lave & Wenger, 1991). In addition to fostering leadership development, these outreach efforts disseminated resources, encouraged their use, and built stronger, more sustainable relationships between 2YCs and disciplinary societies. The network was strengthened by the focused group work on the outreach activities and working together in their planning of these activities.



Outreach Activity 1. Team-led activity

Each disciplinary team designed and led an outreach activity to promote engagement between 2YC faculty and disciplinary societies. Teams made steady progress in planning their activities using templated slides during workshop days 1–3, with opportunities to give and receive feedback in multidisciplinary groups. The Day 2 template slide (Figure 4) outlined key questions for teams to consider about their plans and provided space for input and suggestions from other participants.

Discipline team-led community outreach activity to engage 2YC faculty with DS	
Outreach activity at a glance:	
Outreach activity outline/agenda Goals/objectives • • Key components:	How will you get more people involved (who & how)? How will you keep the momentum going?
Disciplinary society connections/resources, if appropriate:	Questions or feedback wanted:

Figure 4: Participants used a templated slide to describe their activity. They then provided and received feedback on one another's outreach activity plans.

The eleven team-led outreach activities in the box below illustrate the range of these activities including sessions, workshops, or other events at national or regional disciplinary society conferences; webinars or virtual coffee hours/fireside chats; a virtual community of practice program and other work that promotes 2YC-disciplinary society engagement. The variety of activities reflect the specific context for each discipline; the activities built on the vision and action plan of each discipline that emerged from the previous 2YC-disciplinary society workshops. One participant noted, “It was interesting how each discipline came up with their own type of outreach plan for their population of people.”

Disciplinary Team-Led Outreach Activities

1. *Teaching to Lead: Pathways to National Engagement for Two-Year College Faculty*: A session at the National Association of Biology Teachers conference.
2. Engaging part-timers & other isolated faculty in the annual meeting of the American Association of Physics Teachers.
3. A workshop, *Community College Geography: Naming our Value and Staking our Place within the AAG*, held at American Association of Geographers regional meetings.
4. Presentation of “*Student-friendly articles and journals to support excellence in teaching*” at the Psi Beta Teaching of Psychology Conference.
5. American Political Science Association & Western Political Science Association 1st joint virtual webinar on *Beyond the Classroom: Building Faculty Capacity for Success*.
6. A Virtual Coffee Hour to Build Networks for Economics Teaching at Community Colleges.
7. American Sociological Association Community College Faculty Community Virtual Coffee Hour.
8. Virtual National Association of Geoscience Teachers Geo2YC Fireside Chat: *Connecting and Growing through Disciplinary Societies*.
9. American Chemical Society 2YC Community of Practice: *Applying Green Chemistry in Online Courses*.
10. Publication of the American Meteorological Society 2YC/4YC Directory and AMS Annual Meeting session planning.
11. Outreach presentations about the benefits of membership in AMATYC at conferences or on campus by each team member.

Outreach Activity 2. Individual outreach activities

Each participant designed and led an interactive activity related to 2YC-disciplinary society engagement and/or discipline-specific society resources. The leaders provided examples of activities that illustrated the range of possibilities: in-person, virtual, or hybrid; single or multiple disciplines; campus-based, regional, or at a conference; focus on 2YC-disciplinary society engagement and/or resources.

Participants developed plans for their individual activity on Workshop Day 3, continued planning on their own, and then reported on the completed or planned activity at one of the July workshop sessions. On Day 3, participants completed a template slide using the prompts shown in the box below (left) and met in breakouts with others working on the same type of activity to discuss their plans and give and receive feedback. In preparation for the July workshop, they completed a second template slide responding to the prompts in the box below (right). Then, in July, participants shared their individual outreach activities followed by Q&A in small breakout groups.

Day 3 Template Prompts	July Template Prompts
<ul style="list-style-type: none">● Briefly describe activity● Describe the overall structure (beginning, middle, & end)● Describe an interactive component● How you would build excitement for the activity	<ul style="list-style-type: none">● Title and one-sentence description● Intended audience, date● Outline of activity● For completed activities: (1) the most rewarding aspect and (2) reflections on the experience● For activities to be completed in the future: (1) what they are most excited about and (2) questions for discussion.

The resulting set of individual outreach activities was remarkable. These activities illustrated a variety of ways to promote 2YC-disciplinary society engagement and/or use of disciplinary society resources. Activities included workshops, meetings, networking events, and more. The majority of the 43 activities were focused on a single discipline; approximately one-third were for a multiple-discipline audience. Individual activities focused on specific audiences: 2YC faculty, disciplinary society personnel, committee chairs, undergraduates, graduate students, K-12 teachers, and others. A description of one of the individual outreach activities offered by a workshop participant is given to the right. The information below, taken from participant slides, illustrates the types of individual activities and audiences, strategies for building excitement, and other relevant points. See also the complete list of individual outreach activities at the end of the report.

Engaging with your disciplinary society and Form 1 goals in teaching, professional activities, and service.

This interactive workshop will explore the role that disciplinary professional societies can play in faculty teaching, professional activities, and service. Interactive activities will facilitate faculty to identify relevant societies, consider hierarchies of involvement, and draft potential Form I goals. Participants will leave the workshop with action items and resources to better utilize disciplinary professional societies.

Maura Hahnenberger, Atmospheric Sciences

Examples of individual outreach activities

- Single-discipline and multi-discipline campus-based in-person, virtual, hybrid workshops
- Workshops at state/regional meeting or state-wide professional development conference, both single discipline and multi-discipline
- Workshops and other events at disciplinary society conferences



- Engaging 2YC faculty through regional meetings (e.g., geography team members led work for various regional AAG meetings)
- Virtual or in-person networking events, happy hours
- Professional learning on leadership embedded in a course design institute for 2YC and 4YC instructors
- Presentation and discussion on the benefits of a student chapter of the disciplinary society on campus for students and faculty
- Developing a listserv of 2YC instructors in a discipline in a state/region/organization
- Personalized letters to administrative colleagues about benefits of disciplinary society membership for students
- Series of one-on-one conversations with presidents of regional affiliates

Strategies for building excitement and participation

- Offer the workshop as part of required professional development days; host on pre-scheduled faculty development days, sponsored by teaching/learning center
- Incorporate into division or science program meeting
- Choose another faculty from another discipline (beyond STEM) to co-facilitate
- Provide food, offer them candy and cookies; provide cupcakes (“My cupcakes are legendary...If I bake them, they will come!!”)
- Frame in terms of ways that disciplinary resources can help teaching or support faculty goals in teaching, professional activities, and/or service.

Examples of individual outreach activities

<p>More Than a Member: Activating Engagement Through Your Discipline: A session with faculty in my multi-discipline division to discuss how they engage with their disciplinary society to shape their teaching, research, and academic leadership with follow-up questions to explore how DSs can support networking and professional development. Excited to learn how faculty from other disciplines interact with their DSs. - <i>Geography - Tamara Biegas</i></p>	<p>Disciplinary Societies & 2YCs: Virtual discussion of Geo-2YC faculty in WA & representatives from 4 disciplinary societies about ways to engage with and support each other. Rewarding aspects: Learning about how 2YC faculty can be representatives for GSA empowered faculty regarding their roles in a DS. This was a helpful “pilot” for what we could do at a national level as a team. <i>Geoscience - Kaatje Kraft</i></p>
<p>Fostering Consistency and Collaboration for 2YCs Among ACS Staff. Meeting to offer and plan support for 2YC chemistry projects with staff from Student Communities, Two-Year College Chemistry Consortium (2YC3), Workforce Development, and Chemical Health & Safety (CHAS) exploring concrete ways to help each other promote current/upcoming 2YC initiatives at ACS. <i>Chemistry - Ashlie Wrenne</i></p>	<p>American Psychological Association & Association for Psychological Science - How Can They Help? Roundtable for 2YC faculty at PsychOne conference to discuss (1) using APA & APS resources in 2YC context and (2) ideas for ways those organizations might better serve 2YC faculty. It was rewarding to talk with other faculty and learn about their needs and experiences. <i>Psychology - Rachelle Tannenbaum</i></p>

The final individual outreach activities demonstrate the creativity, adaptability, and thoughtfulness of the participants. These outreach activities extend the reach of the project to hundreds of other 2YC faculty and disciplinary society personnel.

Outreach Activity 3. A conversation with an ask

Participants were to schedule a meeting with a campus administrator or disciplinary society colleague to discuss ways to foster 2YC-disciplinary society engagement - a "conversation with an ask"- that could strengthen and further their campus or disciplinary goals. This activity built on the Building Strategic Relationships activity in the Day 4 leadership session. The conveners shared examples of "asks" they had made in the past: Asking a Provost to fund food for quarterly student reflection sessions; Asking a "champion" to advocate for a pilot project for department chairs (with stipends); Asking an admin to recognize involvement with professional society in tenure / annual review.

Participants were emailed a follow-on survey in December 2025 that, in part, asked them about their conversation with an ask. They were prompted to describe the focus of the conversation and any outcome from it. Participants' responses described a range of conversations with campus administrators or disciplinary society leaders, with six describing different types of regional outreach activities where the planning involved different types of conversations with "asks." They reported that the conversations with campus administrators focused on the value community college faculty could gain through their involvement in disciplinary societies, and characterized these conversations as opening the potential for future interactions and involvement between faculty and disciplinary societies. Conversations with disciplinary societies also provided potential opportunities for further work or provided more information on why a particular ask, such as funding, would not be possible at that time. Two quotes that exemplify successes in opening new opportunities include:

[My conversation] "was with our Chancellor, focusing on the importance of supporting Community College faculty participation in disciplinary society activities. I had the opportunity to raise this during a department faculty meeting, and the Chancellor directly acknowledged the value of providing institutional support especially funding for Community College faculty to engage in these professional opportunities. His recognition of this need was an encouraging outcome and opens the door for future discussions about more structured support." [follow-on survey]

[I] met with a [society] rep at the conference this year and made our pitch on the importance of 2YC faculty in academia and ways [society] can better support. It was well received and we are continuing to follow up." [follow-on survey]

5: Strategies for a Successful Virtual Workshop

"Thanks to the organizers for the impeccable organization of these workshops"

Virtual workshops can be engaging, interactive, and contribute to sharing and networking ideas. The thoughtful, intentional design of this virtual workshop contributed to its effectiveness by providing flexible, accessible, and well-structured opportunities for participants to connect across disciplines, institutions, and disciplinary societies. In this workshop, the conveners designed sessions that provided participants with opportunities to get to know one another, work closely with their team, and learn from other disciplines. The following strategies contributed to participant satisfaction, engagement, and community building in this virtual workshop.



At the beginning of each workshop day, the conveners reminded participants about the **community guidelines**. These shared norms set a tone of respect and clarified expectations for workshop participation and group dynamics (e.g., Listen actively, ask questions with the intent to learn).

- Within the core sessions, **breakouts for small group discussions** were scheduled. Breakouts provide opportunities for participants to share ideas and learn from each other. For all breakouts (team, multidisciplinary (random), and self-selected by topic), giving clear instructions, specifying the timing, and leaving time for questions led to productive sessions. The strategy of individual reflection, round-the-room sharing, then group discussion, promoted equitable discussions.
- Our **poster session** format, with very short (60 seconds) one-slide presentations followed by Q&A (in breakouts), gave time for participants to learn and interact.
- At the end of each day, participants had an opportunity to **reflect on the day’s activities** and then share ideas with two other participants in a randomly assigned breakout group. This time gave participants a chance to focus on takeaways from the day.
- These reflection times at the end of each day were followed by a **daily roadcheck**. The daily roadcheck surveys provided confidential feedback for workshop leaders. The roadcheck responses, summarized in the plenary the following workshop day, were valuable formative assessments of the workshop and enabled workshop leaders to make changes in real time to improve the workshop (e.g., reiterating group norms, making directions clearer for small group discussions, allowing more time for disciplinary team discussions).

This workshop was designed specifically for a virtual environment and to encourage active participation and meaningful exchange among participants. For an interactive virtual workshop to run smoothly, having one person who is familiar with the workshop program and is responsible for managing the technology is crucial.

One participant commented: *“One take away is how to run a zoom workshop that keeps people actively engaged and participating, including organizing all the google docs and links so they are available when needed. Well done.”*

6: Workshop Success: Participant Perspectives

Participant responses in an end-of-workshop (EOW) evaluation (Table 2) affirmed that the workshop goals (leadership development, leading outreach activities, and building networks of 2YC and DS) had been met, and the workshop sessions provided team-building and multidisciplinary networking opportunities.

Table 2: End of workshop survey responses affirmed that workshop goals were met.

Questions related to workshop goals: Degree to which the following goals were met on a scale of 4 (strongly agree) to 1 (strongly disagree).	
Goal 1: Provide leadership development that supports participants in 2YC-disciplinary society collaborative efforts.	3.8
Goal 2: Support participants in leading outreach activities that build on discipline-specific action plans and communicate the benefits of 2YC-disciplinary society engagement.	3.7

Goal 3: Build networks of 2YC faculty and disciplinary society representatives within and across disciplines.	3.9
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When asked to rate the benefits of the outreach activities on a scale of 4 (strongly agree) to 1 (strongly disagree), the team-led outreach activity and its benefits received the highest rating (3.7), the individual outreach activity was second (3.4), and the one-on-one conversation with a strategic ask ranked third (3.1). This ranking may reflect that teams had more time to work on their activity during the workshop, including multiple opportunities for feedback, and the value of teams working together.

The workshop was well received, and the participants indicated that they were very satisfied with the workshop, as is shown in the responses below to the three survey questions about the leadership component, multidisciplinary approach, and key takeaways.

Question 1: What insights did you gain about leadership in general and/or your leadership specifically? What would further support your leadership development?

- *"I really appreciated the discussions of leadership frames. This really helped situate who I am as a leader and why I see myself as different from other leaders."*
- *"The model of leadership frames was particularly helpful. ... I had never thought about leadership from that perspective, which [was useful] for reflection."*
- *"I can play to my strengths and build a team with differing strengths now."*
- *"I would like to participate in future workshops on developing leadership skills."*

Question 2. What are one or two things you learned from another discipline?

- *"All disciplines I worked with share in similar struggles."*
- *"How to have a successful 'Coffee Hour'"; "Using AI to find 2YC faculty"; "Tips on creating a community of practice."*
- *"I liked the idea of a "listening session" at a national conference that provided a gathering space ... after a 2yc specific workshop."*
- *"I learned that many disciplines do not have established groups of community college faculty members in their professional societies."*
- *"It was helpful to see how different disciplines engage their 2YC colleagues, and I found some of the lessons very applicable to our discipline group"*

Question 3. What are the one or two most important take-aways of the workshop

- *"Engaging 2YCs in disciplinary societies is a nuanced, ongoing process."*
- *"Leadership frames ...I have reflected on them a lot."*
- *"Learning more about what the [DS] is already doing, and networking with both [DS] staff and some faculty in other disciplines."*
- *"The time spent within my disciplinary group was very valuable and has had a great impact on the opportunities now available to 2YR members."*
- *"I have developed the confidence to make requests or suggestions within my department and within my school."*

7: Lessons Learned



The following section describes four lessons learned or takeaways from the workshop sessions and outreach activities.

1. Learning about leadership coupled with opportunities to apply it was valuable.

The intentional connection between leadership content and hands-on application provided participants with a meaningful way to translate theory into action. A key takeaway from the workshop was the value of *learning about leadership*—both through leadership development sessions and through opportunities to practice leadership in outreach activities. When participants were asked in a follow-on survey in December 2025 about future options to support 2YC-disciplinary society engagement, nearly three-quarters of respondents identified a leadership development program focused on 2YC-disciplinary society engagement as a need.

- **Participants valued learning about or reviewing leadership frameworks** such as the Bolman and Deal (2021) organizational frames. Even those who were familiar with these organizational frames found the sessions to be a valuable refresher, emphasizing the importance of continued learning, practice, and reflection on skills such as communication and active listening.
- **Applying leadership in real settings was both rewarding and challenging.** Participants noted that learning often occurred when things didn't go as planned - when work was difficult, timelines were tight, or outreach goals were overly ambitious. These challenges offered meaningful insights into what it takes to lead effectively and intentionally and that important learning can take place even if a goal wasn't achieved.
- **Developing leadership capacity requires time, practice, and flexibility.** Completing outreach activities within workshop constraints was not always possible as planning, proposing, and implementing such activities may take longer than anticipated or things didn't work out as planned. However, participants found that the process of planning the activities sparked valuable learning and growth.

"My insight: The creativity that comes with having a team with different dominant frames." [end of workshop survey]

"I would like to participate in future workshops on developing leadership skills." [end of workshop survey]

"I've thought quite a bit about [leadership] frames - what they are, how I use them, how others I work with use them, etc." [follow-on survey]

"Our own leadership development! This helps tremendously with navigating our own depts, deans, campus climate, etc - even when making headway at a broader level is harder! . . ." [follow-on survey]

2. The workshop strengthened 2YC-disciplinary society connections.

The workshop highlighted that meaningful and sustained change in 2YC-disciplinary society engagement is both possible and valuable. Even in a year marked by disruption, the workshop offered opportunities for shared progress and collective advancement across the 2YC and disciplinary society communities. Participants recognized that the nature and depth of this engagement varies across disciplines, and that it is important to appreciate existing strengths while identifying areas for growth.

- Interactions between 2YCs and disciplinary society representatives **fostered mutual understanding.** Disciplinary societies learned more about the work of 2YC faculty, who learned more about how disciplinary societies work. Some changes include: adding a dedicated 2YC

position in a leadership role of a disciplinary society, supporting 2YC communities of practice, establishing listservs of 2YC faculty.

- The reciprocal learning and collaborative work **strengthened networks** of 2YCs and disciplinary societies within and across disciplines. Participants rated goal #3 (building networks) at 3.9/4.0.
- All of the team-led outreach activities and the majority of the individual outreach activities focused on discipline-specific projects, **promoting 2YC - DS engagement more widely within their discipline** and disseminating DS resources.
- **Building strong relationships between 2YC faculty and disciplinary societies** is a rich area for growth. These workshops have made progress in developing these relationships which need to be sustained in the future.

Participant quotes exemplifying the strengthened relationship between 2YC and disciplinary societies include:

“As our disciplinary society representative, I don't get a lot of opportunities to interact with our 2YC faculty members. Having a conversation with them about the issues most important to their work and how our society could potentially benefit them was incredibly important.”

“Working with my team helped me build stronger relationships with them & our DS rep.”

“I also learned that other disciplinary societies focus more on teaching than research and provide professional development to assist new faculty.”

“Disciplinary societies are facing similar issues (membership, finding 2YC people).”

3. Multidisciplinary interactions expanded participants' knowledge about work done in other disciplines.

Participants found value in exchanging ideas across disciplinary boundaries - a welcome opportunity not often available to them.

- Participants **learned from similarities and differences** across disciplines and disciplinary societies. The workshop gave participants space to identify what they were doing well and to consider new approaches to 2YC–disciplinary society engagement in their discipline.
- The workshop provided an **opportunity for disciplinary society representatives** to talk with representatives from other disciplinary societies **to talk with each other and learn what they were doing.**
- Multidisciplinary discussions **broke down silos, fostered mutual understanding, and inspired new approaches** that could strengthen engagement across the 2YC and disciplinary society communities. For example, a data science initiative in mathematics sought participants from other disciplines for that initiative.
- About one-third of participants chose to lead their **individual outreach activities for audiences beyond their own disciplines**, recognizing the value of cross-pollination of ideas and resources.

Participant survey responses illustrating the value of interdisciplinary conversations include:

“One take away is that we need spaces to talk to people outside our own discipline to look for collaborations and how we can learn from each other.”



“It was comforting to know that some of the challenges we face are similar to those in other disciplines.”

“It was helpful to see how different disciplines engage their 2YC colleagues, and I found some of the lessons very applicable to our discipline group, but other not so much.”

“It was nice to talk to folks in other disciplines and discuss their respective issues that they have and how to help resolve them.”

4. Work done in three workshops (2022, 2023, 2025) supported change.

Meaningful change takes time (Kotter et al., 2021), and the 2025 workshop built on the momentum of two previous virtual workshops—the 2022 *Workshop to Strengthen Engagement of Community College Faculty and Disciplinary Societies* and the 2023 *Fostering Two-Year College Collaborations with Disciplinary Societies* workshop. Key to successful change are intentional plans that articulate goals and associated activities (Lester, 2020). For the participants, they were able to plan with their team and deliver the planned activities. The time spent together in the workshops and in their teams helped solidify relationships and build trust, critical elements of organizational change (Barricklow, 2023).

- Of the 51 participants in the 2025 workshop, 33 had attended in 2023, and 20 in 2022, demonstrating both continuity and sustained commitment. Although the 2025 teams were smaller due to stipend limitations, this team structure supported more focused collaboration.
- Across the arc of the three workshops, participants affirmed the value of both the individual workshops and the cumulative impact of a connected series—each workshop offering space to reflect, refine, and advance their collective work.

8: Conclusion: Building Momentum for a Lasting Impact

“This is a fantastic workshop!”

“My team plans to continue to collaborate! We are meeting with leadership at [DS] to see how it can better engage with 2YC faculty.”

“I think the biggest take-away is that there is an ongoing effort to help 2y college faculty engage with professional societies. ... I met some great people and made connections that will continue to enrich my professional life.”

Participants in this 2025 workshop were committed to strengthening 2YC-disciplinary society engagement. As they learned more about core leadership concepts, they put their learning into action through the planning and implementation of three outreach activities. The final day of the workshop provided an opportunity to celebrate the accomplishments of participants over the past nine months and the outreach activities to be completed after the end of the funded project. Notably, participants organized 11 team-led outreach events and more than 40 individual activities—including workshops, coffee hours, and fireside chats—that reached hundreds of 2YC faculty and disciplinary society colleagues.

The September workshop, with presentations on leading change and NSF program opportunities for 2YCs, set the stage for a discussion of next steps. The conveners invited all participants to the fall 2025 *Innovations in Two-Year College STEM Education (ITYC) Summit* webinars on topics related to submitting and leading NSF proposals. Participants expressed interest in future workshops on developing leadership

skills. Participants identified a need for leadership development focused on 2YC-disciplinary engagement with many describing the leadership approaches they learned through the workshop as what has stayed with them.

This workshop fostered 2YC collaborations with disciplinary societies, which has the potential to transform educational opportunities for students, faculty, and administrators at 2YCs and to enhance the impact of disciplinary societies' engagement with 2YCs. The energy and dedication of the participants and the connections within and across disciplines, both during and after the workshop, holds the promise of sustaining this important work.

"This was a (rare) and great opportunity for 2Y faculty AND society representatives to meet and learn from other disciplines, to focus on the needs of two-year faculty only. Too often we lump two-year with "higher ed," much to the detriment of the two-year faculty. Two-year colleges are not a monolith, and the diversity of experiences and resources was important to quantify." [follow-on survey]

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In memory of Lindsay (Carter) Fields



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Individual Outreach Activities - Multiple-Discipline and Single Discipline

Single-discipline outreach activities including events offered by disciplinary society representatives (N=30)

1. Leading IN: Catalyzing Change for Student Success (3 hours on leading change in a course design institute on teaching controversial topics)
2. Fostering Consistency and Collaboration Among ACS 2YC Staff
3. Impact of Involvement in Disciplinary Societies - Chemistry (State-wide 2YC chem faculty)
4. Supporting transfer students through program accreditation. A national initiative to develop guidelines and standards that focus on student transfer from a two-year to a four-year institution.
5. The Benefits of an ACS Student Chapter. A one hour discussion of the benefits of having an ACS Student Chapter at my institution for faculty and students
6. Economics Career Day: What Can You Do With an Economics Degree? (promoting economics as a major at two regional universities.
7. Economics Pedagogy in Action: Practical Tools and Professional Connections
8. Webinar on using real-world data in lower division economics
9. Workshop on Teaching New Monetary Policy at community college (using resources from disciplinary societies)
10. Engaging 2YC faculty through AAG Regional Meetings
11. Engaging 2YC faculty through Pacific Coast Geographers of AAG
12. Engaging 2YC faculty through AAG Great Plains Rocky Mountain Regional Meeting.
13. 2YC Geoscience Community of Practice in WA - four disciplinary society reps sharing and discussion
14. Small group Friday Brunch Chat. An informal conversation with faculty to discuss disciplinary society resources and collaborative opportunities.
15. Benefits of Membership in Disciplinary Societies presentation (Utah disciplinary society)
16. Benefits of Membership in Disciplinary Societies (faculty from 3 institutions in state)
17. Individual communication efforts related to publication of 2YC & certificate programs in Atmospheric and Related Sciences to highlight the work of 2YC faculty and assist students interested in studying meteorology and starting at a 2YC.
18. Aviation Career/Weather Workshop
19. Individual communication efforts related to publication of 2YC & certificate programs in the Atmospheric and Related Sciences
20. Resources for physics educators from AAPT & OPTYCs; presented at AAPT Chesapeake Section
21. Meeting with regional political science faculty to talk about 2 to 4 year transfer in common course numbered courses
22. (1) Establishing 2 Year Faculty Listserv and Networking Events at APSA (meeting with APSA staff and committee leadership) and (2) a joint APSA/WPSA webinar on professional development
23. APSA (American Political Science Association) and WPSA (Western Political Science Association)
24. Pathways to Careers in Psychology/ (American Psychological Association)
25. Professional Growth through professional societies (department adjunct faculty campus-based)
26. Roundtable discussion: APS and APA - How can they help 2YC faculty? (for 2YC faculty attending the PsychOne conference)
27. Get administration at 2YCs to help us set up Psi Beta campus chapters using personal notes
28. A "Prep Talk" for graduate students & early career scholars at national annual meeting about Applying to and Working at Community Colleges with 2YC speakers/facilitators
29. Creating a listserv of East Coast Sociology Professors
30. Online coffee hour connecting Tri-State (NY, NJ, CT) community college sociology faculty



Multiple-discipline outreach activities (N=13)

1. Memberships at Disciplinary Societies: Starting and Sustaining Your Journey
2. Engaging Students in Research (hybrid event through 2YC Teaching and Learning Center for STEM faculty in the state)
3. Functional Groups: A Happy Hour Event Focused on Disciplinary Society Memberships (STEM faculty)
4. Disciplinary Society Benefits: Teaching Resources and Student Resources
5. More Than a Member: Activating Engagement Through Your Discipline (campus event)
6. Connecting and Growing Through Disciplinary Societies (multidisciplinary campus based)
7. Benefits of Membership in Disciplinary Societies presentation to arts and science division at CCC
8. Benefits of Membership in Disciplinary Societies presentation to Glendale Community College Math and Computer Science
9. Build Your Professional Community (campus based)
10. Workshop on involvement with professional societies (campus)
11. Use of AI in various disciplines
12. Opportunities offered by disciplinary societies at college-wide professional development days
13. Demystifying Academic Publishing for 2 Year Faculty (zoom for 2YC faculty (regional)