
Community. As you plan, you will be building community by clarifying institutional goals, thinking toward an enhanced image for the sciences and mathematics on your campus. Make certain that these new spaces and structures make a statement that for your institution these disciplines are truly liberal arts. The building of community is critical, because you have to be sensitive to the possible disruption to the sense of community that such a visible and large investment of scarce institutional resources could cause.

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In the process of planning, connections should be recognized and created, between departments and disciplines, between campus buildings old and new, connections that nurture community.

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If faculty, administrators, and trustees have wrestled with articulating an institutional vision that shapes and connects to what actually happens in classroom and lab, a vision that articulates how the various elements of the campus community connect (physically and intellectually), there should be a common understanding of and commitment to strong programs in science and mathematics as institutional priorities. In the process of planning, connections should be recognized and created, between departments and disciplines, between

campus buildings old and new, connections that nurture community.

The characteristics of community—a predisposition to share ideas, to challenge precepts, and to revel in exploring unfamiliar territory—relate directly to the endeavor of collaborative planning. How can this be? Think about how a true community exhibits the willingness, even the drive, to discuss matters of the moment informally with colleagues in the lounge, or to explore issues in formal, regular sessions with peers. Community is the spirited enactment of the conviction that ideas are important, and that they gain life when people bring different perspectives to their consideration. Communities embrace a common vision, yet allow—even promote—difficult dialogues. This is the challenge to leaders, within the faculty and the administration, as your planning proceeds.

Conclusion. Planning takes a long time. All involved must make a personal commitment to take the time to wrestle, individually and collectively, with questions about educational goals, about the nature of community, and be ready and willing to bring particular experiences and expertise to the larger campus-wide discussions on these issues.

We end Part One of this Handbook with a chronology of one institution's journey toward that end.

A community must have a common aim, and the common aim of the educational community is the truth. It is not necessary that the members of the community agree with one another. It is necessary that they communicate with one another, for the basis of community is communication.

—Robert Hutchins.