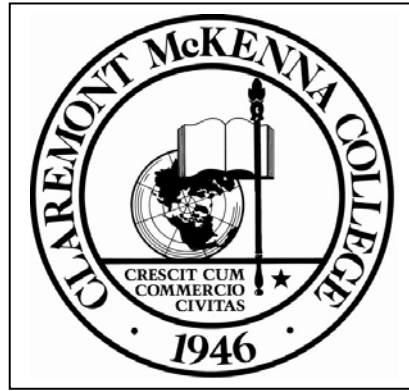


CMC Alumni Association

Memorandum

To: CMC Board of Trustees  
From: Laura M. Grisolano, President  
CMC Alumni Association  
Date: November 20, 2007  
Re: Resolution on Change



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The following Resolution was adopted unanimously by the Board of Directors of the Claremont McKenna College Alumni Association on November 10, 2007. I am pleased to forward it to you for your review.

***Change at Claremont McKenna College is an expected constant as the Institution improves and externalities evolve. The Claremont McKenna College Alumni Association supports appropriate change at the College so long as the soul of the Institution is maintained and the Essential Characteristics of CMC, as reaffirmed in the attached statement, are preserved without compromise.***

***In particular, change in the student body population can have a profound impact on the soul of the College. Consequently, the Alumni Association also believes it is vitally important, whenever possible, to engage the broader CMC community (students, faculty, staff, alumni, trustees and consortium partners) in a meaningful dialogue about changes to the student enrollment at Claremont McKenna College. Working to preserve the intimacy of the Claremont McKenna College experience is a high priority for our alumni. A transparent and inclusive decision-making process will ensure that alumni continue to support the College with their time, energy, and resources.***

**ESSENTIAL CHARACTERISTICS OF CLAREMONT McKENNA COLLEGE**  
**(from the perspective of the 2000-2001 Board of Directors of the Alumni Association)**

**(As adopted by the Board on May 23, 2001)**  
**(and as reaffirmed by the Board on November 10, 2007)**

The Board of Directors of the Alumni Association believes it worthwhile to attempt to capture the essential characteristics that define CMC as an educational institution and that the Board would wish to see preserved. The Board notes that, while this statement is being developed at a time when the College is engaged in a strategic planning process, the statement's purpose goes beyond its utility in that process. The Board views the statement as providing a framework for addressing issues concerning the College arising today and in the future.

- I. CMC must remain faithful to its mission. The mission forms the heart of CMC's character and has served it and the community well for more than a half century.

A. The following is CMC's mission statement and its motto:

Claremont McKenna College is a highly selective, independent, coeducational, residential, undergraduate liberal arts college. Its mission, within the mutually supportive framework of The Claremont Colleges, is to educate its students for thoughtful and productive lives and responsible leadership in business, government, and the professions, and to support faculty and student scholarship that contribute to intellectual vitality and the understanding of public policy issues. The College pursues this mission by providing a liberal arts education that emphasizes economics and political science, a professoriat that is dedicated to effective undergraduate teaching, a close student-teacher relationship that fosters critical inquiry, an active residential and intellectual environment that promotes responsible citizenship, and a program of research institutes and scholarly support that makes possible a faculty of teacher-scholars.

CMC's motto: *Crescit cum commercio civitas*. ("Civilization prospers with commerce.")

- B. CMC has pursued its mission with a forward-looking world view derived directly from the generation that returned from World War II. That spirit combined an idealism for a better world with an abiding self-confidence and motivation to bring it about. That spirit has continued to the present. Not surprisingly, therefore, CMC acts as if it is not resigned to its place in the world; but rather, that it has chosen to make its place in the world.

- II. CMC provides an intimate educational experience.
  - A. By design, CMC consists of an academic community formed chiefly by a small student body and a faculty of sufficient size that class size is kept small and substantial interaction between faculty member and student is thereby fostered.
  - B. The residential nature of the undergraduate experience provides an intimacy that promotes academic and social interaction and personal and social development.
  - C. CMC should appoint faculty who are committed to close interaction with students, in the classroom and in other activities, and who will be mentors to the students.
  - D. The intimacy of the educational experience should be such that students are readily able to form positive relationships with fellow students and with faculty, administrators, alumni, and other members of the CMC family.
  - E. Close interaction of the administration with students, faculty, and alumni – along with the close interaction that occurs among students, faculty, alumni, and others in the CMC family – combine to foster an intimate collegiate environment.
  
- III. While teaching and scholarly research are both important, between the two, teaching is the higher priority.
  - A. As an undergraduate institution and a liberal arts college, CMC's primary role is the education of its students.
  - B. Non-teaching intellectual endeavors by the faculty (most notably, scholarly research) contribute to the advancement of knowledge, to the quality of teaching, to the professional growth of the faculty member, and to the school's reputation.
  - C. In striking a balance between faculty teaching and non-teaching activities, the quality of teaching is not to be compromised.
  - D. Faculty should be appointed who are likely to excel at teaching and should be retained only if such turns out to be the case.
  - E. With a focus on teaching responsibilities, the emphasis should be on the quality, rather than the quantity, of the scholarship that is conducted.
  
- IV. CMC's pronounced emphasis on economics and government (political science) is essential to the mission.
  - A. The emphasis must be seen through the lens of the liberal arts and the College's place in the consortium.
    - 1. The College's first goal should be to ensure that every student receives an outstanding liberal arts education.
      - a. A broad based liberal arts education should form the foundation for concentrations in particular subject areas.
      - b. These concentrations – majors, dual majors, double majors, sequences, *etc.* - must be periodically assessed for whether insufficient breadth has resulted from excessive depth.

2. CMC's focus on government and economics fulfills an objective of the consortium that there be such an undergraduate college. CMC has been beneficial in this regard not only to its graduates, but the consortium has also been better for it and, more importantly, the College has made and continues to make important contributions to the national and international communities.
  3. Despite the focus, CMC offers students the opportunity to concentrate in areas other than economics and government.
    - a. Utilizing the resources of CMC in conjunction with those of the consortium, CMC students who so choose are able to develop excellent curriculum concentrations in other subject areas, including history, literature, and the sciences. Thus, it would not be surprising that a good number of students engage in "pre-med" studies.
    - b. The presence of students pursuing other concentrations within the student body provides a richer context for intellectual inquiry and debate for to the College than would be the case if all students concentrated in government and economics.
  4. The joint focus on these subjects illustrates how CMC extends theory to practice.
    - a. Ideas having practical application to improve people's lives find a receptive ear at CMC.
    - b. This bent toward practicality and a habit of objectivity tend to induce political moderation.
  5. Extra-curricular activities (such as, athletics) represent an important dimension of the CMC experience. Such activities are complementary to a liberal arts education and reenforce the College's mission. They foster leadership, teamwork, and inter-personal skills. As important as extra-curricular activities may be, however, CMC rightly has always subordinated them to the fundamentals of a liberal arts education.
- B. Economics and Government form the twin flagship academic departments.
1. Greater attention necessarily must be given to these departments.
  2. Excellence is to be pursued in other departments in a manner consistent with the mission.
  3. CMC's motto – *crescit cum commercio civitas* ("civilization prospers with commerce") forms a bridge of sorts between the two disciplines – government and economics – and to the liberal arts generally through a recognition that economics concerns far more than the production and distribution of material wealth.
- C. The focused mission allows for the pursuit of excellence.
1. No institution can be all things to all people. CMC prides itself on doing what it does well.
  2. With its small size and focused mission, CMC should continue to be selective in the goals it sets for itself.

- V. The intellectual experience at CMC promotes critical thinking, leadership, and responsible citizenship.
- A. CMC provides an intellectual atmosphere where differing perspectives are welcomed and political correctness is not.
  - B. It is vital to the success of the College that political, doctrinal, and specialty balance and diversity are thoughtfully pursued in the academic departments.
  - C. CMC teaches students to marshal facts and arguments, developed through careful reasoning and research, to support positions they advance. CMC students are taught to express themselves effectively, notably in their writing.
  - D. Personal character forms an essential attribute of positive leadership. Attention to ethics and other aspects of character development should remain integral to a CMC education.
  - E. The emphasis on leadership is at the core of CMC's mission.
    - 1. CMC students carry the ambition to play an active, leadership role in society. They tend to be self-motivated, competitive, and confident as they view the world before them.
    - 2. CMC's students reflect the character of the College itself, as expressed in its mission.
    - 3. The College takes a holistic view of applicants for admission, including consideration of whether they have demonstrated leadership qualities.
  - F. Responsible citizenship is nurtured by the College's long-standing policy of involving students in administrative and other activities (*e.g.*, trustee committees, search committees, as resident assistants, and as Athenaeum fellows). Not only does such involvement contribute to the student's intellectual and social development, CMC also benefits immensely from what students are able to contribute, including the receipt and consideration of student viewpoints as policy is being deliberated. Student involvement in administration contributes to understanding and acceptance on the part of students of the administration's goals and policies.
  - G. The Marian Miner Cook Athenaeum should remain a place where students, faculty, and others in the Claremont Colleges community may gather for intellectual discourse in an intimate and relaxed setting and integrate their academic and social lives. The Athenaeum is a necessary ingredient to CMC's intellectual vitality, as those in attendance are exposed to the views of renowned and stimulating speakers and afforded the opportunity to engage in discussion of key issues of the day. The Athenaeum affords students preparing to become the leaders of tomorrow with the opportunity to meet the leaders of today.
- VI. Excellent administration has long been a hallmark of CMC.
- A. Effective and prudent management of the College has served CMC well.
    - 1. Fiscally conservative spending practices and successful investment policies represent important dimensions of this effectiveness.
    - 2. Prudent management can itself serve as an object lesson to students.

- B. Inclusiveness and consensus building within the CMC family have also served the College well, particularly in regard to major decisions regarding the College's future.
  - C. The College's success has been due in no small measure to its ability to meet challenges that have presented themselves in CMC's relatively brief existence. The move to co-education serves as an example of a challenge well met.
  - D. The College should continue to maintain a policy under which invidious discrimination on the basis of race, ethnicity, gender, religion, sexual orientation, and disability have no place in College life (*e.g.*, hiring, admission).
  - E. Issues concerning the diversity of students, faculty, and administrative staff along racial, ethnic, and gender lines present a challenge and opportunity for the College. The Alumni Association historically has played an important role in the recruitment of minority students. The Alumni Association intends to be a full participant in the College's deliberations on diversity issues.
  - F. CMC's administration has had a way of making every member of the CMC family feel important. Each is.
- VII. CMC is a believer in and a leader of the consortium.
- A. CMC recognizes that it is only through its participation in the consortium that it has become what it is today. The consortium allows each member college to do what it does best.
  - B. The member colleges benefit by the consortium's strengths and suffer by its weaknesses.
  - C. CMC should continue with its leadership role in looking after the consortium's development, including championing the fortification of weaker institutions and the thoughtful addition of new colleges.