

Evergreen's Twelve Critical Tensions, abstracted from Evergreen's 1998 Self-Study¹

- 1. Collegiate** (TESC founded as community of scholars with collegial, intimate, face-to-face relationships) **and Managerial Culture** (External authorizing environment continues to impose bureaucratic, regulatory, managerial values and constraints upon all colleges).
- 2. Rhetoric** (Clearly stated rhetoric/aspirations for an idealized teaching and learning environment) **and Action** (Inconsistent behaviors on part of individuals and those in administrative positions).
- 3. Egalitarianism** (Commitment to egalitarianism-non-selective admissions; team teaching no faculty rank, faculty salary policy, collaborative, equality) **and Recognition** (dominant culture of competitiveness, recognition, merit, rank).
- 4. Community** (Founded as a community of learners, community does not just happen, it must be consciously practiced) **and Autonomy** (Increasing size may result in isolation, anomie for some. Others value autonomy above community- this can result in overlooking ones responsibilities to students and colleagues).
- 5. Curricular Continuity** (Predictability, reoccurring curricular pathways) **and Change** (flexible curriculum that changes annually)
- 6. Curricular Depth** (Disciplinary depth) **and Breadth** (Interdisciplinary breadth; Upper-lower division dilemma).
- 7. The Five Foci** (Strong commitment to these principles) **and Questions of Scale** (Increased class size, decreased resources make it challenging to live up to the 5 foci or to offer advanced work).
- 8. Teaching and Scholarly** (Commitment to the intensive practice of teaching at TESC, recreating curriculum each year, constantly learning new subjects) **and Creative Work** (Maintaining research interests, currency in one's academic discipline).
- 9. Self-Governance** (Original commitment to a Committee of the Whole for faculty decision making/shared responsibility) **in a Growing Institution** (difficulty of shared governance with size of TESC faculty)
- 10. High Expectations of Students** (Non-selectivity and diversity of students in admissions leads to wide variety of students' skills/abilities within academic programs) **Range of Students' Abilities and Effort** (faculty have high expectations of all students, difficulty teaching to the mythical "average" student).
- 11. Blurred Boundaries** (Equalitarian value of staff/faculty roles results in blurred roles, value intimacy over efficiency) **and Roles** (with growth, frustrations over how to get things done, who to ask, who is responsible for what).
- 12. Limited Resources** (TESC has always had limited resources, experiencing continued declining in state budgets) **and High Expectations** (increasing resource needs-equipment, staff, salaries, improve faculty/student ratio, etc.).

¹ (see pages 130-133)