



ANNUAL REPORT 2019

**Turning
Challenges into
Opportunities**



Table of Contents

Mission and Strategy	2
History	2
From the Chair	3
President's Essay: Turning Challenges into Opportunities	4
Grants	8
Board of Directors	11
Board Transitions	12
Staff	14
Staff Transitions	14

Mission and Strategy

The Teagle Foundation works to support and strengthen liberal arts education, which we see as fundamental to meaningful work, effective citizenship, and a fulfilling life. Our aim is to serve as a catalyst for the improvement of teaching and learning in the arts and sciences while addressing issues of financial sustainability and accountability in higher education.

The Teagle Foundation supports innovation in curriculum, pedagogy, and assessment with an eye towards combining improvements in quality with considerations of cost. As an organization engaged in knowledge-based philanthropy, the Foundation works collaboratively with grantees to mobilize the intellectual and financial resources necessary to provide students with a challenging and transformative educational experience. We believe that the purposes of a liberal arts education are best achieved when colleges set clear goals for themselves and assess progress toward them in effective, well-designed ways. We bring this commitment to assessment to our own work as well, regularly evaluating the impact of our grantmaking. We disseminate our findings widely, as the knowledge generated by our grantees lies at the heart of our philanthropy.

History

The Teagle Foundation was established in 1944 by Walter C. Teagle (1878 – 1962), longtime president and later chairman of the board of Standard Oil Company (New Jersey), now Exxon Mobil Corporation. Mr. Teagle gave the Foundation a broad mandate, "to advance the well-being and general good of mankind throughout the world," mentioning many areas of concern and possible recipients of its support. Over the intervening decades the Foundation has pursued many of these avenues, always, however, including among its grants the aid Mr. Teagle envisioned for "institutions of higher learning and research," and assistance to family members of employees of his corporation who were "desirous of obtaining some form of educational advantage."

Walter Teagle graduated from Cornell University in 1899 and maintained close ties with the university throughout his lifetime. He served as a trustee from 1924 to 1954 and made generous contributions to it. Reflecting Mr. Teagle's wish, the Foundation includes among its directors a person nominated by the president of Cornell and another nominated by the chairman of ExxonMobil. The Teagle Foundation's assets derive from gifts and bequests from Walter C. Teagle, his wife, Rowena Lee Teagle, and their son Walter C. Teagle, Jr.

From the Chair

The year 2019 marks the 75th anniversary of the Teagle Foundation, founded by Walter C. Teagle, American businessman, civic leader and philanthropist. The Foundation is focused on education and learning. All of its grants and investments are directed at improving access to higher education and the encouragement of a liberal arts education.

In 2018 Andrew Delbanco, a distinguished teacher and scholar of American literature and history at Columbia University, took over as President of the Foundation. In keeping with Teagle's 75-year mission, the Foundation continues to work to support and strengthen liberal arts education, which we believe is fundamental and constructive to supporting meaningful work, effective citizenship, and a fulfilling life. President Delbanco, along with the Foundation's capable staff, is carrying on with past successful efforts of the Foundation to advance student learning.

In this annual report there are a range of Foundation grants that we hope are transformative to the evolution of a liberal arts education. There are projects working to strengthen undergraduates' knowledge of American democratic institutions, helping high school students prepare for a mind-opening liberal arts education in college, and ones that support students transferring from community college into four-year liberal arts institutions—and these are just a few of the current initiatives. All of these initiatives support our core commitment to support and strengthen liberal arts education.

The Foundation's central focus on improving learning reflects the Founder's desire to provide "educational advantage" to young people. This was Walter C. Teagle's vision when he established the Foundation in 1944 and remains its key focus today.

As a Foundation, we look forward to our future efforts in which Teagle will continue to pursue its mission and will work to contribute to the educational health of colleges and universities in the United States.

I hope you'll enjoy reading more about Teagle's most recent work in this 2019 Annual Report.

Water C. Teagle III, Chair

President's Essay: Turning Challenges into Opportunities

In my first **report** as Teagle president one year ago, I spoke of “urgent challenges.” None has lost its urgency.

We hear, for example, about bribery scandals in college admissions, wobbling commitment to free speech on campus, shocking instances of sexual harassment and assault—all of which are serious problems that must be called out and redressed. As shameful as they are, I take encouragement from the fact that they are continually in the press. There is reason to hope that these forms of egregious behavior will subside with public exposure.

But it is also true that the singular vividness of such problems gives them an advantage in the competition for public notice, and that certain structural issues in higher education persist because they are more deeply entrenched and therefore less obviously scandalous or salacious.

Consider, for instance, the rapidly widening resource gap between wealthy institutions at the top of the prestige pyramid, which educate a tiny sliver of the roughly 20 million American undergraduates, and struggling private colleges as well as underfunded public institutions—notably community colleges and open-access branch campuses in state university systems—which enroll close to three quarters of all students. Many of these institutions are struggling to offer a sound education and even, in some cases, to stay solvent. My colleague on the Teagle board of directors, Brian Rosenberg, president of Macalester College, has **written** incisively about this alarming national phenomenon.

One inference from these hard facts is that despite worthy efforts by some wealthy institutions to recruit more students from low-income, immigrant, and underrepresented minority families, our higher education system is doing more to replicate than to resist the trend toward inequality in American society. **Some “Ivy plus” colleges** enroll more students from the top 1% than from the bottom 50% of the family income distribution, and are able to spend almost ten times more per student than institutions mainly serving economically struggling families. This is a recipe for social resentment, contributing to the perception that the United States is becoming a less fair society.

At the Teagle Foundation, we conduct our work with awareness that these structural problems set the context in which young people compete today for the precious resource of a college education. We are therefore inclined to direct our resources to institutions that serve students from families in which it cannot be assumed that college is an automatic stop en route to adulthood.

One example of a program of which we are especially proud is an initiative at [San Francisco State University](#), led by Provost Jennifer Summit, to provide clearer and more navigable curricular pathways to degrees in the liberal arts. As Provost Summit has observed, the greatest challenge students face on the path to graduation is often the curriculum itself: “They don't know what classes to take or if they do, they can't get into them. Or if they can, they don't know why they have to take them. And too often they become disengaged or fail and leave.”

With support from a 2015 Teagle grant, SFSU developed a successful model to engage departments in redesigning upper division coursework for the major to make the student experience more intellectually coherent while reducing time to degree. Since the inception of the work, both time-to-degree and graduation rates have significantly improved. In partnership with the California State University (CSU) Chancellor's office and the College Futures Foundation, this program is now being implemented at five additional CSU campuses. We hope it will serve as a model for the entire system in our most populous state.

The SFSU-led project is an example of how Teagle tries to leverage its resources—by funding a good idea, helping it to get noticed, and thereby encouraging, sometimes in partnership with other funders, its dissemination to other institutions that commit to replicating or adapting it. In short, we try to identify urgent problems that are not getting sufficient attention and, in collaboration with outstanding grantees, lift up promising solutions so that other universities and colleges may see, explicitly, what can be done to redress them.

Another way of “scaling up” is to build alliances of institutions committed to a proven program model with nationwide potential. For example, the [Educational Network for Active Civic Transformation \(ENACT\)](#), a network of institutions anchored at Brandeis University, is committed to fostering lifelong habits of civic participation among students through the study of state-level legislative processes. With Teagle support, ENACT now plans to expand the program to institutions in all 50 states and to strengthen its digital platform to connect students and faculty across the nation.

Still another case of scaling up is our work to launch a consortium of institutions dedicated to bringing low-income high school students to campus for college-level summer seminars on major texts in the humanities. In the past year we have made grants to Yale and Rochester universities, and to Ursinus and Carthage colleges for the establishment of programs based on Columbia's highly successful [“Freedom and Citizenship” program](#). These programs give hope and a sense of dignity to students who often feel marginal and anonymous in high school. Students gain self-confidence and reassurance that they are capable of college-level work. They discover the exhilaration of articulating ideas not only to peers but to teachers who respond with respect. Under the direction of college faculty who believe in their future as informed participants in American

democracy, they find themselves in dialogue with great writers, from Plato to Dr. Martin Luther King, Jr. They learn to debate basic questions about human nature, justice, and social organization. They learn to form arguments—spoken and written—based on evidence rather than received opinion. In short, they acquire skills and attitudes that are indispensable for civil society. We are hopeful that this model will spread to many more institutions in the years ahead.

Our work with high school students is closely related in spirit to another program designed to counter the sense of scattered bewilderment often felt by incoming college students, and to create for them a genuinely collegial intellectual experience shared with other students. At Austin Community College in Texas, and at four campuses of the The City University of New York—Hostos Community College, LaGuardia Community College, Borough of Manhattan Community College, and New York City College of Technology—Teagle is supporting an experiment in basing sections of required introductory courses on a “Great Books” syllabus. Evidence is already at hand that students assigned to these sections perform better on qualifying exams for upper level courses than do their counterparts who take “regular” English or Composition classes. A happy effect of this experiment is that it is fostering a sense of community and camaraderie not only among students but among faculty as well.

Another example of scaling up is Teagle’s grant to North Carolina Independent Colleges and Universities and the Council of Independent Colleges to develop statewide transfer pathways from public community colleges to private independent colleges so that transfer aspirants can proceed to their new institution with junior status in their majors. It is not uncommon for states to develop transfer mechanisms between two- and four-year institutions in the public sector, but private colleges also play an important role in providing access to higher education and should not be overlooked. In North Carolina, private colleges are often the only four-year college option close to home for students in rural parts of the state. We believe this project will demonstrate the value of engaging independent colleges in building statewide transfer pipelines for community-college students hoping to complete a four-year degree in the liberal arts.

Finally, in this selective list of current Teagle initiatives, I want to mention an extraordinary program at Purdue University, the **Cornerstone Integrated Liberal Arts program**. With Teagle support that began in 2017, Cornerstone is taking root as a signature program at Purdue, where it is transforming the college experience for thousands of students. Under the leadership of History Professor Melinda Zook, College of Liberal Arts Dean David Reingold, and with the strong support of President Mitchell Daniels, Purdue is breathing new life into the humanities by bringing seminar-sized classes on “Transformative Texts” to the center of the General Education program.

In a remarkably short time, the Cornerstone program has reversed the trend among undergraduates, many of them STEM majors, to get through college with no exposure to major texts in literature, history, or philosophy. Not incidentally, it has raised morale among humanities faculty who find that they enjoy teaching first-year students. At a time when the academic job market in the humanities is sharply contracting, Cornerstone also holds promise to create teaching opportunities for future faculty (current Ph.D. candidates) by revitalizing General Education as a significant locus of humanistic teaching. We have high hopes that other institutions will take notice, and Teagle stands ready to help with efforts to replicate—or adapt and revise—the Cornerstone idea on other campuses.

The challenges are large, but our hopes are larger. I am privileged to work with a remarkable team of colleagues at the Teagle Foundation and with campus leaders throughout the country who are more dedicated than ever to the welfare of their students and to the future of our democracy.

Andrew Delbanco, President

Grants

*Note: The following grants reflect those issued during fiscal year 2019 (July 1, 2018 – June 30, 2019).

COLLEGE-COMMUNITY CONNECTIONS: PARTNERSHIPS

New York University and Children's Aid Society, EXCEL in Writing, Thinking and Inquiry (\$300,000 over 36 months)

Columbia University and Double Discovery Center, Freedom and Citizenship: Exploration in Ancient, Modern, and Contemporary Thought (\$300,000 over 36 months)

Brooklyn College and CAMBA, Leading to College (\$300,000 over 36 months)

Skidmore College and Sponsors for Educational Opportunity, SEO-Skidmore Connections (\$300,000 over 36 months)

Drew University and Harlem Educational Activities Fund
Strengthening Multiple Literacies through the Liberal Arts: A Drew/HEAF Partnership (\$100,000 over 12 months)

Fordham University and BronxWorks, The History Makers Scholars Program (\$100,000 over 12 months)

EDUCATION FOR AMERICAN CIVIC LIFE

Brandeis University, Educational Network for Active Civic Transformation (\$325,000 over 36 months)

Community College of Baltimore County, American Civic Life Infusion Initiative (\$10,000 over 12 months)

University of New Hampshire, Bridging Civic Education with Civic Responsibility and Praxis in a First-Year Experience (\$25,000 over 12 months)

Interfaith Youth Core, Civic Approaches to Teaching Religion in General Education (\$30,000 over nine months)

LIBERAL ARTS AND THE PROFESSIONS

Purdue University, Cornerstone Integrated Liberal Arts: Replication and Expansion (\$50,000 over 12 months)

University of California Los Angeles, College of Marin, East Los Angeles College, El Camino College, Los Angeles Trade-Tech Community College, Monterrey Peninsula College, Santa Monica College, and Skyline College, Integrating Liberal Arts Foundations in the Engineering Undergraduate Experience (\$400,000 over 36 months)

Georgia Southern University, Integrating the Liberal Arts in Nursing Education (\$50,000 over 24 months)

PATHWAYS TO THE LIBERAL ARTS

San Francisco State University, California State University-Los Angeles, California State University-Chico, San Diego State University, California State Polytechnic University-Pomona, Sonoma State University, Faculty-Led Curricular Design for Student Achievement in the California University System (\$450,000 over 36 months)

Hostos Community College, Borough of Manhattan Community College, LaGuardia Community College, New York City College of Technology, Core Books at CUNY (\$275,000 over 36 months)

Yale University, Citizens, Thinkers, Writers: Reflecting on Civic Life (\$300,000 over 36 months)

Carthage College, Humanities Citizenship Initiative (\$245,000 over 36 months)

University of Rochester, Experiencing Civic Life (\$265,000 over 36 months)

Ursinus College, Freedom, Citizenship, and Equality (\$165,000 over 36 months)

Council of Independent College and North Carolina Independent Colleges and Universities, Independent Pathways: Community College Transfer in the Liberal Arts, (\$400,000 over 36 months)

Council of Independent Colleges and North Carolina Independent Colleges and Universities, Community College Transfer Pathways in North Carolina (\$25,000 over four months)

New England Board of Higher Education, Connecticut Conference of Independent Colleges, Association of Independent Colleges and

Universities in Massachusetts, Association of Independent Colleges and Universities of Rhode Island, New England Independent College Transfer Guarantee (\$50,000 over 7 months)

Clemente Course in the Humanities, Utah Humanities Council, Illinois Humanities Council, Alder Early College, Bard College, Clemente Youth Initiative (\$37,000 over nine months)

Community College of Baltimore County, Monroe Community College, San Diego Mesa College, Schoolcraft College, Collin Community College, What Does it Mean to be Human Today?: Summer Humanities Seminars for High School Students (\$20,000 over six months)

Bard Early Colleges Network, Bridge to the BA (\$50,000 over six months)

Georgia State University, Curriculum Redesign Project (\$25,000 over six months)

SPECIAL PROJECTS

Graduate NYC, College Completion Innovation Fund (\$100,000 over 36 months)

Excelencia in Education, National Latino Student Success Funders Group (\$10,000 over 12 months)

Board of Directors

Elizabeth Boylan
Program Director
Alfred P. Sloan Foundation

Kenneth P. Cohen
Former Vice President,
Public Affairs
Exxon Mobil Corporation

Andrew Delbanco
President
The Teagle Foundation
Alexander Hamilton Professor of
American Studies
Columbia University

Blanche Goldenberg
Former Chief Executive Officer
The Balf Company

William Chester Jordan
Dayton-Stockton Professor of
History
Princeton University

Jayne Keith
President
Jayne W. Teagle, Inc.

Alondra Nelson
Professor and Harold F.
Linder Chair
School of Social Science
Institute for Advanced Study

Philip B. Pool, Jr.
Chairman
iCapital Network, Inc.

Grant Porter
Vice Chairman and Chairman of
Global Natural Resources
Investment Banking Barclays
Capital

Brian Rosenberg
President
Macalester College

Kate Shae
Vice President, Corporate
Financial Services
Exxon Mobil Corporation

Walter C. Teagle, III
President
Teagle Management, Inc.

Saskia Levy Thompson
Program Director, New Designs
Carnegie Corporation of New York

Pauline Yu
President Emeritus
American Council of Learned
Societies

Board Transitions

Board Retirement

Cornelia Small

Cornelia Small is retiring from the Board of Directors after ten years (2009-2019) of exemplary service. Having served as Chief Investment Officer at Scudder Kemper Investments, where Ms. Small worked for thirty years in the investment management field, she brought exceptional financial experience to the Foundation's work. With her financial acumen also came a comprehensive understanding of higher education, having served as chair of the Board of Trustees at Smith College. Ms. Small is known for her quick wit and for elevating discussions with her sharp insights and good humor—all of which, to our good fortune, she brought to the Foundation for a decade.

New Board Member

Alondra Nelson

Alondra Nelson is Professor and Harold F. Linder Chair in the School of Social Science at the Institute for Advanced Study (IAS). Prior to her appointment at IAS, she was a professor of sociology at Columbia University, where she served as the inaugural Dean of Social Science and director of the Institute for Research on Women and Gender. Nelson began her academic career on the faculty of Yale University and there was recognized with several honors, including the Poorvu Prize for Interdisciplinary Teaching Excellence. She is past president of the Social Science Research Council.

An award-winning sociologist, Nelson has published widely-acclaimed books and articles exploring science, technology, medicine, and social inequality. Her recent publications include a symposium in the *British Journal of Sociology* on the history of slavery, genetic genealogy, and the "GU272," based on her 2017 BJS Lecture, and articles with collaborators in the journals *PLOS: Computational Biology and Genetics in Medicine*. She is currently at work on a book about science politics in the Obama administration.

Nelson is the author of *The Social Life of DNA: Race, Reparations, and Reconciliation after the Genome*, which was named a finalist for the 2017 Hurston-Wright Foundation Award for Nonfiction and a *Wall Street Journal* favorite book of 2016. *The Social Life of DNA* is now available in an Arabic translation. Her books also include *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*, which was recognized with five awards, including the Mirra Komarovsky Award, as well as *Genetics and the Unsettled Past: The Collision of DNA, Race, and*

History (with Keith Wailoo and Catherine Lee) and *Technicolor: Race, Technology, and Everyday Life* (with Thuy Linh Tu). In 2002, Nelson edited “Afrofuturism,” an influential special issue of *Social Text*, drawing together contributions from scholars and artists who were members of a synonymous online community she established in 1998.

Nelson's research has been supported by the Ford Foundation, the Andrew W. Mellon Foundation, the Woodrow Wilson Foundation, and the National Science Foundation. She has held visiting professorships and fellowships at the Max Planck Institute for the History of Science, the BIOS Centre at the London School of Economics, the Bavarian American Academy, the Bayreuth Academy of Advanced African Studies, and the W.E.B. Du Bois Institute for African and African American Research at Harvard University.

Nelson has contributed to national policy discussions on inequality and about the social implications of new technologies, including artificial intelligence, big data, and human gene-editing. She serves on the board of directors of the Data & Society Research Institute and the Center for Research Libraries, as well as the board for African-American Programs at Monticello. She also is a member of the Board of Directors of the Brotherhood Sister Sol, a Harlem-based youth development organization. Until 2017, she was the Academic Curator for the YWCA of the City of New York and served on the organization's program committee.

A member of the editorial boards of *Social Studies of Science and Public Culture*, her essays, reviews, and commentary have appeared in the *New York Times*, the *Washington Post*, the *Wall Street Journal*, *Science*, *Le Nouvel Observateur*, the *Boston Globe*, and on National Public Radio, the PBS NewsHour and MSNBC, among other venues.

Nelson was recently elected a fellow of the American Academy of Political & Social Science and of The Hastings Center. She is an elected member of the Sociological Research Association and chair of the American Sociological Association Section on Science, Knowledge, and Technology. She was formerly a member of the World Economic Forum Network on A.I., the Internet of Things, and Trust; of the NSF-sponsored Council on Big Data, Ethics, and Society; and of the Board of Governors of the Atlantic Philanthropies Fellowship for Racial Equity. Nelson was previously elected to both the Executive Committee of the Eastern Sociological Society and the Council of the Society for Social Studies of Science.

Raised in Southern California, Nelson is a Phi Beta Kappa graduate of the University of California at San Diego. She earned her PhD from New York University in 2003. She lives in New York City.

Staff

Andrew Delbanco
President

Ann-Marie Buckley, CPA
Chief Financial Officer

Loni Bordoloi Pazich
Program Director

Gwen Robbins
Office Manager

Staff Transition

Desiree Vazquez Barlatt

The Foundation extends its deep gratitude to Desiree Vazquez Barlatt who has transitioned from her role as Senior Program Officer at Teagle to become the Director of Strategic Partnerships, K-16 Initiatives, at the City University of New York. Ms. Barlatt has been a wonderful colleague, and, thankful for her significant contributions to the Foundation, we wish her success and fulfillment in her next chapter.

