



ANNUAL REPORT 2018

**Continuity & Change
at a Time of Urgent
Challenges**

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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

2018 has been another good year for the Teagle Foundation as we have continued to advance our vision and mission in supporting the improvement of student learning in higher education. Our focus on supporting liberal arts has allowed us to make noteworthy progress at some great colleges and universities in advancing a broad and diversified educational experience. In the Foundation's work, we have learned alongside our grantees about the complexities of curricular change. These lessons have prompted refinements and redirection in upcoming funding initiatives. As we move forward into our 75th anniversary year, the Foundation has spent time reflecting on our mission, goals and objectives so as to strengthen our support for student learning in the liberal arts.

For nearly a decade, the Foundation has benefited from Judith Shapiro's deep experience as a scholar, teacher, and leader in higher education. She joined the Board of Directors in 2009 and was recruited to lead the Foundation in 2013 as President. Under her direction, the Foundation deepened its support for quality teaching and learning in the liberal arts across a wide array of institutions—including two- and four-year colleges and programs that reach beyond the traditional academy. We are grateful that Judith Shapiro delayed retirement to guide the Foundation with her unwavering commitment to excellence in liberal arts education.

With Judith's retirement, we welcome Andrew Delbanco as president of the Foundation, effective July 1, 2018. An educator with over thirty years of experience in the classroom, Mr. Delbanco brings a passion for teaching and an understanding of the pivotal role the liberal arts play in cultivating "meaningful work, effective citizenship, and a fulfilling life." He has also played an influential role in elevating public discourse about the importance of the humanities and the transformative power of a college education through his books, reviews, and articles in such venues as *The New York Times*, *Wall Street Journal*, and *The New York Review of Books*.

As we prepare for the Foundation's future work, we remain steadfast in pursuit of our Founder's vision "to advance the well-being and general good of mankind throughout the world" and to accomplish this through the support of a continuing broad-based education for students regardless of their social or economic circumstances. The Board of Directors and Foundation staff have been continually evaluating our strategies for grant making and are committed to our view of the liberal arts as an anchor for this vision.

In this report you will find over twenty projects that serve students and educators in a variety of settings from community-based organizations in New York to community colleges in Arizona to four-year public institutions in California. They all bring a vision for using the liberal arts to

raise aspirations about attending college, improve learning, connect college with careers, and enable students to live full lives—objectives we aim to achieve now and into the future.

Walter C. Teagle III, Chair

President's Essay: Continuity & Change at a Time of Urgent Challenges

In my first annual report as president of the Teagle Foundation, I would like to review briefly where we have been and to sketch a few thoughts about our path forward. These tasks are made much lighter than they might have been by the work of my predecessor, Judith Shapiro, who led the Foundation for the past five years with a singular combination of wisdom and salutary humor. Judith brought to the Foundation the intellectual curiosity that is the starting point of all true learning. She exemplifies the kind of liberal education which the Foundation seeks to encourage, support, and disseminate—and all of us at Teagle are very grateful.

I take up the work at a time when institutions of higher learning face very serious challenges from both within and without. Amid the maelstrom of distrust and invective that is darkening American public life, it is tempting to feel besieged and defensive about our core values: free inquiry in the search for truth, commitment to students of all origins and degrees of preparation, and the belief that liberal education is essential for the future of our democracy.

Some colleges and universities—especially private institutions with long histories and deep resources—are in a better position to weather the storm than others. At Teagle, we believe that these institutions have a responsibility to serve not only their own students but also the broader public interest, including the needs of their local communities. Many are doing so with admirable conviction and effect. But there is much more to do.

To this end, we remain strongly committed to our **College-Community-Connections** initiative. Established in 2005, this program brings together New York City community-based organizations with colleges and universities to introduce high school students to liberal arts education. High-school students served by the community-based organization are taught by college faculty in a wide range of disciplines to deepen their understanding of what awaits them in college, to help them develop an abiding interest in learning, and to give them the confidence that will serve them well.

Meanwhile, too many students who manage against the odds to matriculate in college find themselves trying to make their way through under-resourced institutions, where opportunities for personal engagement with faculty are scarce, advisors are stretched, and the sort of support that students at wealthier institutions take for granted is hard to

come by. Under these circumstances, it is all too easy to become bewildered about how to gain the skills needed for securing a job while seizing the chance to grow in maturity through engagement with new ideas and perspectives. The Teagle Foundation feels a special obligation to such students—not to the exclusion of those attending better-resourced institutions, but with a sense of urgency to enlarge the reach of liberal education beyond the privileged few.

For these reasons, we have decided to move beyond our recent program on “Faculty Planning and Curricular Coherence” to a new initiative we are calling **Pathways to the Liberal Arts**. Our aim is threefold:

- 1) to expand our current work by which colleges and universities invite rising high school seniors from disadvantaged backgrounds to spend part of a summer on campus engaging in college-level reading and discussion of major books and ideas.
- 2) to develop opportunities for two-year community college students to transfer successfully to four-year liberal arts colleges. Most students who transfer from two-year to four-year institutions do so within the public sector either because of state legislation or policy or because of sheer lack of awareness that transfer opportunities also exist at independent liberal arts colleges. Many community college students study the liberal arts and would be well-served in the supportive environment of a liberal arts college that can help them reach their aspirations for a baccalaureate degree.
- 3) to improve the prospects of a coherent learning experience and timely graduation for liberal arts students, especially those enrolled in large public institutions. The proliferation of course offerings at both two- and four-year institutions has reached a point where students often feel overwhelmed and confused, and meeting graduation requirements can feel like a box-checking exercise rather than a cohesive intellectual endeavor. Clearly defined and structured curricular pathways in the liberal arts, based on a comprehensible rationale, not only help students graduate in a timely fashion but also enrich their experience along the way.

While we recognize that students at different strata of higher-education face different challenges, certain issues cut across all sectors of higher education. One is the growing sense that the main function of college is to prepare students for work and career. This view is understandable and, in some respects, desirable at a time when the “knowledge economy” requires increasingly sophisticated skills in technical fields. But it can also crowd out other important aims of college, including self-discovery, the nurture of curiosity, and the development of the sympathetic imagination. At many institutions, the prevailing mode of professional preparation tends to be narrow and unwelcoming to “extraneous” issues such as questions of

ethics, history, and the changing character of the larger society in which graduates will live and work.

The **Liberal Arts and the Professions** initiative supports efforts to embed liberal arts throughout the curriculum in professional undergraduate programs. Such curricular integration can provide students with the grounding they need to appreciate more fully the social, cultural, and ethical dimensions of their professional work. This initiative is based on our conviction that the liberal arts imbue students with the capacity and disposition to “learn how to learn”—an appetite sorely needed for success in any professional work.

We are also keenly aware that many if not most students go through college with a significant deficit in their understanding of our nation’s democratic institutions. Too few colleges are doing much to close the gap. On some campuses, commitment to free speech is wavering, and civil debate on contentious issues is no longer the norm. With these problems in view, and with the conviction that our nation is ill served when colleges fail to educate students about the history and fragility of democracy, we have launched a new initiative under the rubric **Education for American Civic Life**. The Foundation will support faculty-led efforts within the classroom and across disciplines that seek to address the twin issues of gaps in civic knowledge and uncivil speech and behavior.

Other problems are evident across the range of institutions. Many factors—including the growth and fragmentation of knowledge and the professional imperative of faculty specialization—inhibit students from experiencing anything like a genuine learning community, even in relatively small colleges. Key questions raised in one course can seem disconnected from questions raised in another, even when these courses are offered by the same department or in the same major. Grasping the heterogeneity of knowledge and method is part of any broad education, yet we believe that faculties have a responsibility to help students feel some sense of coherence or at least relatedness as they encounter different ways of comprehending the human and natural worlds.

For these reasons, we at Teagle are particularly encouraged when faculty commit to teaching common texts or themes in order to introduce students to enduring questions of meaning and purpose. Such programs can fit comfortably within any or all of our initiatives. Not incidentally, we believe that such programs also offer faculty the pleasurable benefit of learning through collaboration with colleagues in the shared work of undergraduate education.

The Teagle Foundation will continue to entertain proposals that speak to these priorities from groups of institutions as well as from single institutions. We look for evidence of good will and cooperative energy in the shared work of faculty and administrators. On a more limited basis, we will also consider proposals that come from outside the strict boundaries

of academia—from organizations that serve adults not necessarily enrolled in degree or certificate programs but who seek to enrich their lives through reading, discussion, and one form or another of collaborative learning.

We expect all grantees to evaluate candidly the failures as well as successes of their efforts, and to implement wherever possible plans whereby initiatives supported by the Foundation can be sustained in the future by funds provided by or obtained through the home institution. In short, we are open to all efforts to advance the aims of liberal education, with an eye toward cost-effectiveness and sustainability.

It is a privilege for me to lead the Teagle Foundation, where I am fortunate to work with a group of extraordinary colleagues, and through which I look forward to engaging with educators across the country who are concerned with the welfare of their students and the future of our democracy.

Andrew Delbanco, President

Grants

*Note: The following grants reflect those issued during fiscal year 2018 (July 1, 2017 - June 30, 2018).

COLLEGE-COMMUNITY CONNECTIONS: INDIVIDUAL COMMUNITY-BASED ORGANIZATIONS

Boys' Club of New York, College Access Program (\$75,000 over 36 months)

East Harlem Tutorial Program, College Access and Success Programming for East Harlem Youth (\$75,000 over 36 months)

East Side House Settlement, College Placement & Retention Program (\$75,000 over 36 months)

Fresh Air Fund, College Connections Program (\$75,000 over 36 months)

Jacob A. Riis Neighborhood Settlement House, Riis Academy College Access Program (\$75,000 over 36 months)

Leadership Enterprise for a Diverse America, The New York City Leadership Corps (\$75,000 over 36 months)

LIBERAL ARTS AND THE PROFESSIONS

Purdue University, Cornerstone Program for Integrating Liberal Arts and Professional Education (\$175,000 over 36 months)

University of California Los Angeles, College of Marin, East Los Angeles College, El Camino College, Los Angeles Trade-Tech Community College, Monterey Peninsula College, Santa Monica College, Skyline College, Integrating Liberal Arts Foundations in the Engineering Undergraduate Experience (\$25,000 over 6 months)

Yes We Must Coalition, A Collaborative Initiative to Infuse Liberal Arts Content and Learning into Business Curriculum (\$300,000 over 36 months)

FACULTY PLANNING & CURRICULAR COHERENCE

Austin Community College, The Great Questions: A Great Books Introduction to the Liberal Arts Pathway (\$260,000 over 36 months)

Mesa Community College, Phoenix Community College, Gateway Community College, and South Mountain Community College, Charting Clear Routes to Completion: Achieving Deeper Learning While Saving Students Time and Money (\$25,000 over 12 months)

Mesa Community College, Phoenix Community College, Gateway Community College, and South Mountain Community College, Charting Clear Routes to Completion: Achieving Deeper Learning While Saving Students Time and Money (\$300,000 over 36 months)

San Francisco State University, Faculty-Led Curriculum Redesign in the California State University System (\$25,000 over 6 months)

HYBRID LEARNING & THE RESIDENTIAL LIBERAL ARTS EXPERIENCE

Bryn Mawr College, 2018 Blended Learning in the Liberal Arts Conference (\$5,000 over 6 months)

DISSEMINATION

Conference Board of the Mathematical Sciences, High School to College Mathematics Pathways: Preparing Students for the Future (\$47,000 over 12 months)

National Academies of Sciences, The Integration of Education in Science, Technology, Engineering, Mathematics, and Medicine with the Arts and Humanities (\$30,000 over 12 months)

SPECIAL PROJECTS

Alliance for Higher Education in Prison, National Conference for Higher Education in Prison (\$10,000 over 6 months)

American Historical Association and the Modern Language Association, Conference Sponsorship (\$10,000 over 12 months)

American University of Puerto Rico, Piloting Hybrid Courses for Adult Learners (\$20,000 over 12 months)

Brooklyn Institute for Social Research, Educator Access (\$35,000 over 12 months)

Civic Nation, Up Next (\$10,000 over 5 months)

John Jay College of Criminal Justice, Prisoner Reentry Institute (\$150,000 over 24 months)

Modern Language Association, MLA Summer Institute for Teaching Reading and Writing (\$45,000 over 6 months)

Partnership for After School Education, General Operating Support (\$10,000 over 12 months)

Board of Directors

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Societies

Board Transitions

Board Retirement

Judith R. Shapiro

Judith Shapiro joined the Teagle Foundation's Board of Directors in 2009 and was elected to lead the staff as President in 2013. The Foundation has benefited from her wisdom, vision, and direction and is grateful for nearly a decade of service.

Under Ms. Shapiro's leadership, the foundation expanded its commitment to excellent liberal arts instruction at a wide range of institutions, including liberal arts colleges, comprehensive institutions, community colleges, and research universities. New initiatives were developed and addressed bridging connections between the liberal arts and professional degree preparation, developing coherent, integrated curriculum, and integrating online education into the residential liberal arts experience.

Ms. Shapiro began her teaching career at the University of Chicago in 1970, the first woman appointed to the Department of Anthropology, and moved to Bryn Mawr College in 1975. She became chair of the department, Dean of the Undergraduate College in 1985-6, and then served as Provost from 1986 to 1994. Shapiro assumed the Barnard College presidency in 1994 and served until 2008. She was elected in 2003 to membership in the American Philosophical Society, the oldest learned society in the United States, and is also a member of the American Academy of Arts and Sciences. She participates on various non-profit boards and advisory committees, including the Association of American Colleges and Universities, Scholars at Risk, and University of the People.

New Board Member

Kate Shae

Kate Shae is Vice President, Corporate Financial Services at ExxonMobil. She was elected to the Teagle Foundation's Board of Directors in 2018. Ms. Shae's previous responsibilities include Assistant Treasurer of Exxon Mobil Corporation, Business Services Manager and Treasurer for ExxonMobil Australia, Chief Financial Officer of Aera Energy LLC, and Financial Reporting Manager for ExxonMobil's global Gas and Power Marketing organization. Ms. Shae succeeds Ben Soraci as the representative from the Exxon Mobile Corporation appointed to serve on the Teagle Foundation's board pursuant to its bylaws. Ms. Shae earned her B.Sc. (Hons.) degree from the University of Melbourne, Australia, and a Masters of Business Administration degree from The Wharton School of the University of Pennsylvania.

Staff

Andrew Delbanco
President

Loni Bordoloi Pazich
Program Director

Ann-Marie Buckley, CPA
Chief Financial Officer

Gwen Robbins
Office Manager

Desiree Vazquez Barlatt
Program Officer

Staff Retirement

Judith R. Shapiro retired as President of the Foundation on June 30, 2018. Andrew Delbanco was unanimously elected by the Board of Directors to succeed her as president, beginning his tenure on July 1, 2018.