Chairman’s Letter

The Teagle Foundation aims to be a “catalyst for change ... to improve student learning.” Those words are in our mission statement and they represent the underlying principle of our current grantmaking efforts. You will find in this annual report analysis and discussion of a wide and impressive range of Foundation programs and initiatives, but in all of them—from those that focus on assessing student achievement through to the College-Community Connections work that gives talented students in the New York area the tools to succeed in college—the core conviction is always the same. If students get excited about ideas and find a passion for learning, their lives and the lives of those around them will open up into new and previously unimagined opportunities. This is the vision of opportunity and education that motivates the Foundation’s philanthropy and that continues to inspire our work.

It is a powerful mission: clear, forceful, and realizable. At the same time, it takes sustained and focused work on multiple fronts to achieve it. Our President, Rich Morrill, frequently speaks about the fact that “student learning” is a “deceptively simple” phrase. The very meaning of the phrase has changed over time. In the Foundation’s work, it has always referred to the skills and abilities that are developed through a strong college education, yet we have also learned over the years that the most effective development of those skills and abilities asks much of students, faculty and college leadership alike. Indeed, the fullest cultivation of student potential is likely to demand that colleges and universities engage in whole-scale institutional change.

Over the last several years, we have focused strategically on key issues in higher education: on what we know about how people learn and how that knowledge can shape our efforts to improve undergraduate education; on how graduate students should be trained for teaching careers; on how faculty work might need to be re-defined if improving student learning is the goal; and on the role that college leaders—presidents and boards of directors—must play if American higher education is to operate at the level of excellence for which it has long been known, and to serve as the profoundly democratic source of opportunity that it is meant to be.

The Foundation has continued to make major strides in realizing its mission over the past year, and we believe our efforts have made a contribution to the overall health of higher education in the United States.

Sincerely,

Walter C. Teagle III
Mission & Vision

The Teagle Foundation intends to be an influential national voice and a catalyst for change in higher education to improve undergraduate student learning in the arts and sciences. The Foundation provides leadership by mobilizing the intellectual and financial resources that are necessary if today’s students are to have access to a challenging and transformative liberal education. The benefits of such learning last for a lifetime and are best achieved when colleges set clear goals for liberal learning and systematically evaluate progress toward them. The Foundation’s commitment to such education includes its grantmaking to institutions of higher education across the country, its long-established scholarship program for the children of employees of ExxonMobil and its work with organizations and colleges and universities helping economically disadvantaged young people in New York City gain admission to college and succeed once there. In carrying out its work, the Foundation is committed to disseminating its findings widely, believing that the knowledge generated by our grantees—rather than the funding that enabled their work—is 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 that 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.
Leadership for Student Learning in a New Era

Over the past several years, the Teagle Foundation’s annual reports have variously explored the meaning of the deceptively simple phrase “student learning.” Testifying to its significance, the Foundation lodges the term in the opening line of its statement of mission and vision, announcing that it aspires to be “an influential national voice and a catalyst for change in higher education to improve student learning in the arts and sciences.”

The focus on student learning has been clearly in the foreground of the Teagle grants made in the Outcomes and Assessment initiative that began in 2004. Funds have enabled faculty to collect and use evidence to improve student learning in collaborative projects among dozens of colleges and universities. The Fresh Thinking program, while in a different context, has also been set against the backdrop of student learning. Further, this focus has been especially clear in the grants made to “Collegia” of faculty to do action-oriented research centered on developing courses based on the findings and insights of learning-related cognitive science. Though less conspicuous, it is equally true that the student learning motif winds itself through the grants made in 2006, addressing “big questions” of meaning and value in liberal education, and focusing on topics such as democratic values, faith and belief, and different conceptions of what it means to be human.

The theme of student learning provides part of the headline for a new Fresh Thinking program on “Faculty Work and Student Learning.” Growing out of a 2010 Teagle “Listening” on “Re-imagining Liberal Education” for the 21st century, the changing forms of faculty responsibility and student learning will become a focus for a number of college and university consortia. As one summary statement about the initiative puts it, “What does the changing nature of liberal education—increasingly defined as the development of intellectual and personal capabilities through the use of engaged forms of learning, and increasingly shaped by the constrained economic climate in which we live—mean for how colleges and universities and their faculties in the arts and sciences educate undergraduate students?” The consortia will explore and initiate approaches to teaching, learning, and academic policies that reflect the emerging forms of technological, engaged, collaborative, and experiential learning that are shaping education in a new era.

The Foundation’s work in encouraging new approaches to graduate education demonstrates again a preoccupation with the interrelated themes of student learning and faculty professional identity. We have invited several universities, as a follow-up on earlier pilot grants, to focus systematically—and across departments—on how graduate education can best prepare future college professors to understand more fully how students learn and to consider and use new techniques in evaluating student learning in order to improve it. This goal of encouraging new approaches to graduate education cannot be left to happenstance, especially in the context of the nearly exclusive preoccupation of graduate programs to train scholars to do research in highly specialized fields. The professional identity of tomorrow’s college professor has to be spacious enough to include a commitment to teaching and student learning as well as to
research. The expectations of public officials, accrediting bodies, and influential voices in the wider society are intensifying around this perspective, especially as the costs of higher education constantly escalate and student rates of degree completion continue to stagnate.

The Evolution of Student Learning
The Foundation’s commitment to student learning has deep roots in the vision of its founder Walter Teagle to provide philanthropic support for higher education. Long before it became a broad social expectation, he emphasized the importance of providing financial support for talented young people from low-income families to secure “educational advantage” through a college education. He also demonstrated a life-long commitment to Cornell University where he had “caught fire” academically, becoming an exceptional student.

The Foundation’s traditions are not justification enough, though, for its commitment to student learning. As studies and reports continue to emphasize, the record of attainment by today’s students, both in completing degrees and in the range and depth of learning, is not encouraging. The picture is at best mixed. Individuals and institutions demonstrate impressive levels of educational quality, commitment, and innovation in many cases and contexts, but a high proportion of students are clearly educationally adrift in many others. The variables of low family income and minority ethnicity show a disturbingly close correlation with low rates of college access and completion. Among students of all backgrounds motivation is often low, and faculty expectations for rigorous learning are frequently at the same level. An understandable preoccupation with vocational preparation in a job-depleted economy often pushes education into narrow slots that can limit a student’s opportunities for the long term. Even with stiff economic and social challenges, it is ever clearer that high quality education and training beyond high school is an economic and moral imperative for the society at large and for nearly all students. The stakes have never been higher for success in student learning.

The importance and possibilities of student learning can be seen in a quick glance at how it has evolved over the past two centuries. In a recent report to the Teagle Foundation, Robert Thompson, Professor of Psychology and former Dean of Trinity College at Duke University, encapsulated evolving concepts of student learning. At the beginning of the period, students learned primarily through rote memorization that relied on drills and exercises. Learning was displayed through recall in recitations and tests. Over time, the emphasis shifted to learning defined as the mastery of the methods and the content of knowledge in different fields. The teacher served as the repository of expert knowledge, and was responsible for transmitting information to the student. The student in turn acquired the knowledge and then gave back to the teacher on examinations and papers as much content as possible.

As has become clear in the Foundation’s work, the current focus on student learning has shifted to the active development of broad cognitive abilities such as analytical, critical and integrative thinking. Students learn as they are shown and coached about how to use their powers of thought to analyze and interpret information and ideas and

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develop arguments and positions of their own. They learn to construct knowledge and create new insights, not simply to duplicate the assumptions and notions that they held originally. It seems apt to see learning in this form as a “transformation” since it involves enlarging student abilities and changing the perspectives with which they began.

The ideas suggested here find strong echoes in much of the theory and practice of higher education today, and in some of the main traditions of thought about the goals of liberal education. Thomas Green nicely captures the motifs of transformative education when he writes, “We are born into the world, but we are educated into the possession of our powers—our powers for the exercise of intellect, imagination, judgment, memory, observation and action in a coherent way….“ These ideas run parallel to the influential work over the past decade on essential learning outcomes by the Association of American Colleges and Universities, and by many prominent writers on liberal learning including Derek Bok, Donald Levine, and Martha Nussbaum. In her emphasis on human capabilities, Nussbaum strikes some of the same notes as Green. It is through education, she articulates —both informal and formal—that human abilities such as those for critical thought, empathy and moral imagination take form and come to fruition—for the good of both the individual and of the wider society. Importantly, the formation of capabilities takes place to the extent that the contexts of social and personal experience enable authentic human development by being responsive to the claims of human dignity, and by satisfying other criteria of human adequacy.

Through the Foundation’s legacy of providing educational opportunity, student learning makes a double claim on our work. In the College-Community Connections program, the Foundation provides the chance for motivated high school students from low-income families in New York City to be ready to enter college and to succeed once there. Opportunity is critical because it can lead to a broad and transformative education. An education of this scope then reverberates through the life of the individual and touches and elevates all the social contexts from family life to citizenship in which humans take on responsibilities and live out their best hopes.

All our grant programs, from those focused on assessment to those that ask whether the lessons of cognitive science can help strengthen teaching and learning, have given us insights about the reach and the value of student learning. The worth of education arises out of its capacity to shape essential elements of human possibility, from tasks that rightly order the brain’s circuitry, to studies that discipline the mind, to engaged learning that excites the imagination and stirs the conscience.

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Engaging Evidence
Over the past 15 months, the Foundation has made 10 collaborative grants to 21 institutions in its Engaging Evidence program. As explained in prior reports, the initiative has many sources, including the findings of the Wabash National Study, surveys by the National Institute for Learning Outcomes Assessment (NILOA), and reports and evaluations by the Foundation’s own grantees. All these sources suggest that the challenge for faculty and administration in gathering meaningful evidence about student learning is one thing, but putting it to use is quite another. Each of the institutions in this program has faced challenges in this process of data collection and use, and has developed various designs to translate data about student performance into initiatives to improve learning. They all address topics that connect to larger strategic and educational goals for the institution, and include plans to use evidence to analyze and improve their new initiatives. Projects include efforts to improve quantitative reasoning, enhance student understanding of diversity, better assess and raise performance in capstone courses, elevate student achievement in writing, and improve performance by under-represented students in natural science and mathematics. The grants also display an intricate pattern of involvement by different groups of faculty and staff who demonstrate the ways data, strategy, and faculty and administrative leadership are synthesized to build a winning project.

Mobilizing Leadership for Student Learning
The Foundation’s work in the Engaging Evidence program reveals again the stubborn force of a small word in our mission and vision statement that packs a tough punch in every academic institution—“change.” Since we have claimed an ambition to be a “catalyst for change . . . to improve student learning,” the issue turns up at some point in every grant program that the Foundation sponsors. A large body of research and writing has focused on the ways that the culture of academic decision-making complicates organizational change. Academe is not alone in resisting change, for there are parallel cases wherever largely autonomous experts and knowledge professionals are at the center of the mission of an organization. The deep human, economic and political travail associated with the cost and availability of health care makes the point only too well in terms of the work of physicians. In these professional contexts, change—as leadership scholars consistently tell us—depends in good measure on rallying professionals to take ownership of the problem and to place it on their own agendas for action. In most academic contexts, the process turns on the protocols and terminology of shared governance since the lexicon of leadership is usually quite thin on most campuses, at least to describe academic work. “Leadership” often invokes the idea of top-down authority, even though most contemporary students of the field describe it primarily as a process of reciprocal influence. As James MacGregor Burns reminded us some years ago, “Leadership is one of the most observed but least understood phenomena on earth.”

Nonetheless, when change is pressing on an organization, the need and the demands for leadership in many different forms rises to the surface. As Burns again puts it aptly, “Of all the tasks on the work agenda of leadership analysis, first and foremost is an

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understanding of human change, because its nature is the key to the rest.”⁵ For just these reasons, most of the Foundation’s early grants for assessment were directed to faculty collaboratives and activity at the ground level of teaching and learning. Leadership often took the form of faculty colleagues influencing one another as a means of change. For the work to come to flower, however, it soon became clear that a larger context of leadership had to be engaged, and that the responsibilities of designated leaders like department chairs and deans had to find a place at the table of change. Ultimately the process of improving student learning requires that leadership for change be embedded throughout and even beyond the organization. Initiative can come from many places, and participants and leaders often change places as the work of improving student learning becomes embedded in the different facets and layers of a collegiate culture.

The Foundation’s own work -- in recognition of the centrality of leadership for student learning -- has been sensitive to each level where change needs to occur. In addition to making many grants to collaborating faculty groups, the Foundation awarded the Association of American Colleges and Universities a grant in 2008 to focus on the role of the department in improving student learning. The program has now become a regular Summer Institute of the Association.

One of our most adventuresome grants was made in 2009 to develop a national Forum on the Future of Liberal Education directed by professors Peter Struck of the University of Pennsylvania and Sarah Igo of Vanderbilt University. The primary participants in the Forum are 30 young faculty members at prominent research universities from around the country who have been nominated by their campuses because of their high achievement in teaching and research and their potential to emerge as leaders among their peers. The program is an ongoing, engaging seminar with notable presentations on liberal education, student learning, and current issues in higher education. The participants convene for two days of sessions every several months over a period of two years. Working in small groups, the members of the Forum also develop projects which focus on themes such as assessment, educational opportunity and liberal education, many of which have the potential to be a topic for work at their home campuses.

**Presidential, Board and National Leadership for Student Learning**

Shared governance -- as it is practiced on campuses -- usually operates with the assumption that the faculty has the exclusive responsibility for the curriculum and whatever touches on teaching and learning. This governance concept makes good sense on a day-to-day basis, but less so over time as larger strategic issues and the driving forces of change impact higher education. In particular, colleges and universities find it hard to develop integrative organizational responses to educational, economic, and technological change both within and beyond their gates. When it comes to student learning, skepticism that presidents and boards would or should have much to say or do on the topic is a predictable campus response. Yet the interrelated challenges of change make this reading of the situation either stubbornly beside the point or ritualistic.

In the belief that boards and presidents have a place in an integrated approach to leadership for student learning, the Foundation has approved a small discretionary fund to support programs and workshops on presidential leadership at the 2012 national meetings of the Association of American Colleges and Universities, the Council of Independent Colleges, and the American Council on Education. The issues of strategic and organizational processes of decision-making, faculty rewards and incentives, external transparency and accountability and the role of the governing board in the oversight of academic quality all come into play in the work of presidents. In November, the Teagle board also approved a 24 month grant to the Association of Governing Boards, building on an earlier Foundation Listening, with the goal of developing specific ideas and best practices for the ways that governing boards can fruitfully exercise their role of monitoring and assuring the quality of student learning. The project will involve board members and academic leaders at some 10 institutions of diverse sizes, sponsorship and mission. They will look closely at the metrics of student learning, and at committee and board protocols for exercising engaged oversight. The participants will also consider the specific questions that can give the governing board traction in reviewing the quality of learning as a strategic issue without trying to do the work of the faculty or the academic administration.

If change is a magnet for leadership, there are other critical spheres where change is pulling leadership into play. One such sphere includes the Foundation’s earlier work with faculty in collaborating colleges, which underscored the importance of the development of new instruments, methods, and metrics to evaluate student learning based on research and tested in practice. To be sure, the best approaches deserve to be analyzed and widely disseminated to the national higher education community. For this very purpose, the National Institute for Learning and Outcomes Assessment (NILOA), headed by George Kuh and Stanley Ikenberry, received an initial grant from Teagle in 2008, and has been awarded follow-up funding by the Teagle board. The quality of NILOA’s widely consulted website and its influential surveys and reports have become a valuable touchstone in the work and study of assessment. NILOA has come to serve as a kind of research, development and dissemination arm of the best practices and possibilities in the assessment of student learning.

The broad sphere of national and institutional policy concerning the assessment of student learning has been the focus of the New Alliance for Student Learning and Accountability since it was established in 2009 through initial Teagle funding and by several leaders in higher education, including Bob Connor, Teagle’s then president. Since that time, the Alliance has exercised leadership and advocacy on a broad policy agenda by: developing a set of guidelines for learning and accountability, which many educational associations have endorsed; mobilizing a Presidents’ Alliance committed to the goals articulated in the said guidelines; and developing a pilot program to certify strong institutional performance in using evidence to improve student learning. The work of both NILOA and the Alliance has entered the phase where the sustainability of their valuable work for the long-term will now move to the center of their agendas.

The work of both NILOA and the Alliance demonstrate the Foundation’s conviction about the importance of the dissemination of new knowledge and innovative practices regarding student learning. To this end, the Foundation will provide support for the
editorial work of *Change* magazine, an important periodical that has provided broad and timely coverage of many of the policy issues and the research related to the quality and assessment of student learning.

**Imagining the Future**

The Foundation’s commitment to student learning as an essential form of human opportunity and development will continue to guide its work. The growing focus in higher education on using evidence to strengthen what and how students learn has contributed much to the way liberal education is conceptualized and practiced in colleges and universities around the country. The Foundation has contributed to this process of discovery and change through many grants and partnerships. In spite of the shortcomings of higher education, it has begun to take hold of the basic features of powerful new forms of education for the 21st century. Based on these emerging characteristics, liberal education for a new era is coming to be understood as: purposeful and transformative, broad and coherent, engaged and useful, global and technological, experiential and civic, rigorous and substantive, inclusive and integrative, holistic and assessed. Setting these conditions and achieving these aims is becoming part of a college or university’s responsibility to provide educational quality and opportunity for a democratic society.

To achieve these goals will require a continuing focus on the dynamics of learning and what happens to students in the process. Yet, to assure these results also means that institutions need to think again about how they can craft the curricula, programs, courses and experiences that are required. Evidence is essential, but it has to be applied more ambitiously, thoughtfully and imaginatively to the larger questions about what students should study and how they should study it. Many challenges now beset the viability of programs of liberal education around the country, as indicated by the declining proportions of students who pursue concentrated study in basic disciplines in the arts and sciences. Fields in the humanities, for example, which were once at the center of undergraduate education, are often now at the margins. This is taking place even as the capabilities that the humanities develop for critical thinking and moral discernment become ever more vital for democratic citizenship. Few students understand how their focus on a professional or vocational course of study is enlarged and enriched by study in the humanities, the arts, and the basic social and natural sciences. Many graduates still come away from undergraduate education without an ability to write effectively, to use the tools of quantitative reasoning, to understand the political and economic dynamics of a global era, or to appreciate the methods and achievements of natural science. These problems are real, but so is the chance to re-center the tasks of liberal education. This is a time to focus on what students need to know and be able to do to be equipped to live fuller, better informed and more effective lives in the 21st century, both as individuals and as citizens in a democratic society. In turn, this is a worthy way for the Foundation to think about student learning and its work in the years ahead.

Richard L. Morrill  
President
Grants

OUTCOMES AND ASSESSMENT

Engaging Evidence: Implementation Grants

University of Puget Sound and Whitman College
$150,000 over 24 months
Engaging Evidence from the Senior Capstone Experience

The Council of Independent Colleges
$220,000 over 16 months
Engaging Evidence: Using Data to Strengthen Student Learning in Independent Colleges and Universities

Agnes Scott College and Davidson College
$200,000 over 24 months
Influential Interventions: Improving Outcomes for Underrepresented Students

Bucknell University, Dickinson College, and Lafayette College
$300,000 over 29 months
Enhancing Diversity and Diversity Education at Bucknell, Dickinson, and Lafayette

Dartmouth College and Brown University
$200,000 over 24 months
Faculty Development at the Next Level: Departments and Academic Programs

Wesleyan University and Amherst College
$199,234 over 24 months
Enhancing Student Development of Skill in Expository Writing

Xavier University of Louisiana and Dillard University
$200,000 over 24 months
Supporting Undergraduate Matriculation through Mentors, Interventions, and Tutoring [Project SUMMIT]

Engaging Evidence: Planning Grants

Gettysburg College, Union College, and Washington and Lee University
$70,000 over 12 months
Engaging Evidence: Improving Student Learning
Grants for Other Outcomes and Assessment Projects

**Association of Governing Boards**
$200,000 over 24 months
Improving Board Oversight of Student Learning

**National Institute for Learning Outcomes Assessment**
$150,000 over 30 months
Assessing Student Accomplishment: Driving Demand and Creating Capacity for Evidence-Based Action

**New Leadership Alliance for Student Learning and Accountability**
$50,000 over 12 months
New Directions for the Leadership Alliance for Student Learning and Accountability

**University of Southern California, Loyola Marymount University-Los Angeles (LMU), and Whittier College**
$250,000 over 24 months
Expanding Transfer Pathways into Private Postsecondary Institutions for Underrepresented Community College Students: A Pilot Study

**FRESH THINKING FOR LIBERAL EDUCATION**

**Higher Education Policy Institute**
$49,875 over 12 months
Curriculum Simplification Project: Proof of Concept Analysis

**Great Lakes Colleges Association**
$150,000 over 24 months
GLCA Lattice for Pedagogical Research and Practice

**University of Southern California**
$30,000 over 24 months
Student Success as Faculty Profiles Radically Shift: Creating Institutional Solutions for Non-tenure Track Faculty Majorities and Student Learning

**The Aspen Institute, Business and Society Program**
$75,000 over 24 months
Dissemination Project for "Rethinking Undergraduate Business Education: Liberal Learning for the Profession"
Barnard College
$25,000 over 12 months
Reacting to the Past: Creating a Sustainable Business Model

Faculty Work and Student Learning in the 21st Century: Planning Grants

New York Six Liberal Arts Consortium
$15,000 over 11 months
Faculty Work and Student Learning in the 21st Century

Southeastern Pennsylvania Consortium for Higher Education (SEPCHE)
$15,000 over 6 months
Building Faculty Capacity for 21st Century Teaching

Association of American Colleges and Universities
$20,000 over 6 months
Integrative Faculty Leadership for Liberal Education

Associated Colleges of the Midwest
$15,000 over 6 months
Planning Grant: Acting on the Implications of New Understanding of Faculty Work and Student Learning in the 21st Century

Associated Colleges of the South
$15,000 over 6 months
Planning for a New Paradigm

Council of Public Liberal Arts Colleges
$14,902 over 6 months
Faculty Work and Student Learning in the 21st Century

Great Lakes Colleges Association
$15,000 over 6 months
Innovative Pedagogy Network

Imagining America
$15,000 over 6 months
Civic Professionalism: A New Paradigm for Undergraduate Liberal Arts Education

Independent College Enterprise
$15,000 over 6 months
Planning Grant Proposal for Collaborative Course Delivery
New American Colleges and Universities
$15,000 over 6 months
Preparing and Evaluating 21st Century Faculty Aligning Expectations, Competencies, and Rewards

Grants for Other Fresh Thinking Projects

Change Magazine
$75,000 over 36 months
Financials

Grant Information
The Foundation continues to make grants in three major areas. Our Outcomes and Assessment program supports projects ranging from ground-up, faculty-driven assessment work at liberal arts colleges and research universities to national efforts that advance student learning at the undergraduate level. Our Fresh Thinking program funds projects that develop new ideas and pedagogical practices for liberal education. And our College-Community Connections program helps disadvantaged young people in New York City prepare for college and thrive once they are there. Other funding initiatives include a special grant for a seminar that identifies and prepares emerging academic leaders (under “other higher education”); small grants to seed or extend projects related to the Foundation’s major grantmaking initiatives; our ExxonMobil scholarship program, which honors Walter Teagle’s commitment to help the families of employees at what was then Standard Oil of New Jersey; and a matching gift program for the Foundation’s directors and employees. We also fund meetings of our grantees and others in higher education to help ensure that our grantmaking is responsive to their needs.

2011 Grants
**Investment Information**

The Foundation’s investment objective is to grow the portfolio and thereby maximize our ability to fulfill our mission. The market value of the portfolio was approximately $138 million on December 31, 2011. The portfolio includes a diversified mixture of equity investments balanced between domestic and international investments. Alternative investment strategies are also a significant part of the portfolio, which include venture capital, merchant banking, and multi-strategy hedge funds.
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Richard L. Morrill
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Teagle Foundation
Board Retirements

Roland Machold
A member of the Foundation’s Board of Directors from 2004 – 2011, Mr. Machold played a critical role in advancing Teagle’s mission to improve student learning in colleges and universities. Having served as a Vice President at Morgan Stanley & Co. for nearly a decade, Director at the New Jersey Division of Investment, and then Treasurer to the State of New Jersey, Roland Machold brought outstanding financial expertise to the Foundation’s work. With this financial prowess also came an impressive understanding of higher education, making him an ideal fit for the Foundation. Roland Machold’s service at the Teagle Foundation was marked by his contagious warmth, commitment to excellence, and good humor. He has also served as a trustee to several other education organizations, including the Teachers College of Columbia and Bryn Mawr College. His commitment to public service earned him the Stoddard Award, presented by the National Association of State Investment Officers for outstanding public service. Mr. Machold received his BA from Yale University and his MBA from Harvard University. He is a founding Trustee of the National Association of State Investment Officers and of the Council of Institutional Investors.
Staff

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President

W. Robert Connor
Senior Advisor

VICE PRESIDENT’S OFFICE

Donna Heiland
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Anne W. Bezbatchenko
Program Associate/Officer
(March 1, 2011-present)

Cheryl Ching
Program Officer
(until March 25, 2011)

Jennifer Dale
Office Administrator

We are pleased to congratulate Anne Bezbatchenko on her promotion to Program Officer effective January 1, 2012. Anne received her PhD in higher education from the Steinhardt School of New York University in May 2011.

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Ann-Marie Buckley, CPA
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