ANNUAL REPORT 2012

A Mosaic of Learning: How to Think and How to Choose

The Teagle Foundation
From the Chair

For nearly a decade now, The Teagle Foundation has had a consistent and penetrating focus on learning. As President Richard Morrill’s essay suggests, the Foundation has developed a deep appreciation for the mosaic of learning in all its richness and complexity. As Chairman of the Board, I share that fascination.

As I look at the range of forms learning can take, I, too, am drawn to our grants that combine theory and practice, helping students to connect ideas and hands-on experience as a means to bring learning to the highest level possible. I am also drawn to the grants that encourage colleges to work together to use technology as an opportunity both to improve learning and to learn new habits of cooperation. I see our most recent work on democratic engagement as an important way to help students—our future leaders—focus on our shared destiny and the common good, and thus get beyond unproductive partisanship. We will continue to remain focused and committed in our grant making to help a number of New York City children prepare for a successful transition from high school to college.

Yet beyond grant making, I look also to the Teagle convenings, and see the bold and innovative ideas that can surface through these conversations to inform our shared work. In June 2012, I participated in the “What Works and What Matters in Student Learning” convening, and saw what a community of educators, administrators, and leaders of national organizations can do when focused on ensuring that the college experience truly provides students with the knowledge and the abilities they will need for a lifetime of continuing intellectual curiosity and personal success.

The Foundation’s focus on learning reflects my grandfather’s desire to provide “educational advantage” to young people seeking to strengthen their skills and capacities, and begin crafting purposeful and engaged lives for themselves. Under the strong leadership of President Morrill, with whom I’ve worked on the Board at the Foundation for over two decades, the Foundation has been able to approach this work with both purposefulness and rigor.

Today we hear so many negative views on the future of higher education, that it is encouraging to see how an intense focus on learning opens the way to exciting possibilities. Although we do not claim to have all the answers, through the steadfast work of our grantees and staff, we are beginning to see what rich learning experiences can offer our future leaders and citizens.

Sincerely,

Walter C. Teagle III
Mission and 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 ExxonMobil 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.
President’s Letter

A Mosaic of Learning: “How to Think and How to Choose”

Last June the Teagle Foundation convened a meeting with several dozen faculty members, academic leaders and experts on student learning and assessment to consider the broad topic of “What Works and What Matters in Student Learning.” As in most Teagle gatherings, the goals were to learn of developments in the work of grantees; explore and to gauge new ideas and practices that improve student learning; and ponder the connections between different forms of learning and the great questions of education for personal and social responsibility.

As always, making generalizations about assessment can be treacherous since the term invokes a sense of mechanistic judgment that touches raw academic nerves. Nonetheless, participants in this meeting showed the maturity that has developed about diverse work in the assessment field and the different patterns and shapes it now takes in what we might call a mosaic of learning. We discovered again that everything depends on the goals and expectations for the tasks of assessment, especially in terms of the range and complexity of student learning both as forms of knowledge and patterns of human development. If you try to force fit the activities and results of evaluation into a background that admits only tidy boxes of hard scientific data that prove academic achievement and demonstrate accountability, you will be forever disappointed. If, though, your design allows softer contours and a range of information and insight to improve learning in its many forms and layers, the results are more promising. So, surveys involving student self-reports have their place, as do examples and portfolios of student work evaluated by carefully drawn rubrics. Student interviews and case studies can reveal the layers of learning that might otherwise be lost from view, and the use of instruments like the Collegiate Learning Assessment (CLA) can show several but by no means all the facets of broad patterns of complex reasoning and critical thinking. Learning is a rich mosaic of human possibilities that crosses the lines between the practical and the sublime, and reason and emotion; it connects knowing and doing, integrates mind and self, and relates facts and values. The insights about learning of the social and cognitive sciences and of the humanities as well as the ever enlarging resources of technology offer bright new colors and designs for the future shape of learning.

The intense focus on learning also helps to see the otherwise implausible connections between “what works” and “what matters” in education. Human intelligence displays itself in many different contexts and forms, as psychologists like Howard Gardner have made clear in the past several decades. Forms of knowledge, reasoning and learning are at hand to address the great issues of “what matters” in one’s life and in the values of the larger society. As has become ever more obvious in much of contemporary higher education, hard thinking about these great questions of meaning and purpose has been largely left aside in the curriculum and in the disciplines. Ever more concentrated specializations and the post-modern intellectual temper have avoided or poked holes in many of the humanistic aspirations to virtue and wholeness nested in historical narratives and in philosophical, literary, and artistic works. Nonetheless, questions of integrity, purpose and fullness continue to press their claims on every person’s life as lived, no matter how skeptical the analyst has reason to be in thought.
Charles Taylor puts it, “We are selves only in that certain issues matter for us. What I am as a self, my identity, is essentially defined by the way things have significance for me.”¹

A quite remarkable set of similar conclusions about the neglect of great questions has been reached by a number of influential educators at prominent universities in the past several years. In Our Underachieving Colleges Derek Bok, the twice former president of Harvard University outlines a robust approach to liberal education that includes a strong focus on moral reasoning and on the responsibilities of democratic citizenship.² Bok’s Harvard colleague, Harry Lewis, former Dean of Harvard College, published a critique of his own institution with the provocative title Excellence without a Soul: How a Great University Forgot Education.³ About the same time, the former Dean of Yale Law School, Anthony Kronman issued Education’s End: Why Our Colleges and Universities Have Given up on the Question of the Meaning of Life.⁴ Writing about many of the same issues, the creative and prolific philosopher Martha Nussbaum of the University of Chicago penned Not for Profit: Why Democracy Needs the Humanities.⁵ She writes with passion about the vital importance of critical thinking for life and citizenship and the ways the humanities and the arts develop a capacity for empathy and for moral imagination. Two recent books with similar concerns and a focus on the value of liberal education are Why Choose the Liberal Arts?⁶ by Mark Roche, the former Dean of Arts and Sciences at Notre Dame, and College: What it Was, Is and Should Be by Andrew Delbanco, the head of the American Studies Program at Columbia University and one of the recipients of the National Humanities Medal in 2012.

Like several of the other books on this list, Delbanco suggests in a deftly crafted narrative that the years in college are a time when students are trying to find themselves and to shape their identities. In developing this story, he draws on a manuscript diary from 1850 by a young man at Emory and Henry College in Virginia, who has just heard a sermon that leads him to record the plea, “Oh that the Lord would show me how to think and how to choose.” Delbanco goes on to suggest that although the spiritual authority of college is long gone, he has never found a better way to capture what a college should be and do. College should provide, he suggests, “an aid to reflection, a place and process whereby young people take stock of their talents and passions and begin to sort out their lives in a way that is true to themselves and responsible to others.”⁷ Both he and the other authors suggest that there are fundamental ideas, methods of inquiry and vocabularies of reflection, especially in great texts, that can help students put probing questions to themselves as a critical part of college education.

¹ Charles Taylor, Sources of the Self (Cambridge, MA: Harvard University Press, 1989) p.34.
What I take to be a fascinating turn or return to an ancient heritage in these books is the claim that the core of college education has to do with the formation of the self’s identity in the inescapable quest for human fullness, not just the mastery of knowledge or the development of job skills. This concern to help students make authentic choices about the shape of their lives might seem to be empty of content—as in, “Think hard, and then do your own thing.” Liberal education turns out to involve much more than that. The burden of these narratives is on the necessity of developing intellectual, civic and moral capacities and virtues that shape choices and actions in a social context. Delbanco’s book in particular focuses on the responsibilities of democratic citizenship with an intense emphasis on the importance of equal educational opportunity and the formation of abilities for rigorous inquiry, probing dialogue and critical thinking as tasks of citizenship. Reading between the lines of these works, it becomes clear that the authors believe that there is a substratum of ideas (like human dignity) of values (like the rule of law) and of methods of inquiry—all based on different forms of evidence—that provide legacies of learning and belief about what matters to sustain a viable and decent human community. Also clear is the tacit expectation that these points of conceptual and ethical repair are unearthed through close textual study and discussions in which students are pressed to locate and articulate their own identities and to assess them by criteria that life itself presses on us. No one can exempt themselves from the complex criteria of basic integrity, honesty, consistency, coherence and respect for self and others in both thought and action.

A Larger Vision for Student Learning
Based on ideas from the participants in the June meeting, and the recent literature on learning and liberal education, the Foundation developed an essay and outline for a grant program called “A Larger Vision for Student Learning: Education for Civic and Moral Responsibility.” After soliciting suggestions from a number of sources and doing its own analysis, the Foundation invited proposals for collaborative work among a number of different types of colleges and universities to strengthen existing programs of study that address fundamental issues of meaning and purpose and of moral and social responsibility. The goals of the initiative are to recognize programs that have developed a promising approach, support efforts to evaluate and improve their effectiveness, encourage innovation in teaching and learning, and disseminate widely the findings and practices worthy of replication.

“Reacting to the Past”
One of the initial grants in the “Larger Vision” initiative has been one to Barnard College to support the development of a national network of colleges and universities using the innovative program “Reacting to the Past” initiated by Barnard Professor Mark Carnes and actively supported by Barnard President Judith Shapiro. “Reacting” engages students in the study of a series of pivotal historical events ripe with big questions of meaning and decision-making in the middle of tumultuous social change, such as the French Revolution, the struggle for Palestine in the 1930’s, Confucianism and the Succession Crisis of the Wanli Emperor in 1587, the trial of Anne Hutchison—illustrative of some thirty episodes that have so far been fully developed. Students engage in deep study of texts and historical narratives in the novel framework of “games” that include students taking on the roles of historical actors, breaking into teams
(called “factions”) to debate and compete with each other to win adherents to the position that they are advocating—which may or may not follow the actual events of history. As the game unfolds, students often become passionate about the roles they have taken on, and the experience often claims large chunks of student time and energy.

In the draft of a book that describes “Reacting” and its effects, with a working title of Mind Games: Revitalizing Higher Education Through Deep Role Play, Professor Carnes recounts what might be called the “learning outcomes” of the program. Student interviews, faculty observations and evidence from formal assessment protocols suggest the striking level of both intellectual and emotional involvement both in and out of class that “Reacting” occasions. The impact of the course focuses on deep levels of critical thinking and empathy that often reframe a student’s sense of self. Students and faculty also report ways in which abilities in written and oral communication are developed, along with a heightened sense of community, and enlarged capacities for teamwork and collaborative leadership. In sum, the program encapsulates and integrates many of the types of powerful learning that have become goals for higher education during the past several decades, including an intense focus on learning as a pattern of intellectual and personal transformation.

In developing and interpreting “Reacting,” Professor Carnes has drawn on his own and others observations and on a broad interdisciplinary literature concerning student cognitive, psychological, and social development. The program uses rigorous academic methods and substantive content to fully engage and integrate student cognitive powers, feelings, and personal skills through competitive and high impact group dynamics and educational practices. The replication of the “Reacting” process is already well under way on dozens of campuses across the country, and is often used as a method in fields other than history. With Teagle support, the program will be able to develop more systematic collaborations among faculty and staff from various institutions to continue to develop the program across the country and in different places around the world.

College-Community Connections
In February 2012, Teagle renewed its support to 11 partnerships between New York City community-based organizations and local colleges and universities. Started in 2005 and entering its third grant cycle, the Foundation’s College-Community Connections (CCC) program supports the introduction to a college-level liberal education to NYC area youth who are typically from low income families. This takes many forms, illustrated by the partnership between Harlem Educational Activities Fund and Barnard College, which uses the Reacting Program that we have just discussed. Their “game” is centered on the labor and suffrage movements of Greenwich Village in 1913. The study of liberal education is further exemplified in Columbia University and the Double Discovery Center’s use of philosophical and political texts from Plato to Martin Luther King to explore the concepts of “freedom and citizenship” with their high school students. Students in another partnership between Bronxworks and Fordham University are encouraged to develop insights and skills through completing a summer long oral history project on African-Americans of the South Bronx. To be sure, the development of liberal education is multi-faceted and cross-cutting in all subject areas, including the sciences. As illustrated in the partnership between Cornell University and Henry
Street Settlement, students delve into the use of “green” technologies and sustainability and are encouraged to think critically and report about their impact on the environment. Each of the CCC partnerships encourages similar self-exploration through college level academic study, whereby students are exposed to learning not simply as a rote exercise, but as a dynamic exchange with their professor, the literature, their peers, and perhaps most importantly, with themselves.

**Faculty Work and Student Learning**

All the forces of economic, educational and technological change that press on the academy come into focus around the work of the faculty in teaching and research. When the Teagle Foundation began its focus on assessment nearly a decade ago, it shifted attention away from an administrative and regulatory framework to the uses that faculty members might make of new techniques to gauge and improve student learning. That same concern—to give a priority to teaching and student learning—is the driving purpose of our current initiative to support graduate education. During the past year, the Foundation has made another series of grants to major graduate programs and to the American Historical Association to focus on the preparation of aspiring professors for teaching. In several cases, graduate programs have developed certificates for students completing a sequence of programs and steps to prepare for teaching, and the Foundation’s grants have helped to support this work.

In a similar vein, the Foundation has made grants to consortia and associations to strengthen learning by helping faculty apply insights from cognitive science to teaching and to explore the ways they can use new online technologies to improve learning. These developments and the new patterns of engaged learning on and off campus come together to raise serious new questions about faculty professional identity, appointment methods, and expectations in a world of unrelenting change. In many institutions, at least, the model of the full-time research oriented tenured or tenureable faculty position no longer accords with reality. The Foundation has followed a series of planning grants to consortia and associations with larger two year awards to explore these interrelated issues in what we call the initiative on “Faculty Work and Student Learning in the 21st Century”. Before we can really make sense of what online technologies can contribute to higher learning, for example, we need a fuller sense of the nature, variety, and inner workings of learning that are most consequential, and which in turn set the agenda for faculty expectations about teaching that define much of professional identity. Ultimately all these factors have to be drawn together within institutions and integrated with their methods of faculty evaluation and appointment. We will hold a Convening on April 11 and 12, 2013 in New York to provide an opportunity for grantees to interact about their ongoing work, to hear ideas from leaders in the fields of cognitive science, faculty work and technology, and to explore ideas and to suggest directions for the Foundation’s future grant programs.

**The Mosaic of Learning**

In an age of anxiety when there are far more questions than answers about the future of higher education, it is encouraging to focus on trends and practices that hold the most promise for the years to come. There are many signs of hope in the ways students now learn: through old methods and new, through engagement and close study, through hands-on involvement and
abstract reflection, by reading ancient texts and working online. As we continue to understand more about the complex range of factors in learning as a process of shaping human possibilities, we are able to turn insights into new educational practices and programs. Some of those we have been privileged to support at Teagle provide reasons to have confidence that starting with students in the fullness their experience and potential, in recognition of all the dimensions, shapes and layers of learning, yields the most interesting and hopeful designs for education. The emerging mosaic of what, how, and why students learn is endlessly complex, but vibrates with intense hues and rich forms. In translating our legacies of ideas and values about “how to think and how to choose” about what matters into the idioms and opportunities of today and tomorrow we can move into a new era of creative educational achievement across this country and the globe.
Grants

Outcomes and Assessment

Engaging Evidence

Union College, Gettysburg College, and Washington and Lee University
Engaging Evidence: Improving Student Learning
$230,000 over 25 months

Fresh Thinking for Liberal Education

A Larger Vision for Student Learning: Education for Civic and Moral Responsibility

Bringing Theory to Practice
Civic Monograph Series
$50,000 over 24 months

Reacting to the Past
Building a Self-Sustaining Consortium
$280,000 over 36 months

Graduate School Teaching in the Arts and Sciences

American Historical Association
Preparing Graduate Students in History for Teaching
$40,000 over 25 months

Columbia University
Preparing Doctoral Students for 21st Century College and University Classrooms
$107,000 over 36 months

Cornell University
Preparing Graduate Students to become 21st Century Engaged Teaching Scholars
$125,000 over 24 months

Council of Graduate Schools
Embedding Assessment of Student Learning into Future Faculty Preparation Programs:
A National Strategy for Enhancing Undergraduate Teaching and Learning in Arts and Sciences
$300,000 over 36 months

Princeton University
Expanding the Mission
$125,000 over 36 months

University of California, Berkeley
Integrating the “How Students Learn” Initiative into Programs for Graduate Student Instructors
$125,000 over 36 months

Stanford University
Graduate Student and Faculty Collaborative Teaching in the Humanities
$125,000 over 27 months

University of Virginia
Teaching and Learning in Higher Education: Implementing and Evaluating a Pedagogy Seminar for Higher Education (launch grant)
$35,000 over 23 months

Faculty Work and Student Learning in the 21st Century

Associated Colleges of the Midwest
Introducing Change: Introductory Courses and the Nature of Faculty Work
$150,000 over 30 months

Associated Colleges of the South
The ACS Plan for Blended Learning
$150,000 over 24 months

Association of American Colleges & Universities
Faculty Leadership for Integrative Liberal Learning
$200,000 over 30 months

Council of Public Liberal Arts Colleges
Distance Mentored Undergraduate Research: Leveraging Consortium-wide Faculty Expertise to Enhance Student Learning
$150,000 over 27 months

Imagining America
A New Paradigm for Undergraduate Liberal Arts Education
$150,000 over 23 months

Independent College Enterprise
Implementation Grant Proposal for Collaborative Course Delivery
$150,000 over 25 months
New American Colleges and Universities
Preparing 21st Century Students through New Visions for Faculty Evaluation, Campus Governance, and Curriculum
$150,000 over 25 months

Southeastern Pennsylvania Consortium for Higher Education
Building Faculty Capacity for 21st Century Teaching
$150,000 over 24 months

**College-Community Connections**

**College-Community Connections: Phase III**

Barnard College & Harlem Educational Activities Fund
HEAF @ Barnard
$270,000 over 36 months

Brooklyn College & CAMBA
Brooklyn College’s College Now and CAMBA’s “Leading to College Program” at the School for Democracy and Leadership
$270,000 over 36 months

Columbia University & Double Discovery Center
Freedom and Citizenship: Explorations in Ancient, Modern, and Contemporary Thought
$270,000 over 36 months

Cornell University & Henry Street Settlement
The CAUSE (College Achievement through Urban Science Exploration) Project
$270,000 over 36 months

Drew University & Union Settlement Association
Building Bridges to (and from) the Liberal Arts
$270,000 over 36 months

Fordham University & Bronxworks
The History Makers Scholars Program
$270,000 over 36 months

Manhattan College & Kingsbridge Heights Community Center
Young Scholars Immersion Program
$270,000 over 36 months
New York University & Children’s Aid Society
EXCEL in Writing, Thinking, and Inquiry Project
$180,000 over 22 months

Polytechnic Institute of New York University & the Urban Assembly Institute of Math & Science for Young Women
College Prep and Readiness for Science, Technology, Engineering, and Math
$270,000 over 36 months

Skidmore College & Sponsors for Educational Opportunity
SEO-Skidmore Connections
$270,000 over 36 months

State University of New York - Old Westbury & Harlem RBI
College-Community Connections: Phase III
$270,000 over 36 months

**Individual Community Based Organizations**

Beginning with Children Foundation
Spotlight on ME: Film and Identity Program
$25,000 over 18 months

Boys’ Club of New York
Independent School Placement Program
$50,000 over 24 months

East Harlem Tutorial Program
University Program
$50,000 over 24 months

East Side House Settlement
College Retention Advising Program
$50,000 over 24 months

Jacob A. Riis Neighborhood Settlement House
Riis Academy College Access Program
$30,000 over 24 months

Leadership Enterprise for a Diverse America
The New York City Leadership Corps
$50,000 over 24 months
Prep for Prep  
College Guidance and Undergraduate Affairs  
$50,000 over 24 months

MDRC  
College Match Program  
$50,000 over 34 months

**Special Grants**

**Super Storm Sandy Relief Efforts**

Carl V. Bini Memorial Fund: $10,000  
Children of Bellevue: $15,000  
Habitat for Humanity: $10,000  
Henry Street Settlement: $15,000  
Police Athletic League: $10,000  
Red Hook Initiative: $10,000  
Rutgers University: $10,000  
Salvation Army: $15,000  
SUNY Old Westbury College Foundation: $10,000  
Visiting Nurses Service of New York: $10,000  
Wagner College: $10,000
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. 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 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.
**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 $144 million on December 31, 2012. The portfolio includes a diversified mixture of equity investments balanced between domestic and international investments. Alternative investment strategies, a significant part of the portfolio, include venture capital, merchant banking, and multi-strategy hedge funds.
Board of Directors

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American Council of Learned Societies
Board Retirements

Barbara Benioff Friedman
Barbara Benioff Friedman served as a dedicated member of the Teagle Foundation Board of Directors from 2009 to 2012. She received a BA from the College of Arts and Sciences at Cornell University in 1959. After graduating, she taught in the New York City public school system in Harlem for several years. She has served on several nonprofit boards including the Settlement Housing Fund, JBI International and CLAL. She served as Chair of both JBI and CLAL. She was on the Board of UJA-Federation of New York where she chaired the Distribution committee and Public Policy Committee. She is the former chair the Board of Governors of Hebrew Union College- Institute of Religion. She now serves on the Board of the National Academy Foundation.

Barbara was a Trustee of Cornell University for 12 years where she served as Co-Chair of the Academic Affairs Committee and Chair of the Membership committee and as a Vice-Chair of the Board. She is now a Trustee Emerita. She currently serves as Vice-Chair of the Board of Overseers of Weill-Cornell Medical College and as Co-Chair of the Special Committee on Research. Barbara is also on the Advisory Board of Weill Cornell-Qatar with which she has been involved since its inception. Barbara and her husband, Stephen, have 3 children and 6 grandchildren.

The Foundation is deeply grateful for Barbara’s exemplary service to the Board of Directors.

New Board Members

Blanche Goldenberg
Blanche Goldenberg joined the Board of Directors of the Teagle Foundation in February 2012. Mrs. Goldenberg is the retired CEO of The Balf Company, a subsidiary of Old Castle Materials Group. Prior to her career in the construction industry, Mrs. Goldenberg worked for United States Senator Abraham A. Ribicoff. Mrs. Goldenberg served as a Director of the OCC banks of Fleet Financial Group. Active in the philanthropic world, Mrs. Goldenberg is a past Chairman of The Loomis Chaffee School, The Jewish Community Foundation of Hartford, The Solomon Schechter Day School of Hartford and The Hartford Foundation for Public Giving. She is a Trustee Emeritus and Presidential Councilor of Cornell University from which she holds a BA in Government.
Staff

President’s Office

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President

W. Robert Connor
Senior Advisor

Program Office

Donna Heiland
Vice President
(until June 30, 2012)

Madeleine Green
Senior Program Consultant
(July 2012 – present)

Annie W. Bezbatchenko
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Desiree Vazquez
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Treasurer’s Office

Eli Weinberg, CPA
Treasurer

Ann-Marie Buckley, CPA
Controller / Director of Finance & Operations

Jacakyn L. Schwartz, CPA
Accountant

We would like to thank Donna Heiland for her eight years of service to the Foundation. We are pleased to congratulate Ann-Marie Buckley on her promotion to Director of Finance and Operations effective February 2013, and Annie W. Bezbatchenko on her promotion to Program Director in January 2013.