From the Chair

College is increasingly seen as out of reach for middle- and low-income families. And yet ensuring that more young people benefit from all that a liberal arts education offers in a rapidly globalizing world has never been more important. The 21st century skills that policymakers, industry leaders, and other stakeholders call for are in fact the skills that students acquire and develop through high-quality education: attention to evidence, critical evaluation of thoughts and ideas, clear communication, and ethical decision-making.

Against this landscape, what’s the role of The Teagle Foundation as a champion of the liberal arts? At a Foundation retreat this year, the Board of Directors reflected on how to continue to strategically further its mission while being attentive to the issues of cost and affordability in a time of great flux in higher education.

We aim to invest our philanthropic “venture capital” in ways that strengthen teaching and learning in the arts and sciences while leveraging opportunities to share resources and contain costs. For instance, our “Hybrid Learning and the Residential Liberal Arts Experience” initiative has enabled our grantees to offer shared cross-registered courses, giving students access to scholarly expertise they might not otherwise have and enabling institutions to collectively offer high-quality courses at a lower cost. In a similar vein, our “Faculty Planning and Curricular Coherence” initiative engages our grantees in streamlining course offerings—a significant undertaking given that campus catalogues can contain thousands of courses—so that students have a more intellectually cohesive experience that is less expensive for institutions to deliver.

Our strength as a foundation—and our opportunity to demonstrate leadership—is that we can take the long view in seeding sustainable change. Our grantees bring great energy and creativity to tackling the critical issues before us. They in turn demonstrate leadership by disseminating the lessons they have learned and modeling reform for the broader higher education community.

The Teagle Foundation has a strong and rich history of supporting liberal arts education. Over time, we have built a bedrock of knowledge in partnership with our grantees on strengthening teaching and learning in the arts and sciences. We continue to build on that bedrock to support innovation that enriches learning in a sustainable manner. We have good reason to remain optimistic about the future of the liberal arts and look forward to continuing to support students’ learning and development as human beings in today’s world.

Walter C. Teagle III
January, 2015
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.
Take Us To Your Leaders

Those of us in the grantmaking business like to note how much we learn from our failures. We are not alone in this. Nor are we alone in preferring to succeed.

A key factor in the success of a project, along with its design and its fit with the granting organization’s mission and focus, is the quality of leadership to be found on the grantee’s side. In the case of grants in the area of higher education, we are speaking for the most part of leadership on the part of presidents, chief academic offices, and faculty. How do we look for and recognize effective leadership in these roles so that we can enhance our own opportunities for success as philanthropists?

Leadership—what it means, what it takes, how to acquire it—has been a topic of interest for some time, gathering momentum as a variety of leadership programs continue to emerge. At this point, it seems useful to take a step back and consider the way in which views about leadership have been shaped by two other dominant cultural values: innovation and individualism.

Innovation is something we have slipped into viewing as a virtue in and of itself. But, of course, it is not. The point of innovation is to make things better. To be sure, innovation in and of itself requires an ability to look beyond things as they are. But, in making a fetish of it, we are substituting the means for the end.

Silicon Valley is the virtual (in all senses of the term) epicenter of innovation. The communication revolution in which it has played a starring role has brought us many things we now feel we cannot do without. But we are also experiencing the less-than-life-enhancing results of having much of our daily existence shaped by only-recently-out-of-their-teenage-years young men with possible attention deficit disorder. And so there are a variety of counter movements urging us to slow down, to concentrate deeply on one thing at a time, to experience the natural and social world actually around us, and to remember that a relentless quest for “cool” is not the same as getting a life.

In the world of higher education, the premium on innovation is held somewhat in check by an accompanying assessment movement, which emphasizes the need to evaluate the results of whatever innovations we attempt. Given what successful assessment entails—in terms of time, of resources, of formulating consequential goals and designing studies that reveal relevant outcomes—this is a task to approach with a combination of hope and humility.

It is perhaps our cultural focus on the individual that most distorts our concept of leadership. This fuels the level of desperation in many presidential searches and the choices that get made in which some abstract sense of what “leaders” possess carries the day over choosing someone who actually knows the territory. The result is a trend toward shorter tenures and a failure to enact the deep and persisting transformations that generally come with longer presidencies.

Long-serving presidents are likelier to understand what they owe to the others they work with. The over-estimation of a president’s role in accomplishing positive change in a college or university is revealed in the usual language of the memo that goes out from the board on the occasion of announcing a presidential retirement. We are told of all the wonders that have come to pass on the particular president’s “watch”: from new buildings to breakthrough research to curricular restructuring to new service learning programs, etc. etc. Wonders that were, in fact, the particular achievements of various members of the staff. To be sure, the president had to have the wit to hire such staff, the commitment to work collegially with them, and the painful resolve to terminate the employment of some the president had come to hold dear, but who were not doing the job that needed to be done. But the fact remains that leadership is a group effort.

A key responsibility of the president that is all to often overlooked is the president’s role in creating a powerful sense of community at the institution she or he serves. We have a “lonely at the top” trope of leadership that can cause college and university leaders to view their own situations in an overly isolating way. And, indeed, there are lonely moments when some difficult and generally unpopular decisions need to be made. Requirements of confidentiality may limit how much a president is able to explain about the reasons for a specific action. But, most of the time, effective leadership is the opposite of loneliness. On the contrary, ties to the community can be so intense and unremitting that the real challenge is catching some moments of restorative solitude. At the same time, the social demands are themselves rewarding if one enjoys the company one is keeping.
As for chief academic officers, when they work in close partnership with the president and at the same time enjoy the trust and respect of the faculty—and this actually can and does happen—then the results are likely to be good. Which brings us to the faculty themselves.

If the goal of an initiative is to improve undergraduate teaching and learning, then an indispensable form of leadership must come from the faculty. Treating them as the enemy will not get us far.

Faculty leaders are those able to see beyond their own research specializations to the kind of education their students need and deserve. They must care not only about their departments (truth to tell, there are some faculty members unable to manage even this); they must concern themselves with the welfare of their institution—the place where they live their lives and earn their livings. They must also extend their horizons beyond their respective institutions to form professionally enriching relationships with colleagues elsewhere on the basis not only of common scholarly and scientific interests, but also by virtue of their common vocation as teachers.

All of which is to emphasize that there is enough leadership to go around.

This is the message for leaders of philanthropic organizations as well. A foundation president should be creating a strong sense of community among the staff and supporting them in the leadership role they take vis-à-vis grantees.

And, since initiatives do not succeed without partners who are themselves leaders, it means first recognizing and then enhancing the leadership effectiveness of key dramatis personae in the projects being supported. It means actively seeking out strong partners, learning from them and thus being in a better position to guide other grantees effectively. It means creating productive relationships among grantees so that they can learn from one another.

Leadership in philanthropy is thus thinking with your grantees, not thinking for them. It is respecting the experience and wisdom they have accumulated over the years. It is coming to understand the obstacles that stand in the way of positive change. It is coming to view those obstacles with the right combination of critical intelligence, irony, and patience.

Presidents of philanthropic organizations need their own version of the famous serenity prayer: to acknowledge that there are some problems they do not have the resources to address; to have the will to keep addressing those problems they can contribute to solving; and the wisdom to know the difference.

Judith R. Shapiro, President
Grants

Teaching and Learning

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

Columbia University, Yale University & University of Chicago
Core Curricula in the Research University: Challenges and Prospects
$270 over 36 months

Hybrid Learning & the Residential Liberal Arts Experience

Associated Colleges of the South
Developing Hybrid Learning Professional Development Resources
$50,000 over 16 months

American Association of State Colleges and Universities
The National Blended Course Consortium
$310,000 over 36 months

Bryn Mawr College, Albright College, College of St. Benedict and St. John’s University, Santa Rosa Junior College, Swarthmore College, Wesleyan University
Modeling Collaborative Curriculum Development: Psychology Research Methods and Statistics
$245,000 over 36 months

Eastern Connecticut State University, University of Minnesota-Morris, University of Wisconsin — Superior, University of Alberta — Augustana Campus
Hybrid Course Sharing in Native American Studies
$270,000 over 38 months

Five Colleges, Inc. (Amherst, Hampshire, Mount Holyoke, Smith, UMass Amherst)
A Consortial Plan to Explore Hybrid Learning in the Residential Liberal Arts Institutions of Five Colleges, Incorporated
$280,000 over 36 months

Hope College, Albion College, DePauw University, Grinnell College, Lawrence University, and Wabash College (Midwest Hybrid Learning Consortium)
Planning grant: Midwest Hybrid Learning Consortium
$25,000 over 6 months

Kalamazoo College, Alma College Augustana College, & Wittenberg College
Planning grant: Exploring Implementation of Hybrid Learning through Inter-Institutional Collaboration
$15,000 over 6 months

Lafayette College, Cedar Crest College, Moravian College, DeSales University, Lehigh University, Muhlenberg College: Lehigh Valley Association of Independent Colleges
Planning grant: Hybrid Learning and the Residential Liberal Arts Experience
$25,000 over 12 months

Schreiner University, Concordia University-Austin, Lubbock Christian University, Texas Lutheran University & Texas Wesleyan University (Texas Language Consortium)
Working Together in the Lone Star State: Operationalizing Blended Learning Programs within the Texas Language Consortium
$270,000 over 36 months
St. Norbert College, Augustana College, Elmhurst College, Illinois Wesleyan
Online Competencies Curriculum
$280,000 over 36 months

Washington & Jefferson College, Gettysburg College, Juniata College: Pennsylvania Consortium for the Liberal Arts
Planning grant: Hybrid Learning and the Residential Liberal Arts Experience
$25,000 over 7 months

Faculty Planning & Curricular Coherence

Centre College, Millsaps College, Rollins College, and Sewanee: The University of the South
Making Curricular Coherence Explicit for Students: Enhancing Faculty Communication as Teachers and Advisors
$50,000 over 24 months

The Claremont Colleges (Pomona College, Claremont McKenna College, Harvey Mudd College, Pitzer College & Scripps College)
Redesigning Consortial Collaboration to Optimize Curricular Coherence
$280,000 over 34 months

Colorado College, Beloit College, Knox College & Monmouth College
Faculty Planning and Curricular Coherence
$50,000 over 18 months

Hilbert College, St. Bonaventure University, Erie Community College & Jamestown Community College
A New Structure for General Education
$230,000 over 36 months

Oberlin College, Allegheny College, Denison University, Kenyon College, Ohio Wesleyan University & The College of Wooster
Planning grant: Faculty Planning and Curricular Coherence: A Framework for Strengthening Integrated Learning
$25,000 over 7 months

Oberlin College, Allegheny College, Denison University, Kenyon College, Ohio Wesleyan University, and The College of Wooster
Implementation Grant: Faculty Planning and Curricular Coherence: A Framework for Strengthening Integrated Learning
$280,000 over 36 months

San Francisco State University
Faculty-led Curriculum Design at San Francisco State
$280,000 over 36 months

Virginia Wesleyan College, Davis & Elkins College, Eckerd College, Marymount University, Saint Augustine’s University, Shenandoah University, Sweet Briar College (The C7 Consortium)
The C7 Consortium for a More Compelling and Coherent Liberal Arts Curriculum
$25,000 over 7 months

Virginia Wesleyan College, Davis & Elkins College, Eckerd College, Saint Augustine’s University, Shenandoah University (The C5 Consortium)
The C5 Consortium for a More Compelling and Coherent Liberal Arts Curriculum
$280,000 over 30 months
Special Projects

American Association of Colleges and Universities
Support for Forums and Publications for Its Centennial Year
$75,000 over 22 months

Associated Colleges of the Midwest
Video Dissemination Project
$20,000 over 8 months

*Change Magazine*
Support to *Change* magazine
$25,000 over 12 months

Council of Independent Colleges
Securing America’s Future Symposium
$50,000 over 10 months

Emory & Henry College
Planning grant: The Aristotle Center for Science in the Humanities
$25,000 over 12 months

Hartwick College
Planning Grant for Promoting Technological Innovation at Liberal Arts Colleges
$25,000 over 6 months

Harvard Graduate School of Education
Aligned Programs for Liberal Arts and Sciences in the 21st Century
$260,000 over 36 months

Rochester Institute of Technology
Building Capacity for the Integrative Liberal Arts at Technological Universities: A Planning Grant Proposal for the Teagle Foundation
$25,000 over 7 months

University of Kansas, Park University, Elon University, and Rockhurst University
Creating Sustained Change in Practices of Engaged and Active Learning in Humanities Instruction
$215,000 over 36 months

University of Pennsylvania Graduate School of Education
In Pursuit of Curricular Efficiency
$270,000 over 36 months

University of Texas at Austin
Ethics Integration Initiative
$150,000 over 24 months

Outcomes and Assessments

Special Projects

Association of Governing Boards of Universities and Colleges
Improving Board Oversight of Educational Quality: New Dissemination Strategies
$50,000 over 24 months
College-Community Connections

College Community Connections, Phase IV

BronxWorks & Fordham University
The History Makers Scholars Program
$90,000 over 12 months

CAMBA & Brooklyn College
CAMBA and College Now at Brooklyn College’s Leading to College Program at the School for Democracy and Leadership
$90,000 over 12 months

Children’s Aid Society & New York University
EXCEL in Writing, Thinking, and Inquiry
$90,000 over 12 months

Kingsbridge Heights Community Center
College Directions Program
$45,000 over 12 months

Sponsors for Educational Opportunity & Skidmore College
SEO-Skidmore Connections
$90,000 over 12 months

Individual Community Based Organizations

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

East Harlem Tutorial Program
Out-of-School-Time Program: University Program
$50,000 over 24 months

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

Graduate NYC!
Collaborative Curriculum Revision Project
$50,000 over 24 months

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

Leadership Enterprise for a Diverse America
The New York City Leadership Corps
$50,000 over 24 months
Financials

Grant Information
The Foundation continues to make grants in three major areas. Our Teaching and Learning program funds projects that develop new ideas and pedagogical practices for liberal education. 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 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 regularly convene our grantees and others in higher education to help ensure that our grantmaking is responsive to their needs and that our grantees have an opportunity to learn from each others’ good work.

Investment Information
The Foundation’s investment objective is to grow the portfolio and thereby maximize our ability to fulfil our mission. The market value of the portfolio was approximately $152 million on December 31, 2014. The portfolio includes a diversified mixture of investments balanced between global equities, alternative strategies, private equity, real estate, fixed income and cash. In addition, the Foundation’s portfolio has historically maintained a position of approximately twelve to fifteen percent of the portfolio in ExxonMobil stock. Click here to view the Foundation’s audited financial statements.
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New Board Members

Elizabeth S. Boylan

Elizabeth S. Boylan joined the Board of Directors of The Teagle Foundation in February 2014. Dr. Boylan serves as Program Director for the Alfred P. Sloan Foundation and manages its programs on STEM Higher Education, including pipeline programs for underrepresented groups and grant-making for improved undergraduate student learning leading to success in graduate school in STEM disciplines. She was recently elected as a Fellow of the American Association for the Advancement of Science.

Dr. Boylan comes to the The Teagle Foundation from Barnard College where she served as Provost and Dean of the Faculty, and Professor of Biological Sciences for 16 years. At Barnard, Boylan oversaw several major initiatives to enhance the facilities and programming of the College’s science departments, led the first systematic review of its general education requirements since the 1980s, and was involved in various faculty development and leadership projects. Prior to her work at Barnard, Boylan was associate provost for academic planning and programs at Queens College/CUNY. She was a tenured member of the biology faculty at Queens College, and served as Deputy Chair of Graduate Studies for four years; she also was on the biology faculty of the CUNY Graduate Center. She chaired the Queens College Academic Senate for three years, and was co-chair of University-wide efforts in program reform in science, technology, engineering, mathematics, and secondary education. From 1999 through 2004 she served as Commissioner on the Commission on Higher Education of the Middle States Association of Colleges and Schools.

A specialist in developmental biology and hormonal carcinogenesis, Boylan earned a Ph.D. in zoology from Cornell University and a bachelor’s degree in biological sciences from Wellesley College. She was a postdoctoral fellow in biochemistry and oncology at the University of Rochester. She has been a consultant for, among others, the National Cancer Institute, the National Science Foundation and the American Cancer Society.

Brian C. Rosenberg

Brian C. Rosenberg joined the Board of Directors of The Teagle Foundation in February 2014. Dr. Rosenberg, the sixteenth president of Macalester College, began his tenure at the college in August 2003.

Dr. Rosenberg is active nationally, serving as a member of the Leadership Circle of the Presidents’ Climate Commitment, the Council on Foreign Relations’ Higher Education Working Group, the Presidents’ Trust of the Association of American Colleges and Universities, the Presidents’ Advisory Board of the Bonner Foundation, and as a member of the board of The Teagle Foundation. He is a past chair of the board of the Associated Colleges of the Midwest, the American Council on Education’s Commission on International Initiatives and of the Presidents’ Council of Project Pericles.

Prior to becoming president, Dr. Rosenberg was dean of the faculty and an English professor at Lawrence University in Appleton, Wisconsin. Dr. Rosenberg served as an English professor and chair of the English department at Allegheny College in Meadville, Pennsylvania, from 1983 to 1998.

A Charles Dickens scholar, he has written numerous articles on the Victorian author and other subjects as well as two books: Mary Lee Settle’s Beulah Quintet: The Price of Freedom and Little Dorrit’s Shadows: Character and Contradiction in Dickens. Dr. Rosenberg served as a trustee of the Dickens Society from 2000 to 2004.

A native of New York City, he received a BA from Cornell University and an MA and a PhD in English from Columbia University.
Board Retirements

Richard L. Morrill

After a quarter-century of extraordinary service to The Teagle Foundation, Dr. Richard Morrill has retired from the Board of Directors. During his tenure, Dr. Morrill served in many capacities, including as the Foundation’s president (2010 to 2013) and Chair of the Board (2008 to 2009). In his varying roles, he always skillfully and thoughtfully led committee deliberations to successful outcomes. An eternal champion of liberal education, Dr. Morrill brought to Teagle an informed and insightful perspective on colleges and universities that only a three-time college president could provide. The Foundation is grateful to Dr. Morrill for his wisdom, talented leadership, and dedication to the Foundation.

Dr. Morrill assumed the Teagle presidency amid a challenging economic climate but led the Foundation to remain steadfast and strategic in its mission to advance the liberal arts and to strengthen faculty teaching and undergraduate student learning. As president, Dr. Morrill introduced grant initiatives which encouraged the higher education community to use data effectively by developing plans of action based on information gathered on the quality of student learning—in other words, “engaging evidence.” He also sought to explore ways in which institutions could address the evolution of faculty work and student learning through the 21st century, seeding programs that promote innovation in faculty preparation, exploration of technology in the classroom, and application of cognitive research into pedagogical practice. Infusing his academic expertise in religion and ethics, he introduced an initiative to support model course programs that encourage student exploration in the “big questions” of meaning, value, purpose, and personal and social responsibility.

Dr. Morrill continues to serve as Chancellor of the University of Richmond, an honorary position that he assumed in 1998 to serve as a goodwill ambassador for the University following his 10-year presidency. Dr. Morrill currently is a member of the board of the Richmond Symphony Foundation and of the Advisory Board of the Kenan Institute for Ethics of Duke University. He also continues to work closely with the Association of Governing Boards of Universities and Colleges (AGB) on a variety of projects and programs related to leadership and governance in higher education.

The Foundation is indebted to Dr. Morrill for his twenty-five years of remarkable service to advance the mission of The Teagle Foundation. His invaluable contributions to the Foundation’s work shall not be forgotten.
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