

The Teagle Foundation

NEWSLETTER - SPRING 2010



FROM THE PRESIDENT

"Connecting the Pieces"

In my early days as president of the Teagle Foundation, I've come to understand and appreciate in new ways the imagination and creativity of my predecessor, [Bob Connor](#). Over the past several years, Bob, Donna Heiland, and Cheryl Ching have shaped distinctive and interesting forms of philanthropy through active collaborations with grantees. I will elaborate more in other places on both the style and the content of Teagle's work as we conclude a strategic review of our programs later in the year.

During the past several months, the work of grantmaking has both evolved and continued along some familiar lines, even as we continue to adapt to the sharp challenges of lower endowment numbers and their unhappy effect on our spending formula. Nonetheless, as the list of recent grants suggest, we are continuing to develop our programs and explore new possibilities.

As a new president, I'm asking very different questions than those that I raised as a Teagle board member. As new possibilities come along, I now have to wonder how we can make various pieces of our grantmaking fit together. I'm reminded of the way my 8 year old grandson Charles so intently and skillfully assembles legos, fitting intricate pieces together from minimalist pictorial directions. When a Star Wars spaceship and its galactic creatures emerge from the plastic shapes, Charles goes on to narrate the epic struggle between the good guys and bad guys. When you put things together the right way, you have a story to tell.

Our work has parts and pieces that also create a story. We, for instance, have recently made a series of [pilot grants](#) to prominent research universities and to the Council of Graduate Schools (CGS) to explore ways to improve the preparation of graduate students for undergraduate teaching. What's different is that the programs will be focusing on ways to enlarge graduate students' understanding of how college student learn and what they can do as future teachers to improve learning. Some techniques of pedagogy may be covered, but the focus of the effort is on ways to better understand and to use evidence to raise the level of student learning. Most of the graduate

IN THIS ISSUE

[From the President](#)

[Teagle News](#)

[Recent Teagle Publications](#)

[Resources](#)

[Recent Grants](#)

TEAGLE NEWS

New Offices

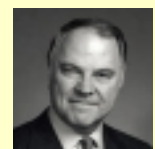
The Teagle Foundation is leaving its longtime home at Rockefeller Center and moving to

**570 Lexington Avenue
38th Floor
New York, NY 10022**

Our phone numbers and email addresses will remain the same.

Effective June 18, 2010.

Teagle President



Richard L. Morrill
[The Chronicle of Higher](#)

schools and the CGS will explore the contributions of cognitive science to understanding student learning. We expect that some of the resources to do so will come from the *Collegia* on cognitive science that Teagle funded two years ago at [universities](#) and [consortia of liberal arts colleges](#). We intend to find a way for essays and findings from several of these energetic *Collegia* to be made available to graduate students and current faculty. So, the pieces connect as part of a larger narrative on student learning.

You will find in other recent grants this same effort to combine and connect work that we have supported in the past with new opportunities. The [Center of Inquiry in the Liberal Arts at Wabash College](#) intends to enlarge its cadre of [Teagle Assessment Scholars](#) by developing a program to prepare faculty members to expand their repertoire of using evidence to improve learning, and to do so as both a resource to projects on their home campuses and at other campuses. Much of the thrust of the program is in making more effective use of information on student learning that lies fallow in different places on campus. The Foundation recognizes this to be a widespread problem. In a parallel way, the "[CLA in the Classroom](#)" project will prepare five faculty members to offer the "Classroom" program itself to other college teachers. The program puts an emphasis on developing problems from real life that can demonstrate the ability of students to use critical reasoning and effective communication to address them. Again, there are common pieces to be connected--in this case, using interested faculty to spread the work and to be a resource for others.

Looking below the surface, there are other basic themes that wind through these grants and many of those that have been made in the area of "Outcomes and Assessment" in the past few years. Whatever the instrument or method of assessment that a collaborative group might pursue, the purpose has been to generate evidence about whether the goals of liberal education are being fulfilled. But that question doubles back on itself. How should we frame the goals in the first place? In that regard, it seems clear that the focus in higher education increasingly has been on "learning outcomes," understood as broad cognitive abilities and personal and social competencies that are developed by means of studies in the arts and sciences. When we look at liberal education in this way a large range of difficult problems in today's world of higher education take on a different look. What so often seem to students to be just fragments and pieces of unconnected knowledge can get linked to vital educational, social, and vocational questions. General education and the major can be shaped into different forms, the methods of engaged learning take on a new significance as ways to re-organize aspects of the student experience, and even some of the most nettlesome questions about financing higher education can unearth new possibilities. Colleges and universities just might be able to put the pieces of learning together in new ways by re-imagining the shape of liberal education and telling a

[Education Q&A on Improving Presidential Job Reviews](#)

Teagle Senior Advisor



W. Robert Connor
[Learning Matters](#)

[Interview on the Liberal Arts in the Current Job Market](#)

**RECENT
TEAGLE
PUBLICATIONS**

Grantee White Papers

**Union College
Working Group**
[Investigating the Utility of High-Performance Computing Capabilities at Six Small Liberal Arts Colleges](#)

Teagle Essays

**W. Robert Connor and
Cheryl Ching**
[Can Learning Be Improved When Budgets are in the Red?](#)

new story.

Best wishes,

Richard L. Morrill

PS. A small selection of my essays and selected writings are now available on the Teagle website. Click [here](#).

RESOURCES

For Students

NSSE

[*A Pocket Guide to Choosing a College: Are You Asking the Right Questions on a College Campus Visit?*](#)

For Educators

David B. Potts

[*Liberal Education for a Land of Colleges*](#)

RECENT GRANTS

Outcomes and Assessment

- \$99,760 over 18 months to the Council for Aid to Education to develop the CLA in the Classroom Faculty Scholars / Critical Think Tank ([more details](#)).
- \$25,393 over 12 months to develop and implement a communication plan for *Academically Adrift: Limited Learning on College Campuses* ([more details](#)).
- \$299,632 over 36 months to the Center of Inquiry in the Liberal Arts at Wabash College for the Teagle Assessment Scholar Development Program ([more details](#)).

Fresh Thinking

For pilot projects to support Graduate Student Teaching the in the Arts and Sciences

- \$35,000 over 14 months to Columbia University for the Teagle Teaching Scholars Program: Transforming the Way that Doctoral Students are Trained to Teach ([more details](#)).
- \$34,700 over 17 months to Cornell University for the Cornell University Graduate Teaching Certificate Initiative ([more details](#)).
- \$75,090 over 12 months to the Council of Graduate Schools for Preparing Future Faculty to Assess Student Learning Outcomes: A Project to Explore National Needs and Opportunities ([more details](#)).
- \$35,000 over 13 months to Harvard University for a Meta-Seminar on Designing the "Course of

the Future": How Assessment, Cognitive Science and New Technologies are Changing Learning and Strategies for Teaching ([more details](#)).

- \$35,000 over 14 months to Northwestern University for the Northwestern Initiative for Teaching and Learning by Graduate Students ([more details](#)).
- \$35,000 over 15 months to Stanford University for Graduate Student Teaching in the Foreign Literatures ([more details](#)).
- \$35,000 over 15 months to the University of California at Berkeley for the Graduate Student Teaching Certificate at UC Berkeley: Developing a Workshop and Course Module on How Students Learn ([more details](#)).

College-Community Connections

For College Preparatory Programming at Community-Based Organizations in New York City ([more details](#))

- \$50,000 over 24 months to the Boys' Club of New York for the Independent School Placement and College Bound Program.
- \$50,000 over 24 months to East Harlem Tutorial Program for East Harlem University.
- \$50,000 over 24 months to East Side House Settlement for College Preparatory and Leadership Program.
- \$30,000 over 24 months to Jacob A. Riis Neighborhood Settlement House for OPTIONS program.
- \$50,000 over 24 months to Leadership Enterprise for a Diverse America for the LEDA Scholars Program.
- \$50,000 over 24 months to Prep for Prep for the College Guidance and Undergraduate Affairs Units.

OUR WEBSITE

Visit our website for additional resources that can help improve student learning on your campus.

www.teagle.org

AND

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