This has been a good year for the Teagle Foundation, both financially and programmatically, and we have much good news to report. We work on many fronts and in many places, but one theme runs through all of our work: concern for students and their learning. That has been a focus of the Foundation throughout the more than sixty years of its operation and it continues now, as we help young people from disadvantaged neighborhoods in New York City get ready to succeed in college, as we carry forward Mr. Teagle’s commitment to providing scholarships for the employees and their children in the corporation he served for many years, and as we support innovative programs designed to help American colleges and universities do the best possible job of educating their students.

Go to www.teaglefoundation.org/about/ar07/intro.aspx for the complete text.

There’s good news for American undergraduate students. American higher education is changing. It’s changing fast and (by and large) it’s changing in the right direction. That, at least, is what we are seeing at the Teagle Foundation.

Such optimism may not be obvious to all, so let me explain. To many people outside the enterprise American higher education looks, I suspect, like a great ocean liner, vast and powerful, with multiple decks and accommodations for a broad clientele, excellent recreational facilities, dining options for every dietary preference, excellent services of every conceivable type, state-of-the-art equipment, and talented and steadily growing support staffs. It is unquestionably the finest anywhere, something everyone else envies. But some of our fellow citizens have been wondering whether it is on course, indeed, whether it knows where it is heading, and whether it is too cumbersome to change course. Is it pricing itself out of its market? Has it become obsolete, destined to end up high and dry somewhere in an educational desert?

Go to www.teaglefoundation.org/about/ar07/ar2007essay.aspx for the complete text.

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Click here to see the Foundation’s full financial report.

SIX INFERENCES ABOUT IMPROVING STUDENT LEARNING:

1. Clear, ambitious educational goals are the starting point.
2. Systematic collection and use of evidence works.
3. Transparency is a legitimate demand.
4. Cross institutional comparisons can help.
5. Autonomy is a condition for creativity.
6. Evidence enables systematic improvement.

Resources that can help improve student learning on your campus can be found on our website at www.teaglefoundation.org.