



ANNUAL REPORT 2015-2016

Boutiques for the People

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Mission and Strategy

The Teagle Foundation works to support and strengthen liberal arts education, which we see as fundamental to meaningful work, effective citizenship, and a fulfilling life. Our aim is to serve as a catalyst for the improvement of teaching and learning in the arts and sciences while addressing issues of financial sustainability and accountability in higher education.

The Teagle Foundation supports innovation in curriculum, pedagogy, and assessment with an eye towards combining improvements in quality with considerations of cost. As an organization engaged in knowledge-based philanthropy, the Foundation works collaboratively with grantees to mobilize the intellectual and financial resources necessary to provide students with a challenging and transformative educational experience. We believe that the purposes of a liberal arts education are best achieved when colleges set clear goals for themselves and assess progress toward them in effective, well-designed ways. We bring this commitment to assessment to our own work as well, regularly evaluating the impact of our grantmaking. We disseminate our findings widely, as the knowledge generated by our grantees lies 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.

From the Chair

When The Teagle Foundation was established, in 1944, the Founder's stated objective was to "advance the well-being and general good of mankind." While this was a very general objective, Walter C. Teagle, Sr. strongly believed in the central role of education in achieving it. Thus, a commitment to education has always been at the core of the Foundation's work.

These days, we are seeing an emphasis on higher education as job preparation – specifically as training for the first job out of college. While we share concern for the employability of college graduates, we must see a deeper connection between a high-quality liberal arts education and a successful life, including a successful working life. An excellent liberal arts education cultivates in students critical thinking, analytical reasoning, and communication skills that will pay dividends both for the labor force and for our American democracy.

Over the last decade, the Foundation's unique approach to grant making has focused on supporting collaborations among institutions invested in strengthening liberal arts education. In the last five years, we have proudly awarded over 60 collaborative grants to programs advancing undergraduate teaching and learning at over 350 institutions. For a Foundation of our size, we are pleased with the scale of our reach.

We devote considerable attention to how we determine success in our funded projects and how we can combine quality with scale through dissemination of the most productive work we do with our grantees. Our recent projects have explored the application of the liberal arts in varying contexts including access and preparation for higher education, civic learning, blended online instruction, and preparing graduate students as teachers.

It has been a source of great pride and pleasure to continue work begun by my Grandfather as the Teagle Foundation pursues its mission of promoting excellence in higher education teaching and learning. We continue to dedicate our efforts to the goal of replicability so that our grantees' good work may be cast widely to increase the numbers of those who benefit from a high-quality liberal arts education that lasts a lifetime.

Walter C. Teagle III, Chair

President's Essay: Boutiques for the People

The term “boutique” has come to be used as a derogatory label for labor-intensive – or “high-touch” – programs that cannot be scaled up in their full form. That scalability has become the holy grail of higher education reform is certainly understandable, given the magnitude of the challenges and the proportion of our fellow citizens ill-served by the current system. At the same time, the dismissive attitude toward so-called boutique programs presents an occasion for some consciousness-raising.

We expect elite institutions to offer an education with the features of high quality boutiques, but, in fact, such programs can be found in less privileged contexts as well. In some cases, relatively advantaged institutions offer such programs to the relatively disadvantaged.

Let us consider a few examples, from a range of colleges and universities.

The **Metro College Success Program**, which is a partnership between San Francisco State University and the City College of San Francisco, describes itself as a “school within a school”. It provides students with a carefully structured curriculum, including a pairing of requirements for associate’s and bachelor’s degrees, as well as increased classroom engagement and personalized advising. Outcomes, aside from the educational ones, include increased persistence and timely completion rates, along with cost savings to students.

The **Honors Living Learning Community (HLLC)** at Rutgers University-Newark similarly offers the experience of a small college within a larger university while also emphasizing students’ roles in their communities; a focus on citizenship is a special feature of the HLLC. Cohorts of students take a series of interdisciplinary courses, taught by faculty and community leaders as co-instructors, and linked to the local history, economy, politics, and culture of the City of Newark. The program launched in fall 2015 and aims to have Newark residents make up two-thirds of all participants. It currently serves 90 students and expects to grow to serving 500 students within five years.

The **SEO-Skidmore Connections** program is a collaboration that brings ten students served by the New York City non-profit Sponsors for Educational Opportunity (SEO) to Skidmore College for an intensive residential liberal arts college experience during the summer, with related activities open to a wider number of SEO students during the academic year. The focus of the academic experience is Skidmore’s offerings in the liberal and studio arts.

The **Double-Discovery Center**, established at Columbia University and now a year past its golden 50th anniversary, brings 45 rising high school seniors from underserved neighborhoods to the University’s campus for a

3-week residential seminar experience, the “Freedom and Citizenship” program. Modeled on Columbia’s distinctive Core Curriculum, the program is hosted by the Center for American Studies and led by Columbia faculty with assistance from undergraduate and graduate students. DDC students study and discuss key texts of political philosophy; during the ensuing academic year they work on a collaborative project focused on issues of citizenship. Graduates of the program tend to go on to some of our nation’s most distinguished colleges and universities. The bi-directionality of the name “Double Discovery” indicates that participants coming from different life experiences have much to learn from one another.

Information on all of these programs is easily available on-line. They vary not only in their size, but also in their admissions selectivity: some look for exceptionally promising young people, while others prefer to take a more open approach. While these programs share an interest in improving their assessment strategies, both quantitative and qualitative data thus far show that they are making a significant difference in the subsequent experience of their participants.

I describe these examples not to deny the importance of being able to serve far larger numbers of students. Some developments in the area of access and success show special promise of scalability: for example, the ongoing development of on-line advising tools can help students both in preparing for college and progressing through their studies once they have entered. Hybrid approaches to instruction also offer ways to reach a larger audience. At the same time, face-to-face, non-virtual personal relationships (something that apparently remains important to our species despite the rapid advance of technology) seem to play a special role in transforming life chances. Such intensive programs may also be especially effective in turning out future leaders.

We can all agree that the perfect should not be the enemy of the good. At the same time, we should be clear-eyed about what we may have to sacrifice in terms of quality when we seek to serve that greater good. And we should wonder whether seeking to bring good programs to scale means that we should be abandoning more perfect smaller-scale programs. If the rich get to have jewels, why shouldn’t at least some of the non-rich get to have them as well?

Marie-Antoinette became infamous for her “let them eat cake” remark (which may not, in fact, be something she ever actually said). Putting a very different spin on this utterance: even as we strive to provide bread for greater and greater numbers of those who need it, why can’t we serve at least some of them cake as well?

Judith R. Shapiro, President

Grants

*Note: The Foundation has shifted the timing of annual reports to coincide with its fiscal year (July 1 - June 30). To account for this transition, the listing of grants below reflects those issued in the full calendar year 2015 (January 1-December 31, 2015) and the overlapping fiscal year (July 1, 2015-June 30, 2016).

A LARGER VISION FOR STUDENT LEARNING: EDUCATION FOR CIVIC AND MORAL RESPONSIBILITY

Project Pericles, Convening for Creating Cohesive Paths to Civic Engagement (\$20,000 over 6 months)

Reacting to the Past Consortium, Barnard College (\$100,000 over 24 months)

COLLEGE-COMMUNITY CONNECTIONS: PHASE IV

Double Discovery Center & Columbia University, Freedom and Citizenship: Explorations in Ancient, Modern and Contemporary Thought (\$90,000 over 12 months)

Harlem Educational Activities Fund, College Quest (\$45,000 over 12 months)

Harlem RBI & SUNY Old Westbury, College-Community Connections Program (\$90,000 over 12 months)

Henry Street Settlement, Expanded Horizons Program (\$45,000 over 12 months)

Union Settlement Association & Drew University, Building Bridges to (and from) the Liberal Arts: A Partnership between Union Settlement Association and Drew University (\$90,000 over 12 months)

COLLEGE-COMMUNITY CONNECTIONS: PHASE V

BronxWorks & Fordham University, The History Makers Scholars Program (\$300,000 over 36 months)

CAMBA & Brooklyn College, CAMBA and College Now at Brooklyn College's Leading to College Program at the School for Democracy and Leadership (\$300,000 over 36 months)

Children's Aid Society & New York University, EXCEL in Writing, Thinking, and Inquiry (\$300,000 over 36 months)

Double Discovery Center & Columbia University, Freedom and Citizenship: Explorations in Ancient, Modern, and Contemporary Thought (\$300,000 over 36 months)

Harlem Educational Activities Fund & Drew University, Access and Academics: Pathways to College and the Liberal Arts (\$300,000 over 36 months)

Sponsors for Educational Opportunity & Skidmore College, SEO-Skidmore Connections (\$300,000 over 36 months)

COLLEGE-COMMUNITY CONNECTIONS: INDIVIDUAL COMMUNITY-BASED ORGANIZATIONS

The Boys' Club of New York, Independent School Placement & College Access Program (\$50,000 over 24 months)

East Harlem Tutorial Program, College Access & Success Program (\$50,000 over 24 months)

East Side House Settlement, College Retention and Placement Coordinator (\$50,000 over 24 months)

Fresh Air Fund, College Connections Program (\$50,000 over 24 months)

Jacob A. Riis Neighborhood Settlement House, Riis Academy College Access Program Continuation (\$50,000 over 24 months)

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

FACULTY PLANNING & CURRICULAR COHERENCE

Association of American Colleges and Universities, Purposeful Pathways: Faculty Planning for Curricular Coherence (\$50,000 over 7 months)

Borough of Manhattan Community College, Bronx Community College, Stella and Charles Guttman Community College, Alignment of Learning Outcomes and Course Sequences for Remedial and Introductory College-Level Quantitative Curricula (\$27,250 over 5 months)

Borough of Manhattan Community College, Hostos Community College, and Stella and Charles Guttman Community College, PRIME (Project for Relevant and Improved Mathematics Education) (\$300,000 over 36 months)

The University of Texas at Rio Grande Valley, Arlington, Dallas, El Paso, Permian Basin, San Antonio, and Tyler, Embedding Liberal Arts Core Curriculum in Professional Degree Pathways (\$300,000 over 18 months)

Yale-National University of Singapore, Disseminating Innovation in Liberal Arts Core Curriculum Design (\$50,000 over 12 months)

GRADUATE STUDENT TEACHING IN THE ARTS & SCIENCES

American Economic Association, Graduate Student Training in the Teaching of Economics (\$25,000 over 7 months)

The Futures Initiative, Graduate Center, City University of New York, Liberal Arts for the New Majority (\$50,000 over 16 months)

HYBRID LEARNING & THE RESIDENTIAL LIBERAL ARTS EXPERIENCE

Lehigh Valley Association of Independent Colleges, Implementation Grant: Hybrid Learning and the Residential Liberal Arts Experience (\$280,000 over 36 months)

LeMoyne College, Nazareth College, Ithaca College, Siena College, and Canisius College, Integrating Foreign Language Studies into Undergraduate Preparation for the Professions (\$25,000 over 6 months)

Hope College and the Midwest Hybrid Learning Consortium, Hybrid Liberal Arts Network: High Touch Learning for the 21st Century (\$310,000 over 30 months)

LIBERAL ARTS AND THE PROFESSIONS

The Aspen Institute, Aspen Undergraduate Business Consortium (\$25,000 over 6 months)

The Aspen Institute, Aspen Undergraduate Business Consortium (\$150,000 over 18 months)

California State University (CSU) Northridge, CSU Los Angeles, CSU Chico, California State Polytechnic University-Pomona, Vertical Integration of the Liberal Arts in Engineering Education (\$25,000 over 5 months)

Cleveland State University, Case Western University, University of Akron, California State University-Chico, Applying “Public Sphere Pedagogy” to Integrate the Liberal Arts in the Professions (\$24,000 over 5 months)

Franklin & Marshall College, Bucknell University, and University of Pennsylvania, Redrawing the Map for Liberal Learning in the Undergraduate Business Curriculum: A Heterogeneous Exploration Addressing All Stages of the Student Experience (\$280,000 over 36 months)

George Washington University, University of Miami, and Washington & Lee University, An Internationalized Liberal Arts Curriculum for Undergraduate Business Education (\$170,000 over 36 months)

Interfaith Youth Core, Bridging the Liberal Arts and Professional Education (\$250,000 over 24 months)

Keene State College, Fort Lewis College, Massachusetts College of Liberal Arts, University of North Carolina-Asheville, Infusing Humanities and Social Science Perspectives into STEM (\$25,500 over 5 months)

Rochester Institute of Technology, Harvey Mudd College, Kettering University, Lawrence Technological University, Franklin W. Olin College of Engineering, Worcester Polytechnic Institute, Integrating the Liberal Arts through the Grand Challenge Scholars Program Framework (\$398,000 over 36 months)

St. John Fisher College, Nazareth College, Alfred University, Monroe Community College, Embedding the Liberal Arts in Undergraduate Business Programs (\$50,000 over 30 months)

Shimer College and the Illinois Institute of Technology, An Evolving Heritage of Innovation and Collaboration (\$21,000 over 8 months)

Southeastern Pennsylvania Consortium for Higher Education, In Service: Strengthening Professional Formation through the Liberal Arts (\$41,000 over 9 months)

State University of New York (SUNY) Plattsburgh, SUNY Cortland, SUNY Oneonta, SUNY Oswego, Developing a “Common Problem” Approach to Integrate the Liberal Arts in the Professions (\$25,000 over 5 months)

York College, Brooklyn College, City College, Medgar Evers College (City University of New York), Braiding Liberal Arts, Sciences, and Teacher Education (\$25,000 over 8 months)

DISSEMINATION

American Society for Engineering Education, Disseminating Case Studies on Engineering-Enhanced Liberal Arts Education (\$15,000 over 12 months)

Associated Colleges of the Midwest, Creating an Online Mini-Course to Advance Faculty Understanding of the Economics of Liberal Arts Colleges (\$115,000 over 18 months)

Association of Governing Boards of Universities and Colleges, Revitalizing Shared Governance for the 21st Century (\$50,000 over 14 months)

National Academy of Sciences, How People Learn II: The Science and Practice of Learning (\$50,000 over 12 months)

Social Science Research Council, Dissemination Plan for the Measuring College Learning Project (\$50,000 over 12 months)

University of Southern California, Capacity Building and Disseminating Tools for Implementing Future Faculty Models, (\$25,000 over 24 months)

SPECIAL PROJECTS

Clemente Course the Humanities, Clemente Veterans' Initiative (\$150,000 over 26 months)

Emerson College, The Civic Media Consortium (\$300,000 over 34 months)

Excelencia in Education, National Latino Student Success Funders Group (\$10,000 over 12 months)

Graduate NYC!, College Completion Innovation Fund (\$127,650 over 48 months)

Graduate NYC, Collaborative Curriculum Revision and Pedagogy: Bridging the High School to College Transition and Improving Teaching Practice (\$125,000 over 33 months)

Great Lakes Colleges Association, The GLCA Center for Teaching and Learning (\$300,000 over 38 months)

New York City Department of Youth and Community Development and the City University of New York's (CUNY) John F. Kennedy, Jr. Institute for Worker Education, Building Leadership Workshop (\$25,000 over 12 months)

Prisoner Reentry Institute at John Jay College of Criminal Justice, Liberal Arts beyond the Academy (\$150,000 over 24 months)

Skidmore College, University at Albany State University of New York, Hamilton College and Colgate University, Teaching and Learning with Museums: A Collaborative Project to Develop Museum-Based Pedagogies (\$222,500 over 36 months)

That Can Be Me, Inc., Books@Work (\$150,000 over 24 months)

Warrior-Scholar Project, Warrior-Scholar Project Expansion (\$150,000 over 24 months)

Board of Directors

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Program Director
Alfred P. Sloan Foundation

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Former Vice President, Public
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Pauline Yu
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American Council of Learned
Societies

Board Transitions

Board Retirement

Barbara P. Robinson

Ms. Barbara Robinson served as a dedicated member of the Board of Directors from 2005 through 2016. The Foundation is grateful for her expertise and talents that were generously applied across many areas of the organization.

During her tenure, Ms. Robinson participated in the audit and compensation committee as well the governance and nominating committees, leading the latter as committee chair for five years. Given the Foundation's commitment to assessment of its grant-funded programs, she directed an effort to apply similar principles among its directors with the development of an annual Board assessment process. Ms. Robinson, an alumna and Trustee Emeritus of Bryn Mawr College, was a frequent participant in Foundation-sponsored gatherings with grantees and community thought-leaders committed to the advancement of liberal arts education.

Ms. Robinson is a retired partner of Debevoise & Plimpton. She was the first woman to serve as President of The Association of the Bar of the City of New York and was the first woman partner at Debevoise. An avid gardener, Ms. Robinson spent time during a sabbatical from the firm working for Rosemary Verey and is the author of the 2012 biography, *Rosemary Verey: The Life and Lessons of a Legendary Gardener*.

New Board Members

Ben Soraci

Ben Soraci joined the Board of Directors of the Teagle Foundation in February 2016. He serves as President of the ExxonMobil Foundation, where he is responsible for the primary philanthropic arm of the ExxonMobil Corporation. As a member of the ExxonMobil Foundation Board of Trustees, he manages the corporation's philanthropic initiatives that focus on advancing math and science education in the United States, equipping women in developing countries with the resources they need to fulfill their economic potential and combatting malaria. He also serves as General Manager of Public and Government Affairs at ExxonMobil Corporation. In this capacity, Mr. Soraci is responsible for government affairs activities for all of its operational affiliates in the upstream, downstream and chemical sectors worldwide. Saskia Levy Thompson

Saskia Levy Thompson

Saskia Levy Thompson joined the Board of Directors of the Teagle Foundation in May 2016. She is a program director within the Carnegie Corporation of New York's Education program, where she manages the New Designs to Advance Student Learning portfolio. Ms. Thompson oversees grantmaking aimed at advancing school and system models that enable students to develop the knowledge, skills, and dispositions needed for future success.

Staff

Judith R. Shapiro
President

Gwen Robbins
Office Manager

Loni M. Bordoloi
Program Director

Desiree Vazquez Barlatt
Program Officer

Ann-Marie Buckley, CPA
Chief Financial Officer

Eli Weinberg, CPA
Treasurer

Staff Transitions

Staff Retirement

Eli Weinberg

Eli Weinberg joined the Teagle Foundation in 1997 as Treasurer. In that capacity, he was responsible for managing the Foundation's portfolio, as well as the overall financial operations of the Foundation's grant making activities. For nearly two decades, he added value to the endowment with his financial expertise, critical eye, quick mind, and sharp questions. He embodies the spirit of the Foundation, exhibiting a genuine concern for the well being of his colleagues and for philanthropy in general.

Mr. Weinberg will continue to serve the Foundation as a part-time advisor.

Other Transitions

With the retirement of Mr. Weinberg, Ms. Ann-Marie Buckley assumed the role as Treasurer to the Foundation as of July 2016.

The Foundation extends its gratitude to **Ms. Jennifer Dale** who transitioned from her role after 7 years of service. It is pleased to welcome Ms. Gwen Robbins as Office Manager as of April 2016.