



ANNUAL REPORT 2021

Staying the Course



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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 believes that all students, regardless of major, should have an opportunity to experience the liberal arts. Liberal education entails engagement with the most challenging ideas of past and present. It fosters humility, curiosity, empathy, and concern for others. It helps young people shape lives of meaning, purpose, and informed participation in the democratic process. We believe that the opportunity to experience such an education is part of the promise of our democracy, and that it must not be restricted to the privileged few.

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 needed resources and were “desirous of obtaining some form of educational advantage.”

Walter Teagle graduated from Cornell University in 1899 and maintained close ties with the 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 chair 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

I have long admired the Teagle Foundation for its efforts to strengthen the quality of a liberal arts education through catalytic grantmaking to the nation's colleges and universities. I am honored now to serve as Chair of its Board of Directors.

As I step into this new role, I'd like to acknowledge Walter C. Teagle III, now Chairman Emeritus, for his steadfast devotion to the Teagle Foundation. Our Board has benefitted from his perspectives on the future of undergraduate higher education, particularly efforts to assist institutions and faculty seeking new ways to ensure that student engagement with the whole spectrum of the liberal arts is fully realized.

While humanities programs are being cut by some institutions, often in connection with increases in programs in pre-professional fields, the Teagle Foundation remains committed to ensuring that the learning associated with study of the liberal arts is meaningfully embedded in college curricula across the country. The pandemic has shed new light on the importance of engaging students with the humanities and humanistic social sciences, which help all of us grapple with tough moral questions. Since early last year, we Americans have faced many moral dilemmas: about unequal access to education at all levels, the fragility of our public health systems, our cultural reference points, and our global responsibilities in an increasingly interdependent world. Our country has faced difficult questions too about racial reckoning and the strength of our democratic institutions. Humanities education writ large is an integral part of the groundwork of our democracy, and helps to equip our future citizens and our leaders to address fundamentally difficult questions.

This year, the Foundation has maintained focus in its core program areas: strengthening undergraduates' engagement with the humanities, knowledge of American democratic institutions, helping high school students prepare for a liberal arts education in college, and supporting students transferring from community college into four-year liberal arts institutions. Our shorthand descriptors for these four program strands are *Cornerstone: Learning for Living*, *Education for American Civic Life*, *Knowledge for Freedom*, and *Transfer Pathways to the Liberal Arts*.

Each serves distinct populations of students from high school through college. All share first principles and pedagogical models that inform the effective practices of teaching; and all are dedicated to improving how students see themselves as active and successful learners.

Each major program area has its own back story, built carefully through pilot efforts and planning grants to full implementation projects that require a larger vision and broader base of support. We invite you to learn more about the characteristics of Teagle's distinctive programs and its most recent work in this 2021 Annual Report.

--Elizabeth S. Boylan, Chair

President's Essay: Staying the Course

At this writing (December, 2021), almost two years after the first cases of Covid-19 were identified in the United States, we remain in a struggle between the resilience of human beings and the resilience of the virus. Sooner or later, the former will prevail over the latter. But while we wait, some of the damage the pandemic has inflicted on students, faculty, and institutions of higher learning is becoming clear:

- The pandemic has greatly accelerated the stratification of U.S. higher education. What was already a gap between have- and have-not institutions has widened into a gulf. Elite private—and some flagship public—institutions have combined austerity measures with unprecedented gains in endowment returns (sometimes in the billions of dollars) and have emerged with an array of opportunities to invest in current services and new initiatives. By contrast, fragile liberal arts colleges as well as public open-access institutions suffered debilitating tuition losses as enrollments declined. These institutions now face significant—even existential—financial challenges.
- The pandemic has intensified the mental health crisis among college students. Students enrolled in college during the period of “Zoom” and “social distancing” have been battered by feelings of isolation and anxiety, while many high school juniors and seniors who had expected to move on smoothly to college have either postponed their dreams (enrollment in community colleges fell around 10%) or arrived at college with deficient preparation—sometimes severely so—both academically and psychologically.
- The pandemic drove a great deal of teaching out of the physical classroom into the virtual classroom. Many questions remain about which aspects of this transformation are temporary or permanent—or, more likely, some complex and unstable combination of the two.

In the face of these realities, we at the Teagle Foundation remain resolute on behalf of our mission to advance the cause of liberal education for *all* students, with special attention to those who face limited opportunities that have been further limited by a disease that is, among other things, exposing cruel inequities in our society.

One way we seek to serve underserved students is through our effort to establish a national network of *Knowledge for Freedom* (KFF) programs. These programs invite high school students from low-income families to engage with humanity's deepest questions about leading lives of purpose and civic responsibility. KFF provides college-level summer seminars on classic texts led by college faculty with the assistance of undergraduate students who serve as tutors and mentors, as well as academic year programs that help with the college-preparation and application process that can be daunting to students whose families have not

previously sent a child to college. Many excellent “bridge” or “pipeline” programs exist in our country with a focus on Science, Technology, Engineering, and Mathematics (STEM)— and while we applaud all efforts to achieve greater equity, diversity, and inclusion in these increasingly important fields, there is an equally urgent need to promote educational opportunity in history, philosophy, literature, and the arts. Young people need to become informed about how human beings have debated and developed ideas about meaning, responsibility, beauty, and value. These are among the issues at stake in the fields we call the “humanities,” and they must be part of the education of as many young people as possible if we are to sustain a healthy democracy.

A second Teagle initiative entitled *Transfer Pathways to the Liberal Arts*, in partnership with the Arthur Vining Davis Foundations, is designed to broaden opportunity for students whose chances to experience a liberal education are too often blocked by limited resources or simply by a lack of reliable information. Working with consortia in eight states, we are seeking to facilitate transfer from community colleges to four-year private liberal arts colleges for the many students who dream of going on from the A.A. degree to earn a baccalaureate degree. All too often, such students believe that private colleges are beyond their reach. Those who hope to make the leap are often discouraged by impediments such as course alignment, credit loss, and other bureaucratic obstacles that become financially burdensome by lengthening time to degree, and can be eliminated without compromising quality or institutional autonomy.

Under the rubric of our initiative on *Education for American Civic Life*, we are giving careful thought to how our colleges can help to counter the polarization, anger, and intolerance that are poisoning American civic life. These grants reflect our conviction that a major purpose of college is to help students comprehend the promise, however unfulfilled, of our nation’s founding ideals—representative government, individual liberty, the rule of law—and that such comprehension requires a grasp of the lived experience of people who may live in physical proximity to one another but who inhabit vastly different social, cultural, and economic worlds.

In partnership with the National Endowment for the Humanities, we are also pressing forward with our *Cornerstone: Learning for Living* initiative—an ambitious effort to promote the reform and revitalization of General Education as an indispensable part of every student’s college experience. Since its inception roughly a year ago, [30 institutions](#) around the country—from [Stanford University](#) to [SUNY Onondaga Community College](#)—are in the planning or implementation phases of adapting the Cornerstone model pioneered at Purdue University, whereby first-year students, most of whom aim for a technical or pre-professional degree, encounter the salutary shock of great works of literature, philosophy and art under the guidance of faculty devoted to broadening their minds and helping them develop as whole persons. As my colleague Loni Bordoloi Pazich and I wrote in *Inside Higher Ed*, we feel that the Cornerstone initiative is more urgent than ever. The pandemic has vividly confirmed how urgently faculty are needed to engage undergraduates with humanistic questions. We are encouraged not only by the large student interest in *Cornerstone: Learning for Living*, but by early signs that it is creating new teaching opportunities for recent humanities Ph.D.s, who have been facing long odds against achieving careers in teaching and scholarship.

It would be a great national misfortune if the pandemic were to persuade yet more students, faculty, academic leaders, and legislators of something that too many already believe: namely, that liberal education is a luxury that should be reserved for the privileged few. In fact, the imperative of liberal education has never been more evident—and no one should be foreclosed from experiencing it. The pandemic has raised not only scientific and technical questions about the etiology, behavior, and treatment of disease, but also equally difficult moral, political, and historical problems about how to comprehend and respond to its effects: How should the risk of illness be balanced with the cost of quarantines and closures? How can individual liberties be reconciled with the public good? What is the meaning of national sovereignty when pathogens cross borders in a flash? How can we explain the history of our own nation's savage inequities in healthcare and quality of life? These are humanistic questions, and we must prepare young people for thinking about such questions without ignorance, rancor, or prejudice.

No one should doubt that the aftermath of this crisis will be the prelude to the next. Whether in normal times or times of emergency, a collective reckoning on what we value as a society will be impossible without the context and capacities cultivated by a liberal education. We at the Teagle Foundation believe that our colleges and universities must recommit themselves to sustaining hope, and to defeating the universal human temptation to seek hope in one kind of absolutism or another.

--Andrew Delbanco, President

Grants

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. The Foundation strengthens teaching and learning in the arts and sciences through grants that support concrete changes in curriculum, pedagogy, and faculty professional development that ultimately improve and enliven the educational experience of undergraduate students.

Grants in this fiscal year were made nationally to colleges and universities, higher education consortia, and other relevant organizations under our major initiatives: *Cornerstone: Learning for Living*, *Knowledge for Freedom*, *Education for American Civic Life*, and *Transfer Pathways to the Liberal Arts*. Special Project grants were also made.

The Teagle Foundation virtually convened our grantees to ensure that they have an opportunity to learn from each other. The virtual format also allowed the Foundation to hold workshops for prospective grantees to learn more about the work of the Foundation.

*Note: The following grants reflect those issued during fiscal year 2021 (July 1, 2020-June 30, 2021).

CORNERSTONE: LEARNING FOR LIVING (with co-funding from the National Endowment for the Humanities)

American University, Creating a Common Intellectual Experience and Expanding the “Lincoln Scholars” Certificate Program at AU (\$250,000 over 24 months)

Bard College, Expanding Engagement with Transformative Texts (\$50,000 over 12 months)

Clemson University, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Colorado State University, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Florida International University, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Herbert L. Lehman College of the City University of New York, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Linn-Benton Community College, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Lorain County Community College, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Michigan State University, Planning for *Cornerstone: Learning for Living* (\$24,000 over 12 months)

Millsaps College, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Modern Language Association, Disseminating the *Cornerstone: Learning for Living* Model (\$50,000 over 12 months)

New American Colleges & Universities, Disseminating the *Cornerstone: Learning for Living* Model (\$25,000 over 12 months)

Penn State Berks, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Project Pericles, Disseminating the *Cornerstone: Learning for Living* Model (\$25,000 over 12 months)

Rochester Institute of Technology, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Saint Louis University, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Southern Education Foundation, Disseminating the *Cornerstone: Learning for Living* Program Model at Historically Black Colleges and Universities (\$50,000 over 12 months)

Stanford University, Implementing a Common Intellectual Experience and Humanities-Centric Pathways (\$250,000 over 24 months)

SUNY Onondaga Community College, Launching the Enduring Question Pathway at OCC (\$250,000 over 24 months)

The Catholic University of America, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

The Ohio State University, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

Thomas Jefferson University, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

University of Michigan-Flint, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

University of Nevada, Las Vegas, Expanding Engagement with Transformative Texts (\$150,000 over 24 months)

University of Notre Dame, Launching the “Cornerstone Lab” for Creating a Common Intellectual Experience for Students, (\$250,000 over 24 months)

University of Wisconsin-Green Bay, Planning for *Cornerstone: Learning for Living* (\$30,000 over 12 months)

University of Wisconsin-Platteville, Planning for *Cornerstone: Learning for Living* (\$30,000 over 12 months)

Ursinus College, Expanding Engagement with Transformative Texts (\$65,000 over 24 months)

KNOWLEDGE FOR FREEDOM

Boston University, The One and the Many at BU (\$300,000 over 42 months)

Columbia University, Teagle Humanities Fellowship Program (\$30,000 over 12 months)

Dickinson College, House Divided Project (\$300,000 over 42 months)

Elon University, Planning for *Knowledge for Freedom* (\$25,000 over 12 months)

George Fox University, Summer Humanities Liberation Scholars (\$300,000 over 36 months)

New York University, *Knowledge for Freedom* at NYU Wagner Graduate School of Public Service (\$300,000 over 31 months)

North Central College, Planning for *Knowledge for Freedom* (\$25,000 over 12 months)

Queens Community House and City University of New York, Planning for *Knowledge for Freedom* (\$25,000 over 12 months)

Stony Brook University, Academy of Civic Life (\$300,000 over 46 months)

The Catholic University of America, Planning for *Knowledge for Freedom* (\$25,000 over 12 months)

University of Dallas, Planning for *Knowledge for Freedom* (\$25,000 over 12 months)

University of Rhode Island, Planning for *Knowledge for Freedom* (\$25,000 over 12 months)

Valdosta University, Planning for *Knowledge for Freedom* (\$25,000 over 12 months)

EDUCATION FOR AMERICAN CIVIC LIFE

The City College of New York Colin Powell School for Civic and Global Leadership, *Education for Civic Life* Planning Grant (\$35,000 over 12 months)

Community Learning Partnership, DeAnza College, Macomb Community College, Minneapolis College, Salt Lake Community College, Los Angeles Trade Tech Community College, City College of New York, and West Chester University, US Government for All: Ideals and Possibilities (\$300,000 over 24 months)

Drexel University, Planning Grant for *Education for American Civic Life* (\$25,000 over 12 months)

Southeastern University and Ball State University Teachers College, *Education for American Civic Life* Planning Grant (\$40,000 over 12 months)

St. John Fisher College, *Education for American Civic Life* Planning Grant (\$25,000 over 12 months)

University of North Carolina Wilmington, *Education for American Civic Life* Planning Grant (\$25,000 over 12 months)

Western Colorado University, *Education for Civic Life* Planning Grant (\$25,000 over 12 months)

TRANSFER PATHWAYS TO THE LIBERAL ARTS (with co-funding from the Arthur Vining Davis Foundations)

Associated Colleges of Illinois, Planning for *Transfer Pathways to the Liberal Arts* (\$25,000 over 12 months)

Association of Independent California Colleges and Universities, Planning for *Transfer Pathways to the Liberal Arts* (\$50,000 over 12 months)

Belmont University, Nashville State Community College, Columbia State Community College, and Volunteer State Community College, Planning for *Transfer Pathways to the Liberal Arts* (\$25,000 over 12 months)

Eckerd College, Barry University, Edward Waters College, Florida Memorial University, Rollins College and University of Miami, Planning for *Transfer Pathways to the Liberal Arts* (\$50,000 over 12 months)

Maryland Independent Colleges and Universities Association, Planning for *Transfer Pathways to the Liberal Arts* (\$50,000 over 12 months)

New England Board of Higher Education, Planning for *Transfer Pathways to the Liberal Arts* (\$50,000 over 12 months)

Ohio Foundation of Independent Colleges and Council of Independent Colleges, Launching the Ohio Consortium for *Transfer Pathways to the Liberal Arts* (\$400,000 over 24 months)

Virginia Foundation for Independent Colleges, Planning for *Transfer Pathways to the Liberal Arts* (\$35,000 over 12 months)

SPECIAL PROJECTS

American Historical Association, *Racist Histories and the American Historical Association* (\$50,000 over 12 months)

American Historical Association, *Emergency Relief* (\$5,000 over 12 months)

Anchor Institutions Task Force, *Anchor Fellows Program* (\$25,000 over 12 months)

East Side House Settlement, *Student Emergency Relief Fund* (\$25,000 over 12 months)

ExpandedED Schools, Youth Empowerment Summer (\$100,000 over 12 months)

Foundation for California Community Colleges, California Guided Pathways 2.0 (\$300,000 over 24 months)

Fresh Air Fund, Student Emergency Relief Fund (\$25,000 over 12 months)

Graduate NYC, The College Completion Innovation Fund (\$100,000 over 12 months)

Interfaith Youth Core, California State University-Bakersfield, Purdue University, Utah Valley University, Civic Approaches to Teaching about Religious Diversity in General Education (\$150,000 over 24 months)

Jacob A. Riis Neighborhood Settlement House, Student Emergency Relief Fund (\$25,000 over 12 months)

John Jay College of Criminal Justice, Transforming the John Jay Justice Core: A Humanistic Approach (\$200,000 over 24 months)

Rutgers University-Newark and Rutgers University-Camden, Student Emergency Relief Fund (\$100,000 over 12 months)

Southern Education Foundation, Strengthening Liberal Education at HBCU's (\$10,250 over 12 months)

Board of Directors

The Teagle Foundation Board of Directors is led by Elizabeth S. Boylan.

The chairs of the board committees for Program, Investment, Governance & Nominating, and Audit & Compensation are, respectively, Brian Rosenberg, Grant Porter, Pauline Yu, and W. Scott Essex.

The Teagle Foundation staff, led by President Andrew Delbanco, is privileged to engage in the work of advancing the liberal arts.

Elizabeth S. Boylan
Senior Fellow
Alfred P. Sloan Foundation
Provost and Dean of the Faculty
Emerita
Barnard College

Andrew Delbanco
President
The Teagle Foundation
Alexander Hamilton Professor of
American Studies
Columbia University

Scott Essex
Partner
Partners Group

Jayne Keith
President
Jayne W. Teagle, Inc.

Philip B. Pool, Jr.
Chairman
iCapital Network, Inc.

Grant Porter
Global Chairman, Investment
Banking
Co-Chairman, Global Natural
Resources Banking
Barclays

Brian Rosenberg
President Emeritus
Macalester College
President-in-Residence
Harvard Graduate School of
Education

Kate Shae
Vice President, Corporate Financial
Services
Exxon Mobil Corporation

Walter C. Teagle, III
President
Teagle Management, Inc.

Saskia Levy Thompson
Program Director, New Designs
Carnegie Corporation of New York

Pauline Yu
President Emeritus
American Council of Learned
Societies

Incoming Directors (7/1/2021)

Mary Dana Hinton
President
Hollins University
President Emerita
College of St. Benedict

Sheryl Hilliard Tucker
Executive Director
The Board Challenge

Board Transitions

Elizabeth S. Boylan

Elizabeth S. Boylan became Chair of the Board of Directors of the Teagle Foundation on July 1, 2021. She was elected to the Board in 2014. Dr. Boylan directed the Alfred P. Sloan Foundation's programs on STEM (science, technology, engineering, and mathematics) Higher Education from 2011 to 2020. She served as provost and dean of the faculty at Barnard College from 1995 to 2011. We warmly welcome Dr. Boylan as Chair.

Walter C. Teagle, III

The Foundation extends its deep gratitude to Walter C. Teagle, III who is now Chairman Emeritus on the Foundation's Board of Directors, having previously served as Chair from 2009 to 2021. Mr. Teagle is the President of Teagle Management Company, a private investment consulting firm. Previously, he was the Founder and General Partner of Groton Partners, a small merchant banking firm. We give profound thanks to Mr. Teagle's contributions as Chair of the Board of Directors and his long-standing support of the Foundation's work.

Alondra Nelson

Alondra Nelson was appointed to the Board of Directors in 2020. In 2021, she was subsequently appointed Deputy Director for Science and Society in the White House Office of Science and Technology Policy and transitioned off of the Board to pursue that position. Dr. Nelson is the Harold F. Linder Professor at the Institute for Advanced Study and past president of the Social Science Research Council.

Kenneth Cohen

Kenneth Cohen retired from the Board of Directors after twenty-one years of exemplary service (2000-2021). Mr. Cohen serves as chair of the board of the National Math and Science Initiative, Inc. He has retired as Vice President for Public and Government Affairs of the ExxonMobil Corporation, where he had worldwide responsibility for its government relations, communications, media relations, global community relations and corporate brand activities. Mr. Cohen earned his LL.M. from Yale Law School and his J.D. from Baylor Law School. He did his undergraduate work at Northwestern University.

Blanche Goldenberg

Blanche Goldenberg retired from the Board of Directors after nine years of exemplary service (2012-2021). Prior to her retirement, Mrs. Goldenberg served as CEO of The Balf Company, a wholly owned subsidiary of Oldcastle Materials Group. Mrs. Goldenberg is a Trustee Emeritus and Presidential Councilor of Cornell University from which she holds a BA in Government.

Staff

Andrew Delbanco
President

Ann-Marie Buckley, CPA
Chief Financial Officer

Loni Bordoloi Pazich
Program Director

Tamara Mann Tweel
Program Director


Gwen Robbins
Program Associate

Annie W. Bezbatchenko
Senior Program Officer

Staff Transitions

Annie W. Bezbatchenko

The Foundation welcomes Annie W. Bezbatchenko as Senior Program Officer at The Teagle Foundation, supporting both institutional and civic initiatives. She has been involved with the Foundation since 2011, and joined in this capacity in 2021.



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