

The Teagle Foundation

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Over the past few months, the Teagle Foundation has released a range of new resources which we think you might be interested in:

- A [new podcast series](#) modeled after those old-time radio dramas, the Indiana Jones adventure films, and Platonic dialogues;
- More [podcast interviews](#), including one with President Catharine Bond Hill of Vassar College on college rankings;
- An ongoing [web dialogue](#) about student religious engagement in the classroom;
- New [White Papers](#) on strengthening undergraduate student learning;
- An [annotated bibliography](#) which explores the changing understanding of the brain, memory, retention, and other related issues, and what this knowledge can tell us about student learning during late adolescence and early adulthood;
- Two new [Requests for Proposals](#) one targeting consortia of liberal arts colleges and the other geared for research universities.

Bob Connor

NEW PODCAST SERIES—[The Amazing Adventures of Indigo Jones, Classical Archaeologist!](#)

What happens when swashbuckling classical archaeologist (and acclaimed teacher-scholar) [Indigo Jones](#) becomes a pro-assessment crusader? Does he anger his colleagues in the academic establishment—or worse yet, the gods (!)—with his insistence on assessing student learning in concrete and measurable ways? Join Indigo and his skeptical classicist friend, Euthyphro Latham, as they engage in a lively battle of wits over the assessment controversy. Cliffhanger suspense included!

NEW PODCAST INTERVIEWS—Two audio interviews have been added to [our growing collection](#). In these latest installments, Bob Connor interviews:

- [Catharine Bond Hill](#), president of Vassar College, on college rankings.
- [Steven Tepper](#), associate director of the Curb Center for Art, Enterprise and Public Policy at Vanderbilt University, on the "creative campus".

Please email Cheryl Ching (cdching@teaglefoundation.org) if you would like to receive notifications about new podcast installments.

NEW BLOG—The Religious Engagements of American Undergraduates

Launched in July 2007, this web dialogue kicks off with [six thoughtful entries](#) on the impact of students' religious engagements both inside and outside the classroom. The authors are: Joel Carpenter (Calvin College), Celia Chazelle (The College of New Jersey), John Churchill (Phi Beta Kappa), Stanley Katz (Princeton), Samuel Speers (Vassar College), and Sydney Watts (University of Richmond). We invite you to join in on the conversation.

NEW PUBLICATIONS—[White Papers](#) from Teagle Fresh Thinking Working Groups

Just in are these new publications resulting from the work of five “college-based” working groups which Teagle funded in November 2005:

- Calvin College – [“Strengthening Liberal Arts Education by Embracing Place and Particularity”](#)
- College of Saint Benedict / Saint John’s University – [“Controversial Conversations at a Faith Based Liberal Arts College”](#)
- Lawrence University – [“Lawrence Fellows in Liberal Arts and Sciences: A Two Year Study”](#)
- Mount Holyoke College – [“Global Education for All Students: Innovation & Integration in Expanding Learning Abroad”](#)
- Wheaton College – [“Expanding Quantitative Analysis as Framework for Interdisciplinary Learning and Applied Problem Solving”](#)

NEW ANNOTATED BIBLIOGRAPHY—[Cognition and Brain Development in Students of Traditional College-Going Age](#)

This summer, the Teagle Foundation asked Jill Jeffrey, a doctoral student at New York University’s Steinhardt School of Culture, Education, and Human Development, to conduct a literature review on the question: [“What can recent research on the human brain and its development tell us about how traditional college-age students learn?”](#) Her work will serve as an invaluable resource for the Foundation’s new initiative: “Collegia” on student learning.

NEW INITIATIVE—Request for Proposals for “Collegia” on Student Learning

The Teagle Foundation recently released two new RFPs, one inviting consortia of liberal arts colleges and the other research universities for what we are calling [“Collegia” on student learning](#). This new program is designed to help faculty members and graduate students in the arts and sciences: 1) create learning communities to explore new developments in cognitive psychology, neuroscience, assessment, and other fields; and 2) test the applicability of this new knowledge in improving student learning and engagement at the undergraduate level. More information is available on our [website](#).

Visit our website—www.teaglefoundation.org—for the most up to date news on the Foundation.