



ANNUAL REPORT 2020

**Hope in a Dark  
Year: Liberal  
Education for the  
Future**

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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

It's difficult to encapsulate the depth of the challenges that 2020 has brought upon us. The COVID-19 global pandemic leaves much to mourn. As we reflect upon the losses and continued struggles, the Teagle Foundation remains committed to our mission to support education and learning.

Due to its work to improve access to higher education, the Foundation is witness to the difficulties that students, educators, and institutions of higher education in the U.S. continue to face in the wake of the pandemic. The Foundation is proud to partner with colleges, universities, non-profit organizations and other funding agencies to confront these challenges.

In this year's Annual Report, you'll see that the Foundation continues work in its core program areas: strengthening undergraduates' engagement with the humanities and 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.

As we turn toward what we hope will be a brighter year to come, the Foundation remains steadfast in its mission to strengthen liberal arts education.

Thank you for reading about the Foundation's work to cultivate access to meaningful work, effective citizenship, and a fulfilling life for students in this 2020 Annual Report.

# President's Essay: Hope in a Dark Year: Liberal Education for the Future

Since the outbreak of the pandemic last spring, we at the Teagle Foundation have tried to listen to the teachers and academic leaders with whom we work so that we can better support their efforts on behalf of students at this dark time.

The severity of disruption caused by Covid-19 ranges from serious to devastating. These gradations correspond roughly to the resources available to institutions and families as they cope with health and financial crises, psychological stress, and an onslaught of basic practical problems including how to secure adequate medicine and food. With these exigencies in mind, the Teagle Foundation has made [emergency grants](#) totaling more than half a million dollars to the City University of New York, Rutgers University (Newark and Camden campuses), and several community-based organizations in New York City.

These and many other institutions among Teagle's grantees serve large numbers of students from marginalized communities. Many such students work in retail businesses or restaurants while attending college and therefore find themselves suddenly without income, or with parents or partners in dire straits, or with limited access to digital technology by which to continue their education remotely—or, in too many cases, with all of the above. Our hearts go out to them, and to everyone struggling to stay on the path toward educational attainment under these unprecedented circumstances.

It is important to recognize that the pandemic, while it is having a serious impact on all academic institutions, is likely to enlarge the [gap](#) between those with significant resources and those reliant on budgets that were already inadequate before the current crisis. While the Teagle Foundation does not maintain a “no fly” list, and we sometimes make grants to well-resourced institutions— especially when they show commitment to reaching out to disadvantaged communities—our approach to grantmaking is sensitive to need as well as to merit.

In all our grantmaking, we have tried to stay true to two basic principles:

- 1) to do what we can through higher education to ensure that the American promise of equal opportunity is real rather than rhetorical.
- 2) to ensure that students who do reach college have the chance to engage with significant historical, philosophical, and ethical ideas

with the help of challenging texts and devoted teachers—and to do so in an atmosphere of free inquiry that encourages the testing of presuppositions rather than the easy pleasure of reaffirming them.

I am very pleased to report that we have formalized two significant partnerships to advance these aims:

- 1) We have entered into a collaborative agreement with the National Endowment for the Humanities over the next 5 years to support a [joint initiative](#), “[Cornerstone: Learning for Living](#),” with the goal of reviving the role of the humanities in General Education. Our aim is to enlarge the opportunity for students of all backgrounds and aspirations to be challenged by texts that have transformed the world and retain the power to transform individual lives.
- 2) We have begun a partnership with the Arthur Vining Davis Foundations for a joint effort to enlarge opportunities for community college students to achieve the dream of earning a four-year liberal-arts bachelor’s degree. We aim to do this by improving [transfer pathways to the liberal arts](#) between two-year public institutions and four-year private institutions so that students will face [fewer obstacles](#) in making the transition from one to the other.

In addition to these initiatives, we are beginning to see the emergence of a network of institutions committed to our [Knowledge for Freedom](#) (KFF) programs. These programs, now up and running or in the planning stage at 22 colleges and universities nationwide, bring low-income high school students onto campus for intensive humanities seminars under the direction of college faculty. Participating faculty take these students seriously as young people with important questions on their minds and the capacity to engage with challenging readings—all toward the end of helping them make the transition to college and inciting them to value humanistic learning once they get there.

On the premise that all humanistic questions are complex and impervious to simple answers, the programs we support are devoted to rational and respectful discussion of difficult issues in an atmosphere in which all are free to question, to assess evidence, and to change their minds.

All our programs rest on the premise that liberal education matters more than ever for the future of our democracy. We seek to defend principles that need all the defense they can get. Among them are the following:

There is a difference between abuse and disagreement.

There is a difference between skepticism and ignorance.

There is a difference between freedom and selfishness.

There is a difference between credulity and faith.

There is a difference between patriotism and xenophobia.

Regardless of party or political preference, most of us can agree that we live at a time when these distinctions are fading at an alarming pace. We are witnessing reckless contempt for the truth in many quarters of American society, including government, political organizations, and media. We are witnessing outright demagoguery of a sort that has always existed in American society but has never come so close to infiltrating and poisoning our essential institutions.

The work that Teagle does cannot mitigate these problems in the short run. But on the analogy of the vaccines that will eventually defeat the Covid-19 virus, we believe that liberal education is the only long-term intervention with lasting protective effect against these pathologies. For that reason, we will redouble our efforts in the months and years to come.

Andrew Delbanco, President

# Grants

\*Note: The following grants reflect those issued during fiscal year 2020 (July 1, 2019 – June 30, 2020).

## **COLLEGE-COMMUNITY CONNECTIONS: PARTNERSHIPS**

Drew University and Harlem Educational Activities Fund, Enhancing Multiple Literacies in the Liberal Arts: A Drew/HEAF Partnership (\$200,000 over 24 months)

Fordham University and BronxWorks, History Makers Scholars Program (\$200,000 over 24 months)

## **CORNERSTONE: LEARNING FOR LIVING**

American Historical Association, Revaluing the Humanities in General Education (\$50,000 over 12 months)

American University, Planning for Cornerstone (\$25,000 over 12 months)

Aspen Institute, Aspen Undergraduate Business Consortium (\$25,000 over 12 months)

Indiana University of Pennsylvania, Planning for Cornerstone (\$25,000 over 12 months)

Johns Hopkins University, Planning for Cornerstone (\$25,000 over 12 months)

Louisiana Tech University, Planning for Cornerstone (\$25,000 over 12 months)

Reinvention Collaborative, Core Curriculum Reform at Research Universities (\$25,000 over 12 months)

Smith College, Planning for Cornerstone (\$25,000 over 12 months)

## **EDUCATION FOR AMERICAN CIVIC LIFE**

DePaul University, Liberal Studies, the Social Contract, and Lived Civics: Engaging Undergraduates across the Curriculum (\$25,000 over 12 months)

Gettysburg College, Civic Literacy at Gettysburg College (\$25,000 over 12 months)



The Honors College at Rutgers University-Newark, Climate of American Constitutional Democracy (\$20,000 over 12 months)

Longwood University, Lessons in Democracy: Longwood's Faculty Development Institute at the Moton Museum (\$100,000 over 18 months)

PEN America, Campus Free Speech (\$12,500 over 6 months)

### **KNOWLEDGE FOR FREEDOM**

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

Boston University, The One and the Many at Boston University (\$25,000 over 12 months)

George Fox University, Planning for Knowledge for Freedom (\$25,000 over 12 months)

Miami University of Ohio, Student Citizens (\$290,000 over 36 months)

New York University Robert F. Wagner Graduate School of Public Service, Knowledge for Freedom (\$25,000 over 12 months)

Stony Brook University, Planning for Knowledge for Freedom (\$25,000 over 12 months)

University of California-Berkeley, Knowledge for Freedom, Diversity, and Democracy: Life of Purpose, Inclusivity, and Civic Responsibility (\$25,000 over 12 months)

University of California-Los Angeles, Self and Society (\$25,000 over 12 months)

Villanova University, Civitas Through Caritas: Cultivating Love, Cultivating Citizens (\$210,000 over 36 months)

Washington University in St. Louis, Citizenship and Freedom: From Plato to Maya (\$250,000 over 36 months)

### **LIBERAL ARTS AND THE PROFESSIONS**

Thomas Jefferson University, Rowan Burlington Community College, Delaware Community College, Community College of Philadelphia, Partnering Liberal Arts Education in Nursing (PLAN) (\$25,000 over 12 months)

## **PATHWAYS TO THE LIBERAL ARTS**

Bard Early Colleges, Bridge to the BA (\$200,000 over 30 months)

Georgia State University, Implementing Experiential, Project-Based, Interdisciplinary Curriculum in the Liberal Arts (\$300,000 over 36 months)

SUNY Onondaga Community College, Developing a Core Pathway to Liberal Learning at Onondaga Community College (\$35,000 over 12 months)

## **SPECIAL PROJECTS**

American Historical Association, COVID-19 Emergency Grant (\$20,000 over 12 months)

Anchor Institutions Task Force, COVID-19 Emergency Grant (\$25,000 over 12 months)

Barnard College, COVID-19 Emergency Grant for the Reacting to the Past Consortium (\$50,000 over 12 months)

Barnard College and the CORE-USA Consortium, CORE-USA Teagle Fellows Program (\$50,000 over 24 months)

Brooklyn Institute for Social Research, Educator Access (\$50,000 over 12 months)

The City University of New York, CUNY Chancellor's Emergency Relief Fund (\$100,000 over 12 months)

The Clemente Course in the Humanities, Supporting Community Recovery (\$10,000 over 3 months)

Community Learning Partnership, De Anza College, Minneapolis College, Macomb Community College, Planning for Curriculum Development: Grounding Students Committed to Community Change in the Principles of Democracy (\$10,000 over six months)

Graduate NYC, College Completion Innovation Fund (\$100,000 over 24 months)

Heterodox Academy, HxA Distinguished Academy Initiative (\$12,500 over 6 months)

Modern Language Association, Emergency Relief (\$5,000 over 3 months)

Modern Language Association, New Models in Graduate Education (\$15,000 over 6 months)

New Settlement Apartments, Supporting Community Recovery (\$5000 over 3 months)

Queens Community House, Supporting Community Recovery (\$5,000 over 3 months)

That Can Be Me Inc., Books@Work: Scaling through Marketing (\$50,000 over 12 months)

United States Military Academy at West Point, “Shakespeare And”: A Multidisciplinary Initiative to Promote Shakespeare Education for Military Professionals (\$50,000 over 12 months)

Warrior-Scholar Project, Syracuse University, University of North Carolina at Chapel Hill, Warrior-Scholar Project Academic Boot Camps Expansion - 2020 (\$100,000 over 12 months)

# Board of Directors

Elizabeth Boylan  
Program Director  
Alfred P. Sloan Foundation

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Former Vice President,  
Public Affairs  
Exxon Mobil Corporation

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

Scott Essex  
Partner  
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Carnegie Corporation of New York

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President Emeritus  
American Council of Learned  
Societies

# Board Transitions

## **Board Retirement**

### **William Chester Jordan**

William Chester Jordan is retiring from the Board of Directors after 12 years (2006-2020) of exemplary service. Dr. Jordan is the Dayton-Stockton Professor of History at Princeton University. A leading scholar in medieval history, Dr. Jordan has contributed enormously to humanistic education and scholarship. He is a Fellow of the Medieval Academy of America, the American Philosophical Society, and the American Academy

of Arts and Sciences. Having served in number of administrative roles at Princeton and in his field, his deep understanding of and commitment to higher education and the liberal arts has been invaluable to the Foundation.

## Staff

Andrew Delbanco  
President

Ann-Marie Buckley, CPA  
Chief Financial Officer

Loni Bordoloi Pazich  
Program Director


Tamara Mann Tweel  
Program Director

Gwen Robbins  
Office Manager

## New Staff Member

### **Tamara Mann Tweel**

The Foundation welcomes Tamara Mann Tweel as Program Director specializing in civic initiatives. In this role, she is focused on efforts to strengthen the civic dimension of undergraduate education. Previously, she served as the Founder and Director of Civic Spirit and the Associate Director of the Freedom and Citizenship Program at Columbia University. She currently teaches in the American Studies Program at Columbia University and at the Shalom Hartman Institute of North America. She has testified before Congress on the importance of bringing the humanities and civic education to young people. In 2009, she received the K. Patricia Cross Future Leaders Award from the Association of American Colleges and Universities. Her work has been published in numerous academic and popular journals, magazines, and newspapers, including *The Washington Post*, *The Harvard Divinity Bulletin*, *The Journal of World History* and *Inside Higher Ed*. She holds a Ph.D. in history from Columbia University, an M.A. in theology from the Harvard Divinity School, and a B.A. in political philosophy and art history from Duke University. The Foundation has already benefitted from her passion to expand access to liberal arts and civic education.



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