



Promoting  
Academic  
Freedom and  
Excellence

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## America is "A Nation Born in a Day," and that Day was in 1776.

ACTA's anthology documents the extraordinary achievement of 1776 and the Declaration of Independence.

On August 18, 2019, *The New York Times Magazine* launched The 1619 Project. It insisted that the celebration of Fourth of July was "wrong:" "the country's true birth date, the moment that its defining contradictions first came into the world, was in late August of 1619," the year when the first slaves were brought to the North American colonies. Since then, even though leading scholars identified grave inaccuracies early on, The 1619 Project continues to gain influence. Its lead author, Nikole Hannah-Jones, won a Pulitzer Prize and, eventually, the endowed Knight Chair in Race

and Journalism at Howard University. A *1619 Project* volume published in 2021 was adapted into a 2023 Hulu documentary, and in 2022, the president of the American Historical

Association was pressured into an apology for even lightly critiquing the scholarly standards of the project. The project curriculum, provided for free by the Pulitzer

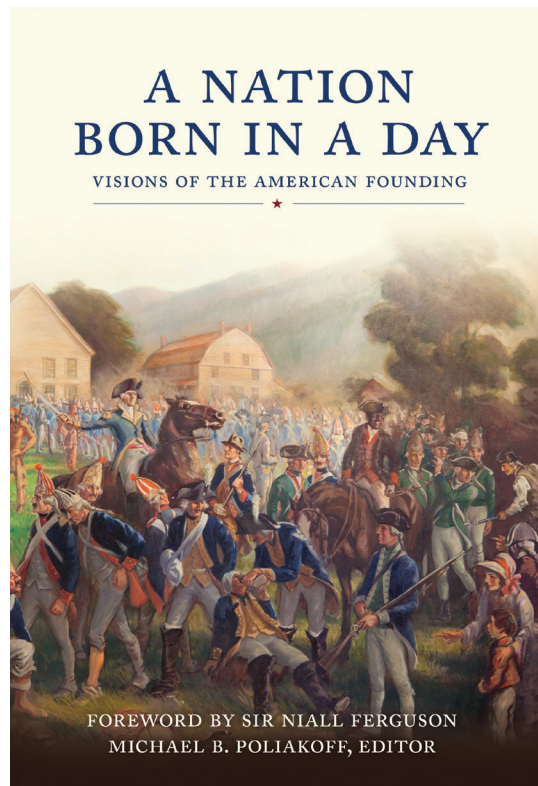
Center, is taught in K-12 classrooms across the country.

Next month, Stone Tower Press will release *A Nation Born in a Day: Visions of the American Founding*. In it, ten renowned historians and political scientists examine the Project and find it wanting. Sir Niall Ferguson opens the volume with a powerful framing of the American republic within the history of other republics in the West. He

reasserts the historic breakthroughs of 1776 and 1787, precisely

what The 1619 Project sought to discredit. Renowned political theorist William B. Allen traces the lives of eight "ordinary souls" and

(continued on 3)



Cover Photo: "Prisoners Taken at Bennington Battle, August 16, 1777" | Bennington Museum, Bennington, Vermont

## Judge Douglas H. Ginsburg to Speak at ACTA

On September 14, ACTA will convene leading policy experts, academics, and thought leaders for an evening reception at its Washington, DC, office. The gathering celebrates the launch of the National Commission's landmark report, *A Broadside for the Nation*, and spotlights the work of ACTA's Civic Education Initiative. The evening will feature opening remarks by **Judge Douglas H. Ginsburg**, Senior Judge of the U.S. Court of Appeals for the D.C. Circuit, who was appointed by President Ronald Reagan. Judge Ginsburg also serves on ACTA's National Commission on American History and Civic Education.

### U.S. Representative Virginia Foxx (NC-5)

(Delivered on the floor of Congress)

“ACTA is a wonderful nonprofit organization dedicated to promoting academic excellence, academic freedom, and accountability through the trustees at America’s colleges and universities....The *Broadside* is reminiscent of the many broadsides published during the Revolutionary period that were so important in informing the people along with getting their support for the Revolution. . . . I commend ACTA and the many authors who contributed to this report for calling attention to this issue.”

### Jonathan Zimmerman, Judy and Howard Berkowitz Professor in Education, University of Pennsylvania Graduate School of Education

“According to a survey administered earlier this year by the American Council of Alumni and Trustees, only 39% of college students know that U.S. senators serve for six years and representatives for two. And just 37% can correctly identify the branch of government that has the power to declare war. (Answer: Legislative.)”

*Note: Excerpt from Dr. Zimmerman’s article “Three-year degrees won’t save higher ed. Better teaching will” in the Philadelphia Inquirer on July 24, 2026.*

### Tryston Weiss, Lee Barnes Campus Debate Student Fellow, Western Carolina University, North Carolina

“My experience as a Lee Barnes Student Fellow with the College Debates and Discourse Alliance (CD&D) helped me grow both personally and professionally. Throughout my time as a Fellow, I strengthened my public speaking skills, learned to facilitate discussions, and gained experience creating spaces where people can practice openness and disagree respectfully. I’m also honored to have been featured in a recent article published by the American Council of Trustees and Alumni. The article highlights how the Barnes Family Foundation’s investment has expanded the College Debates and Discourse Alliance across all 16 UNC System institutions, reaching more than 7,000 students.”

*Note: Tryston Weiss is an ACTA CD&D student fellow supported by the Barnes Family Foundation.*

### College Debate & Discourse Alliance Session Participant Braver Angels 2026 National Convention

“The CD&D team and their work should be elevated nationally. They are the feet on the ground educating the next generation. Well done, CD&D.”

*Note: Anonymous comments in a Session Evaluation Summary for event held in June 2026.*

## Meet ACTA’s Summer 2026 Interns

This summer, ACTA welcomed three talented interns whose contributions spanned a wide range of departments and projects. From evaluating campus free speech policies to supporting publications and editorial work, they gained valuable professional experience while advancing ACTA’s mission.

**Lacy Preyer**, a rising junior at the University of North Carolina–Chapel Hill majoring in political science with a minor in art history, supported ACTA’s Trustee & Government Affairs team. She conducted research and drafted promotional materials for trustee-focused publications. Lacy was drawn to ACTA because it offered the opportunity to work at the intersection of politics and communications.

**Ammon Corpron**, a rising senior at Patrick Henry College majoring in American politics and history, worked with ACTA’s Campus Freedom team. He completed Gold Standard for Freedom of Expression™ evaluations of college and university policies, helping assess institutions against clear, objective standards. Ammon said he valued contributing to a project that provides a thoughtful framework for evaluating campus policies.

**Lucy Wang**, a rising junior at the University of California–Berkeley majoring in political science and economics with a minor in history, joined ACTA through the Ronald Reagan Institute. She worked closely with ACTA President Michael Poliakoff, assisting with editing ACTA’s forthcoming volume, *A Nation Born in a Day*. (See p. 5 of this newsletter for a sample of her work.)

Whether conducting policy research, supporting communications, or contributing to editorial projects, ACTA’s 2026 summer interns made meaningful contributions while building skills that will serve them throughout their careers. ACTA is grateful for their dedication, curiosity, and hard work, and wishes them continued success in all they undertake. ●



Lucy Wang, Lacy Preyer, and Ammon Corpron

## American Leaders Champion ACTA's *Broadside for the Nation*

One year ago, ACTA convened its **National Commission for American History and Civic Education** to encourage colleges and universities to celebrate America's 250th anniversary by instituting rigorous civics requirements. This past spring, the Commission issued its report, *A Broadside for the Nation: Preparing College Students for Informed Citizenship*, which lays out how universities can and should require a course in American history and government. Since then, Commissioners have been promoting the Broadside's recommendations. Many, including H.R. McMaster, Joshua Dunn, Michael Poliakoff, Jonathan Zimmerman, and John Hillen, have published commentaries across major outlets including *The Washington Post*, *The Wall Street Journal*, *The Hill*, and *RealClearEducation* and have appeared on ACTA's **Higher Ed Now** podcast.

The stakes for this work become obvious in light of the shocking civic and historical illiteracy of American undergraduates. In June, ACTA released the results of **The Story of Our Nation: How Well Do College Students Know America?** It found, for example, that only 37% of them know that only Congress holds the constitutional power to declare war. This survey research and ACTA's proposed solutions are already influencing policy, earning praise from **Supreme Court Justice Neil Gorsuch** and **U.S. Representative Virginia Foxx**. Concurrently, ACTA continues to advise state legislators in Ohio, Iowa, Kentucky, and elsewhere on establishing mandatory American history and government courses across their public institutions.



**U.S. Representative Virginia Foxx gives high praise for ACTA's report *A Broadside for the Nation* on the floor of Congress.**

To help bridge the civic and historical knowledge gaps, ACTA is publishing two anthologies: *A Nation Born in a Day: Visions of the American Founding* (September 2026), which introduces the public to key historical facts about the American Founding, and *What Every College Student Should Know About American History and Government* (early 2027). ACTA is also coordinating public events throughout 2026 and 2027 with the National Endowment for the Humanities, the Museum of the American Revolution (April 2026), the School of Civic Leadership at the University of Texas at Austin (September 2026), and the New York Historical (December 2026). Visit ACTA's website at [GoACTA.org/civic-literacy](https://GoACTA.org/civic-literacy) for more information. ❶

### *A Nation Born in a Day*, continued from 1

how they charted “pathways of liberty” to show that from its colonial days, America has been a cradle of human freedom. Political scientist Lucas Morel points out Nikole Hannah-Jones’s flawed historiography and her unwillingness to correct factual errors. Economic historian Peter Coclanis takes apart The 1619 Project’s flimsy theories of America’s economic history, namely “the relationship between capitalism and slavery, the role of slavery in the broader course of American development, and, in closing, the inconsistent and

illogical way in which the stealth case for reparations is being made.” Colleen Sheehan contrasts The 1619 Project’s portrait of America with Robert Frost’s: America as a nation open to all, but grounded in the Constitution. She quotes Frost, who says that his famous line “But I have promises to keep” refers as much to America’s “social contract” as to his personal promises. Finally, the late Gordon Wood returns to the miracle of 1776—“out of many, one”—sounding the appropriate celebratory note on which to end the volume. Wood refutes

the charges against America’s founding generation. “The *New York Times* has no accurate knowledge of Virginia’s Revolutionary culture,” he writes.

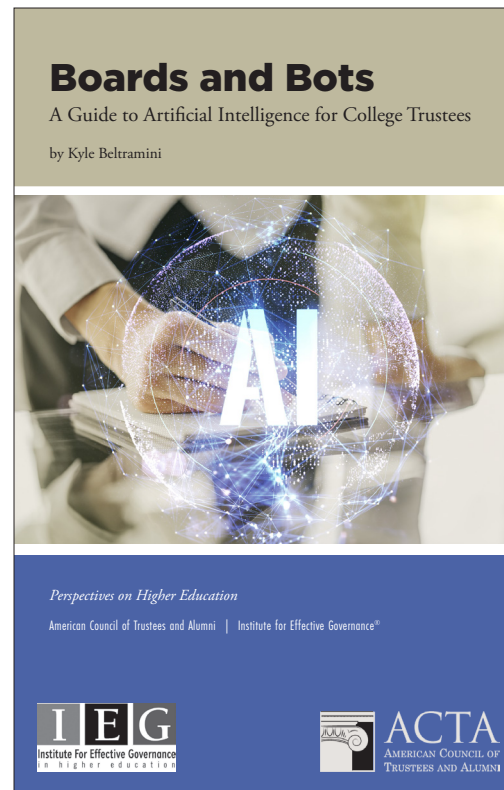
This volume decisively corrects the historical record. In his Introduction, ACTA president Michael Poliakoff calls us to respect the fundamental ethic of the historian: “While facts and data are random fragments without a narrative, truth—whether about the past or the present—must never be a secondary goal, or worse, an ideological variable.” ❷

## New Board Resources on AI and Data

ACTA's Institute for Effective Governance® continues its mission to monitor emerging trends in higher education and equip boards with the resources they need to be active and engaged stewards of their institutions. Last month, we released two new publications tackling some of the thornier issues threatening colleges and universities.

First, *Boards and Bots: A Guide to Artificial Intelligence for College Trustees* seeks to demystify this rapidly developing technology by presenting a clear overview of AI and of the challenges it poses. Given that the vast majority of students already use this tool, resources that merely discuss AI's potential to reshape higher education are outdated. Because this technology could disrupt every aspect of higher education, trustees have a clear mandate to lead their institutions' responses to the challenges posed by AI. Boards need to grapple with the operational and pedagogical realities faced by administrators and faculty members. Our guide provides trustees with the research they need to develop institution-wide policies on this topic.

Second, *Higher Ed by the Numbers: Critical Questions Trustees Must Ask* describes how higher education institutions do not operate under a typical corporate model, even though the trustees appointed to serve them often have deep experience overseeing complex enterprises. Members of university governing boards have a unique fiduciary duty to ensure the institution allocates its resources appropriately, efficiently, and with its mission in mind. Because a university's deliverables, specifically teaching, learning, and scholarly research, can be hard to quantify, *Higher Ed by the Numbers* identifies critical questions trustees should ask their administrative leadership to fulfill their fiduciary responsibilities. ❶



## ACTA Provides Guidance on Tenure Reform

Earlier this month, ACTA released a white paper recommending ways to modernize the tenure system to preserve its role as a guarantor of academic freedom while strengthening public and institutional accountability. Tenure's public support has waned due to perceptions that it shields incompetence and has devolved from its original goal of safeguarding academic freedom to become merely a promise of job security. With tenured positions having shrunk to fewer than a quarter of instructors, ACTA argues that boards should lead efforts to reform this system to ensure it continues to play a role in maintaining faculty excellence. There are several clear actions boards can take:

- **Adopt regular, robust, and public post-tenure review.** Boards must build review processes that encourage accountability and professional growth. These processes should protect academic freedom, provide due process, and include efficient pathways for the revocation of tenure if established performance benchmarks are not met.
- **Publicly define how candidates for tenure will be evaluated.** Much of the public's skepticism about tenure stems from its opaque nature. Boards should develop and publicize institution-wide policies on tenure eligibility, as well as mission-aligned metrics for evaluating faculty rather than relying on one-size-fits-all standards.
- **Share the results of tenure votes by committees and leadership.** These changes will further promote transparency and accountability by ensuring that decisions are based on published criteria rather than caprice. Rejection of a committee's recommendation should be explained publicly to the campus community.

(continued on 7)

ACTA's Campus Freedom Initiative™ (CFI) continues to shine a light on the free expression deficits plaguing our nation's campuses. The CFI evaluates universities against the Gold Standard for Freedom of Expression™, a 20-point action plan for returning higher education to its bedrock mission of excellence and open inquiry. Our research has driven vital policy reforms at universities in many states, including Alabama, California, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Tennessee, Texas, South Carolina, Virginia, and Wyoming.

To date, ACTA's CFI has launched 50 Gold Standard evaluations of leading private and public universities. Nearly 40% of these universities have corresponded with ACTA about its research, and nearly 20% have met with us to discuss results and pathways to reform. This year, those engagements have produced positive policy changes at the University of North Carolina–Chapel Hill, the University of Wyoming, Vanderbilt University, and Washington University in St. Louis, among others.

This fall, new CFI projects will include an Ivy League Report Card assessing all eight Ivy League universities against the Gold Standard and a North Carolina Report Card evaluating five major public universities in the state. We will also complete the comprehensive project of evaluating the public flagship university in each of the 50 states. All of the CFI's evaluations and research are available on its new [website page](#). ACTA will also celebrate our first CFI Gold Standard universities in a fall webinar—don't miss it! ●

## ACTA Gold Standard for Freedom of Expression



- 1. Commit to a Culture of Freedom of Expression**
  - Adopt the Chicago Principles on Freedom of Expression or a similarly strong statement.
  - Establish clear expectations regarding free expression in student and faculty handbooks and codes of conduct.
  - Include a free expression unit in new-student orientations.
  - Protect the diversity of political viewpoints by adopting an institutional neutrality policy such as the Kalven Report.
- 2. Foster Civil Discourse**
  - Sponsor campus debates that model civil discourse.
  - Promote free expression by encouraging the establishment of student groups devoted to free expression, civil discourse, or representing a plurality of perspectives.
  - Establish policies that protect free expression rights on campus and set clear consequences for disruption of sponsored speakers, events, and classes.
  - Enforce policies that protect free expression rights on campus and apply clear consequences for disruption of sponsored speakers, events, and classes.
- 3. Cultivate Intellectual Diversity**
  - Encourage presidents, provosts, and deans to model respect for a broad range of viewpoints.
  - Guarantee that viewpoint diversity is reflected in student life policies and practices.
  - Support academic centers dedicated to free inquiry and intellectual diversity.
  - Ensure faculty hiring, evaluation, and promotion processes are based on merit and make clear that the institution is open to intellectual diversity.
- 4. Break Down Barriers to Freedom of Expression**
  - Eliminate speech and IT policies that have a chilling effect on free expression.
  - Ensure that enforcement of Title VI, Title VII, and Title IX does not infringe on free expression.
  - Disband bias response teams.
  - Review student government policies to ensure viewpoint neutrality in student group recognition and funding.
- 5. Advance Leadership Accountability**
  - Include commitments to free expression in mission statements, values statements, strategic plans, or other key institutional documents.
  - Include a commitment to free expression as a criterion in searches and evaluations for presidents, provosts, and deans.
  - Require free expression and viewpoint diversity training for administrative staff.
  - Conduct regular evaluations of the state of free expression and intellectual diversity on campus.

## The Birthplace of Free Speech at a Crossroads: A Student's Perspective

by Lucy Wang, ACTA Summer Intern and Current Student at Berkeley



In 1964, Berkeley students gathered on Sproul Plaza to challenge university restrictions on political speech. On December 7, the movement's leader,

Mario Savio, was physically removed from the podium before he could utter a single word in front of an audience of 15,000 people. The incident laid bare what the Free Speech Movement had been arguing all along. The very next day, the university's academic senate voted to grant students the right to political speech. That vote would set a new standard for free expression on college campuses across the country.

The spirit of the movement and of the place that gave birth to it is woven into Berkeley's identity—the Free Speech Movement Cafe, the Mario Savio Steps, and students who talk about its legacy with pride are signs of the significance of those events.

But more than 60 years later, Berkeley is facing a free speech crisis. Speakers have

been shouted down before they could finish their remarks. Student activists vandalized Zellerbach Hall and forced the cancellation of a campus event. Protesters entered the private home of Berkeley Law Dean Erwin Chemerinsky during a dinner with students.

What made the Free Speech Movement remarkable was that it brought together people from both political parties to agree on something more fundamental. That spirit seems lost today. The First Amendment exists to protect even the speech we find offensive, unpopular, or deeply wrong. The strength of a university and of democratic society rests upon civil disagreement. If Berkeley wants to remain the parent of the Free Speech Movement, it cannot simply celebrate that history. It must live up to it. ●



## In Higher Ed Now, ACTA Spotlights Strong Core Curricula

In May, ACTA hosted **David Rohrbacher**, provost at New College of Florida, on our *Higher Ed Now* podcast. **What Will They Learn?**<sup>®</sup> gave New College an “F” in 2022, but this year, New College earned the title of “most improved school,” with a “B+.” Provost Rohrbacher sat down with ACTA to explain how this happened.

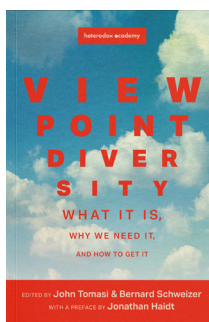
New college leadership in 2023 reorganized the general education program, which had been open-ended and determined by student choice, into a true core curriculum. The *Odyssey* is now a common reading for all students, and a battery of 15-20 courses introduce students to classics of Western literature, foundations of the American Republic, and the realities of today’s technology. The outcome of this formation, Rohrbacher says, is to “get [students] into the habit of reading hard books.” This model takes place at a school that prizes independent study and gives no grades. Instead, professors write up personalized evaluations of students.



# WHAT WILL THEY LEARN?<sup>®</sup>

ACTA also hosted **Mark Mitchell**, Dean of Academic Affairs at Patrick Henry College, to discuss its outstanding, civics-focused core curriculum. It is one of only eight institutions in the country to receive an “A+” grade from What Will They Learn?<sup>®</sup>. In our discussion, Dean Mitchell guided us through the special aspects of the college’s academic program, which combines the medieval liberal arts with rigorous academic majors. Its core curriculum integrates Biblical theology and science, logic and rhetoric, “Economics for the Citizen” and constitutional law, intermediate foreign language and recitation, U.S. history and Western Civilization, Euclidian geometry and music history, biology, and physics. ●

### FROM the BOOKSHELF



#### Viewpoint Diversity: What It Is, Why We Need It, and How to Get It

Edited by John Tomasi and Bernard Schweizer

Reviewed by: Steven McGuire

In addition to protecting free expression, colleges and universities that want to create vibrant intellectual communities should cultivate viewpoint diversity among their faculty and in their curricula and extracurricular programming. Unfortunately, heterodox voices and perspectives are too often ignored or excluded on many campuses. While some within the academy continue to deny the problem and resist calls for reform, John Tomasi, president of Heterodox Academy, and Bernard Schweizer, founder of Heresy Press, have brought together an impressive collection of essays in *Viewpoint Diversity: What It Is, Why We Need It, and How to Get It* (Heresy Press, 2026) that make a powerful case for more viewpoint diversity in higher education, political life, and the world of literary publishing

In his own chapter, Tomasi offers an alternative to both scholars who are comfortable with the large and growing imbalance between the number of conservative and liberal faculty so long as faculty experts are selecting new hires, and those who think the solution is to make the ratio of conservatives to liberals on campus closer to what prevails in the general public. He argues for a “heterodox view” that emphasizes the primacy of scholarly expertise in faculty selection while also insisting that attention must be given to ensuring that the “methodologically available range of research questions be kept open in a lively way.” This approach, he suggests, can create much-needed space for faculty with new and even disfavored ideas while excluding genuinely discredited or outdated perspectives.

Just a few of the many other insightful contributions include Nadine Strossen on the centrality of viewpoint diversity in First Amendment jurisprudence, Jonathan Zimmerman on the importance of better preparing college professors to teach diverse perspectives, and Mark Bauerlein on the need for faculty in favor of viewpoint diversity to insist upon it courageously in hiring meetings and other contexts. The volume is essential reading for academic leaders who want to understand better the importance of viewpoint diversity in higher education and how it can be achieved. ●



# H E A R D C A M P U S ON

## Michigan State Trustees Under Gag Order

In May, the Michigan State University (MSU) Board of Trustees called a late-night emergency meeting to discuss and vote on revisions to the board's code of ethics and conduct. The result put a gag order on board members who wish to express outside the university community their dissent from board decisions.

Such an unprecedented gag order is dangerous for institutional transparency and is a severe breach of fiduciary duty. When public university trustees are barred from speaking openly, the ultimate losers are the taxpayers, students, and alumni who rely on board members to act as independent watchdogs, not rubber stamps.

Through interviews with local media and a *Higher Ed Now* interview with one of the dissenting trustees, ACTA has been sounding the alarm. This heavy-handed restriction flies directly in the face of trustee responsibilities to Michigan taxpayers. Trustees are not elected or appointed to serve as silent endorsers of administrative decisions; they are fiduciaries charged with asking difficult questions and representing the public interest. And universities should be places where disagreement, debate, and transparency are protected rather than suppressed. If the MSU board continues down a path that punishes dissent and concentrates decision-making behind closed doors, it risks eroding public trust

at a moment when support for higher education is already perilously fragile.

## Harvard Limits "A" Grades

ACTA has warned for years that grade inflation undermines academic standards, so we were pleased to see the Harvard faculty vote in May to cap the number of A grades in each class at 20% plus four. Standards have slipped at the university to the point where more than 60% of grades are solid A's and 55 students were awarded its prize for the highest GPA, a recognition that used to go to just one or two. Harvard is not the first elite university to try to tackle grade inflation (Princeton had a policy of grade deflation until 2014), but we hope it can lead a new movement. It is a promising sign that Yale College Dean Pericles Lewis has already said in response, "I don't want an A at Yale to be seen as a lesser A."

## University of Chicago Law School Unveils New AI Policy

Colleges and universities face a difficult new reality in which they must prepare students to use Artificial Intelligence (AI) ethically and effectively while also ensuring they continue to learn to read, write, and think for themselves. Many institutions have been slow to respond to this technology, while others have uncritically embraced it, even though it is already disrupting traditional pedagogical methods such as take-home assignments. The University of Chicago Law School recently took a more thoughtful and

proactive approach, implementing a policy that bans electronic devices from all first-year classes and requiring that all exams be taken in-class. The university is not simply trying to ban AI, however. Students will also be taught to use it ethically and be allowed to incorporate it (at the discretion of individual professors) into their work in more advanced classes. This is a promising example of the kind of forward-thinking action ACTA calls for in our recently published *Boards and Bots: A Guide to Artificial Intelligence for College Trustees*.

## University of California Faculty Call on Regents to Reinstate Standardized Testing

Reporting that a significant number of first-year students are arriving unprepared for college-level mathematics, STEM faculty at the University of California recently published an open letter calling on the Board of Regents to reinstate standardized test scores in admissions. The regents implemented a test-blind policy in 2020 in response to the COVID-19 pandemic and in a misguided attempt to address matters of equity and diversity thereby. Now the regents have asked for an official recommendation from the faculty by 2027. ACTA has long maintained that standardized tests are important tools for maintaining standards and fairness in higher education, and most elite colleges and universities have come back to our view. They have returned to requiring standardized test scores as the best predictor of college success. ●

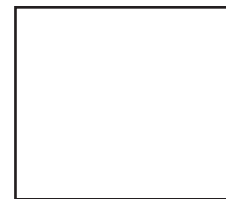
## Tenure Reform, *continued from 4*

- **Ensure tenure is a reward for excellence rather than an entitlement.** Tenure should continue to be awarded to exceptional faculty who enrich their institution's mission and academic culture.

By adopting these reforms, governing boards can move toward an updated tenure system that demands the ongoing excellence necessary to safeguard the integrity of higher education. ●



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#### INSIDE ACADEME

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## Stepping into the Future

The **Thomas Jefferson Legacy Society** honors those who have chosen to support ACTA through their estate plans, ensuring that their values and commitment to higher education endure for years to come. Among these generous supporters are **Carol and Larry Hyatt**, whose planned gift will establish the Carol and Larry Hyatt Fellowship in Civic Education, providing enduring support for ACTA's mission. We recently caught up with Carol and Larry to hear the story behind their generosity and why they chose to make ACTA part of their lasting legacy.



- **Why do you support the American Council of Trustees and Alumni (ACTA)?** “For close to 40 years, we were loyal alumni donors to our undergraduate and graduate alma maters. However, about a decade ago, it became clear to us that America’s “elite” colleges and universities had lost their academic rigor, and had become monocultures of leftist, anti-American instruction. We still believe in the importance of higher education to America’s future and therefore redirected our charitable giving to schools like Hillsdale College and The University of Austin (UATX), and organizations like ACTA. We support ACTA because of its long-term work to reform higher education.”
- **Why is ACTA’s work and supporting it meaningful to you?** “Trustees, alumni, and engaged outsiders have an important role to play in reforming higher education. ACTA is an important voice keeping them informed and pushing them towards reform.”
- **What do you hope your legacy gift with ACTA will achieve?** “It took decades for the left to capture the institutions of higher education in the United States, and it will likely take decades of hard work to bring meaningful reform. We recognize that we will probably not live to see the full success of these efforts, and we hope that our legacy gift will help ACTA to keep up its work after we are gone.”

To learn more about including ACTA in your legacy plans, contact Nancy Phillips at (804) 519-8537 or [nphillips@goacta.org](mailto:nphillips@goacta.org). ○