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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. A liberal arts 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

***DEDICATION:** Soon I will conclude ten years of service on the Teagle Foundation’s Board of Directors, including serving as chair since 2021. I want to dedicate this last “From the Chair” letter to Judith Shapiro, former president of the Teagle Foundation, who in spring 1995 was in the first year of her presidency at Barnard College. In April of that year, she offered me the position of Provost and Dean of the Faculty. Accepting her offer was an enormous honor then. It has made me grateful to her for every day since.*

From the start, Judith and I shared a belief in the power of women’s colleges and the distinctive character of Barnard, a liberal arts college located in New York City and affiliated with Columbia. The College had been rescued from absorption into Columbia by Judith’s predecessor, Ellen Futter, but there were many challenges to face. Perhaps because we had training and mindsets that had been shaped by our respective disciplines, we came to see our differences in approach as our strengths. With the strong group of other senior administrators she assembled, we made measurable progress towards better financial security and admissions results, improved records of tenure for faculty, especially junior women faculty, and many capital projects.

After she retired from Barnard in 2008, we kept in touch about the topics, people and causes about which we cared. Those conversations continued as she became a member of the Board of Directors of the Teagle Foundation. Then came the surprise call from her with an inquiry as to whether I would be interested in being nominated to the Teagle Board. “Wow,” I thought, “What a wonderful opportunity for us to be working closely together—again—this time for a foundation that invests in higher education.” In due time, the Board considered my candidacy and votes were taken. I then joined the Board soon after Judith became Teagle’s new president.

Our professional and personal lives have been intertwined for almost thirty years now, and very full years they have been. I will always be most proud of the shared trust and respect we had for each other during our Barnard years as we carried out the roles of president and provost.

The years we overlapped on the Teagle Board have also been very meaningful and icing on a many-layered cake. I am very grateful for this additional chapter in my life where we have worked to advance the Foundation’s mission with our dedicated and insightful Teagle colleagues on the Board, including the current president, Andy Delbanco, and our resourceful and imaginative staff. Throughout these years, Judith’s reservoir of curiosity and enjoyment about all the peoples of the world were hallmarks of her agile mind and a reliable source of infectious humor and optimism that lifted the spirits of so many every day. Thank you, Judith, many times over, for inviting me to ride the wave with you.

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I wrote this chair's message for the 2024 annual report while my husband and I uprooted ourselves from our multi-storied home of 40 years and right-sized ourselves into a lovely, bright apartment on one floor, only five miles away. While it has been a stressful period, we have been delighted to find many artifacts of our previous lives. For me, this has meant items from my early years as a faculty member (grade books and exams from classes I taught and publications from my lab), and later, some of the many reports of task forces and planning committees for which I had been responsible.

After our move, I also paged through the binders containing the speeches I had given during my sixteen years as Barnard's Provost, at the occasional retirement parties and memorial services for faculty whose lives we celebrated to the honors events where individual achievements of faculty were recognized. Across them there were common themes: a focus on the many roles the faculty played and the purposes of a liberal arts education -- in the context of Barnard College. Along with its motto, "*Following the Way of Reason*," Barnard's mission affirms that graduates are "*prepared to lead lives that are professionally satisfying and successful, personally fulfilling, and enriched by a love of learning*." Here's where there is such consonance between Barnard College and the Teagle Foundation. Both institutions wonder and worry about the deliverables of a liberal arts education, the multiple responsibilities that faculty take on as they attend to teaching and mentoring their students, and the imperative of contributing to the American higher education community and American society.

To further the point of consonance, let me expand upon an event in March 2000 when I was introducing the winner of the coveted Emily Gregory Award, given "for excellence in teaching and for devotion and service to the students of Barnard College." The setting was a candlelit dinner where the award citation was authored and read by a student. My remarks included words from Kahil Gibran's *The Prophet*, first published in the US in 1923 when he was about 40.

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

The winner of the 2000 award was an exemplar of wise teaching, of leading her students to the thresholds of their own minds. She intentionally supported them to creatively use their minds and empowered them to go beyond. By "beyond," I mean to take responsibility for their accumulated learnings and to put them into practice, as this faculty member demonstrated when she invited her students to take formal roles in an academic conference Barnard sponsored on campus. The open question for higher education, then and now, is how does the wise teacher empower her students? And what environments make the promise of

independent thought a reality, supporting a threshold crossed or a dawning of new knowledge?

As noted in the Dedication which began this message, I owe so much to Judith Shapiro who was instrumental in my joining the Teagle Foundation's board in 2014. I was drawn immediately to the Foundation's mission statement which reads: *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.* I have found abundant stimulation and deep satisfaction from serving on Teagle's board and on its program committee. Becoming chair of the board in July 2021 was an enormous privilege.

We at Teagle remain convinced that, in a time of intense polarization, the humanities are essential for promoting the open, informed dialogue and critical thinking that characterize a liberal arts education *and* that power a healthy democracy. While today's universities often find themselves portrayed as battlegrounds of unrest, they are, in truth, essential incubators for the empathy and understanding needed to bridge divides across diverse perspectives. And while there is intense focus on today's elite colleges and universities, in reality, those institutions only serve about one percent of U.S. undergraduates. To meet the broader needs, the Foundation's intentions are to engage all types of institutions: private and public; research universities; four-year liberal arts; and community colleges—in all regions and across the rural and urban continuum.

We are investing *in institutions to support faculty*, enabling them to acquire the skills and mindsets of a “wise teacher.” Such “wise teachers” concentrate on guiding students to the thresholds of their own minds—to acquire knowledge and experience that will equip them to live lives of purpose and kindness, of consequence and cooperation, and of honor and humility.

Our mission is to change expectations and behaviors that have been modeled on an all-knowing “teacher” who imparts fixed “truths” to students perceived to be “empty vessels.” This of course is an extreme caricature, but one with enough truth in it that we must start where we are and dismantle the longstanding systems that have perpetuated the status quo. This construct has not served us well, not the students and not our society either.

Teagle grants are provided to equip institutions to transform their classrooms and campuses into sites of intellectual curiosity and debate, where diverse ideas are not just welcomed, but are expected and explored, wrestled with and celebrated. The students are, by definition, active participants who have a stake in their own learning and that of everyone else in the classroom.

The Teagle Foundation is prepared to lead a charge to revitalize the humanities and to promote a more thoughtful, engaged, and empathetic society. The moment is ripe for action. We invite our fellow travelers in higher education, philanthropy

and elsewhere to work together with us to address the most pressing needs of our time and to seize this opportunity to create a brighter future for all.

It is with my deep gratitude to colleagues at Barnard College and the Teagle Foundation and with excitement about what the future may bring that I welcome you to read this 2024 annual report of the Teagle Foundation, as it strives further toward education in service of *meaningful work, effective citizenship, and a fulfilling life*.

--Elizabeth S. Boylan, Chair

Letter from the President Acknowledging That We “May Be Mistaken”: The Heart of a Liberal Arts Education

For me—and I’m sure for many of you reading this letter—the academic year 2023-24 year was a split-screen experience. On one side were the sounds and images of civil discussion of the kind I’ve been grateful to witness in classes led by teachers supported through one Teagle grant initiative or another. On the other side were slogans and insults hurled from this or that social media platform, amplified in the press, and yes, heard on the lawns, or (more typically) outside the gates, of the university where I teach as well as many others. It’s difficult to merge these conflicting impressions into a coherent picture.

I had this divided experience on my own campus on the last day of classes—Monday, April 29, 2024. I was teaching in Hamilton Hall, the main classroom building of Columbia University’s main undergraduate college. Except for the protest encampment visible through the windows, accompanied by sporadic speechmaking and snatches of music, the day didn’t feel unusual. I knew that my students held divergent views—some very strong, even passionate—of the terrible war in Gaza and of the protests it provoked. But all of them behaved respectfully toward one another as we discussed, also from divergent perspectives, the issues at stake in the course—namely, the history, present state, and prospects of equity and access in U.S. higher education.

The next day, Hamilton Hall was broken into by a group of protesters, who renamed it “Hinds Hall” in honor of a Palestinian child killed in Gaza. A few hours later, at the request of the university president, the New York Police Department cleared the building. Several dozen persons were arrested, of whom perhaps half were Columbia students. The university enrolls roughly thirty-five thousand students, but the small number got big headlines.

Much of the internal response to these events has been unworthy of an academic community. There’s been too little acknowledgment that the institution has been inflamed by a combustible mix of idealism, outrage, ignorance, conformity, fear, and compassion. One side says it’s been a great awakening to crimes against humanity in which our nation and our institutions are complicit. The other side says it’s an outburst of antisemitism, which is always latent, needing only a thin pretext to become virulent again. There have been voices of moderation and reason as well, but they get much less notice than the shouters on both sides.

As for the external response, there are many press reports that universities are riven between “pro-Palestinian” and “pro-Israel” factions. I understand the intended meaning of those terms, but they encourage the inference that one cannot be pro-Palestine and pro-Israel at the same time. In fact, we all know thoughtful and informed people with a wide range of convictions about the tragic history that has led to so much suffering on both sides, and with a wide range of ideas about how to alleviate the suffering, who count themselves as pro-both.

It is irresponsible to fling around slogans like “from the River to the Sea” or “Zionism is racism” without a good-faith effort to imagine how those words sound to Jewish students who may have had friends or family murdered or

kidnapped in the atrocity of October 7, or whose grandparents or great-grandparents, after a major European power attempted to eradicate them, found hope in a hopeless world when the state of Israel was established as a sanctuary for the Jewish people. It is also true that the reflexive charge of antisemitism against protestors and their supporters is an inadequate, and sometimes slanderous, account of what's been happening on our campuses. Many young people of diverse backgrounds and convictions, including Jewish students, are searching, without animus or prejudice, for ways to express their sense of helpless outrage at the death and mutilation of innocent Palestinian children.

Columbia University has been my academic home for almost forty years and a conspicuous site of “radical” student action for more than half a century. So, looking for help in trying to understand what's been happening, I found myself going to back to a great Columbia historian who lived through the last major episode of campus unrest. In June, 1968, a few weeks after police had cleared an earlier occupation from Hamilton Hall, Richard Hofstadter gave the [commencement address](#) to a broken university. He defended the freedom of protestors to confront “difficult and inflammatory things,” including “the most troublesome questions of politics and war, of sex and morals, of property and national loyalty.” He also warned that “the very possibility of civilized human discourse rests upon the willingness of people to consider that they may be mistaken.”

That injunction—to consider that we “may be mistaken”—is perhaps the best short statement I know of the meaning and purpose of a liberal arts education, one that fosters humility by encouraging the recognition of how much we have to learn about the world and about ourselves. This kind of education—we might call it education for democracy—stresses the imperative of listening to multiple points of view on difficult questions, including those of people whom we distrust or even detest. While the furor was building over the past few months, we at the Teagle Foundation have had the honor of working with educators and institutions committed to this kind of education. The urgency of the work has only been confirmed by recent events.

I am grateful to report that despite all the bitterness and bewilderment, the ideal of liberal arts education is alive and well at many institutions throughout the United States. Evidence of its good health was supplied in abundance over the same months that the furor was building. To mention just a few examples (any selection leaves out much more than it includes), I think of the convening that took place at [Stanford University](#) last fall of [Cornerstone: Learning for Living](#) grantees, where I heard several extraordinary talks from faculty engaged in revitalizing general education—that portion of the curriculum through which incoming students, before committing to a specialized major, are invited to think about what they hope to discover in their college years about themselves and the world. We heard from grantees within big systems such as Penn State and from community colleges such as Austin Community College who are all engaged in the work of introducing their students to enduring humanistic questions of the sort that are at stake in powerful texts—questions about rights, responsibility, love, suffering, beauty, conflict—all within the context of coherent general education programs. A few weeks later faculty from across the country ranging from George Fox University in Oregon to Kent State University in Ohio gathered in New Haven for a convening of grantees in our [Knowledge for Freedom](#) initiative, co-hosted by Professor Bryan Garsten, founder of [Yale's Citizens, Thinkers, Writers](#) program, which serves rising high school seniors from the New

Haven public schools who come onto campus for intensive study of major texts that raise enduring human questions.

A few weeks after that I attended a discussion at the annual meeting of the American Association of Colleges and Universities, featuring two of our Cornerstone leaders, professors Noah Strote, historian at [North Carolina State University](#), and Rewa Burnham, literature scholar at [Trinity Washington University](#), who described how they engage students in civil dialogue across lines of difference. Professor Strote spoke of how novel it is, in these angry times, for students to discover that “arguing is not fighting.” Professor Burnham spoke movingly about how she uses texts to bring together students from Washington’s longstanding African-American community with students who have arrived recently as immigrants, and to show that cultural differences need not be barriers to mutual understanding. Finally, I think of a riveting panel discussion at the AAC&U conference in Providence, RI, on the future of general education, in which attendees heard infectiously upbeat accounts from several of our Cornerstone leaders—Sarah Igo of [Vanderbilt University](#), Cassandra Newby-Alexander of [Norfolk State University](#), Amanda Tucker of the [University of Wisconsin-Platteville](#) and Melinda Zook of [Purdue University](#)—of how faculty colleagues at their home institutions have rallied to the cause of teaching powerful primary texts in an accessible way, and how responsive students have been.

This rapid survey of a few highlights of the past year necessarily leaves out a great many other encouragements. I should not conclude without noting that our collaboration with the Arthur Vining Davis Foundations as part of our [Transfer Pathways to the Liberal Arts](#) initiative reached an important milestone with an agreement—co-funded with ECMC Foundation, Belk Endowment, and Gates Foundation—for [North Carolina Independent Colleges and Universities](#) to serve as a testbed for new technology to facilitate transfer from community colleges to independent colleges. The goal is to widen the range of options for community-college students seeking to earn a four-year degree.

Finally, I can’t fail to mention the visit I made on a stormy day last spring in New York City to another grantee, the [Moynihan Center](#) at [City College](#), where I met with a diverse group of young people of incandescent intelligence who could not have been more civil, engaged, and excited as we worked our way through a text by Herman Melville that raises hard questions about suffering, care, and responsibility. The weather that day did a good imitation of a monsoon. The classroom windows rattled, my (putatively storm-proof) umbrella was destroyed by the wind on my way uptown, and on my return trip downtown the subway flooded—but I felt exuberant all the way home. It was a soul-bracing reminder that we don’t really grasp the value of our work until we meet the students whom we serve.

In sum, yes, academia is under unprecedented attack from within and without. Some of the reasons are substantive and arguably legitimate, some are cynical and manifestly opportunistic. Yet I have no doubt that we will get through these dark times, and that the wonderful faculty with whom we work, and the students whom they serve, will lead us out of the darkness.

--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 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*.

The Teagle Foundation convened our grantees virtually in workshops and in person at faculty institutes throughout the year to ensure that they have an opportunity to learn from each other. The virtual workshops also gave prospective grantees the opportunity to learn more about the work of the Foundation.

*Note: The following grants reflect those issued during fiscal year 2024 (July 1, 2023-June 30, 2024).

CORNERSTONE: LEARNING FOR LIVING

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

Cooper Union for the Advancement of Science and Art, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

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

Oxford College of Emory University, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

State University of New York Erie Community College, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

University of California Santa Cruz, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

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

State University of New York Geneseo, Planning for *Cornerstone: Learning for Living* (\$25,000 over 12 months)

California State Polytechnic University Pomona, Democratic Visions: The American Ideals Core (\$325,000 over 36 months)

Sonoma State University, Extending the Hutchins Approach at Sonoma State (\$175,000 over 24 months)

Houston Community College, Launching the Human Horizons Program (\$275,000 over 36 months)

Victoria College, Contextualizing Humanistic Exploration for Students in Diverse Pathways (\$235,000 over 36 months)

Anne Arundel Community College, The Center for Liberal Arts Work (\$250,000 over 36 months)

University of North Dakota, Launching the Cornerstone Minor (\$250,000 over 36 months)

Trinity Washington University, Implementing a First-Year Sequence and Humanities Tracks (\$225,000 over 24 months)

Marshall University, Herd Humanities Program (\$200,000 over 24 months)

Lyon College, Conversations at Lyon College (\$175,000 over 24 months)

Ursuline College, Rhetorics of the Rust Belt: Framing Cleveland through Transformative Texts (\$100,000 over 36 months)

Rhodes College, Cornerstone Recognition Grant: Revising and Renewing the Search Program (\$75,000 over 36 months)

KNOWLEDGE FOR FREEDOM

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

George Fox University, Bridge Grant for Knowledge for Freedom (\$200,000 over 42 months)

University of Rochester, Bridge Grant for Knowledge for Freedom (\$120,000 over 42 months)

Yale University, Bridge Grant for Knowledge for Freedom (\$240,000 over 42 months)

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

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

Kennesaw State University, Journeys in Justice, a Knowledge for Freedom Program (\$250,000 over 42 months)

Kent State University, Liberation Learners, a Knowledge for Freedom Program (\$250,000 over 42 months)

University of Guam, I Chalan Mo'na (The Road Ahead), a Knowledge for Freedom Program (\$300,000 over 42 months)

University of Texas at San Antonio, Migration, Democracy, and the American Experiment, a Knowledge for Freedom Program (\$300,000 over 42 months)

Waynesburg University, Space is Place, a Knowledge for Freedom Program (\$250,000 over 42 months)

EDUCATION FOR AMERICAN CIVIC LIFE

Borough of Manhattan Community College, Planning for *Education for American Civic Life* (\$25,000 over 12 months)

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

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

North Carolina Independent Colleges and Universities, Leveraging Technology to Reduce Hurdles in Statewide Transfer Pathways to Independent Colleges (\$350,000 over 24 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
Provost and Dean of the Faculty
Emerita, Barnard College

Greg Brown
Vice President for Finance and
Administration (Retired),
Swarthmore College

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

Scott Essex
Advisory Partner, Partners Group

Maya Dana Hinton
President, Hollins University
President Emerita, College of St.
Benedict

Kevin W. Murphy
Vice President, Issues & Advocacy,
Low Carbon Solutions at ExxonMobil

Grant Porter
Vice Chairman and Chairman of
Global Natural Resources Investment
Banking, Barclays Capital

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

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

Saskia Levy Thompson
Program Director, Carnegie
Corporation of New York

Sheryl Hilliard Tucker
Executive Director, The Board
Challenge

Pauline Yu
President Emeritus, American
Council of Learned Societies

Board Transitions

Board Retirements

Walter C. Teagle, III

Walter C. Teagle, III retired from the Board of Directors after over 40 years of outstanding service (1981-2024) and became Chair Emeritus and Director Emeritus of The Teagle Foundation in July 2022 and July 2024 respectively. He is the President of Teagle Management Company, a private investment consulting firm and Chairman Emeritus of the Teagle Foundation. Previously he was the Founder and General Partner of Groton Partners, a small merchant banking firm. Over the last 25 years he has been a Founder, Director and Officer of several entrepreneurial companies. He started his investment career at Exxon Mobil Corporation in the Treasurer's Office. After attending graduate school, he became a portfolio manager at Brown Brothers Harriman & Co. He currently serves as the Non-Executive Chairman of the First National Bank of Long Island. He also serves as a Director, Trustee and/or advisor to a number of philanthropic organizations. He graduated from the University of Maryland with a B.S. degree in economics and received an MBA from the Wharton School at the University of Pennsylvania.

Pauline Yu

Pauline Yu retired from the Board of Directors after over 20 years of dedicated service (2003-2024). Ms. Yu was formerly president of the American Council of Learned Societies and Dean of Humanities in the College of Letters and Science and Professor of East Asian Languages and Cultures at UCLA. Prior to that appointment, she was founding chair of the Department of East Asian Languages and Literatures at UC-Irvine and on the faculty of Columbia University and the University of Minnesota. She is the author or editor of five books and dozens of articles on classical Chinese poetry, literary theory, comparative poetics, and issues in the humanities. A fellow of the American Academy of Arts and Sciences and a member of its board, she is also a member of the American Philosophical Society and the Committee of 100. She serves on the Board of Directors of the Chiang Ching-kuo Foundation for International Scholarly Exchange and The Robert H. N. Ho Family Foundation. In addition, she is a trustee of the American Academy in Berlin and the National Humanities Center. She received her B.A. in history and literature from Harvard University and her M.A. and Ph.D. in comparative literature from Stanford University. Yu holds four honorary degrees and is a senior research scholar at Columbia University.

New Board Members

Eric O. Fornell

Eric Fornell is Vice Chairman of Investment Banking at Wells Fargo, where he focuses on utility and renewable energy clients. He is Chairman of the bank's securities business in Canada and serves on the bank's Capital Allocation Committee. Previously he led JPMorgan's global natural resources investment banking business and was an investment banker at Goldman Sachs. Eric was an executive in two energy companies and served as Deputy Director of the Detroit/Wayne County Port Authority. Eric is Chairman of Community Solutions, a nonprofit organization working in over 100 communities to make homelessness rare and brief. He earned a B.A. at Amherst College and an M.A. from the University of Oxford where he was a Rhodes Scholar.

Roosevelt Montás

Roosevelt Montás is Senior Lecturer in American Studies and English at Columbia University. He is Director of Columbia's Freedom and Citizenship Program, which introduces high school students from disadvantaged backgrounds to the Western political tradition through the study of primary texts and helps them prepare competitive applications to college. From 2008 to 2018, he was Director of the Center for the Core Curriculum at Columbia College. Roosevelt serves on the Board of Directors of the Association for Core Texts and Courses, the Great Questions Foundation, and the Catherine Project. He is also a member of the Academic Council of the Jack Miller Center. He is author of *Rescuing Socrates: How the Great Books Changed My Life and Why They Matter for a New Generation* (Princeton University Press, 2021) and of *Becoming America: Four Documents That Shaped a Nation and Why Their Ideas Still Matter* (forthcoming, Princeton University Press, 2026). He is co-editor of *The Princeton History of American Political Thought* (forthcoming, Princeton University Press, 2025). He speaks widely on the history, place, and future of liberal arts education and his opinion pieces have appeared in *The Atlantic*, *The Los Angeles Times*, *The Financial Times*, *The New York Daily News*, *The Chronicle of Higher Education*, *Inside Higher Ed*, and *The Dispatch*, among other publications. He holds an A.B. (1995), an M.A. (1996), and a Ph.D. (2004) in English and Comparative Literature from Columbia University as well as the degree of Doctor of Humane Letters *honoris causa* from Ursinus College.

Elsa M. Núñez

Dr. Elsa M. Núñez served as President of Eastern Connecticut State University from 2006 until her retirement in 2024, becoming the first Latina president of a public college or university in New England. With over 20 years of experience as a senior administrator at institutions such as the City University of New York and the University of Maine System, she significantly enhanced Eastern's academic reputation, leading it to be ranked among the top public universities in the North Region by U.S. News & World Report and recognized by The Princeton Review. Dr. Núñez was a strong advocate for educational access and success for underrepresented students. Under her leadership, Eastern has achieved an 84% retention rate. She also served as chair of the American Association of Colleges and Universities and on the Board of Directors of the Nellie Mae Education Foundation. Committed to environmental sustainability, Eastern was awarded "Green Campus" status by The Princeton Review for 14 years and holds a Gold STARS rating from the Association for the Advancement of Sustainability in Higher Education. Dr. Núñez aimed for carbon neutrality by 2030.

Staff

Andrew Delbanco
President

Ann-Marie Buckley, CPA
Chief Financial Officer

Loni Bordoloi Pazich
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Tamara Mann Tweel
Senior Program Director

Gwen Robbins
Program Associate

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Senior Program Officer

