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Executive Summaries
of Selected Sessions

Table of Contents

Session Title	Speaker(s)	Page
Indiana Jones with a Camera: How Edward Curtis Tried to Make Native Americans Live Forever (Sponsor: National Student Clearinghouse)	Timothy Egan , <i>National Book Award Winner and New York Times Op-Ed Writer</i>	3
A Conversation with David Bergeron	David Bergeron , <i>Senior Fellow for Postsecondary Education, American Progress</i> Mike Reilly , <i>Executive Director, AACRAO</i>	5
Education: The Glory of the Cuban Revolution. Myth or Reality?	Andy Gomez , <i>Assistant Provost, Dean of International Studies & Senior Fellow in Cuban Studies, University of Miami (Retired)</i>	7
Indigenous Nation-Building: Creating Strong Partnerships Between Higher Education Institutions and Native Nations	Manley Begay , <i>Professor, Northern Arizona University, College of Social and Behavioral Sciences, Department of Applied Indigenous Studies and Co-director, Harvard Project on American Indian Economic Development</i>	9
Biographies		

Indiana Jones with a Camera: How Edward Curtis Tried to Make Native Americans Live Forever

Speaker: Timothy Egan, *National Book Award Winner and New York Times Op-Ed Writer*

Overview

Edward S. Curtis, 1868-1952, was a Seattle-based portrait photographer renowned for his ability to capture nuanced expressions that evoked the essence of his subjects—the “Annie Leibovitz of his time.” His fascination with fast-disappearing Native American cultures led to a grand ambition: to capture photographically every American Indian nation whose culture was still mostly intact. This meant visiting each and putting in the time, sometimes years, to forge trusted relationships that would gain him access to a nation’s rituals, lifestyles, stories, and unguarded faces.

Curtis’ 30-year odyssey culminated in publication of a limited-edition 20-volume book set, *The North American Indian*. It is an American masterpiece that *The New York Times* called “the most gigantic undertaking since the King James edition of the Bible.” The opus remains to this day the most definitive anthropological work on Native Americans, often consulted by those with native heritage eager to learn about their ancestral ways. The volumes span five feet on a bookshelf and include 4,000 photographs amid the pages and pages on tribes’ creation myths and stories, spiritual beliefs, and lifestyles.

Curtis also produced audio recordings of tribespeople speaking in what now are lost languages. Those recordings have been preserved, and a film of Native Americans that he made with narration has been restored. Edward Curtis essentially was the world’s first documentarian. More importantly, he achieved what he set out to do: preserve these dying cultures for posterity.

Context

Award-winning author Timothy Egan recapped the life of Edward S. Curtis, subject of Egan’s biography *Short Nights of the Shadow Catcher*, punctuated by multiple examples of Curtis’ evocative photography of early twentieth century Native Americans.

Key Takeaways

“I’m going to focus on an American masterpiece,” began Timothy Egan, “perhaps the greatest photographic achievement, not just in our history but in world history. . . . I’m going to talk about the price of this masterpiece, the price of greatness itself, [and] about a man who lost everything for his single magnificent obsession.”

Some highlights of this remarkable story:

The price of greatness. Curtis’ single-minded pursuit of preserving Native American cultures consumed his middle-aged life at an enormous personal price. His passion took him from home for entire years, costing Curtis his business and marriage, time with his children, and his mental health (he suffered a nervous breakdown). And his work didn’t make him rich. Proceeds from sales of *The North American Indian* went to the heirs of J.P. Morgan, the project’s funder, and Curtis took no payment for his labors.

“He makes two mistakes: He essentially mortgages the project to J.P. Morgan. But more importantly, he works for free. He himself, Curtis, agrees he will take no salary.”

— Timothy Egan

Humble beginnings. Curtis grew up poor and hardworking, supporting his family after his father passed away by doing manual labor and dropping out of school. Remarkably, Curtis executed his vision with only a sixth-grade education! But he had enormous drive. He mortgaged the family’s hard-earned homestead to start what became a thriving portrait studio in Seattle. In short order, he became the premier portrait photographer on the West Coast.

Humble end. Despite his remarkable talent and life’s accomplishments, Curtis left the world at age 84—poor, alone, and forgotten. Interest in *The North American Indian* declined after the copies were sold (including to the Vatican and the Queen of England). Curtis’ final working years were spent on Hollywood film sets advising actors who were playing American Indians. He died in L.A., amid the smog he hated—but not before he told his rich life story to a Seattle librarian who had sought him out.

“In some ways, [Curtis]’ story is a tragedy. Art and tragedy repeat themselves in that we have people do amazing things, but they die forgotten.”

— Timothy Egan

Interest in Curtis’ work was revived in the 1970s after a group of Santa Fe photographers tracked down a set of *The North American Indian* in a bookstore basement in Boston.

“It was like Raiders of the Lost Ark: They just find this treasure trove of Curtis’ masterpiece.”

— Timothy Egan

The role of serendipity. Curtis was open to serendipitous events that took his life in new directions. Without these seminal experiences, he might never have embarked on his life-defining odyssey:

- During a year-long convalescence after a logging accident when Curtis was young, he developed a

fascination with visual phenomena and decided to follow his heart and become a photographer.

"All his life, he had these amazing coincidences. He was open to serendipity, which is what I always say a creative person should be. Be open to things happening to you."

— Timothy Egan

- Spotting the ostracized and elderly daughter of Chief Seattle digging for clams near her shack, Curtis found his first Native American subject. The riveting portrait he took after two days of negotiations to get her into his studio earned him much acclaim:



Princess Angeline, Daughter of Chief Seattle,
Photographed by Edward S. Curtis

- Spending a week shooting nature on Mt Rainier, Curtis heard a group of lost men calling for help during a storm and took them to safety. One was George "Bird" Grinnell, who introduced Curtis to a Montana tribe with its culture still intact at that point (1900), even though 99% of Native American cultures had already disappeared. The experience ignited Curtis' passion to shoot all such remaining tribes before it was too late.

"The frontier is gone, western cities are booming, immigrants are pouring in, and the native people are down to 250,000, down 99%. . . . They'll be gone in 10-20 years, so Curtis has this sense of urgency."

— Timothy Egan

Transformation from impartial to impassioned. The oppression of Native Americans by the U.S. government and society deeply affected Curtis. He found it unconscionable that the government was extinguishing native cultures via laws and education in special schools (where exhortations to "be a man" meant "be a white man"). At best, society was dismissive of the plight of Native Americans (Curtis couldn't even interest the Smithsonian Institution in his work) and at

worst, society was cruel (his close friend and collaborator, Native American Alexander Upshaw, was beaten to death in a racially motivated attack).

Curtis grew from an impartial observer, initially regarding photography of Seattle-area Native Americans as a business opportunity, to an impassioned advocate of Native Americans' rights. Curtis' advocacy led to passage of the Indian Citizenship Act of 1924.

"They made it a crime in the late 1800s for Native Americans to practice their religion, to do this Sun Dance. So Curtis was essentially an accomplice to crime."

— Timothy Egan

Edward Curtis was an ardent supporter of tribal religions in particular. He tried to open the white world's eyes to the religion that suffused the daily lives of native people. Other white people seemed blind to their spirituality. Even the Smithsonian's "experts" (some of which had seen Native Americans, they boasted) claimed that Apaches, for example, had no religion.

Ultimate reward. Native American poet N. Scott Momaday said that when looking at Edward Curtis' photos of his tribal homeland, seeing the real faces of real human beings depicted, he was struck with a force that made him extremely emotional: "I felt that I was looking at memory in my blood. Here was a moment, lost in time. Never before had I seen Indian people so close to the origins of their humanity, their sense of themselves in the world."

While Edward Curtis didn't reap material rewards commensurate to the riches he brought to the world, he succeeded in what he set out to do: make the tribes whose lives he documented "live forever."

Other Interesting Points

- **Heavy tech.** Edward S. Curtis shot 40,000 pictures in his lifetime, each on a glass plate negative, which he hauled down canyons (including the Grand Canyon), across rivers, into rain forests, and up rocky mountain peaks along with his heavy photographic equipment.
- **Seattle shame.** Princess Angeline, daughter of Chief Seattle, was the only Native American of Curtis' time who was allowed to live within Seattle city limits. A series of laws banned all others from the city, an irony given that Seattle is the only U.S. city named for a Native American.
- **How soon they forget.** Despite *The New York Times'* celebration of Curtis' work during his lifetime, the obituary it ran on him was a modest 76 words. That astounds Timothy Egan, who writes for the paper.
- **Living on.** Just as Curtis sought to immortalize dying Indian nations in photos, so is his life's work immortalized on the Internet. See the many examples online.

A Conversation with David Bergeron

Speakers: David Bergeron, Senior Fellow for Postsecondary Education, American Progress
Mike Reilly, Executive Director, AACRAO

Overview

Based on his experience at the U.S. Department of Education and the Center for American Progress, David Bergeron believes that changes are needed in many facets of public policy that affect higher education. Outcomes should play a larger role in accreditation, the student loan system should be revamped, and dialogue is needed to rethink the role of the Department of Education. While continuous improvement is always needed, when it comes to higher education, the federal government tries to support people in pursuit of their dreams.

Context

AACRAO's Mike Reilly spoke with David Bergeron about a wide range of topics, including accreditation reform, reauthorization of the Higher Education Act, financial aid, and the future of the Department of Education.

Key Takeaways

- Accreditation should focus more on outcomes.

In higher education, accreditation determines quality. The current accreditation system focuses on processes and inputs at colleges and universities. It doesn't take a hard look at outcomes. Many institutions have low graduation rates and high costs, while students have high levels of debt. In addition, employers are unhappy with many higher education graduates. CAP graphed graduation rates from public four-year colleges by regional accreditor. Three accreditors were well above the median and three were well below. The United States doesn't have a national system of higher education. Instead, it has six regional systems and they aren't generating the same results.

The accreditation system should look more at outcomes and outputs. In today's world of big data, outcomes can be measured more effectively. It may be helpful to involve employers in the accreditation process. They could serve on the commission and participate in onsite reviews. Some members of Congress have discussed a third-party validator. The Department of Education's EQUIP experiment is rooted in that notion.

Bergeron believes that the Department of Education will eventually revamp accreditation so that high performing institutions are simply monitored and poor performing institutions receive more attention. However, that can't occur until people agree on what to measure.

"I think we will get to the place with accreditation where we monitor institutions that are doing a good job and focus our attention on the institutions that aren't. I think we'll get there when we all start agreeing about what to measure."

— David Bergeron

- The federal financial aid system should communicate student aid commitments earlier and loan collection practices should be reformed.

David Bergeron recommended two changes to the federal financial aid system:

- *Commit to providing federal aid earlier in students' careers.* The government should tell families how much federal aid they will get when students are in eighth grade. This could be calculated using information from the tax system. The current system uses an elaborate process to collect information and calculate expected family contribution (EFC). The result is classification of students into three categories: low, middle, and upper income. Painful conversations are avoided with middle and upper income families about the need to rely on loans. However, the process penalizes struggling lower income students who don't realize they can attend college.
- *Use wage withholding to collect student loan debt.* The government must eliminate the current loan servicing apparatus that is costly, inefficient, and confusing. A better approach is wage withholding. Pay agents that work on behalf of private businesses and the government to pay people could build the necessary systems.

Various think tanks have discussed a new federal-state partnership that might replace the student aid system entirely. Bergeron would be concerned about this change.

"The 'big lie' was something that President Reagan told. He would say that the government stood between people and their dreams. I would always say that's not true in American higher education. The government supports people in the pursuit of their dreams. That's what the whole federal aid system is about."

— David Bergeron

- In the post-secondary education sector, the U.S. Department of Education faces regulatory and enforcement challenges.

David Bergeron discussed several issues related to the U.S. Department of Education and federal involvement in post-secondary education:

- *The confirmation of a new Secretary of Education is encouraging.* The Department of Education is primarily responsible for delivering elementary and secondary education in the United States. The Congress recently eliminated No Child Left Behind and implemented a new law with bipartisan support. Bipartisan interest in enacting the new law drove Congress to confirm John King as Secretary of Education. Although King doesn't have a strong higher education background, he is interested in issues related to access, affordability, and completion.
- *The Department of Education should reevaluate outdated accreditation requirements for post-secondary institutions.* A taskforce built on the work of Vanderbilt University and others recently conducted a study. It found that while higher education is subject to tremendous regulatory burdens, most are associated with accreditation. The question is whether the burden is worth the cost. In reality, the cost doesn't always generate the desired results. If outdated accreditation requirements don't serve their intended purpose and institutions do the wrong things, they should be eliminated.
- *Although Department of Education guidance isn't binding, auditors believe it is.* During Bergeron's tenure at the Department of Education, a process existed for releasing sub-regulatory guidance that is binding. This included soliciting public comment on the guidance. The Department rarely did that. Unfortunately, most auditors interpret guidance as mandatory. This adds to the complexity facing higher education.
- *The Department of Education's new Student Aid Enforcement Unit should not reside in Federal Student Aid.* When enforcement lives in a performance-based organization like Federal Student Aid, enforcement must be negotiated in a way that is fair and equitable across all institutions. Yet, fraud and abuse only occur at a small subset of institutions. Bergeron suggested that the enforcement unit should stand separate from Federal Student Aid and the Office of Postsecondary Education. If this occurs, the cover over enforcement should be lifted so people on the outside can look in.

— *People should rethink what the Department of Education does and how it does it.* The U.S. Department of Education is the principal agent for making society more equitable through access to education and higher education. This makes it a target for people who oppose change. Some politicians want to abolish the Department. Bergeron believes, however, that it would be more productive to engage in dialogues to rethink the Department's role.

- **Although Higher Education Act reauthorization is unlikely this term, other education-related legislation may pass.**

The last time the Higher Education Act (HEA) reauthorization was pending, 17 bills were passed. While many were simple extensions, modifications to the law were also implemented. This time, several issues are urgent enough to warrant legislation outside of comprehensive HEA reauthorization. There is bipartisan interest in simplifying the FAFSA, as well as in deregulation, innovation, and competency-based learning.

Other Important Points

- **The community college system is doing a huge disservice to American young people.** Community colleges are chronically underfunded, given the needs of their diverse and at risk populations. As a result, their lack of success isn't surprising. Bergeron suggested that community colleges are a system of "pretend colleges" where students believe they are getting an opportunity for higher education, but they are simply diverted from a system that could be much more effective.
- **K-12 education outcomes will only improve if the system is no longer funded through property taxes.** In the K-12 sector, schools in affluent communities are better funded than those in poor communities. The disparity has a cumulative impact on student success and disadvantage builds throughout students' lifetimes. This problem could be solved if schools were no longer funded through property taxes.

Education: The Glory of the Cuban Revolution. Myth or Reality?

Speaker: *Andy Gomez, Assistant Provost, Dean of International Studies & Senior Fellow in Cuban Studies, University of Miami (Retired)*

Overview

Since the early days of the revolution, Cubans have had universal access to education. The Castro regime has used education to indoctrinate Cuba's youth in Marxist-Leninist ideology. However, the younger generation is questioning and contradicting the beliefs they were taught. Today, with the renewal of diplomatic ties between Cuba and the United States, American universities can create greater understanding between the two cultures and promote better education in Cuba. Promising paths forward include teacher training, curriculum development, student exchanges, and more.

Context

Andy Gomez discussed how American higher education institutions can address Cuba's education challenges and facilitate reconciliation between the two countries.

Key Takeaways

- Cubans are seeking better education and job opportunities.

In January 1961, the United States broke diplomatic relations with Cuba. Since that time, millions of Cubans have been born who only know the Castro regime. Of the country's 11.3 million people, 9 million were born after 1959 and 2.2 million were born after 1991. Many want to leave the country in search of better work and education.

Gomez made several observations about the current state of Cuba:

- *Afro-Cubans are suffering the most.* Over half the Cuban population (65%) is Afro-Cuban. The Revolution promised the most to this group, but has delivered very little. In addition, assistance provided by the Cuban exile community isn't directed to Afro-Cubans.
- *Cubans receive free education and healthcare.* Shortly after coming into power, Fidel Castro started providing free education and healthcare to everyone. Education, however, has been used to indoctrinate children in Marxist-Leninist ideology. The Cuban education system was excellent until the mid-1990s. At that time, Fidel Castro told 1,500 unemployed youth to teach in schools. Since these individuals had no training, the teaching quality declined significantly. Despite poor education and limited Internet access, young Cubans have a tremendous thirst for learning and a desire to catch up.
- *Job opportunities for educated people are limited.* Young people want to leave Cuba to find better job opportunities. Gomez noted that a Cuban man with a

Ph.D. in engineering can make more money driving a pedicab than by practicing engineering.

- *Some Cubans are uncomfortable with freedom.* Gomez recounted how a Cuban who was studying in Miami wanted to return to Cuba because he didn't know how to behave in a free state. In Cuba, the state provides for people and tells them what to do and how to do it.
- *Change will create psychological trauma.* Raul Castro may retire in 2018 and a new leader must come from within Cuba. The changes that Cubans face are creating stress and anxiety. East Germany is a good example of this dynamic. Five years after East and West Germany unified, older East Germans became nostalgic for the way things used to be. It wasn't because conditions before were better, but there was comfort in knowing how to behave "in the box" of Communism.

"I can probably change the political and economic system in Cuba, which is in a shambles, before I can psychologically transform the minds of young Cubans to support change."

— Andy Gomez

- Higher education can play a significant role in the reconciliation process between the United States and Cuba.

Renewed diplomatic ties between the United States and Cuba are encouraging. However, the harder task is normalization of relations, which could take 20 to 25 years. Education has the power to help people think more freely and to build a base for the future. U.S. institutions can help with the reconciliation process between the two countries:

- *Strengthen the Cuban vocational-technical education system.* Cuba has a tremendous desire for vocational-technical education. American community colleges could help establish Cuban voc-tech schools.
- *Engage in teacher training.* President Obama has made it possible for American higher education institutions to provide scholarships and fellowships to Cuban students. Rather than training all Cuban teachers in the United States, a more effective model is to train a few teachers and then have those individuals return to Cuba and teach their peers.
- *Participate in curriculum development.* While it is impossible to erase the last 58 years from Cuban history books, work is needed to put the past in the proper context.
- *Support faculty and student exchanges.* These programs are great learning opportunities. However, institutions must proceed with caution in a couple of

areas. If students or faculty get into trouble in Cuba, they are subject to Cuban laws. It is a good idea to talk with risk management specialists before starting an exchange program. In addition, the Cuban health system is not sophisticated. Institutions must use care when bringing students there.

“Prepare yourself and your students to go to Cuba. Make sure they have a little bit of knowledge about what Cuba is today, what it was, and what it can be. Education can play a powerful role that the politicians will not be able to do.

— Andy Gomez

Other Important Points

- **Liberal arts education and Cuban students.** When Cuban students come to the United States, Gomez does not see liberal arts education as the best option. Many students will come with degrees already. The key is to listen to them and discover what they need.
- **Developing partnerships with Cuban schools.** It is necessary to explore and do research to find schools for potential partnerships. Building trust is very important and patience is essential.

Indigenous Nation-Building: Creating Strong Partnerships Between Higher Education Institutions and Native Nations

Speaker: **Manley Begay**, Professor, Northern Arizona University, College of Social & Behavioral Sciences, Dept. of Applied Indigenous Studies and Co-director, Harvard Project on American Indian Economic Development

Overview

Tribal nations are experiencing a revolution as they embrace nation-building. Research has found that the most prosperous nations have sovereignty, capable government institutions, a strong culture, long-term thinking, and effective leadership. Native American nations need help to rebuild themselves and higher education institutions have the required skills and abilities. Opportunities exist for colleges and universities to serve first peoples through nation-building programs. These initiatives benefit students, Indigenous countries, and higher education institutions.

Context

Manley Begay discussed how higher education institutions and Indigenous nation governments can create meaningful, effective, and lasting partnerships.

Key Takeaways

- Tribal nations in North America are experiencing a period of self-determination and nation-building.

When Manley Begay was a doctoral student at the Harvard Graduate School of Education, he and political economist Joe Kalt and sociologist Stephen Cornell were intrigued by tribal nations' movement from self-determination to nation-building. In 1988, the three men developed a research question to investigate this trend: Why do some tribal nations do better economically than others?

They discovered five keys to success that were common among prosperous nations:

1. Sovereignty matters.
2. Capable government institutions are essential.
3. Culture matters.
4. Long-term thinking is crucial to long-term success.
5. Leadership matters.

Begay defines nation-building as the enhanced capacity of Native nations to realize their *own* cultural, educational, economic, environmental, and political objectives through foundational actions of their own design and initiation.

Many examples of successful nation-building exist in the United States and Canada. The Mississippi Choctaw have an unemployment rate close to zero. The Winnebago tribe of Nebraska is building its own city. The Cochiti Pueblo

have developed retirement communities that attract older people from throughout the United States. The Membertou First Nation in Nova Scotia is the first Aboriginal ISO-certified Indian nation. It makes seven times more money than what is given to it by the Canadian federal government. The Navajo Nation has one of the best court systems in the world based on Navajo fundamental laws.

"What is Indigenous nation-building all about? I think it's a revolution. These are exciting times, unlike any time in the history of the United States. In my lifetime, I've seen my uncles and relatives being told what to do by the Bureau of Indian Affairs to us telling the Bureau of Indian Affairs that we are going to do it ourselves."

— Manley Begay

- Higher education institutions can help tribal nations rebuild themselves.

Native American nations need assistance as they work to rebuild themselves. Higher education institutions have the skills and abilities that are required. Begay described several nation-building programs he established at different universities:

- *Harvard University.* Begay collaborated with Kalt and Cornell to formulate a nation-building theory. In addition, they established the [Harvard Project on American Indian Economic Development](#), a faculty advisory board focused on Native issues, the Nation-Building I and Nation-Building II courses, and the [Honoring Nations Program](#) which celebrates outstanding examples of tribal governance.
- *University of Arizona in Tucson.* After leaving Harvard in 2000, Begay went to the University of Arizona in Tucson. He established the [Native Nations Institute](#) and created a graduate certificate program within the American Indian Studies program.
- *Northern Arizona University.* In 2014, Begay moved to Northern Arizona University (NAU) in Flagstaff which has a strategic goal to become the nation's leading university serving Native Americans. Important programs at NAU include:
 - o The [Applied Indigenous Studies Program](#) which takes a curriculum-to-community approach.
 - o The Tribal Advisory Council which includes five council members who are the chief executives of their nations.
 - o The Traditional Knowledge Scholar Program which hires tribal elders to work with students. No other

American Indian Studies program has such an elders program.

At NAU, Begay established the Nation-Building I course which is theory-oriented and the Nation-Building II course which allows students to apply concepts in field-based service learning projects through pro bono consulting work. These projects are done at the request of clients and cover many topics, ranging from economic development to constitutional design, leadership strategies, health, social welfare, water rights, education, culture, language, and more.

Begay has also created an 18-credit graduate certificate program on Native Nation-Building. An Executive Education Program for current leaders is partially completed and Begay is planning a Master's program in Leadership and Native Nation-Building.

When higher education institutions create nation-building programs, they must determine how to provide excellent service to the first peoples of this country. In addition, registrars and admissions officers must consider how to attract faculty members and students to these programs.

- Nation-building programs benefit students, institutions, and Indigenous countries.

Begay shared five lessons learned from his experience creating nation-building programs:

1. *Indigenous countries are dynamic in many ways, including politically, culturally, and socially.* Students often think they need to go to exotic locations to wrestle with constitutional reform, health issues, and

educational challenges. All they need is to go to Indigenous countries in their backyard.

2. *Rapport and credibility must be established with Indigenous countries.* Respect, communication, and institutional commitment are crucial for advancing nation-building programs. It is important to have an advisory council. Faculty recruitment and retention are also essential.
3. *Recruit students and then make sure they are successful.* Both Native and non-Native students are needed to take on nation-building work.
4. *Institutions see many advantages from this work.* Nation-building programs fulfill institutional goals to change things for the better. They also build institutions' scholastic potential.
5. *Indigenous countries also benefit.* Nation-building programs support political sovereignty. Nations benefit from access to students and faculty who can address pressing challenges. In the long run, relationships with higher education institutions improve life in Indigenous countries.

"When I was at Harvard, students were so interested in working in exotic places to wrestle with constitutional reform, health issues, and educational challenges. And we would say to them, just go in your own backyard to Indigenous countries. It's right there."

— Manley Begay

Biographies

Manley A. Begay, Jr., Ed.D.

Professor, Northern Arizona University, College of Social and Behavioral Sciences, Department of Applied Indigenous Studies and Co-director, Harvard Project on American Indian Economic Development

Manley A. Begay, Jr. is professor in the Department of Applied Indigenous Studies (AIS), and Department of Politics and International Affairs, College of Social and Behavioral Sciences. Professor Begay is also an affiliate faculty member of the W. A. Franke College of Business at Northern Arizona University, Flagstaff (NAU).

Professor Begay joined the NAU faculty in fall of 2014. Beginning in 1997, he has also been co-director (with Professors Joseph Kalt and Stephen Cornell) of the award-winning Harvard Project on American Indian Economic Development at the John F. Kennedy School of Government at Harvard University. Since 1987, the Harvard Project has worked for and with Indigenous governments, enterprises, organizations, and communities world-wide providing research, advisory services and executive education on issues of nation-building and economic development. At NAU, he has primary responsibility for teaching about Indigenous Nation-Building and developing the Tribal Leadership Initiative.

David A. Bergeron

Senior Fellow for Postsecondary Education, American Progress

David A. Bergeron is a Senior Fellow for Postsecondary Education at American Progress after serving more than two years as the Vice President for Postsecondary Education Policy. At American Progress, he has written on a variety of higher education issues including student loans.

Before joining American Progress, David served for more than 35 years at the U.S. Department of Education in increasingly responsible positions. His last role was that of Acting Assistant Secretary for Postsecondary Education. In this position, David acted as the Education Secretary's chief advisor on higher education issues and administered more than 60 grant and loan programs that provide nearly \$3 billion annually to institutions of higher education and community-based organizations.

Timothy Egan

National Book Award Winner and New York Times Op-Ed Writer

Timothy Egan is an acclaimed writer and veteran chronicler of the West whose interests range wide across the American landscape and American history. He is a Pulitzer Prize-winning reporter, a popular columnist, and a National Book Award-winning author.

His weekly online column for *The New York Times*, the popular "Opinionator," is consistently among the most read pieces on the NYT site. Before that, he worked as one of the newspaper's national correspondents, roaming the West and serving as its Pacific Northwest correspondent. In 2001, Egan was part of the Pulitzer Prize-winning team that wrote the series "How Race Is Lived in America."

Egan is the author of several books, including *The Big Burn: Teddy Roosevelt and the Fire That Saved America*, a New York Times bestseller and winner of the 2009 Pacific Northwest Booksellers Award. *The Big Burn* was also the inspiration for a recent documentary also titled *The Big Burn* which aired on *The American Experience* (PBS) in 2014. Egan's book *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl*, a work Walter Cronkite called "can't-put-it-down history," won the 2006 National Book Award for nonfiction. Egan is featured prominently in Ken Burns' acclaimed 2012 film, *The Dust Bowl*.

Dr. Andy S. Gomez

Assistant Provost, Dean of International Studies & Senior Fellow in Cuban Studies, University of Miami (Retired)

Dr. Andy S. Gomez is a Senior Advisor with the law and public policy firm of Poblete Tamargo LLP. Prior to joining the firm, he served as Special Assistant for International Affairs at the University of Miami, in Florida. In this role, Dr. Gomez served as the university's liaison between the international business and the diplomatic communities. He served as Assistant Provost for Planning, Institutional Research, and Assessment from 2005-2012. In this capacity, Dr. Gomez was responsible for the continuous academic improvement of all university-wide programs. He also served on the Southern Association of Colleges and Universities (SACS) Board of Trustees from 2008-2012.

At the University of Miami, Dr. Gomez also served as Dean of the School of International Studies, 2001-2004. Dr. Gomez is considered an academic scholar in Cuban studies. He currently serves as a Senior Fellow at the University of Miami's Institute for Cuban and Cuban-American Studies. His research agenda focuses on the ideological and psychological reconstruction of human values and attitudes in a post-Castro Cuba.

Michael V. Reilly

Executive Director, AACRAO

Mike Reilly serves as the Executive Director of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Prior to coming to AACRAO, he served as the Executive Director for the Council of Presidents, an association of the six public baccalaureate degree-granting institutions in the state of Washington. He has 25 years of experience in university administration, admissions, and

enrollment management, including having been the Associate Vice President for Enrollment Management at both Central Washington University and Humboldt State University.

He recently served on the American Council on Education Board of Directors and is currently on the American Council

on Education's Commission on Education Attainment and Innovation and the College Board's Access and Diversity Collaborative Advisory Council. He is a frequent writer and speaker on public policy matters impacting higher education.

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