

Achieving the Vision: The Cherry Commission One Year Later

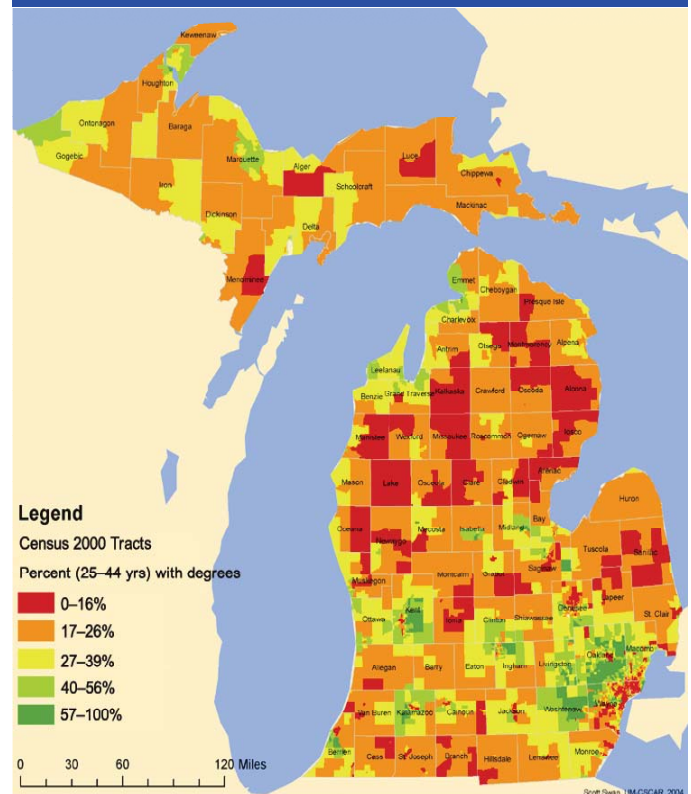
by Britany Affolter-Caine and Nate Daun-Barnett

In March of 2004, Michigan's Governor Jennifer Granholm announced the formation of a state-wide commission on higher education and the economy to discuss ways to double the number of people with postsecondary degrees and credentials in the state and to more closely align higher education with economic growth. The 41-member commission, chaired by Lieutenant Governor John Cherry, and including legislators, educators, and business leaders from across the state and the political spectrum, spent six months considering the entire education pipeline from the preparation students receive in high school to their completion of a postsecondary degree. In December of 2004, the commission issued its final report with 19 recommendations to the Governor offering a vision for education in Michigan.

The final report was both applauded and debated in the media for the next six months in more than 100 news articles, radio and television talk shows. Early in the work of the commission, one member cautioned that the single greatest challenge would be to create a sense of urgency in the state. The commission would need to demonstrate that a problem does exist in the state's economy and higher education is the key to its improvement. For the moment, a sense of urgency was created – but time will tell if that energy can be sustained. The primary question is whether or not this report, in particular, will be implemented – or if it will meet the fate of so many other well-intentioned commission reports and sit upon a shelf to collect dust.

This brief will review the impetus and recommendations of the Cherry Commission, compare its process and recommendations with those of its predecessors in the state and contemporary commissions from other states, and consider the likelihood that the Cherry Commission Report will succeed in its effort to improve Michigan's economy through the improved educational attainment of its citizens. Included are data compiled for the Cherry Report, discussions during and following the commission, proposed and enacted policies related to the final report, and research on successful commissions.

The Educational Attainment of Michigan Communities Differ



Educational Attainment in Michigan by County: Population 25-44 Years of Age with a Bachelor's Degree or Greater

Background

The continuing economic decline in the state as demonstrated by the magnitude of job and income loss and subsequent deficit growth in the state's budget prompted Governor Granholm to establish the Cherry Commission. During both the early 1980s and early 2000s, manufacturing was hard hit in Michigan by recessions. Today differs from the 1980s is that the economic crisis is structural in nature, as opposed to cyclical, where the economy is following a predictable pattern of rising and falling unemployment rates. The economic challenges facing Michigan are the products of the changing foundation of our industrial economy. The implications are that systematic change in our culture and educational attainment are critical to making the transition from a manufacturing economy to the knowledge economy.

The state is experiencing a radical decline in high-paying manufacturing jobs and has seen a significant decline in adjusted per capita income of 11.78 percent between 1969-2001. In economic growth Michigan ranks just 47th in the nation (Glazer & Grimes, 2004).

Policymakers and citizens alike have identified reasons for the manufacturing downturn and economic slide, including free trade, taxes, and even our winters. While these reasons may each have contributed in some part, the Cherry Commission recognized the significant role educational attainment has played. Michigan is ranked 34th in the nation for the proportion of residents 25 years and older who have a Bachelor's degree or higher (21.8 percent). This is below the national average of 24.4 percent, and considerably below the top state of Massachusetts with 33.2 percent. Having a talent pool to draw upon is perhaps the single most significant resource a state can offer to attract businesses to locate and remain in the state. The second most significant resource is the talent and knowledge production that is associated with great universities.

Michigan is home to a large, vibrant and diverse set of higher and postsecondary education institutions that excel in teaching and research. Each year these colleges and universities graduate individuals who provide the necessary talent to support every sector of the global economy. With this capacity to produce quality college graduates, it is disappointing that Michigan has yet to reap the full benefit. The state is losing its future in the out-migration of its talented and educated young adults – those

residents with a bachelor's degree or higher aged 22-29, who are leaving the state en masse for other states. In fact, Michigan lost 11,665 educated residents in this age group in 2000, as compared to California, which gained 140,588 – the leading state for attracting this talent group. These figures are staggering, and they suggest if Michigan increases higher education attainment of its residents, it may reclaim its place of relevance in an ever-greater interconnected global economy.

Recommendations

The recommendations of the Cherry Commission on Higher Education and Eco-

nomics Growth are broad, grand and unique. Several address issues specific to Michigan, while others depart from those proposed in higher education commission reports from other states by considering the entire educational pipeline – preparation, participation and completion – in addition to the economic benefits of education. Table one provides a list of the primary recommendations from the Cherry Commission, higher education commissions from other states, and the the Cherry Commission's predecessor from 1984. Some reports imply additional recommendations but for comparative purposes, only explicitly stated recommendations are included in Table 1.

Table 1. Comparisons of Commission Recommendations for Higher Education by State

Recommendations	Michigan 2004	Ohio 2003	Missouri 2003	Virginia 2000	Michigan 1984
Make Higher Education Universal	✓				
Set High Expectations for High School Students Through Rigorous Standards and Curriculum ¹	✓	✓	✓		✓
Adopt a New High School Assessment	✓				✓
Create a Culture of Entrepreneurship	✓				✓
Implement New Strategies for High School Success	✓				
Equip Educators and Administrators to Support the High-Expectations High School Path	✓		✓		
Create Community Compacts for Educational Attainment	✓	✓	✓		✓
Improve Institutional Completion Measures	✓				
Expand Access to Baccalaureate Institutions and Degrees	✓				✓
Expand Opportunities for "Early College" Achievement	✓				
Improve Transfer Process and Award Dual Degrees	✓	✓			✓
Increase Number of Postbaccalaureate Professionals	✓				
Target Adults Seeking to Complete Postsecondary Credentials	✓				✓
Conduct an Analysis of Higher Education Capacity Needs	✓			✓	✓
Create and Emerging Economy Initiative	✓				✓
Commercialize More Research	✓	✓	✓		✓
Align Postsecondary Education with Economic Needs and Opportunities	✓	✓	✓		✓
Expand the Role of Higher Education Institutions in Community Development	✓		✓		✓
Develop a Lifelong Education Tracking System	✓				
Emphasize Institutional Accountability		✓		✓	
Increase Financial Aid ²		✓	✓	✓	✓
Address Rising Tuition Costs		✓		✓	✓
Measure Value-Added Learning			✓		
Create Performance Incentives for Higher Education		✓	✓	✓	✓
Create Institution-specific Performance Agreements				✓	✓
Create or Identify a Body to Sustain the Work		✓	✓		✓
Create Common Higher Education Application Form		✓			
Preserve and Enhance the Quality of Education Provided				✓	✓
Attract and Retain High Quality Researchers		✓		✓	✓
Create Marketing Campaign to Promote Higher Education		✓			

¹An entire commission was convened in Ohio on the Issue of K-12 academic success.

²A variety of solutions/approaches are proposed by each state.

A Difference of Specificity

One of the primary ways commissions differ with respect to their recommendations is the degree to which they articulate specific details and implementation strategies. The lack of specificity presents considerable ambiguity in determining the status of implementation efforts. This is a central difference among the various types of commission reports, and represents a continuum of sorts. The Virginia commission is a model of specificity, where it issued 73 recommendations in a 96-page report (excluding appendixes); however, their recommendations addressed fewer than 10 education policy domains. For example, the first 23 recommendations are all related to the notion of creating institution-specific performance agreements. The Missouri Commission, on the other hand, is a model of generality. Its 23-page report issued a concise set of 10 recommendations, suggesting aligning the K-12 curricula with workforce demands and simplifying the financial aid programs in the state without specific directions addressing how to achieve these objectives. The 19 Michigan recommendations are not as broad as those in the Missouri report. Instead a set of sub-recommendations that approach the “how” are included, although these are not universally provided for every recommendation, nor do they meet the level of detail embodied in the Virginia and Ohio recommendations.

Researchers and policy makers disagree as to which is the better approach. Some argue that a broader vision with less detail allows for greater latitude when attempting to navigate the politics of changing education policy. Others argue for greater specificity to better the chances of implementation. The Cherry Commission attempted to strike a balance, but favored less specificity. This was intentional to allow for individual communities to determine the means that may work best in their locations.

One recommendation, for example, calls for the establishment of community compacts designed to identify and address the challenges of preparation, participation, and college completion among community partners. Another recommenda-

Table 2. What is Being Done in Michigan?

Initiative	Initiative Description	Cherry Report Recommendations
21st Century Jobs Initiative	Make Michigan the “epicenter” of alternative energy research and the leader in biotechnology and homeland security	Commercialize more research
New Merit Scholarship	Transform former merit award of \$2500 based on high school performance to \$4000 based on postsecondary performance: completion of 2 years of college	Make higher education universal
More Rigorous High School Curriculum	The state board of education to approve additional graduation requirements to improve college readiness	Set high expectations for high school students through rigorous standards and curriculum
New High School Assessment	Revise the MEAP to incorporate the ACT as a component	Adopt a new high school assessment that would be an accepted test for college readiness and admission
Reform High Schools	Create new high school opportunities including smaller schools	Implement new strategies for high school success
Return to Learn	Michigan colleges and universities should honor the credits earned by those people who have some college, but no degree	Target adults seeking to return to earn a postsecondary degree or credential
Michigan Opportunity Partnership	Provide immediate job training in high demand fields for displaced workers	Target adults seeking to complete postsecondary credentials
Transfer Wizard	Create a system to identify equivalent courses at all Michigan colleges and universities to ease transfers	Improve transfer process and award dual degrees
Individual Record Data Tracking	Create system to track K-12 and Higher education data on all Michigan students who enter school at any level and into the workforce	Develop a Lifelong Education Tracking System

tion calls for more rigorous high school graduation standards. Currently the state mandates only one course requirement for high school graduation— civics. The local district decides any additional graduation requirements. The State Board of Education and the Governor are aware that in the past, specific recommendations for delivering a more rigorous high school curriculum have been met with considerable resistance in the state legislature, and therefore they are discussing strategies that include creation of incentive structures and inclusion of all students’ participation in the more rigorous curricular programs.

Given the pros and cons associated with the degree of specificity, two of Governor Granholm’s education policy proposals, delivered in her state of the state address in February (see Table 2 for a complete list), illustrate how the broadly constructed recommendations of the Cherry Commission

could set the direction for more specific policies to institute change. Her first proposal recommends changing the amount and delivery timing of the Michigan Merit Scholarship. Currently it is a \$2500 grant to award high school achievement, available to all high school graduates who successfully complete the state’s assessment test (MEAP). The new scholarship would be a \$4000 grant to reward postsecondary achievement, available to all students who complete the equivalent of two years of college. The Cherry Commission did not make a recommendation regarding the Merit Scholarship and, in fact, the program was not discussed publicly at all during the commission. The text of the Report’s very first recommendation reads, “to make higher education universal,” and suggests that “[the state] set an expectation that all students will achieve a postsecondary degree or credential coupled with a guarantee from the state of financial support linked to achievement of that goal. The connection of universal education to changing the award amount of the scholarship, albeit without specifics, may create change.

The Governor’s second proposal recommends a billion dollar bond to support research on

new technologies and commercialization in the state - a response to the recommendation to create an emerging economic initiative. This recommendation was born out of the efforts of the Benefits Work Group and their concerns about the relatively low number of start-up companies in Michigan given the level of research and development conducted in collaboration with research universities. It broadly outlines actions, such as creation of a 21st Century Research Fund to commercialize more research. Influenced by the recent passage of California’s controversial bond issue - Proposition 71 that provides \$3 billion over the next decade for stem cell research - the Benefits Work Group believed the Governor should initiate a similar proposal, but stopped short of explicitly recommending a bond proposal.

Both of these proposed initiatives – the Michigan Merit Scholarship and the bil-

lion dollar bond – are suggested to advance the state’s goal of doubling the number of college-credentialed residents in the state – the former by incentivizing high school preparation and the latter by retaining educated graduates in Michigan. So, does it matter who provides the details? It depends upon the recommendation and the level at which it is intended to be implemented.

“Higher Education is the ‘jet fuel’ of our economy.”

Gov. Granholm

In Michigan’s case, recommendations are far removed from actual implementation because discussion of money were taken off the table. The Governor and Lt. Governor discouraged the Commission from considering recommendations related to funding strategies. This was done for two reasons. First, the state faces considerable budgetary challenges. Discussions of funding could have stymied progress on the task at hand. Second, Governor Granholm and Lt. Governor Cherry wanted to give the commissioners the freedom to pursue bold, new ideas. Funding discussions would have changed the nature of the conversations and they might well have led to a different set of recommendations. Now that the recommendations have been made, Michigan has turned to a variety of sources, both public and private, to address the need. These efforts are located at a different level than the one on which the Commission was operating.

Distinction of the Cherry Commission

Every state has a means by which to assess high school performance. This issue often proves contentious among various constituencies. Michigan’s high school assessment exam – the MEAP – has been the subject of intense debate regarding its efficacy to measure student’s knowledge and college readiness compared to standard college entrance exams such as the ACT. The Cherry Commission recommended the development of a new high school assessment exam that could also be utilized by admissions personnel as an accepted test for college readiness. The state passed legislation that incorporates the ACT as a *component* of the newly tooled MEAP.

Policymakers and other proponents of this change hope that the additional number of high school students taking and “passing” the widely used college entrance exam will promote greater postsecondary education participation among Michigan’s high school graduates.

Many commission recommendations address issues that affect all states, which are particularly salient in Michigan. Adult learners represent one of the fastest growing markets in higher education, but are a particularly vital population in Michigan. Michigan is currently experiencing the highest unemployment rate in the nation. Nearly 24 percent of our adults have attended some college but have earned no degree – a large, potentially dynamic source of educated human capital if they could complete their degrees. In response, three recommendations were dedicated specifically to adult learners (i.e., target adults seeking to complete postsecondary credentials, improve transfer process and award dual degrees, and develop a lifelong education tracking system), and eight recommendations include consideration of adult learners (e.g., issues related to capacity, entrepreneurship education, business-education alignment, completion measures, post-baccalaureate degrees, expanded access, community compacts).

The Cherry Commission recommended that higher education be universally accessible to all students in the state. No specific provisions were established to determine how and when this recommendation would or could be implemented, but it is the result of a profound evolution in the thinking of commissioners as to the limitless possibilities of higher education to benefit individuals and the public good. It represents a concerted interest in creating a “sea change” in terms of our thinking, direction, and achievement. It provides the foundational principle, agreed upon by all at the table, for setting a high bar for the state and its residents. The strategies to reach this high bar of achievement were conceptualized in an equally unique way – purposeful consideration of the varying and distinctive needs of individual communities in crafting flexible policies that can be tailored for each community. A blanket state policy would not be able to scale barriers specific to communities across the state.

The work of the Cherry Commission is not yet finished, and therefore difficult to assess. So far, there are several concrete examples of specific recommendations proposed and/or enacted. As mentioned above, the new state high school assess-

ment exam uses the ACT, which may expedite the college application process for many students. A number of high school reform efforts that expand opportunities for “early college” achievement at the local level have been established (e.g., the Washtenaw Technical Middle College – located at Washtenaw Community College – and the Mott Middle College high school in Flint). And currently, several Michigan education organizations are collaborating to create an individual unit record data tracking system, similar to the one pioneered in the state of Florida, which will follow students through primary, secondary, and higher education.

What will it take for the Work of the Commission to Succeed?

In some respects the commission has already been successful. The level of dialogue regarding the importance of higher education for the state’s future is much higher than it was three years ago. When the Governor first entered office, she toured the state to talk with people about their priorities, only to learn that higher education was near the bottom of the list. While still not topping the list today, people are beginning to make the connection between higher education and the economy. Even with this modest success early in the implementation stage of the Cherry Commission Report, stakeholders should ask what more can be accomplished. What will make the work of the Commission successful?

There is literature in the field of education that suggests criteria for a successful education commission. These, while helpful, are not likely accurately predict Cherry Commission success because Michigan is unique among states with respect to its autonomous higher education system and the economic impact of the vestiges of our industrial heritage. Review of our own track record with higher education commissions will enable us to predict the outcome of the Cherry Commission. Comparisons with the 1984 Higher Education Commission appointed by then-Governor Blanchard are conducted because of the specific similarities in organization, content and implementation strategies.

History of Higher Education Commissions in Michigan

Since 1817, Michigan has held fast to four central principles (Robinson, 1984a):

- need for a comprehensive public education system;
- necessary support through taxation for postsecondary education;

Table 3. History of Higher Education Commissions in Michigan

Report	Major Recommendations	Implementation Status
John Dale Russell Report: Control and Coordination of Higher Education in Michigan (1958)	Add two 4-year institutions and many more community colleges	Implemented
	Increase legislative appropriations	Implemented
	Establish separate governing boards for all state postsecondary institutions	Implemented
	Create a community college board	Implemented
	Create a state higher education coordinating agency	Never Established
Davis Report on the Advisory Committee on University Branches (1964)	Reserve institutional autonomy and independence	Implemented
	Oakland University become separate institution	Implemented
	University of Michigan-Dearborn remain a branch	Implemented
	University of Michigan-Flint become autonomous	Implemented
Citizens' Committee on Higher Education (1965)	Creation of additional community colleges	Implemented
	State assumption of a larger share of capital outlay and instruction costs of CCs	Implemented
	Creation of 4-year institutions in Flint and Bay City	Implemented
	Establish State Board of Education as acting coordinating agency for higher education statewide with requisite funding	Never Established
	Creation of two new institutions for research in teaching and research and development beneficial to the state	Never established
State Board of Education's State Plan for Higher Education (1970)	Establish State Board of Education as acting coordinating and planning agency for higher education	Never Adopted
Siedman Report (1974)	Proposed Constitutional amendment to create separate board for PSE	Never Pursued
Governor's Commission on the Future of Higher Education in Michigan (1984)	Creation of additional community colleges	Implemented
	Expansion of need-based financial aid	Implemented
	Acceleration of university-based research activities	Implemented
	Strengthen institutional leadership	Never Established

- maintenance of the nonsectarian public institutions; and
- establishment of tuition levels that allow access to postsecondary education for all students.

There have been six state-level commissions convened in Michigan since the 1950s, each experiencing varying degrees of implementation success, and all demonstrating support of the above principles. Also reflected in each report are the state's contemporary higher education dynamics, including expansion and rationalization of the system following World War II and the G.I. Bill; coordination of activities, data, and people as mandated by the federal government through financial aid structures and civil rights legislation; greater control and management of declining resources in the late 1970s; and downsizing capacity in anticipation of reduced enrollments (which never materialized) while increasing research and technology transfer activities to facilitate a changing economy (see Table 3 for list of recommendations).

A review and comparison of the forerun-

ner to the Cherry Commission in terms of purpose, focus, content and timing is helpful in forecasting the likely impact of the latest round of statewide recommendations. Like the Cherry Commission, the Governor's Commission on Higher Education and the Future of Michigan (1984) was established via executive order by then-Governor James Blanchard out of concern for the crisis of the state economy and limited fiscal resources of the state government. The commission consisted of members from education, business, non-profit, and government entities who met with one another regularly in Lansing and with state citizens in forums across the state. It was charged with four objectives (Robinson, 1984b):

- make higher education more accessible and affordable;
- maintain the system's diversity while reducing duplication of programs;
- increase the contribution of Michigan's higher education system to the state's economic revival; and
- improve the quality of the higher education experience.

The 1984 Commission resulted in a report outlining 24 recommendations for Michigan higher education (see Table 1), which focused on four main areas: investing in people, focusing priorities, supporting economic progress, and creating a partnership for action. These recommendations were not all implemented, but as assessed by contemporary higher education researchers (which included an assessment by Cole, March 1988 per request of Governor Blanchard) was considered largely successful in that a majority of recommendations found their way into state and institutional policies. These included establishing a community college system to meet the educational and vocational needs of adults and other students, expanding need-based financial aid and college savings programs, enhancing the quality of education provided, and accelerating research and development. The comparison of the 1984 Commission with that of the Cherry Commission is relevant because the objectives and themes above, as well as the construction and process of meeting these objectives, are more evident today than 1984, while the implementation efforts are similar.

Both commissions relied on the activities and funding of a group of individuals and organizations in government, education, business, and the non-profit sector collaborating together. This strategy, like any collaborative effort, is time consuming and chaotic, but may be the most effective for implementing commission recommendations in our state given the constitutional autonomy and decentralization of the higher education governance structure. Coordination of leadership, activities, and data gathering and storing have historically presented significant challenges to any concerted effort in higher education planning and implementation, particularly in a formalized body; however, collaboration among key leaders with intellectual and financial resources in a loosely affiliated and unofficial team presents more avenues for instituting change, albeit with much uncertainty. The relative success of the 1984 Report suggests the state of Michigan is generally responsive to reformulating higher education.

What Will Make Us Successful?

Although there are many similarities between the Cherry and 1984 Commissions, (e.g., catalysts and methods of establishment, the objectives, construction and processes of the commissions, the

themes evident in the final reports and the strategies for implementation), research on blue ribbon commissions has identified several factors that lead to success in terms of achieving objectives and implementation of recommendations.

According to Johnson and Marcus (1986), commissions can be used most effectively in the following circumstances:

- when academic and societal needs are out of alignment;
- when the prestige of a group of eminent citizens can be used toward solving a complex problem;
- when uncertainty about the future needs to be made more certain;
- when groups are too divided to resolve an issue;
- when an organization does not have the power to effect a desirable change;
- when a fresh view and bold new ideas are desired.

Today, as in 1984, Michigan is facing an uncertain future as its traditionally industrial economy is being displaced by an evolving information-based global economy. Understanding that higher education is, in the words of Governor Granholm – “the jet fuel of our economy,” Michigan should better align higher education with the new direction of the state economy. However the mechanism by which to achieve a concerted and complicated change effort is fragmented and disjointed in our autonomous governance structure. In both cases, the respective governors wanted a group of eminent citizens from higher education, government, business, and the non-profit sectors to come together and create bold new strategies to re-set the educational and economic direction of the state.

A set of characteristics shared by the most effective commissions were also identified (Johnson & Marcus, 1986):

- membership includes eminent citizens and is reflective of a broad range of views and interests;
- charge to the commission is clear and comprehensive;
- commission convenes an adequate number of meetings so as to enable members to fully understand the issues and consider various solutions;
- strong leadership emanates from the commission’s chair;
- the commission’s staff is both knowledgeable and appropriate in number to provide the necessary background research;
- the commission seeks public opinion on relevant issues and potential solutions;

- the commission’s report addresses the objectives, makes recommendations that are both clearly related to the problems and easily understood, and provides documentation concerning the recommendations when possible;
- the members of the commission must be willing to advocate on behalf of their report once it is issued.

In both cases the membership included a diverse group of citizens representing numerous constituent groups and industrial sectors in the state. Full commission hearings, public forums, and work-group meetings were held frequently over six months and their efforts were aided by a group of experts in relevant fields who conducted background research as captured in a series of working papers. The work of both commissions culminated in reports that addressed the specific objectives outlined by their respective governors and detailed recommendations that were easily understood, albeit perhaps with adequate vagueness as to allow greater room for interpretation of success in implementation. A number of commissioners who served on the Cherry Commission have been advocating on behalf of the report, or at least particular recommendations of the report, and many have become involved either personally or through their respective organizations in the direct implementation of the recommendations.

These were not, however, textbook commissions because of the autonomous governance structure of the state. The 1984 Commission prepared for an enrollment decline in its higher education institutions by recommending downsizing its campuses, programs, and resources, even though this decline never materialized. Enrollment, in fact, increased. The 2004 commission purposely did not consider financial recommendations, rather the implementation team is now assembling resources to finance the Commission’s recommendations and breathe life into the Final Report - a difficult strategy.

Conclusion

The impact the Cherry Commission is yet to be fully realized. While it is important to recognize that success will take more than a strong executive branch or a committed legislature, history can teach us something about how the state responds collectively to the transformation of higher education in Michigan.

The Cherry Commission represents a bold attempt to improve the state’s economy by improving the educational attainment of

its citizens. It incorporates lessons learned from the research on the components of a successful higher education commission, as well as from its own experience with past commissions. In the end, the Cherry Commission is different from other commissions because it places great value on the role of communities tailoring local responses to state wide needs.

References

Cole, R. T. (March 1988). Taking stock: A review of the impact of the Governor’s Commission on the Future of Higher Education. Lansing, MI: State of Michigan.

Glazer, L., & Grimes, D. (2004). A new path to prosperity? Manufacturing and knowledge-based industries as drivers of economic growth. Ann Arbor, Michigan: Auture, Inc.

Johnson, J. R., & Marcus, L. R. (1986). Blue ribbon commissions and higher education: Changing academe from the outside (2). Washington, D.C.: Clearinghouse on Higher Education and the Association for the Study of Higher Education.

Robinson, J. K. (1984a). The complete issue papers of the Governor’s Commission on the Future of Higher Education in Michigan. Lansing, MI: State of Michigan.

Robinson, J. K. (1984b). Midyear progress report of the Governor’s Commission on the Future of Higher Education in Michigan. Lansing, MI: State of Michigan.

Britany Affolter-Caine is a doctoral candidate in the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

Nathan Daun-Barnett is a doctoral student in the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

Editorial Review Board

Edward P. St. John - *Algo D. Henderson*

Professor of Education

Stephen L. DesJardins - *Associate*

Professor of Education

John C. Burkhardt - *Professor of Edu-*

cation & Director, National Forum on

Higher Education for the Public Good

John C. Austin - *Vice-President, Michigan*

State Board of Education & Senior Fellow,

Brookings Institution