

institutional mission that would be required to carry out its educational objectives over the next decade. Those statements have now been submitted and are available for review.

Before making his own recommendations to the Board of Governors with respect to the decade of the 1990's, President Spangler asked our group of consultants, all of whom have had experience in the presidential role, to give him our recommendations on the matters before him. In carrying out our charge, we have met with the President, the Board of Governors, and the individual Chancellors of the campuses. We also divided ourselves into teams of two or three and visited each of the campuses. Further, we have read the mission statements from each campus, and have discussed them with the Chancellors, Deans, and faculty representatives during the course of our campus visits.

In order to make meaningful comments about the future of higher education in North Carolina in the years ahead, we felt it necessary first to examine the economic, demographic and cultural context in which changes will occur.

#### PROJECTIONS FOR THE 1990's

The sixteen institutions which are a part of The University of North Carolina have each prepared a mission statement for the next decade. In assessing their requirements, two factors are of major importance. One is how the demographic scene will unfold, and the other is the probable condition of the economy of the state.

We have neither the staff nor the time to engage in independent research on these matters, but there is a wealth of material available from North Carolina and other sources on which we can rely.

One precautionary point should be made before we go further. By treating demographic, cultural and economic data on a state-wide basis we will, to some extent, oversimplify the conclusions which can be drawn therefrom. This is because the state extends 500 miles from east to west and 200 miles from north to south. The racial-ethnic-cultural mix changes from one part of the state to another, as do the nature and relative affluence of the local economy. These variations will need to be factored in as we assess the recommendations of the individual institutions.

Since the demand for higher education is a major factor in establishing priorities in the allocation of state resources, we start with the demographic data.

In their estimates of growth in enrollments by the year 2001, there are wide differences in the figures submitted by the sixteen institutions, but collectively they amount to a 21.1% increase over the ten-year period. This compares with a known increase of 22.6% in the decade 1980-1990, and therefore represents essentially the same rate of growth for the coming decade as compared to the previous ten years (i.e., about 2% per year). The credibility of the 2% figure can, in turn, be examined against the demographic data provided by the Office of State