



# Demographics, Diversity & Davis

Lisa M. Greenhill, MPA  
University of California – Davis  
School of Veterinary Medicine  
March 21, 2005



# How many of us?

**295.6 Million**

As of March 4, 2005

## Rate of Growth

One birth every..... 7 seconds

One death every..... 11 seconds

One international migrant (net) every..... 24 seconds

Net gain of one person every..... 12 seconds

**7200 people per day**



# California

## Demographics:

- Population of 33.9 Million
- 1/3 of the population is of Hispanic origin
- Over 10% Asian
- Over 4% more than one race
- Nearly 17% identify as “Other race”



# California

- 1 in 4 are foreign born, 37% of these entered the US after 1990
- Nearly 40% of the population over the age of 5 speaks a language other than English at home.
- Over 25% of the population is under the age of 18



# California

- Roughly 1 million grandparents are primary care takers for their grandchildren
- Nearly 30% of the population is in school (preschool through graduate education)
- Over 25% have a bachelor's degree or higher



# California

- Median family income is \$53,096
- About 2% of families are below poverty
- About 6% of population receives some sort of public financial assistance

***And this is just TODAY'S snapshot!***



# California

## What's coming?

- Population will grow by 1/5 by 2015
- In 2015, 37% Hispanic
  - 14% Asian
  - 6% African American
  - Explosive growth in is predicted



# California

**So what  
does this  
all mean??**



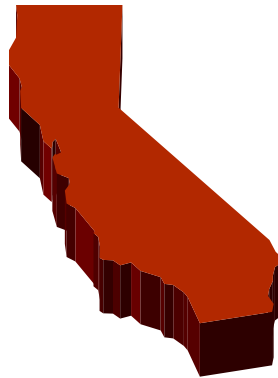
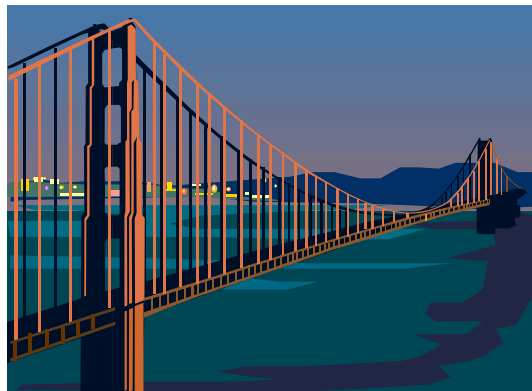


# California

- Consumer demand is changing and will continue to change.
- All professions, industry and governments will either adapt to deal with these changes or lag behind.
- A different set of competencies in every discipline will need to evolve to meet the changing service needs.



# How will UC-Davis Respond?





# DVM: DiVersity Matters

- **Good News**

- UC Davis has current “diversity” enrollment of 20%

- **Not so Good News**

- Demographic changes outpace the School
- Compromised ability to service the state
- Very small specific racial/ethnic populations that may contribute to educational outcomes



# DVM: DiVersity Matters

## Goals

- To grow an applicant pool that mirrors the evolving demographic.
- To create an enrollment make up that mirrors the evolving demographic.
- To successfully graduate a student population that mirrors the evolving demographic.



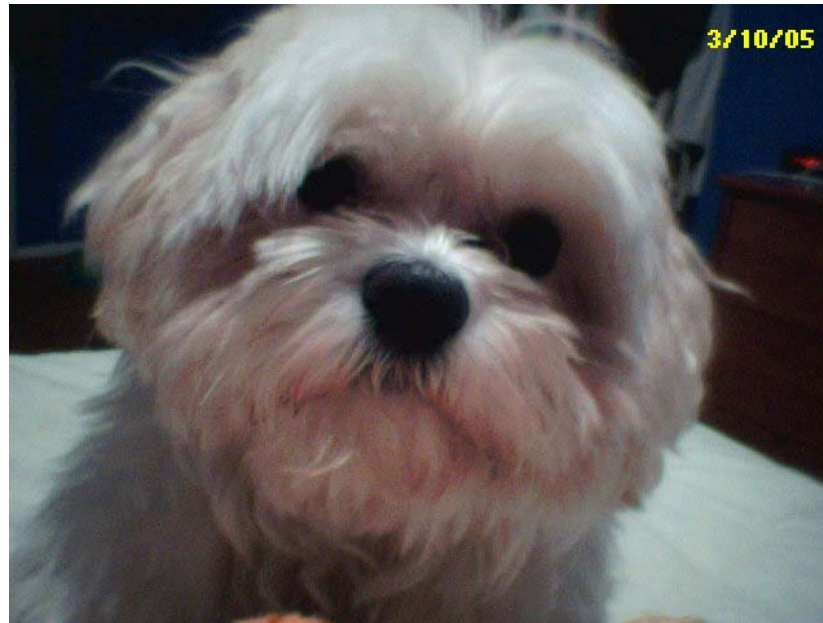
# DVM: DiVersity Matters

- To foster a welcoming environment for students and faculty of all racial and ethnic backgrounds.
- To eliminate barriers to success.
- To promote veterinary medicine as a profession with many different types of professional opportunities available to the diverse population it serves.



# DVM: DiVersity Matters

**What should we do?**





# DVM: DiVersity Matters

## Model Objectives

- Validate that veterinary medicine is a career option for minority students.
- Develop a dynamic internal, organizational infrastructure.
- Institute admissions policies and practices that promote the spirit of creating a diverse learning environment.



# DVM: DiVersity Matters

- Create expanded opportunities for high school and college level students to participate in summer enrichment and exposure programs.
- Develop collaborative relationships with other associations and industry with an interest in educational and professional diversity.



# DVM: DiVersity Matters

- Develop meaningful relationships between colleges of veterinary medicine and minority serving institutions (secondary and post-secondary levels)
- Develop meaningful, mentoring relationships among prospective veterinary students, veterinary students, and veterinarians.



# DVM: DiVersity Matters

- Provide resource support for minority students through information dissemination and sharing.
- Foster the recruitment and development of minority faculty.
- Create a endowment to provide financial support to underrepresented minority students attending veterinary school.



# DVM: DiVersity Matters

- Create campus climates that promote the success of their students, particularly minority students.

A few words about  
*campus climates and*  
*cultural competence*

***These are the Keys to Retention***



# DVM: DiVersity Matters

## *Building Healthy, Helpful Environments*



© UFS, Inc.

*Dilbert*, March 7, 2005



# DVM: DiVersity Matters

## *Practicing What We Preach*



© UFS, Inc.

*Dilbert*, March 8, 2005



# DVM: DiVersity Matters

## *Cultural Competence:*

*[T]he integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of health care [education]; thereby producing better health [educational] outcomes (Davis, 1997).*



# DVM: DiVersity Matters

*The test of courage comes when we are  
in the minority. The test of tolerance  
comes when we are in the majority.*

**Ralph W.**

**Sockman**