

Maximizing Inclusion + Minimizing Apathy

Socioeconomic Difference on College Campuses and Its Effect on Building Community



WAKE FOREST
UNIVERSITY

- **To provide Participants with**
 - (1) Increased awareness of the experiences of lower-income students on a college campus
 - (2) Information on income inequality from a societal context, and impacts on college students
 - (3) Opportunities to share their experiences with income inequality on campus, and in the surrounding community
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- In 2013, 6.5% of Americans “lived” below the poverty line, 14.5% of Americans “lived” at the poverty line, and 32.5% “lived” near the poverty line (considered to be at 150% of the official line)
 - College students living on campus do not get “counted” towards these numbers
 - Roughly 40% of college students come from “low-income families,” yet only 1 in 8 of these students graduate by age 24
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- Overall, 42% of undergrads receive “some” aid
 - 33% of students received need-based aid
 - Proportionally speaking, more in-state students receive aid than out-of-state students
 - Roughly 1/3 of **total** “costs” are funded by aid
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- Let's “flip” the previous slide...
 - Overall, 58% of undergrads “pay” their own way
 - 67% of students did not receive need-based aid
 - Proportionally speaking, more out-of-state students than in-state pay their own way
 - Roughly 2/3 of total “costs” are funded by “full pay” students
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- **Student Panel Introductions**
 - **Suggestions for dealing with class-based issues and concerns on campus**
 - **Questions for the Student Panel**
 - **Parting words from Student Panel**
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Break Time
2-2:15

Prompting Conversations about SES Differences

- The last part of this workshop will focus on three “cues to action”
 - A “cue to action” is a fancy term to prod our thinking or acting in a particular direction
 - The first cue to action will address the “Wealth Gap in the U.S., followed by two short articles on psychobiological impacts of poverty, and then one last “prompt” on who is entitled to compassion when it comes to SES differences
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- Let's watch this, and then let's discuss
 - <https://youtu.be/LfgSEwjAeno>
 - Key Question for this cue:
 - How contentious has it been to bring up issues of income inequality in your classrooms or other spaces on campus?
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- Let's read these two articles and then let's discuss
 - <http://www.citylab.com/work/2013/08/how-poverty-taxes-brain/6716/>
 - <http://www.theatlantic.com/business/archive/2013/11/your-brain-on-poverty-why-poor-people-seem-to-make-bad-decisions/281780/>
 - Key Question for this cue:
 - To what extent do you (should you) account for these issues in your student learning expectations?
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- The last Cue requires a trip down economic memory lane, back to Enron and 2002
 - “It’s gone. There’s nothing left. Everything we had mostly was in Enron stock.” These were not the tearful words of an ordinary employee laid off from Enron, nor someone who saw their retirement savings go up in smoke with the crash of Enron. They are the words of Linda Lay, the wife of Ken Lay, the former CEO of Enron.
 - <http://www.msn.com/en-us/money/personalfinance/more-money-more-problems-the-rise-of-wealth-therapy/ar-BBp5Ws7?ocid=se>
 - Key question for this cue:
 - What kind of “sympathy” are the well-to-do entitled to?
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- Thanks for attending today's meeting
 - More importantly, thanks to the students who shared their experiences and perspectives
 - Please be on the look out for a survey to gauge your experiences
 - Enjoy the rest of your term
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