

Anonymous Attendee 10:19 AM

In the 'basic needs' plots, why are graphs not grounded at 0%? Not sure how to interpret. Thanks!

*They are grounded at zero- the purpose is to show how the types of basic needs insecurity intersect. For more please see this report: <https://hope4college.com/realcollege-during-the-pandemic/>*

Siobhan (she/her) 10:32 AM

Sorry, can you put the link to the Davis study in the chat?

<https://hope4college.com/when-it-comes-to-caring-about-your-students-a-little-can-go-a-long-way/>

Anonymous Attendee 10:36 AM

Just wanted to share, faculty encouragement has higher impacts on student of color's academic validation, according to Hurtado et al. (2011) in "Quantitative measures of students' sense of validation: Advancing the study of diverse learning environments".

Saraswathy Nair 10:47 AM

Is there a listserv that I can sign up for advocacy in your group, The Hope Center?

Join the #RealCollege Movement at <https://hope4college.com/>

Amy Pate 10:47 AM

Many of the participants in this webinar are already part of the voices and advocacy, but how do we engage our colleagues that may not be "on board"?

*We strongly recommend sharing a quick reading or video with them to provide information.*

*There are many on our website. If possible, ask them to check out Soledad O'Brien's free documentary [Hungry to Learn](#)*

Benny Goller 10:51 AM

Thank you for your work on these issues. A topic that has come up numerous times in diversity/equity discussions is the lack of financial planning/managing money training to go along with grants. Do you have any suggestions for resources that address how to budget/manage a small grant?

*While many assume that people are poor because they don't do adequate financial planning, research shows that the challenges income-constrained students face are primarily due to lack of resources, not lack of knowledge of what to do with funds. It's students from wealthy families that benefit from money management training. We strongly caution against requiring financial literacy exercises when distributing financial aid. If it is going to be part of a curriculum, provide it to all students and do not associate it with aid distribution.*

Anonymous Attendee 10:54 AM

In the pandemic situation, talking about the pandemic itself increase anxiety in a few students. How do you deal with this situation?

*I have not seen any evidence that open, caring discussions increase anxiety.*

Anonymous Attendee 10:55 AM

Thank you so much for your talk! Do you reach out to both undergraduate and graduate students with your work? And if so, do you see any differences/similarities with needs?

*Yes we do, and the needs are quite similar.*

Anonymous Attendee 10:57 AM

This is going to sound really awful- but how can I move to ungrading etc when the majority of my students are pre-med :(

*I'm not sure I understand the concern. You'll still assign a grade at the end of the term; they will have one on their transcripts.*

Anonymous Attendee 10:58 AM

Will this recording be available? I joined late

*It is online.*

Anonymous Attendee 10:58 AM

Thank you for a wonderful presentation! At different points in your talk, you discussed how media representations of college students and the challenges they face distort 'our' perceptions of what the issues are. Do you have recommendations for media on higher education that tends to more holistic representations?

Yes [see here](#).