

SPRING CONVERSATION SERIES:



Supporting Students through Transitions of Time and Space

January 28, 2020, 11:30am-1:30pm - Nancy H. Marcus Great Hall
at the Honors, Scholars, & Fellows House

DIRECTO welcomes you to our Spring Conversation Series on diversity and inclusion in research and teaching.

Our goal is to create a "safe-space" for individuals and groups within the FSU community to discuss issues surrounding diversity, inclusion, and equity. More importantly, we want attendees and participants to walk away with tangible ways to incorporate diversity and inclusion in their research projects and teaching methods.

Visit our website:

<https://gradschool.fsu.edu/diversity-and-inclusion-research-and-teaching-organization-directo>



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the QR code or link!**



<http://bit.ly/scs-jan28-2020>

11:30 AM - 12:15 PM

Who Am I? How do we support LGBT+ students who study abroad?

Complex and emotional experiences such as studying in a foreign country can lead to a heightened awareness about one's identity and sexual orientation. Due to ongoing violence and discrimination against the LGBTQ+ community, we need to ensure we are supporting these students even when they are not on our main campus. As an institution that supports and encourages international educational experiences, how can we do a better job of supporting these students while abroad and when they return? We need to ensure we focus on diversity and inclusion, not only on main campus, but also abroad and support our students while they participate in an international experience. This conversation will assist in understanding, reflecting on, and improving our practices for today's diverse student body.



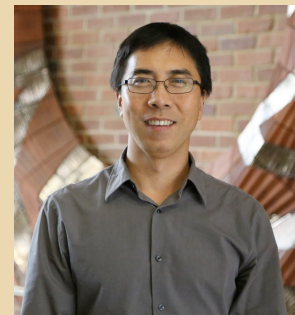
**Dr. Lauren
Schoenberger (Ed.d)**
she/her/hers

12:15 PM - 12:45 PM: LUNCH

12:45 PM - 1:30 PM

Exploring Association of High School Transition Preparation and Social and Academic Integration among College Freshmen with Disabilities

College persistence is low among students with disabilities. The low persistence could be attributed to challenges in transition, especially during the first year in college. Successful transition is considered as an important step in college persistence. Tinto (1993) emphasized the role of student involvement in learning outcomes and persistence through an enhanced sense of social and academic integration. Transition preparation from secondary education to college is crucial to social and academic integration. This study explored the relationship between high school transition preparation and college involvement among 158 college freshmen with disabilities. The findings reveal that high school transition preparation was highly associated with college student involvement and social and academic integration efforts. The results highlight the need for transition support services to foster transition preparation to make a smooth transition from secondary education to postsecondary education for students with disabilities.



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