

Research and articles on LGBT theme housing

Information gathered April 2015.

Listed below are five articles which represent the best of what was available that might inform our work on LGBT theme housing. There is no published scholarship I could find on the effectiveness of LGBT theme housing regarding yield, GPA, retention, graduation rates or other common measures that are often most valued in terms of student access and success. My initial review of the articles as well as other literature I also considered revealed a dearth of research concerning LGBT residents' success using large, aggregate data sets within individual, or across multiple, institutions. Most are small, qualitative studies attempting to understand best practices for personal support of LGBT students.

Another string of literature, only one is included here, is on living-learning environments. The Longerbeam, S., Inkelas, K. K., Johnson, D. R. & Lee, Z. S. (2007) study addresses LGBT student success in these environments specifically, but not from a lens of LGBT theme housing. However, it was clear that students in general were more academically successful if they participated in these living-learning environments, and that the impact on gay men was particularly noted. A final string was on gender inclusive housing (and a huge thanks to Genny Beemyn for the continued scholarly production of material on our trans student community!) It is not analogous to "theme" as much as it is a complete paradigm shift away from gendered concepts within housing and towards creating space for our trans, gender queer and gender non conforming students.

I have listed the five articles below, and included three quotes from within three of articles that may help sustain arguments which support concepts of LGBT theme housing:

1. Herbst and Malaney (1999). Perceived value of a special interest residential program for gay, lesbian, bisexual, and transgender students. *NASPA Journal* 36 (2), p106-119.

"...the program is providing the students with some fundamental experiences that are important for their development and growth, such as a safe and supportive place to live and be themselves. And while reaction was mixed as to whether or not a strong community exists within the program, both students and staff members feel that establishing a strong community feeling is important to the strength and future growth of the [special interest residential program for gay, lesbian, bisexual, and transgender] program" p. 117

2. Longerbeam, S., Inkelas, K. K., Johnson, D. R. & Lee, Z. S. (2007). Lesbian, gay, and bisexual college student experiences: An exploratory study. *Journal of College Student Development*, 48(2), 215-230.
3. Pasque, P. A. and Murphy, R. (2005) *The Intersections of Living-Learning*

Programs and Social Identity as Factors of Academic Achievement and Intellectual Engagement. *Journal of College Student Development* 46 (4), p429-441.

“Moreover, living-learning programs had specific academic and intellectual benefits for minority, non-Christian, and gay, lesbian, and bisexual students.”

4. Squire, D., & Norris, L. (2014). Supporting students in the margins: Establishing a first-year experience for LGBTQA students. *Journal of Student Affairs Research and Practice*, 51(2), 195–206. Available at <http://dx.doi.org/10.1515/jsarp-2014-0019>

5. Strayhorn and Mullins (2012). Investigating Black Gay Male Undergraduates' Experiences in Campus Residence Halls *The Journal of College and University Housing*. 39 (1). p 140-1061.

“Findings also suggest that promoting purposeful engagement among Black Gay Male Undergraduates and their peers can enhance their Residence Hall experiences. Thus, Residence Hall student organizations and recent innovations (e.g., living-learning communities) might be effective strategies for facilitating such involvement among residents.” p. 157.

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