At the Atlanta University Center (AUC), we are in a unique position to research the information needs of LGBTQ+ African American college students because the libraries, both academic and public, have always sought out ways to meet the needs of their patrons, but have never fully engaged the AUC LGBTQ+ community. As librarians, we are interested in researching the information behaviors of LGBTQ+ students on our campuses to see how they can play a bigger role in helping them meet their educational goals.

**RESULTS & DISCUSSION**

**Theme 1: Information shared by administration.** Some amount of information on LGBTQ+ student groups and campus support centers is offered (1) during new student orientation activities, (2) via email from college administrators, and (3) through other means, such as campus bulletin boards. Students differed in their responses about the amount of information that was offered and the level of emphasis the administrators placed on making LGBTQ+ students feel welcome. Additional questions (e.g., how easy it was to meet others in the community). It seemed like responses were dependent on campus and there was a lack of effort on the part of the administration to keep students informed of events.

**Theme 2: Information behavior mapped to personally.** Students had vastly different responses to campus content and services, since the level of emphasis is often dependent on certain variables, such as their attendance, involvement in student organizations, and views on administration. Students from different campuses had vastly different opinions about the information they received, with some students feeling that the administration was not doing enough to make LGBTQ+ students feel welcome, while others felt that the administration was doing a great job.

**Theme 3: The role of social media.** Students reported that social media has a big impact on information seeking and sharing behaviors on campus. GroupMe appeared to be the most popular platform for sharing information on classroom and campus activities, while Snapchat, Instagram, and Twitter appeared to be the most popular platforms for personal use.

**Theme 4: “Unspoken” versus “Acceptance” on campus.** One unique aspect of the information environment on campus is the role of social media in helping students feel a sense of belonging and inclusion. Students from Spelman and Morehouse reported using social media to connect with each other and to feel part of the LGBTQ+ community. However, some students felt that the administration was not doing enough to reach out to LGBTQ+ students, which could further investigate how students in these communities seek and share information.

**Theme 5: hashtags and surveys.** Students reported that hashtags and surveys are effective ways to reach out to LGBTQ+ students on campus. However, some students felt that the administration was not doing enough to reach out to LGBTQ+ students, which could further investigate how students in these communities seek and share information.

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