



CONSORTIUM
OF HIGHER EDUCATION
LGBT RESOURCE PROFESSIONALS

LGBT2 Supervision Tips

Developed by the Consortium's LGBT2 Constituency Committee

Consortium of Higher Education LGBT Resource Professionals

The LGBT2 Supervision Tips document was created by the Consortium's LGBT2 Constituency Committee to support LGBT2s and their supervisors in initiating, developing, and maintaining productive supervisory relationships. These tips were formed using information generated by the LGBT2 Supervision Tips Survey released in summer 2014. LGBT2s and their supervisors can use this document as a guide for conversations or as a reference tool in ways that best fit the unique supervisory relationship between these practitioners.

Join the members of the Consortium in the discussion! For more information about these tips, please connect with the LGBT2 Constituency Committee (LGBT2CC) by emailing lgbt2@lgbtcampus.org!

To critically transform higher education environments so that lesbian, gay, bisexual, and transgender students, faculty, administrators, staff, and alumni have equity in every respect.

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LGBT2 Definition

LGBT2 members are defined in the Consortium's Operating and Procedures Manual as practitioners who do LGBT work on their campuses within positions other than a director-level role. LGBT2s are supervised by LGBT Center Directors, Multicultural Center Directors, Deans of Students, Campus Diversity Officers, and other campus administrators.

Rationale

LGBT2s and their supervisors should be mutually accountable for their supervisory relationship. To that end, this document intends to provide a series of tips for LGBT2s and their supervisors to use in creating or maintaining a productive relationship. Members of the LGBT2CC believe that the following tips can enhance the working relationship or address challenges between an LGBT2 and their supervisor. The intent of this document is neither to be prescriptive nor to provide directives for how LGBT2s and their supervisors should do their work but, instead, aims to provide structure for conversations focused on how these practitioners do their work together.

How an LGBT2 and their Supervisor might use this document

The members of the LGBT2CC believe there are many ways to use this document, and we defer to them in identifying the best way to use these Tips. However, this document includes a "Questions for Conversation" section to help guide a conversation about these topics. These questions might guide a conversation that occurs between an LGBT2 and their supervisor when they are first starting their position to establish expectations for this supervisory relationship. For many LGBT2s who have been in their role for some time, this document might be used to have a conversation during a mid-year or end-of-year performance review. Other LGBT2s and their supervisors might use this document to have a conversation during a slow week in the middle of the term, or to address a challenging topic. The tips included in this document will likely result in multiple conversations that are had over time. Regardless, the members of the LGBT2CC hope that this document is helpful for LGBT2s and their supervisors whenever it is used.*

****Through self-reported data collected when a professional becomes a Consortium member, 47% of LGBT2s identify as people of color and/or trans or genderqueer. As such, it is important for supervisors to consider how supervisory relationships are influenced by the power dynamics related to these and other aspects of social identity.***

LGBT2 Supervision Tips

Tip #1: Supervisors and LGBT2s should set clear expectations of each other at the beginning of their supervisory relationship while having the opportunity to revisit and adjust these expectations as needed.

Tip #2: The relationship between LGBT2s and their supervisors should be characterized by open and regular communication about the various facets of the LGBT2's position, the LGBT work, and the broader campus climate.

Tip #3: Feedback should be offered to LGBT2s on a regular basis in a format that is mutually agreed upon with their supervisor.

Tip #4: LGBT2s and their supervisors should work together to identify strategies for managing conflict that will arise in their work together and identify ways to maintain their relationship during and following this conflict.

Tip #5: Autonomy is essential for LGBT2s to feel successful in their roles, so supervisors should work with their LGBT2s to develop a mutually agreed upon level of autonomy.

Tip #6: Supervisors should develop trust in their LGBT2s and communicate the ways that LGBT2s can build this trust with their supervisor.

Tip #7: LGBT2s need to feel that they are part of a larger team in doing LGBT work on campus to ensure that they do not feel adversarial toward their supervisor or others on campus doing the work.

Tip #8: LGBT2s should be prepared to manage up in their work with their supervisor, and supervisors should be open to this managing up as a tool for the LGBT2 to create/maintain a productive supervisory relationship.

Tip #9: Supervisors should share information with LGBT2s and involve them in decision-making as appropriate. If an LGBT2 is not involved in making a decision that impacts their work or the greater LGBT work on campus, the supervisor should communicate how this decision was made and why the LGBT2 was not involved.

Tip #10: Both supervisors and LGBT2s should be concerned with the professional development of LGBT2s to position them for success in advancing on their career path.

Tip #1: Supervisors and LGBT2s should set clear expectations of each other at the beginning of their supervisory relationship while having the opportunity to revisit and adjust these expectations as needed.

- **Theme:**

- LGBT2s want clear expectations to be established by their supervisors, and should also be given an opportunity to create expectations alongside their supervisor. This allows LGBT2s to fully understand what is expected in their work, and establishes a platform for LGBT2s to voice their needs to their supervisor. As LGBT2s continue in their role, they come to know more about the complexities of their position and the supervisory relationship. As such, it is essential that expectations be revisited as often as is needed.

- **Quotes and Anecdotes:**

- “Be clear, intentional, and ongoing with their expectations of LGBT2 roles. It can be difficult for LGBT2s to have a clear sense of their role, particularly in a space that ‘feels like’ they share many responsibilities with a director”
- “Provide expectations and their performance review rubric in the beginning.”
- “Clearly state the tasks or areas of work the person is responsible for, and through discussion with them, determine what level of support they will need whether that be assistance at the top to develop the timeline or to provide feedback at the end.”

- **Question for conversation:**

- What expectations do you have of me?
- Have your expectations of me changed since our last conversation about expectations?
- What expectations do you have of me in (this type of situation)?
- What is the best method for me to communicate new/different expectations to you?
- How would you prefer I tell you if you are not meeting my expectations?

Tip #2: The relationship between LGBT2s and their supervisors should be characterized by open and regular communication about the various facets of the LGBT2's position, the LGBT work, and the broader campus climate.

- **Theme:**

- Regular communication between LGBT2s and their supervisors allows for issues to be addressed as they arise instead of letting time lapse, which might result in increased complexity or stress. Open communication allows for LGBT2s and their supervisors to be genuine with each other and understand the background or motivations behind the decisions and actions of the other person.

- **Quotes and Anecdotes:**

- “Open and consistent communication is important — frequent, low-risk/pressure meetings or check-ins are less stressful than less frequent, high-stakes meetings.”
- “Each person is different... I communicate how I like to work but also try to meet people where they are with the kind of communication that makes them feel secure in their work and appreciated for their efforts.”
- “Sometimes being prompted to discuss difficulties or challenges... allows for space to discuss why things are not getting completed or where I could use assistance.”
- “Make time to meet with your LGBT2, and reschedule if you have to cancel a meeting, otherwise it can seem like you don't care.”
- “Communicate constantly and then communicate some more. No, really, I mean it.”
- “Gotta have weekly 1-on-1's, copy people on messages, emphasize that over-communication is better than under-communication, and find out if they are a “Gather all ideas first, then share in weekly mtg” or a “Send me piecemeal messages for each idea you have” person.”

- **Questions for conversation:**

- What expectations do you have regarding our communication?
- How have you communicated most effectively with your LGBT2/supervisor in the past?
- How frequently do you prefer to communicate?
- What are your preferred communication methods?
- How do you prefer I communicate with you regarding sensitive topics and issues?
- To what extent do you want to communicate about your personal life outside of your role on campus?
- When should I copy you on email communication?
- What structure do you prefer for our weekly check-ins? Who should create the agenda?

Tip #3: Feedback should be offered to LGBT2s on a regular basis in a format that is mutually agreed upon with their supervisor.

- **Theme:**

- Regular, thoughtful feedback promotes a productive relationship. LGBT2s need feedback to ensure they are performing according to expectations. Supervisors can work with LGBT2s to identify preferred methods for giving and receiving feedback. Feedback, both positive and constructive, is essential in supervisory relationships.

- **Quotes and Anecdotes:**

- “I learned to speak up (diplomatically of course) when I felt that I was being micromanaged, or that my priorities were getting subsumed by larger office duties.”
- “Be honest and consistent in your ideas and feedback. We want to bring our best skills to the table.”
- “Create a space for your supervisee to give you feedback, even when it is hard. Accept it and thank them for it. If it is hard for your supervisee to give you feedback, it is probably impossible for other staff and students to give you feedback. They are your closest staff member! Always remember—most of what they will learn from you is how NOT to do things. Reflect on what they are learning NOT TO DO because of you. 😊”
- “LGBT2s are used to working long hours, usually with less recognition and compensation than counterparts in other departments. But they do the work because they are passionate about social justice, change, and what change will mean for their queer students. Recognition and valuing the work your LGBT2 does is paramount.”

- **Questions for Conversation:**

- What is your preferred method for receiving feedback? How often do you want feedback?
- Do you prefer direct or indirect communication when receiving constructive feedback?
- When I am offering constructive feedback, what specific information can I provide to you to be most helpful?
- Would you prefer solutions immediately following constructive feedback, or would you prefer time to generate your own solutions before I provide my thoughts?
- How have you successfully received constructive feedback in the past?
- How do you prefer receiving recognition? Publicly or privately?

Tip #4: LGBT2s and their supervisors should work together to identify strategies for managing conflict that will arise in their work together and identify ways to maintain their relationship during and following this conflict.

- **Theme:**

- Conflict arises between LGBT2s and their supervisors for various reasons. Effectively navigating conflict in the supervisory relationship reduces the harm that may occur or impact the work experience moving forward. It is recommended to develop mutually agreed upon strategies for managing conflict early in the supervisory relationship.

- **Quotes and Anecdotes:**

- “I need to know that the supervisor recognized conflict and can process it.”
- “Be willing to own your mistakes, and be compassionate when others make mistakes as well.”
- “Being able to step away from the situation, reflect, and return with a more positive outlook.”
- “Again, naming what is happening in the space. When that doesn't make sense, and even when it does, also apologizing and modeling that apology is accepted and expected. An apology can go a long way toward trust-building even when it doesn't change an outcome.”
- “Learn to be humble and confront things quickly. They will not go away.”

- **Questions for Conversation:**

- What are successful strategies you have used for managing conflict in the past?
- How do you prefer to navigate conflict?
- To what extent do you value directness when navigating conflict?
- What emotions come up for you during conflict and how have you managed these emotions in past conflict?
- In what ways are you able to create boundaries for yourself between personal attack and constructive feedback during conflict?
- How have you maintained relationships during past conflicts?

Tip #5: Autonomy is essential for LGBT2s to feel successful in their roles, so supervisors should work with their LGBT2s to develop a mutually agreed upon level of autonomy.

- **Theme:**

- Autonomy* is a critical component in the productive relationship between LGBT2s and their supervisors. Many LGBT2s share that frustration in their supervisory relationship often comes from a lack of autonomy in their work. LGBT2s and supervisors should work together to create a clear delineation of tasks in their work on campus to give the LGBT2 specific roles and responsibilities separate from the work of their supervisor.

- **Quotes and Anecdotes:**

- “Letting people choose projects that align with their interests/not micromanaging.”
- “Providing structure does not hinder people, it allows them to be free and creative AND push back on the structure. Do not let the idea of autonomy hinder you from being a leader and providing insight, structure and feedback. Let people fail and use the opportunity to give feedback.”
- “I have asked for autonomy explicitly. This has worked well in order to ‘manage up’ and let my supervisor know that I need to be able to go broad and deep with my work. I’ve created systems for updates and check ins that help instill trust with micromanaging supervisors for projects where I prefer autonomy.”
- “I love doing trainings, but when I saw how my LGBT2 did trainings, I was like, ‘Wow. Here, take them all.’ Seriously, I gave them all to him, because he was a natural and I wouldn’t’ve known that if I didn’t watch him in action & the ways people responded to his style.”
- “Having ownership...allowed [me] to develop professionally and will hopefully make me a better candidate for director level positions”

- **Questions for Conversation:**

- Based on the position description and the needs of our campus, what is the LGBT2 solely responsible for?
- In what ways can the LGBT2 keep their supervisor informed of those things for which they are responsible?
- What is the best method for the supervisor to provide input on the things for which the LGBT is responsible?

* Reference for Business’s (2014) *Encyclopedia of Business*, 2nd edition, defines autonomy: “Autonomy is the degree to which a job provides an employee with the discretion and independence to schedule their work and determine how it is to be done” (n.p.). Retrieved: <http://www.referenceforbusiness.com/management/A-Bud/Autonomy.html>

Tip #6: Supervisors should develop trust in their LGBT2s and communicate the ways that LGBT2s can build this trust with their supervisor.

- **Theme:**

- Both LGBT2s and supervisors reported that trust was key in their relationship with their counterpart. Respondents shared that supervisory relationships where trust was present resulted in greater satisfaction with their position. Conversely, when trust was not present, LGBT2s and supervisors expressed less satisfactory supervisory relationships. Supervisors should communicate to their LGBT2s the best way to develop trust. LGBT2s need to know when they have harmed that trust and the ways that they can repair that trust as they move forward in their role.

- **Quotes and Anecdotes:**

- “Trusting my staff is critical so they don’t just do the work but believe and invest in the work.”
- “It is very high-impact for my supervisor to sign on to work I have developed or to trust me to take care of an important task or relationship.”
- “Supervisors that have trusted me to provide the best quality programming and advocacy have helped me meet high expectations and implement creative strategies on campus.”
- “If the supervisor has not done queer work, it is important to show that they trust the LGBT2 to provide insight and knowledge about the field and to provide programs and services that speak to the needs of LGBT students. It is important that the supervisor educates themselves on current LGBT trends and issues in order to give sound advice and guidance. Too often supervisors want to assume that they have expertise in all areas, and the LGBT student population can suffer if the person with the most knowledge and experience isn’t given a voice.”

- **Questions for Conversation:**

- In what ways have you built trust with people you have supervised in the past?
- How do you communicate your trust to people you supervise?
- How have you built trust with your supervisor in the past?
- How do you communicate trust to your supervisor?
- What are ways that your trust has been broken in the past? How have your supervisors/supervisees rebuilt that trust?
- What are your preferred methods for building trust among staff members? How do these inform the ways that we build trust between each other and among our staff?

Tip #7: LGBT2s need to feel that they are part of a larger team in doing LGBT work on campus to ensure that they have individual and shared support for their work.

- **Theme:**

- Team was a concept that came up throughout the responses to the survey. Both LGBT2s and supervisors communicated the importance of approaching LGBT work on campus as a team of professionals addressing the issues facing LGBT students, faculty, staff, and administrators. LGBT2s and supervisors should ensure that they remember to employ characteristics of a team in their relationship and that they address concerns that may be harming their ability to work together.

- **Quotes and Anecdotes:**

- “Teamwork and willingness to grow... allow[s] us both to learn... by working together to meet our missions, even if we come from different perspectives.”
- “To be a team player/ to not ask of LGBT2s things that you would not be willing to do yourself/ to make mentoring part of your supervisory tasks, most of the time we take positions because we feel like we can learn and grow from the experience of working with our supervisors...thus that needs to happen.”
- “In general, LGBT2s and their supervisors should know (and probably already know) that our work can be difficult because it is so tightly connected to our own identities as queer people. Moreover, there can be a sense of competition between the LGBT2/supervisor. When, for example, an LGBT2 does a great program, or has a great relationship with a student, the supervisor can feel like they aren’t as strong of a professional. So my advice is to try to take a step back from this as a personal identity, and recognize instead the value of good work.”

- **Questions for Conversation:**

- How would you describe teamwork in the context of LGBT work on campus?
- In what ways have you felt like a member of a team in the past?
- What has been your most satisfying experience as a member of a team?
- In your opinion, what are important components of a team?
- What roles do you typically play on a team? How will this impact your work in this role?
- What roles do we each play on our staff team? What roles do we play on the broader campus team of people invested in doing LGBT work on our campus?
- How do you give feedback to other members of your team when you are feeling tension toward them?

Tip #8: LGBT2s should be prepared to manage up in their work with their supervisor, and supervisors should be open to this managing up as a tool for the LGBT2 to create/maintain a productive supervisory relationship.

- **Theme:**

- Managing up* was mentioned throughout survey responses as a tool for LGBT2s to create and maintain a productive relationship with their supervisor. This technique communicates LGBT2s taking it upon themselves to know their supervisor and to develop strategies for working with their supervisor to result in mutually beneficial outcomes. LGBT2s should not use managing up as a tool for coercion or misrepresentation but, instead, should use this technique to achieve outcomes that enhance the supervisory relationship. Supervisors can support LGBT2s in this effort by ensuring the LGBT2 knows those aspects of their work and supervision that are core to their professional practice.

- **Quotes and Anecdotes:**

- “It is important to articulate your goals and expectations with your supervisor early on.”
- “Your job is to make our jobs doable, ask lots of questions until you understand expectations, as a right-hand person, you have to learn the politics and figure out how to communicate with your supervisor to build trust and know your work is a reflection of your supervisor and the center.”
- “Figure out your supervisors' style and work within it. You are as likely to change their style as they are to change your style. :)”
- “Manage up. Learn what makes your supervisor tick and also what makes their supervisor tick. Always think one above but don't ever try to cater to your boss's boss. Know when to challenge systems and when systems can be helpful in creating change.”

- **Questions for Conversation:**

- How have you managed up in your past positions?
- What are several reasons that you have managed up in the past?
- How have you responded to past supervisees when they attempted to manage up?
- What are important things for your LGBT2 to know about you?
- What are important things for your supervisor to know about you as their LGBT2?
- What specific managing up techniques are most effective for you as the supervisor?
- What are reasons for which you would feel comfortable/uncomfortable being managed up or managing up?

* McClellan and Stringer (2009) in *The Handbook of Student Affairs Administration, 3rd edition*, discuss:

“A critical part of leadership is managing up, providing assistance to supervisors. Managing up is not undermining the position of the executive, but rather it is providing support in a beneficial way. Managing up provides insights or suggests changes in direction before mistakes are made” (p. 39).

Tip #9: Supervisors should share information with LGBT2s and involve them in decision-making as appropriate. If an LGBT2 is not involved in making a decision that impacts their work or the greater LGBT work on campus, the supervisor should communicate how this decision was made and why the LGBT2 was not involved.

- **Theme:**

- Many LGBT2s reported through the survey that they felt like their opinion was not often valued to the extent it could have been when decisions were made regarding LGBT work on campus. Similarly, LGBT2s felt slighted when their supervisor withheld information that affected the LGBT2's work. Supervisors should help LGBT2s to understand why some information is shared or why other information is not, and they should explain to LGBT2s why they are involved in some decision-making processes, but not others. Prior to this conversation, the supervisor should be thoughtful in considering the validity in why the LGBT2 is excluded from certain information and decisions and should consider how this exclusion affects the LGBT2's job satisfaction. Additionally, supervisors should share information, as appropriate, from high-level meetings that the supervisor attends without the LGBT2 to ensure the LGBT2 is aware of important conversations occurring on campus.

- **Quotes and Anecdotes:**

- "It makes me feel like I am valued and that my understanding is important enough to share information with me... I feel like a valued part of the team."
- "Before you say what you think should be done, ask your staff what they think. Own the times that you have to make the decision even when your staff does not agree. It should be rare, but sometimes you have to do it."
- "Decide together how decisions are going to be made. Have a plan for it so that as things come up, everyone's expectations are met. It is up to the supervisor to make it clear that they prioritize shared decision making, or have specific expectations around decision making. I have heard often from my supervisors 'you didn't mind did you? I figured you would speak up if there was a problem.'"
- "It is important for me to have time and space to make decisions, when at all possible. I understand that many supervisors may have 'make the decision now' personality or leadership types; however, being put on the spot when it's not necessary is a weird power dynamic and not useful. Transparency in decision-making is also important: if the supervisor is going to make a decision that vetoes a larger group decision, I want to know why for both respect reasons and learning-the-institution reasons."

- **Questions for Conversation:**

- What is your common practice in making decisions that affect LGBT work on campus?
- How often can you consult the LGBT2 in the decisions you have to make?
- What is your decision-making process? Where can the LGBT2 be inserted into this process?
- What are the timelines in which you are often working when making decisions?
- What factors limit your ability to consult the LGBT2 when making decisions?
- In what formats can the LGBT2 provide their opinion regarding certain decisions that need to be made?
- How often and in what cases do you make "executive decisions" without consulting others?

Tip #10: Both supervisors and LGBT2s should be concerned with the professional development of LGBT2s to position them for success in advancing on their career path.

- **Theme:**

- Because LGBT2s are often early to mid-career professionals, it is essential that they are growing professionally throughout their entire time in this position. Supervisors are one of the largest influences in LGBT2s' professional development and should, therefore, take an active role in preparing LGBT2s for the next step in their career, whether that is in LGBT student services, other functional areas, or outside higher education.

- **Quotes and Anecdotes:**

- "Providing opportunities for both broad and specific professional development. I worked hard to ensure that my colleague did not feel restricted to only be able to provide leadership with LGBTQ specific programs or resources- but had an opportunity to work on broad range of things for the office. This was very helpful in ensuring that their perspective and expertise was able to be included in a variety of aspects for institutional and division-wide planning."
- "To provide more opportunities for professional development in intentional ways that will help to foster the possibility of the LGBT2 being able to move up"
- "Encourage [the LGBT2] to explore their own professional development plans"
- "Provide opportunities to advocate for policy or programs at the highest levels. In order to move forward in the field, it will be necessary for LGBT2s to have experience working closely with deans, directors, and other campus partners to advocate for student needs. That experience is essential."

- **Questions for Conversation:**

- What professional development opportunities have been available to LGBT2s in the past?
- What professional development opportunities helped you to get to your supervisory role?
- In what ways does our institution support professional development?
- What are different opportunities on campus, locally, regionally, state-wide, nationally?
- What funding is there for professional development?
- What aspects of this LGBT2 role can be considered professional development?
- What are your future career goals? How can you gain experience on campus to support those goals?
- What professional development ideas do you have for your own advancement?

Additional Information

History of this Document

In 2006, the Consortium of Higher Education LGBT Resource Professionals Executive Board added the LGBT2 Constituency Chair position in response to the growing need for specific support to be offered to LGBT2 members, which was a growing cohort in the profession. Following many successful initiatives executed by each Chair, the LGBT2 Constituency Committee (LGBT2CC) was formed by the Consortium's LGBT2 Constituency Chair, Craig Leets, in September 2013. At Creating Change in Houston, TX, in January 2014, Consortium LGBT2 members spent much of the LGBT2-specific space offered at the conference sharing a myriad of challenges they encounter in their relationships with their supervisors. Following this conversation, the LGBT2CC brainstormed opportunities to address these challenges, which included a conversation with the Consortium Co-Chairs. The idea for the LGBT2 Supervision Tips document came from these conversations, and the LGBT2CC moved forward in creating a survey to generate the content for this document (the questions in this survey are listed below). **All Consortium members were invited to complete this survey, and respondents were asked to indicate to which of the following groups they belonged: LGBT2, Supervisor of an LGBT2, Former LGBT2, or Former Supervisor of an LGBT2.** The survey closed after 7 weeks with responses from 11 LGBT2s, 3 supervisors, 4 former LGBT2s, and 2 former supervisors. The LGBT2CC did not ask additional demographic or identifying information of respondents to protect anonymity in the small LGBT Student Services field. **Members of the LGBT2CC then analyzed the survey responses to generate the themes that informed this document.** The LGBT2 Constituency Chair sought review by the Consortium Co-Chairs and Executive Board prior to releasing this document.

Questions from the Survey

1. Are you an LGBT2 or the supervisor of an LGBT2?
2. What is a significant piece of advice you would offer to a supervisor of LGBT2s?
3. What have you learned through navigating challenges in your supervisory relationship with an LGBT2 or with a supervisor of an LGBT2?
4. Please list supervisory qualities that have been present in your effective supervisory relationship with an LGBT2 or with a supervisor of an LGBT2.
5. What feedback would you offer: (a.) as an LGBT2 to the supervisors of LGBT2s? (b.) as an LGBT2 to other LGBT2s? (c.) as a supervisor of LGBT2s to LGBT2s? (d.) as a supervisor of an LGBT2 to other supervisors of LGBT2s?
6. Please describe successful techniques you have encountered or used in supervision that connect to the following themes: (a.) Autonomy? (b.) Communication? (c.) Conflict? (d.) Decision-making?
7. Please provide any additional information that you believe would be helpful in the creation of a tips document for the effective supervision of LGBT2s.

Feedback

The LGBT2 Constituency Committee wants your feedback! This committee is seeking anecdotes of the various ways that LGBT2s and their supervisors have used this document. Please share your successes with this document, any suggested changes, and ways that this document could be changed to better support your supervisory relationship. Please email the LGBT2 Constituency Chair at lgbt2@lgbtcampus.org with your thoughts.

Not a Consortium Member?

If you are interested in joining the Consortium, you can find information about membership by visiting <http://www.lgbtcampus.org/become-a-member> or by emailing membership@lgbtcampus.org.