

BEST PRACTICES FOR LEADING & MANAGING REMOTELY

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UNIVERSITY OF
TORONTO

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1 | INTRODUCTION

Leading and managing remotely is new to most of us at University of Toronto, and requires us to be intentional in our actions as we interact with, lead, and manage our teams. It is important to consider some of the factors that make managing remotely more challenging for both you, and for your team: lack of face-to-face interaction, more difficulty in accessing information, family care, and most notably in our current context, social isolation.

To help address these challenges, below are some ideas for creating a remote work experience for you and your team that is equivalent to the in-person work experience you had in the office. Building a successful remote-working team starts with an inclusive manager who focuses on interpersonal relationships as well as work tasks.

2 | MANAGING EFFECTIVELY WHILE WORKING REMOTELY

HAVE REGULAR CHECK-INS.

Wherever possible, this should be one-on-one, and face-to-face via video or by phone every day or two. Regular check-ins provide you and your team members with a connection point to ensure people do not feel isolated; email does not provide the same connection. Your team members need to see or hear you, and you need to see or hear them. This is a great way to start the day. It allows all team members to give an outline of their work and any work-life conflicts, and allows you to understand their priorities and challenges, and work with them to problem solve.

Try this:

- **Set an agenda** and provide the input/resources your team members need. Frequent communication is essential to foster a transparent and supportive environment.
- **Use different communication mediums, as appropriate.** Check-ins could be by video where possible (MS Teams video calls, Facetime for Apple iPhone users, Zoom); however, other tools can be used for quick and effective communication (such as phone calls or text messages).
- **Learn about and integrate existing accessibility tools** in the platforms you are already using. For example, Teams comes with an automatic captioning function that can be deployed during calls.

SET PRIORITIES AND MANAGE EXPECTATIONS.

Set your team up for success by helping your team prioritize and communicate realistic expectations for their work. Allow time for learning how to navigate new ways of work. Employees may need to set their own work schedule due to caregiving responsibilities, limited computer or internet access and the time required to learn new technology platforms.

Try this:

- **Clearly state the scope, due dates and deliverables**, as well as the reasons behind them, and help your team understand exactly how you will measure success.
- During check-ins, **ask about capacity** to ensure fair work distribution. It can be difficult to gauge your employees' workload when they are remote. This may need to be adjusted as time goes along and the project or work changes.

ESTABLISH NORMS FOR WORKING REMOTELY.

If the policy or procedure for making decisions within your team is disrupted by working remotely, adjust and communicate it to your teams, including an escalation path if a primary decision maker is unavailable. Disagreements still occur remotely but are more difficult to resolve when everyone is physically distant. Remember that messages can be easily missed or misinterpreted at a distance.

Try this:

- **Discuss the best way** for you and your team to deal with conflict while remote, and what approaches can be used to prevent conflict.
- If you normally get signature approval, **change that to email approval**, with a back-up approver in your absence.
- **Avoid miscommunication.** If emotions are high, it may be better to communicate by phone. Communicate positively, especially as employees may be feeling anxious and juggling many responsibilities in their lives in new ways. It's essential to build trust with your team as you would in person. Remember that our tri-campus Divisional HR Offices and Equity Offices are here to help if you need assistance handling miscommunications among team members.
- **Be very clear on roles and responsibilities.** Set out the goals, and then communicate who does what, including their specific responsibilities.
- **Establish core hours** to share information with your team. Be flexible with response times, but model behavior that establishes boundaries between home and work-life wherever possible (for example, tell your team that you do not expect a response to emails sent after 5:00 p.m. until the next day).
- **Schedule breaks between meetings and check-ins.** Encourage your team to take breaks throughout the day. Wherever possible, try to avoid booking back-to-back meetings or meetings over the lunch hour.
- **Encourage your team to avoid multi-tasking during virtual interactions.** It's very important to be fully present while the University is working remotely. Even on video calls, employees can pick up on body language and eye movements, often clear giveaways that they do not have your full attention.
- **Facilitate introductions in virtual meetings.** It's easy to overlook the basic introductions when you can't see everyone's faces in a meeting to identify new participants.
- **Be mindful** of when you are hosting meetings and make [accommodations related to religious observances](#). Schedule meetings accordingly. More information on accommodation is available in Appendix A.
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BE OPEN TO FEEDBACK.

Be open to considering your teams members' points of view regarding all aspects of working remotely, and changing the way you are interacting with them. By listening to their concerns and finding ways to work collaboratively, we create the conditions for team members to participate more fully.

Try this:

- **Ask your employees** how these new ways of working are impacting them.
- Ask them **what is working? What is not working?**

PROVIDE EMPLOYEES OPPORTUNITIES FOR DEVELOPMENT.

If an employee has some spare time in their work day, this is an excellent opportunity for them to take advantage of the many learning opportunities provided by the University.

Try this:

- Encourage your employees to **explore virtual learning** at the [Centre for Learning, Leadership and Culture](#) (LLC), the [School of Continuing Studies](#), and [LinkedIn Learning](#). Many of the in-class offerings at U of T have been converted to virtual learning opportunities.

MONITOR EMPLOYEE PERFORMANCE.

While we want to be as flexible and accommodating as possible during this time, you should still be monitoring your employees' performance.

Try this:

- **Focus on deliverables** instead of hours of work, and allow for new learning, technology limitations and caregiving responsibilities.
- **Speak with your Divisional HR Office** if you need further guidance on how to address any individual employee performance concerns.

3 | LEADING INCLUSIVELY WHILE WORKING REMOTELY

ENSURE YOUR LEADERSHIP STYLE REFLECTS TRUST AND FLEXIBILITY.

These are the primary ingredients to maintain inclusive and respectful environments both virtually and in-person. Trust and flexibility do not replace accountability; they strengthen it.

SHOW YOU VALUE YOUR TEAM AND ENSURE THEIR SENSE OF BELONGING.

Show appreciation for your team members' continuous contributions to the team and to the work of the institution. Express your thanks on calls, over email, or by sending your team a True Blue recognition at <https://uoft.me/thanks>. More information on Engagement & Recognition is available in Appendix C.

BE AUTHENTIC.

Share with your team that this is a challenging time for you also. Openly communicating will build trust and let your team know you understand their concerns.

DEMONSTRATE FLEXIBILITY AND EMPATHY.

Many team members are managing multiple responsibilities while working remotely, so be flexible with work schedules. They should be free to organize their days, while still meeting expectations. Going for a walk, supporting a family member or grocery shopping during the day is fine.

MODEL BALANCE.

Encourage others to find their own sense of balance. The challenge of working remotely is you often work more, not less, so finding balance within the day is key. Your team will feel more comfortable managing their own lives when you lead by example.

CREATE AN ENVIRONMENT WHERE YOUR TEAM CAN CONFIDENTLY SPEAK UP AND SHARE THEIR NEEDS.

Some team members may find it difficult to speak up during this unusual situation, and they may feel invisible, particularly if they had this feeling prior to the transition. During virtual team meetings, be intentional and solicit feedback from each person in attendance. Provide a variety of options for team members to provide feedback including direct email or one-on-one check-ins, which some people may find more comfortable.

PROVIDE OPPORTUNITIES FOR REMOTE SOCIAL INTERACTION.

Leave some time at the beginning of team calls just for catching up with each other, trading Netflix suggestions, tips on managing the lockdown environment, etc. While these types of events may feel unusual at first, experienced managers of remote teams (and the team members themselves) report that virtual events help reduce feelings of isolation and promote a sense of belonging.

OFFER ENCOURAGEMENT AND EMOTIONAL SUPPORT.

Especially in the context of an abrupt shift to remote work, it is important for managers to acknowledge stress, [listen to team members' anxieties and concerns](#), and empathize with their struggles. Research tells us that [employees look to their managers for cues](#) about how to react to sudden changes or crisis situations. If a manager communicates stress and helplessness, this will influence their team. Effective leaders take a two-pronged approach, both acknowledging the stress and anxiety that team members may be feeling in difficult circumstances, but also providing affirmation of their confidence in their teams, using phrases such as “we’ve got this,” or “this is tough, but I know we can handle it”.

BE COGNIZANT OF BLIND SPOTS AND BIASES, BOTH CONSCIOUS AND UNCONSCIOUS.

Employees are made up of diverse identities, experiences and perspectives -- for example, various ethnic, racial and socio-economic backgrounds. Communicate in ways that are respectful and consider the challenges that each of our employees are facing and provide the necessary supports. [Learn more about bias here.](#)

MAINTAIN WORKING ENVIRONMENTS FREE FROM DISCRIMINATION AND HARASSMENT.

You are responsible for ensuring the working environment is inclusive for all members of your team, even while managing remotely. Subtle discrimination, also known as micro aggressions,

can occur virtually as well as in person. Be responsive to preventing and addressing online harassment. For example, you might be particularly alert to racial harassment during a time when xenophobic attitudes are prevalent. Do not dismiss complaints. Connect with our tri-campus Equity Team or Divisional Human Resource Offices for resolution of these matters.

EDUCATE YOURSELF ON HR & EQUITY RELATED RESOURCES AND SUPPORTS.

Familiarize yourself with [how to access resources and supports](#) that are available internally to support the various communities, such as the affinity groups Connections and Conversations, and QUTE. Share [information about our Employee & Family Assistance \(EFAP\) options](#) during these times. Additionally, [our Equity offices have a number of engaging programs](#) that you and your team can attend virtually.

INCORPORATE LAND ACKNOWLEDGEMENTS WHEN HOSTING ONLINE WEBINARS AND EVENTS.

These sessions can commence with a reflection and acknowledgement that members of teams are gathered on Indigenous land. We encourage managers / meeting chairs to read a [land acknowledgement statement](#) and find ways to personalize the messaging.

4 | RESOURCES

ONLINE LEARNING.

LinkedIn Learning - access these courses via the LLC website (links are available on the homepage)

- [Managing Virtual Teams](#)
- [Leading Virtual Meetings](#)
- [Leading at a Distance](#)
- [Microsoft Teams Tips](#)
- [Learning Zoom](#)

All University of Toronto employees have free, unlimited access to LinkedIn Learning. You only need a UTORID to sign up.

OTHER FREE LEARNING RESOURCES

[SAP Percipio/Skillsoft](#) (free 30-day trial - curated content under Business Continuity library)

[Skillsoft Free Resources](#) Microlearning courses:

- Leading Through a Crisis, Day by Day
- Supporting Remote Team Members
- Overcoming Virtual Team Conflict
- Managing Virtual Teams
- Great Collaboration
- Staying Connected and Communicating as a Team

[Leading Better Virtual Meetings](#) (DDI Learning)

[Leading Virtual Teams](#) (May 6 Free Live Webinar University of Denver)

ONLINE GUIDES, VIDEOS AND ARTICLES

- [SkillSoft Remote Manager Handbook](#) (free eBook)
- [Leading Dispersed Teams](#) (Centre for Creative Leadership free eBook)
- [8 Ways to Manage your Team While Social Distancing](#) (Harvard Business Review article)
- [Overcoming Remote Work Challenges](#) (Sloan MIT Review)
- [How to Manage Stress on your Team](#) (Skillsoft Blog)
- [How to Collaborate Effectively If Your Team Is Remote](#) (Harvard Business Review video)

- [How to Talk to your Team when the Future is Uncertain](#) (Harvard Business Review Article)
- [Keep your People Learning When You Go Virtual](#) (Harvard Business Review article)
- [Work from Home Tips for Managers](#) (Macleans & Company)

BOOKS FOR FURTHER IN-DEPTH READING

- [A Managers Guide to Virtual Teams](#)
- [Work Together Anywhere: A Handbook for Working Remotely – Successfully – for Individuals, Teams and Managers](#)
- [Influencing Virtual Teams: 17 Tactics that Get Things Done with your Employees](#)
- [The Long-Distance Leader: Rules for Remarkable Remote Leadership](#)

There is a cost associated with the books listed above.

APPENDIX A | ACCOMMODATION

Managers, supervisors and academic administrators have a critical role in creating an inclusive environment in the workplace during this challenging time. As the COVID-19 pandemic continues, the role of managers is central to the wellbeing of the University's employees and the continuation of our core activities. When requests for accommodations are brought to you regarding medical conditions that may place the employee at a higher risk of contracting COVID-19 than others, or caregiving responsibilities, ensure you are open to the conversation. Engage in discussions in good faith.

Employees with new or previously undisclosed disabilities that may need to be accommodated should [contact Health & Well-being](#) to ensure their accommodation needs are met. Medical information provided is retained in confidence by the Health & Well-being office.

Try to do your best to ensure staff accommodation needs are met. For example, you may receive ergonomic office furniture request. It is important to not dismiss this out of hand; while you may think we would not provide this as working from home is a temporary situation, we should still take the request in good faith, assess the options based on conversation with Health and Well-Being, if need be, and try to come up with some solutions.

ACCOMMODATIONS FOR EMPLOYEES WITH MEDICALLY-BASED RESTRICTIONS OR LIMITATIONS.

Employees with new or previously undisclosed disabilities or medically-based restrictions/limitations that may impact their work should be referred to Health and Well-Being to discuss any accommodation needs and provide any applicable medical documentation. Medical information provided is retained in confidence by the Health & Well-Being office.

For further information on the process of accommodating medically-based restrictions and limitations, please see these [Accommodation Guidelines](#).

ACCOMMODATIONS FOR EMPLOYEES WITH CAREGIVING RESPONSIBILITIES.

We are relying on our managers to be as flexible as possible in accommodating caregiving and homeschooling responsibilities of employees. Please note that flexible arrangements put in place to accommodate caregiving responsibilities should be based on discussions between the manager and the employee. They may require compromise; a perfect solution should not be expected by either party.

Accommodation arrangements should begin with a one-on-one discussion between you and any employee who may require flexibility as a result their caregiving responsibilities. Discussions

should include offering a variety of flexible workplace options whenever possible during this period.

Recommended Steps:

1. **Review Guidelines:** Comply with all parameters detailed in the [COVID-19 Temporary Special Telecommuting Work Arrangements Guideline](#). For individuals in roles not suited to working remotely that have childcare responsibilities, discuss with HR whether the individual should be placed on Pandemic Pay while social distancing measures are required by the government.
2. **Manage Expectations:** Work one to one to understand each team member's situation and needs. Define and prepare a clear and specific written document setting out the flexible arrangements being provided to any specific employee, so both parties are clear about what to expect. Document the agreement in writing that addresses the types of flexibility available for the employee. Focus on the work that the employee is producing rather than how they are spending their time.
3. **Establish New Team Routines:** The timing of team meetings and expectations of response times may create challenges at home, especially for parents and caregivers. To accommodate family responsibilities, team members might need to be offline at specific times each day (for example, over the lunch hour) and those times should be respected.
4. **Reassess Workload:** The change to working from home could mean some staff have increased work, while some loads are lighter. Be prepared to reassess, reassign and reprioritize to create flexibility as needed. Evaluate if project deadlines can be extended, or if there are tasks that can be postponed for the duration of COVID-19. The goal is to arrive at a reasonable solution that balances the essential needs of the operation with the needs of the employee to meet their caregiving responsibilities, understanding that in most cases it will not be possible to find a perfect solution.

Important Note: Employees who require flexibility for caregiving responsibilities do not need to submit the Employee Absence Self-Declaration Form.

Examples of flexible workplace options:

Flexible schedule

This is an arrangement whereby employees vary their working hours to accommodate caregiving responsibilities. Examples to consider:

- Adjusted start/end times, such as: 7:00 a.m. to 3:15 p.m. or 9:45 a.m. to 6:00 p.m.
- Extended work period of 8:45 a.m. to 6:00 p.m. with a two-hour mid-day break.
- Work entirely flexible hours through the week, as long as productivity is maintained, and hours of work/availability are shared with the team.
- Take vacation days as needed to mitigate address caregiving responsibilities.

- Establish core hours and/or core duties and allow flexibility in how other hours and duties are arranged.
- Establish specific deliverables wherever possible, rather than focusing on hours of work.
- Consider whether teaching assignments might be re-distributed over the terms in the academic year.

Compressed work week

A written agreement between employee and manager to work longer shifts in exchange for a reduction in the total number of working days in a week. Compressed weeks can be configured in a variety of ways, such as: five (5) days in four (4) or three (3) long days and two (2) short days.

Employment Standards Act (ESA) Unpaid Leave of Absence.

Employees who are unable to work from home because they need to provide care or support to a family member for a reason related to COVID-19 including a school or day-care closure may be entitled to unpaid leave of absence under the *Employment Standards Act, 2000* provisions for Emergency Leave: Declared Emergencies and Infectious Disease Emergencies.

Further Assistance:

Managers should work directly with employees to address employee requests for flexibility. Employees are asked to negotiate the flexibility directly with their manager. If further support is needed, please contact your [HR Divisional Office](#) for support. Employees may also be referred to contact the [Family Care Office](#) for assistance with determining which types of flexibility are most suitable to accommodate their family responsibilities and the type of work they do.

APPENDIX B | EMPLOYEES RETURNING FROM LEAVES

While the University practices physical distancing, this may impact return to work processes for employees returning from leaves. We have designed a Guide for Return to Work Processes During COVID-19 for use by Divisional HR Offices.

Please contact your Divisional HR Office for assistance with return to work processes for the following scenarios:

- Return to Work from Sick Leave or Long- Term Disability (LTD)
- Return to Work from a Pregnancy, Maternity, or Parental Leave
- Return to Work from COVID-19 Related Absence
- Return to Work from a WSIB Absence
- Accommodation due to Medical Reasons

Divisional HR Offices will work with Health & Well-Being as needed to ensure that any accommodation needs are met and will work with managers to ensure an appropriate return to work place plan is in place.

APPENDIX C | ENGAGEMENT & RECOGNITION

The University of Toronto consistently ranks among the best universities in the world because of the vital daily contributions of you, our faculty, staff and librarians. The COVID-19 pandemic has resulted in substantial changes in how we work, but not with whom we work. It is just as important now that we foster a culture of appreciation at U of T with each other to ensure that all our employees at the university continue to feel engaged in their day-to-day work and recognized for the contributions they are making to the University from on and off campus.

Maintaining strong employee engagement has always been important, but in our largely work from home environment, it's more critical than ever. By working to understand the impact of our changed workplace on our teams we can work to actively ensure all our faculty, staff and librarians feel just as engaged today as they did before the pandemic.

Showing Appreciation Remotely.

In our traditional work environments, it was easier for us to see, and recognize the contributions of our colleagues. When working remotely, employees can feel undervalued and under-appreciated. Each of us can do our part in continuing to foster our culture of appreciation at the University.

Crafting a well-tailored recognition to a colleague can take some practice to get comfortable with. Our guide on Recognition Best Practices is here to support you in writing more meaningful and impactful recognitions.

- Intentionally recognize three people, each day. Whether it's through a phone call, an email, or our True Blue Recognition platform, make acknowledging the efforts and achievements of those you work with a part of your daily routine. The best ways to meaningfully recognize someone include: being specific to what you're thanking them for, being as timely as possible in sending the recognition, and speaking to the impact of what their efforts contributed to.
- Say "Thank You". As we move to typing more while talking less, it's easy to overlook those two little words in our daily correspondence. Emails are more impersonal than the face-to-face conversations we are used to having; it requires more intention in our written conversations to convey our appreciation. When possible, pick up the phone or call your colleague on Microsoft Teams. The sound of your voice saying "Thank You" will be even more impactful.
- Recognize at virtual meetings. Weekly team meetings are common in an office setting and can be a great way for collectively celebrating an achievement. With many virtual

team meetings happening now, it's important to still take those moments to publicly acknowledge the contributions being made.

More information:

For more information about employee recognition and engagement at U of T, or for any questions on how to use the True Blue Recognition Platform please contact the Employee Recognition & Engagement Team at thanks@utoronto.ca.

APPENDIX D | FLEXIBLE WORK ARRANGEMENTS

We expect that most of our faculty and staff will be working from home during the COVID-19 pandemic.

If a division or department is unable to approve telecommuting arrangements for all staff due to operational requirements or essential workers being required on site, employees who have been directed to self-isolate, have medical conditions that may place them at a higher risk of contracting COVID-19 than others, or who must stay home due to childcare needs should be prioritized when creating individual work from home arrangements.

Work from Home Resources:

The [COVID-19 Temporary Special Telecommuting Work Arrangements Guideline](#) is available on the [HR & Equity website](#) as a resource for employees and managers.

Information Technology Services (ITS) has also prepared [technical work-from-home resources](#) to support employees accessing work material while telecommuting.

APPENDIX E | WELLNESS SUPPORTS & RESOURCES

As we adapt to the widespread changes associated with the COVID-19 pandemic, the University is committed to supporting wellness in the workplace. The measures we take individually and collectively to create a culture that prioritizes well-being during this time will help build resilience as well as mitigate current and future challenges.

Working at home may involve unique challenges, ranging from changes in child and eldercare arrangements, to shared workspaces, and social isolation. So far, our community has navigated these difficulties remarkably and continues to achieve the goals of the University. As this situation may continue for some time, it is vital that we are mindful of sustaining well-being both individually and within our teams.

How to Support Well-being While Working Remotely.

- **Take time for wellness.** Consider having regular check-ins and wellness conversations with your colleagues and team.
- **Show empathy.** Many of our colleagues need flexibility and compassion as we navigate balancing the needs of caregiving, homeschooling, and work. Additional support is available from the Family Care Office.
- **Try being virtually social.** Encourage connection with your team by scheduling opportunities to interact and check in on each other.
- **Reach out for help.** When needed, seek support and talk with others about how they are coping. Ensure you are aware of the available coaching, counselling and other services available to you with the Employee and Family Assistance Plan.
- **Work together.** Prioritizing well-being as a team to ensure everyone is supported will help build resiliency, flexibility and inclusion.

For additional wellness resources, please review the Wellness and Work from Home Toolkit.

More Information

If you would like wellness support, please reach out to your manager, [Teresa Scannell, Integrated Wellness Consultant](#), or your HR Divisional Office.

APPENDIX F | WORK / LIFE CONSIDERATIONS

As we adapt to the widespread changes associated with the COVID-19 pandemic, many of our employees are experiencing challenges and hardships in their personal lives that managers should take into consideration. We want to acknowledge and recognize the dedication and commitment of our community to our values of equity, diversity and inclusion. These are extraordinary times and we want to thank each of you for the adaptability and commitment you continue to show each day. The University is indebted to your talent and resourcefulness during a time when each day brings new challenges.

Domestic Violence.

Since the COVID-19 pandemic movement restrictions have been in place, there have been a reported increase in cases of family violence. Family violence is any form of abuse, mistreatment or neglect that a child or adult experiences from a family member, or from someone with whom they have an intimate relationship. This includes physical, sexual, emotional, economic, and psychological abuse, but also virtual abuse, such as cyberstalking.

We recognize that members of our community and their families might be impacted by this and it is our responsibility to support them during this challenging time. We are encouraging everyone to check on their colleagues regularly and to be mindful of signs of family abuse.

You can access resources available through the University's [Employee and Family Assistance Program](#). In Ontario, you can also call helpline 211 and review their [online database of Ontario's community and social services](#). To find assistance in your area anywhere in Canada, consider visiting sheltersafe.ca.

Racism & Discrimination.

Among the challenges that have arisen during the COVID-19 pandemic are increased reports of discrimination and stigmatization of diverse populations, specifically in the Asian community. The University of Toronto takes these reported incidents seriously and does not condone discrimination or harassment against any persons or communities, especially when based on grounds protected under the *Ontario Human Rights Code*. Harassing conduct can include but is not limited to offensive slurs/jokes and comments based on individuals' personal characteristics or identities. Harassment can include online conduct in any format including inappropriate pseudonyms or online handles.

It is our collective responsibility to address harassing comments and discriminatory behaviour. We are encouraging managers to remind their teams of the expectation of respect, civility, and a

workplace free of discrimination and harassment. We are also asking employees to reach out to their managers if they witness inappropriate comments being made or disruptive behaviour that does not align with our values.

Supports for LGBTQ2+ Employees.

For some LGBTQ2+ employees, work represents a space away from the home, where they can be themselves and differently express their sexual and gender identities. Support, encourage, and initiate opportunities for employees to gather and connect as they might have normally over lunch and coffee breaks.

Accessing healthcare for LGBTQ2+ folks can be a traumatizing experience. Some trans and non-binary employees may experience anxiety and other forms of stress given:

- Cancellation of “elective” surgeries, which in Ontario includes gender-affirming surgeries.
- Panic around access to gender-affirming hormones due to production and shipping shortages and delays.
- Reduced or limited access to mental health supports by providers who are sensitive to their identities, experiences and needs.

Consider how these situations might impact the mental health of LGBTQ2+ and specifically trans-employees, non-binary employees and their families, and how this may impact their work and productivity.

If you experience or witness family violence, racism, or discrimination in our any virtual or face-to-face interactions, please reach out to our Equity Offices. The University of Toronto’s Equity Offices remain open and available to provide support to members of faculty, staff and students around issues that arise during COVID-19.