



Professional Engineers  
Ontario

# EDI TOOLKIT

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PROFESSIONAL ENGINEERS ONTARIO



AUGUST 2025

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# Land Acknowledgement

We recognize that the City of Toronto, home to Professional Engineers Ontario, sits on the traditional territory of many Nations, including the Mississaugas of the Credit, Anishnabeg, Chippewa, Haudenosaunee and Wendat peoples, and is home to diverse First Nations, Inuit and Métis peoples. Toronto (Tkaronto) is also covered by Treaty 13 with the Mississaugas of the Credit and the Williams Treaties signed with various Mississaugas and Chippewa bands.





# Message from CEO & Registrar

**Professional Engineers Ontario (PEO) serves as the regulatory and licensing body for professional engineers and engineers-in-training in Ontario.** Under the *Professional Engineers Act*, we license qualified individuals to practise engineering in the public interest.

Our vision is to be a trusted leader in professional self-regulation, ensuring that engineering in Ontario is practised safely, ethically and sustainably. We are committed to regulating the profession in a manner that is equitable, accessible, progressive and transparent.



We are pleased to introduce this document as a foundational resource designed to support personal and professional growth in engineering. Its purpose is to raise awareness, foster discussions and promote policies and practices focused on equity, diversity and inclusion (EDI).

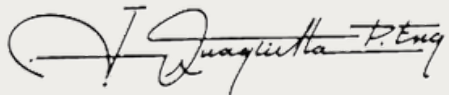
**EDI is essential to the engineering profession for several reasons:**

- It expands opportunities by ensuring that talented individuals from all backgrounds can enter and thrive in the field.
- It enhances innovation by leveraging diverse perspectives, ideas and experiences to improve problem-solving and creativity.
- It builds inclusive communities by fostering a sense of belonging, leading to stronger and more cohesive teams.

EDI is an evolving field that embodies core engineering values such as adaptability and continuous learning. This document aims to enhance your understanding of EDI concepts while providing practical guidance for fostering inclusivity and belonging.

We welcome your feedback to refine and improve this resource for our registrants and stakeholders.

Sincerely,



Jennifer Quaglietta (she/her), P. Eng, MBA, ICD.D  
CEO & Registrar

# PEO's EDI Statement

At PEO, we take our role as a regulator seriously, protecting the public interest while regulating the engineering profession. We are committed to promoting **equity, diversity, and inclusion (EDI)** within our organization, our regulatory practices and the wider profession.

We believe EDI is a catalyst for **meaningful change**, enhancing PEO's operations and shaping the future of engineering in Ontario.

Our commitment to **diversity** is integral to our organization, from leadership to volunteers, as we strive for a more **inclusive** profession where everyone's rights are respected and voices are heard.

Moving forward, we will continue to listen, reflect, learn and act, while sharing our progress openly along this journey.



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# Preamble

**Professional Engineers Ontario** has developed this toolkit for the engineering community in Ontario to promote and improve equity, diversity and inclusion.

The toolkit is based on the recommendations and findings from several key resources: the ***Anti-Racism and Equity Code*** (2022), the ***Recommendations for Addressing the Truth and Reconciliation Commission of Canada (TRC) Calls to Action*** and Increasing Indigenous Representation in Engineering in Ontario, recommendations through ***Indigenous & Community Engagement*** consultation (2024), the ***Gender Audit Executive Summary*** (2025), and ***PEO's Strategic Plan*** (2023-2025 and 2026-2030). The toolkit provides valuable information to help volunteers and registrants understand the societal and professional requirements related to equity, diversity and inclusivity.

Achieving diversity in engineering involves fostering talent from various backgrounds by creating career pathways for marginalized professionals and ensuring a safe work environment. Current initiatives prioritize the inclusion of women, Indigenous peoples, neurodivergent individuals, those identifying as 2SLGBTQ+ and internationally educated individuals.

A comprehensive understanding of the challenges faced by diverse professionals is essential in fostering workplace inclusion and addressing the underrepresentation of these groups in leadership roles.

# EDI: Foundation & Context

**Equity, Diversity and Inclusion (EDI)** promote fairness, opportunity and access in workplaces, schools and communities. These interconnected principles foster a sense of belonging by ensuring that all individuals feel valued, supported and empowered.

**Equity** recognizes that systemic barriers and structural inequalities create differing starting points for individuals. It aims to remove these obstacles by addressing discriminatory practices, policies and social norms to ensure fair access to opportunities, resources and benefits.

These **barriers** exist across various sectors, including education, healthcare, employment, housing, government and the criminal justice system, arising from historical and ongoing disparities in power. Addressing these issues is vital to creating a just society.

**Diversity** encompasses the broad range of identities, experiences and perspectives that individuals contribute to a community or organization.

Recognizing and valuing diversity fosters inclusive environments that drive innovation, creativity and collaboration.

## Key aspects of diversity include:

- **Race:** Understanding racial diversity addresses systemic inequities and promotes racial equity and inclusion.
- **Ethnicity:** Embracing ethnic diversity fosters cross-cultural understanding and inclusivity.
- **Age:** Valuing contributions from all age groups enriches organizations and society.
- **Gender:** Recognizing gender diversity beyond the binary, including transgender, non-binary and genderqueer individuals, challenges stereotypes and fosters equity and respect.
- **Sexual Orientation:** Valuing diverse orientations creates a culture of acceptance and belonging.
- **Ability:** Acknowledging physical, cognitive and emotional diversity encourages new perspectives through accommodation and collaboration.
- **Socioeconomic Background:** Addressing disparities in financial, educational and social resources promotes a more equitable society.
- **Religion:** Accepting diverse spiritual and philosophical beliefs ensures inclusive accommodations and respect for different practices.

**Diversity** also encompasses language, education, work experience, and family structure, all of which contribute to dynamic, inclusive communities and organizations.

**Inclusion** is the active practice of creating environments where all individuals feel valued, respected and empowered to participate fully. It goes beyond acknowledging diversity; it fosters a true sense of belonging by ensuring equitable access to opportunities. This strengthens workplaces, schools and communities.

**Belonging** is the feeling of being accepted and valued as an integral part of a group. It transcends diversity and inclusion by nurturing deep connections, mutual respect and a sense of security. This allows individuals to contribute authentically without the fear of exclusion or judgment.

By embedding equity, diversity and inclusion in policies, practices and culture, and by fostering a sense of belonging, organizations and communities can create more just, innovative and thriving environments for everyone.





# Key Components of EDI Competencies

**Awareness:** Understanding the importance of equity, diversity and inclusion in personal and professional contexts.

**Knowledge:** Familiarity with the historical and social contexts that shape current disparities, including various forms of discrimination, bias and privilege.

**Skills:** The ability to recognize and address structural barriers, promote inclusivity, empathize with and advocate for the needs of others and communicate respectfully with diverse individuals.

**Attitudes:** A willingness to uphold EDI values, show empathy towards individuals from diverse backgrounds and challenge one's own biases and assumptions.

**Allyship:** An active commitment to advancing social justice, inclusion and equity by listening, learning, defending and standing beside members of equity-seeking communities.

We demonstrate these competencies in personal, professional and organizational contexts by proactively integrating EDI values into policies and practices.





# Meaningful Allyship

**Non-performative**, meaningful allyship involves recognizing one's **privilege** and using it to amplify and uplift the voices of **equity-seeking** individuals and communities. Those with power and privilege should advocate "with" rather than "for" others to foster meaningful partnerships.

The term "ally" is not universally accepted; some communities prefer to extend the title as an invitation rather than allowing individuals to self-identify as allies. The most critical aspect is doing the necessary work, regardless of the label used.

Allyship is an ongoing process of engagement rather than a fixed status. It requires self-education, active listening and a commitment to dismantling oppressive systems.

## Some practical actions include:

- Support, amplify and advocate alongside individuals who don't share your social identities.
- Acknowledge mistakes and repair them whenever possible.
- Practise cultural awareness and humility in professional settings.
- Include perspectives from lived experiences in research and decision-making.
- Reflect on your own identities and privileges.

## Specific examples of meaningful allyship:

- Use correct pronouns and names for trans and gender-diverse individuals.
- Address bias in hiring and promotion processes.
- Empower communities through participatory research methods.
- Report race and ethnicity data responsibly and transparently.
- Speak up against **microaggressions** or discriminatory comments.
- Educate yourself about diverse cultures and religions.
- Focus on partnership and empowerment rather than speaking on behalf of others.



# Allyship In Practice

## Why Allyship Matters:

Being an ally shows support for marginalized communities and helps create change, regardless of one's own identity.

## How to Be an Ally:

- **Do Your Homework:** Learn about the issues faced by equity-seeking groups through social media, blogs, podcasts, books and websites.
- **Be Kind:** Demonstrate patience, compassion and courtesy.
- **Make Ally a Verb:** Actively support and uplift individuals from marginalized communities.
- **Apologize When You Make a Mistake:** Acknowledge any harm caused, apologize sincerely and move on. Focus on impact rather than intent. Avoid lingering on the mistake, as this can hinder meaningful change.
- **Listen:** Validate the experiences of others and learn how to support them effectively.
- **Understand Your own Privilege:** Reflect on your privileges, both perceived and actual, and how they influence your navigation through the world.

## DIFFERENT WAYS TO SUPPORT



### BESIDE



You may need to stand beside someone to support them. Listen to them and walk with them through an experience.



### IN FRONT



You may need to stand in front of someone to help them avoid harm and hurt.



### BEHIND



You may need to stand behind someone to support them, recognizing that they are the experts and know what is best for them.

Being an ally isn't just about creating affirming spaces in your work environment; it is also about creating affirming and welcoming social environments. Think holistically about inclusion.

# Unpacking Privilege

Privilege refers to the advantages that people receive simply because they belong to certain groups that are prioritized in society. These advantages often go unnoticed by those who possess them, because they are embedded in everyday systems and norms. For example, someone might experience smoother access to opportunities or face fewer barriers simply because of their race, gender, ability or socioeconomic status.

It is essential to recognize that having privilege does not necessarily mean a person's lived experience is devoid of hardship. It highlights the systems that have been designed to benefit specific groups over others, regardless of personal experiences or hardships.

## **How privilege shows up:**

Society often centres certain identities, such as being white, male, able-bodied or financially secure, providing benefits to those individuals that others may not receive, even when they are equally capable.

## **Types of privilege include:**

- Racial privilege: Experiencing fewer barriers or biases based on race.
- Gender privilege: Navigating spaces more easily due to being male.
- Sexuality privilege: Not needing to justify or explain one's sexual orientation.
- Class and education privilege: Gaining access to resources or opportunities based on wealth or educational background.
- Ability privilege: Moving through the world without the hindrance of physical or mental health barriers.

## **Why this matters:**

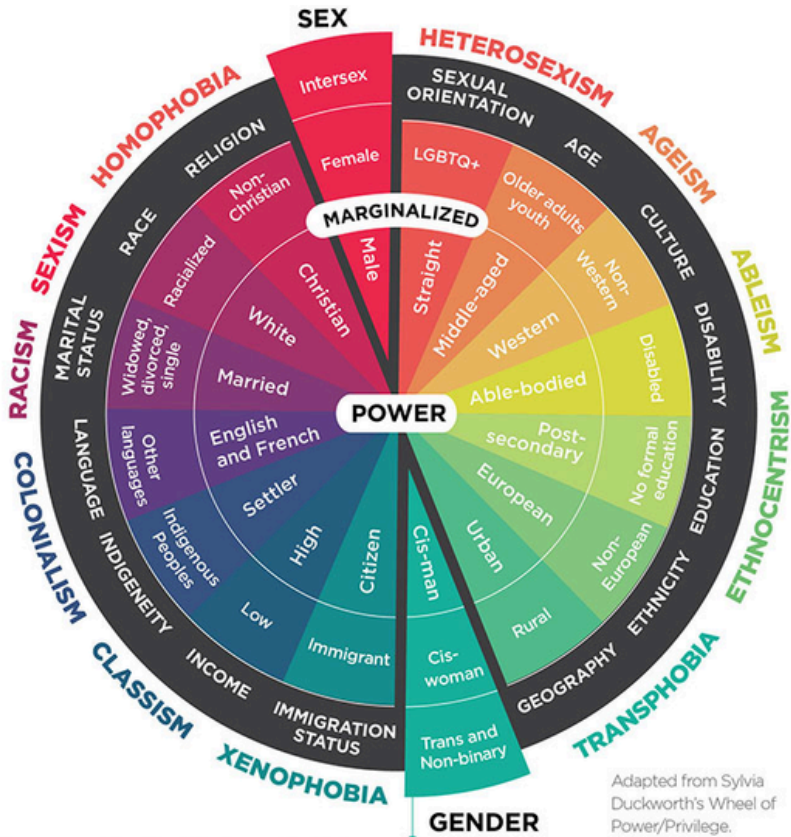
Acknowledging privilege is not about guilt; it's about awareness. Recognizing how systems work in our favour allows us to foster empathy, challenge inequality and strive for more inclusive and equitable environments.

**Turning privilege into purpose** means using your advantages to support equity and inclusion. It involves recognizing the benefits you possess and actively working to amplify and create space for the voices of marginalized individuals while challenging systems of inequality.

By leveraging your privilege, you can drive meaningful change, making workplaces and communities fairer and just for everyone. Understanding how we benefit from systems designed to advance some over others is key.

# Wheel Of Privilege

The term “intersectionality” was first used by Kimberlé Crenshaw in 1989 to name the experiences of Black women who face intersecting and cumulative forms of oppression and discrimination, e.g., racism and sexism.



Adapted from Sylvia Duckworth's Wheel of Power/Privilege.

Some gender identity terms include:

Agender	Genderfluid	Gender neutral	Transgender man
Bigender	Genderqueer	Non-binary	Transgender woman

# Organizational Actions

Enhancing EDI in organizations requires a holistic approach that integrates policy, culture and inclusive practices.

This fosters an inclusive and supportive environment that drives diversity, collaboration and innovation through ongoing evolution and adaptation.

## Key areas for consideration include:

- Offer anti-racism, gender equity and Indigenous reconciliation **training** for all employees and leadership.
- Conduct regular **equity and policy audits** to identify and eliminate barriers.
- Develop **equitable hiring and retention** practices, to ensure that screening, interview and selection criteria are free of barriers and **tokenism**.



- Regularly **evaluate and track** EDI progress.
- **Engage** with PEO to share best practices and support your organizational EDI efforts.
- **Solicit feedback** and **consult** with Indigenous and other diverse voices.
- Foster an environment of **psychological safety** where employees feel comfortable voicing their **thoughts, feelings and concerns**.
- Promote **leadership** and mentorship development opportunities with equity-seeking communities.
- Conduct regular and anonymous **employee engagement surveys**, that include EDI questions to gauge employee satisfaction.



Acknowledging the unique challenges faced by certain groups is the first step to promoting equity and belonging. This requires education on various forms of discrimination to actively remove barriers.

# Tokenism vs. Inclusion

Tokenism occurs when diversity is present without genuine inclusion.

To build a truly diverse workplace where everyone has equal opportunity, we must prioritize inclusion.

That involves establishing practices, behaviours and norms that genuinely welcome and value individuals' unique traits and identities.

Inclusive practices enable us to better understand the experiences of diverse social groups and ensure equitable access to opportunities.

An effective inclusion strategy evaluates performance through a merit-based lens and tracks promotion rates across all groups, ensuring that no one is left behind.

## HOW TO AVOID TOKENISM



USE UNBIASED HIRING PRACTICES



CREATE INCLUSIVE COMMUNICATION AND WORKING NORMS



BUILD AN INCLUSIVE WORKPLACE FOR ALL EMPLOYEES



IMPLEMENT FAIR AND TRANSPARENT POLICIES



RESPECT DIFFERENT RELIGIONS AND CULTURES



PROMOTE A REPORTING SYSTEM



INCORPORATE INCLUSIVE VALUES INTO TRAINING

 CultureAlly

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## EXAMPLES OF TOKENISM IN THE WORKPLACE



MISLEADING  
BRANDING



SYMBOLIC  
DIVERSITY



LACK OF SUPPORT  
IN NEW ROLES



MISREPRESENTATION  
OF A COMMUNITY

# Glossary of Terms

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**2Spirit:** An English-language umbrella term used in some Indigenous communities to describe an individual's gender, sexual, spiritual or cultural identity. 2Spirit is reserved for those who identify as Indigenous.

**2SLGBTQIA+:** An acronym for 2Spirit, Lesbian, Gay, Bisexual, Trans, Queer, Intersex and Asexual. The plus sign represents the countless affirmative ways in which people choose to self-identify.

**Ableism:** Discriminatory policies, practices and behaviours that favour able-bodied and neurotypical people.

**Accessibility:** The design of products, services and environments to ensure usability for individuals with disabilities. This involves removing physical, social and attitudinal barriers to promote equal participation and full inclusion.

**Ageism:** Discrimination based on age that perpetuates harmful stereotypes, undermining individuals' value in society.

**Allyship:** The act of standing in solidarity with marginalized groups by using one's privilege to support and advocate for their rights. Allies are not members of these communities, but they actively listen, learn and take action to challenge systemic oppression and promote inclusivity, equity and justice for them.

**Antisemitism:** Hostility, prejudice or discrimination against Jewish people. This can manifest in various forms, such as stereotypes, conspiracy theories, exclusion, verbal or physical attacks, vandalism and systemic discrimination.

**Anti-Black Racism:** Prejudice, discrimination or hostility directed against Black individuals. This encompasses both individual biases and systemic practices that disadvantage Black people, including stereotypes, racial profiling, exclusion, dehumanization and unequal treatment.

**Anti-Racism:** The act of acknowledging and addressing the impacts of racism and systemic race-based oppression.

**Barriers:** Obstacles or limitations that hinder individuals from fully participating, contributing to and thriving in an environment. These barriers can arise from factors such as race, ethnicity, gender, sexual orientation, age, religion, disability, socioeconomic status and the digital environment.

**Biases:** Prejudices for or against a person or group, typically considered unfair.

**Belonging:** Having a voice and the opportunity to influence society and policies. Belonging transcends access; it includes the power to co-create the structures that shape a community.

# Glossary of Terms

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**BIPOC:** An acronym for Black, Indigenous and People of Colour. This term is not used by all Black and Indigenous people and is often considered too vague.

**Culture:** A concept that includes the social behaviour, institutions and norms found in societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, attitudes and habits of the individuals within these groups.

**Cultural Competency:** The ability to understand, respect and effectively engage with people from different cultures. This skill requires knowledge of cultural norms, beliefs and values, as well as the capacity to adapt communication and behaviour to foster inclusivity and respect.

**Discrimination:** Actions, decisions or practices that inflict harm on individuals or groups based on protected characteristics such as race, place of origin, gender, religion, sexual orientation, gender identity, age or disability.

**Disability:** Refers to a physical, mental, cognitive, or sensory impairment that significantly limits an individual's ability to perform one or more major life activities. Disabilities may be permanent or temporary, visible or invisible and can be present from birth or acquired later in life.

**Diversity:** The range of differences among people, including race, ethnicity, gender identity, sexual orientation, age, ability, religion, socioeconomic status and culture. Embracing diversity means recognizing and valuing these differences as assets.

**Employee Resource Groups (ERG):**

Workplace networks designed to support members' career evolution and personal development. ERGs offer numerous benefits, including enhanced employee engagement, retention and leadership development. Examples of ERGs include Women's Networks, Young Professionals Networks, Indigenous Employee Networks, Visible Minority Networks, 2SLGBTQ+ Networks and Disability Networks.

**Ethnicity:** Belonging to a population group that shares common cultural identities, ancestry, language, traditions, background or descent.

**Equity:** The principle of fairness and justice aimed at eliminating systemic barriers and creating equal opportunities for all. Achieving equity requires acknowledging and addressing historical and current inequalities, providing targeted support to those who have been historically marginalized.

**Equity-Seeking Group(s):** Groups that have been historically, systemically and persistently marginalized in society. These groups strive to address the ongoing inequities they face. Processes, physical spaces and systems are often not designed with these groups in mind, resulting in barriers that hinder their ability to adapt and navigate effectively. Examples of ERGs include individuals marginalized, disadvantaged or discriminated against based on race, colour, religion, marital status, family status, disability, sex, sexual orientation, gender identity or age.

# Glossary of Terms

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**Gender:** The individual and social experience of being a man, a woman, neither or both.

**Gender Identity:** A person's internal experience of gender, encompassing their sense of being a woman, a man, both, neither or anywhere along the gender spectrum. A person's gender identity may align with or differ from their sex assignment at birth.

**Gender Pronouns:** An individual's preferred terms to address them in a manner that reflects their gender identity. Using the correct pronoun is a simple way of showing respect for one's gender identity. Pronouns can change in various situations, depending on the individual's comfort and safety levels. Examples of basic pronouns are she/her, he/him, and they/them.

**Harassment:** Unwanted behaviour that offends, demeans, intimidates or humiliates. It includes any conduct or comment that should reasonably be understood to cause humiliation or intimidation.

**Indigenous:** An umbrella term for self-identified descendants of pre-colonial or pre-settler societies. In Canada, this includes First Nations, Inuit and Métis peoples.

**Inclusive Language:** Language that avoids stereotypes, assumptions and exclusions while respecting the diversity of individuals and communities. This includes using gender-neutral language, avoiding ableist language or colloquial sayings and using respectful and inclusive terminology for different cultural groups.

**Intersectionality:** The concept that different aspects of identity, such as race, gender and sexuality, intersect and interact, leading to unique experiences of oppression and privilege. It acknowledges that individuals possess multiple identities that cannot be understood or addressed in isolation.

**Islamophobia:** Prejudice, fear or hatred directed at the religion of Islam and Muslim individuals. It manifests through negative stereotypes, discrimination and both verbal and physical attacks, contributing to violence and systemic inequities within society.

**Marginalization:** A form of oppression that seeks to disempower specific groups by limiting their access and isolating them. Marginalized groups include Black individuals, women, people with disabilities, people of colour, 2SLGBTQ+ individuals and Indigenous peoples.

**Microaggressions:** Subtle, often unintentional acts of discrimination that reinforce stereotypes and perpetuate inequality. These can include comments, gestures or behaviours that convey a negative or stereotypical message about a particular group.

**Non-Binary:** An umbrella term for gender identities that are outside the traditional binary of man and woman.

# Glossary of Terms

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**Neurodivergent:** A term that describes individuals whose neurological development and functioning differ from what is considered the norm. Neurodivergence encompasses a wide range of cognitive, developmental and mental health conditions, such as autism spectrum disorder and attention deficit hyperactivity disorder (ADHD), as well as learning disabilities. These conditions are not necessarily deficits, but rather reflect natural variations in human neurocognitive functioning. A neurodiverse workplace embraces staff across the entire spectrum of neurodiversity.

**Organizational Culture:** The collective beliefs, assumptions, values, norms, artifacts, symbols, behaviours and language styles shared by individuals within an organization. A strong organizational culture fosters a sense of belonging and implies a shared understanding and commitment among members, minimizing ambiguity.

**Pay Equity:** The measurement of whether employees receive fair and equal pay for work of equal value, regardless of their demographic background.

**Performative Allyship:** Superficial actions taken by individuals to appear supportive of marginalized groups without engaging in meaningful, long-term efforts to address systemic issues or promote genuine inclusion and equality.

**Privilege:** Largely unearned access to barrier-free resources and power, primarily available to individuals in advantaged groups based on race, gender, age, socioeconomic status, sexuality and other factors. Those who hold privilege may not be unaware of it or its implications.

**Prejudice:** A preconceived opinion that lacks a basis in reason or experience. It can lead to discrimination, stereotyping and tokenizing of individuals.

**Psychological Safety:** The belief that one will not face interpersonal or social threats when engaging in open communication, such as asking questions, requesting accommodations, providing feedback, acknowledging mistakes or trying new things. Threats can include rejection, disrespect, and intimidation, which may negatively impact one's identity, status and career. In an environment where psychological safety is prioritized, individuals experience a sense of trust, respect and belonging.

**Race:** A social construct that describes a group of people who share physical characteristics, such as skin colour and facial features, along with similar social or cultural identities and ancestral backgrounds.

**Racialized:** In Canada, the term "racialized minority" typically refers to non-white individuals. The term "racialized" highlights that race is not a biological or objective reality but rather a concept rooted in societal perceptions. It includes groups such as "people of colour" or BIPOC (Black, Indigenous, People of Colour).

# Glossary of Terms

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**Representation:** Having a diverse staff of different races, religions, ages, ethnicities, genders and more. Diversity should be reflected across all levels, from leadership and executive roles to front-line positions.

**Sex:** Classifies individuals as male, female or intersex, typically assigned at birth based on an assessment of a person's reproductive systems or chromosomes.

**Sexual Orientation:** The direction of one's attraction, with terms such as gay, straight, bisexual, pansexual or lesbian commonly used to describe personal experiences.

**Structural Inequalities:** An alternate phrase for systemic barriers.

**Systemic Barriers:** Obstacles embedded within systems or institutions that prevent certain groups from accessing opportunities or resources equally. These barriers can be intentional or unintentional and can be difficult to identify because they are deeply ingrained in societal norms, policies and practices.

**Tokenism:** The superficial inclusion of individuals from underrepresented or marginalized groups in organizations, teams or projects, without addressing the deeper systemic issues that perpetuate inequality and exclusion.

**Trauma-Informed:** Engaging with others in a mindful manner, taking into account their lived experiences, which may involve trauma from violence, marginalization or oppression.

**Unconscious or Implicit Bias:** Unconscious attitudes or beliefs that influence our perceptions and actions, often without our awareness. They stem from our own prejudices, socially constructed stereotypes or historical ignorance. These biases can result in discriminatory behaviours and perpetuate systemic inequalities.

**Xenophobia:** Prejudice or dislike of individuals from other countries or cultures. This often leads to discrimination or hostility against those perceived as outsiders, often manifesting as violence or discrimination toward immigrants and refugees.



# References & Resources

## Engineering

**Professional Engineers Ontario:** [Anti-Racism & Equity \(ARE\) Code](#)

**Professional Engineers Ontario:** [Recommendations for Addressing the TRC Calls to Action and Increasing Indigenous Representation in Engineering in Ontario](#)

**Professional Engineers Ontario:** [Gender Audit Executive Summary](#)

**Engineers and Geoscientists British Columbia:** [Equity, Diversity, and Inclusion Actions](#)

**The Association of Professional Engineers and Geoscientists of Alberta:** [Equity, Diversity & Inclusion](#)

**Engineers Nova scotia:** [EDIA Handbook](#)

**Engineers Canada:** [About Diversity in Engineering](#)

## Glossary of Terms:

**The 519:** [Glossary of Terms](#)

**Canadian Centre for Diversity and Inclusion (CCDI):** [Glossary of Terms](#)

**Planned Parenthood:** [Glossary of Terms](#)

**Canadian Institute of Health Research:** [Glossary of Terms](#)

## General

**Truth & Reconciliation:** [94 Calls to Action](#)

**Delivering on Truth and Reconciliation Commission:** [Calls to Action](#)

**CultureAlly:** [What is Tokenism](#)

**Women's College Hospital:** [Allyship Toolkit](#)

**The 519:** [Becoming an Ally](#)

**Canadian Institute of Health Research:** [Intersectionality/Privilege Wheel](#)



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