



## **Equity, Diversity & Inclusion (EDI) and Admissions Practices at BC Post-Secondary Institutions**

### **Background**

EDI has become an important focus of activity at BC Transfer System member institutions. “Equity and anti-racism” and “lasting and meaningful reconciliation” are among the institutional priorities identified in the Ministry of Advanced Education and Skills Training’s 2020/21 mandate letters to BC’s publicly funded post-secondary institutions.

The admissions process at post-secondary institutions is exclusionary by its very nature; some applicants will be offered admission, and others will not. However, the process is also implicitly and explicitly built on norms of appropriate preparation for post-secondary studies. Thus, admissions decisions may thus unjustly exclude applicants with the potential for academic success, if that potential is not demonstrated in ways that match these norms.

Several previous BCCAT research projects have explored topics related to EDI and admissions: for example, the use of competency-based credentials and assessments in admissions processes (DeDominicis & Zabolotney, 2020); how “mature student” admissions policies accommodate applicants with non-traditional academic preparation (McQuarrie, 2013); English-language proficiency standards used in admissions decisions (McQuarrie, 2019); and appropriate collection and use of EDI-related student data for the purposes of admission (BCCAT, forthcoming).

This project builds on that body of research by examining admissions policies at BC post-secondary institutions in relation to general principles of effective EDI practice. The analysis is framed in the recognition that definitions of EDI may vary across institutions (Tamtik & Guenter, 2019) and that an individual institution’s admission standards may reflect the characteristics of its own community and region.

### **Purpose/ Goal**

To review admissions processes and compare them with EDI principles, with the goal of providing recommendations for incorporating EDI considerations into the design and operation of these processes

### **Scope**

Canadian or North American institutions, with the focus on BC Transfer System member institutions

### **Objectives**

The objectives of the study include:

1. To provide an overview of institutional admissions policies;
2. To assess whether or how the structure and operations of these processes currently reflect EDI principles and practice; and
3. To develop recommendations for designing or revising admissions policies that incorporate EDI principles.

### **Timeline**

Completion date for this project will be no later than March 2023.



### **Budget**

Maximum budget available for this project is \$17,000. This figure is inclusive of all hourly charges, travel and associated costs, and GST.

### **[Proposal Template for Research Projects](#)**

### **References**

- DeDominicis, J., and Zabolotney, B. (2020). Competency-based assessments: understanding the use of competency-based assessments in admissions processes. Vancouver, BC: BC Council on Admissions & Transfer.  
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- McQuarrie, F. (2013). Mature students: admissions policies in BC – a preliminary review and recommendations for research. Vancouver, BC: BC Council on Admissions & Transfer.  
<https://www.bccat.ca/pubs/Reports/MatureStudents2013.pdf>
- McQuarrie, F. (2019). English language proficiency standards in the BC Transfer System. Vancouver, BC: BC Council on Admissions & Transfer.  
<https://www.bccat.ca/pubs/Reports/EngLangProficiency2019.pdf>
- Tamtik, M., and Guenter, M. (2019). Policy analysis of equity, diversity and inclusion strategies in Canadian universities – how far have we come? Canadian Journal of Higher Education, 49(3).  
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