

Supplemental Tables

Table 1. Participants' perspectives on the equity and quality of admission metrics

Categories	Supporting Quotes
Acknowledging the inequities within current metrics and the necessity for admission reform	<p>"the [application process] becomes expensive, and not just the [testing] you know, I am sure you are aware, it's the prep [...] there's lots of courses, that people feel compelled to take, these are expensive, and they take lots of time out of their life..." - 3</p> <p>"I think moving towards more holistic evaluations, and, removing, it's really removing, the reliance on key metrics of performance that have been dictated by privilege." – 4</p> <p>"I do think there is probably a bias towards students like you know diversity of volunteer experiences, but if you are from a, you know, a family that hasn't got a lot of resources, you are not volunteering your time, you are going out and you got a part-time job. And so, we need to make sure, that the scoring rubrics for other experience are not, biased towards experiences that are from more affluent families." – 6</p>
Uncertainty concerning the objectivity of MCAT and GPA	<p>"And, quantifiable tools, are easier and they are objective, right, and nobody can say that the admission committee influenced that [admission requirement] or GPA right, um, so it's a nice clean way of helping with decisions right, but, but my point is that, well two things. One is that these themselves, create the kinda barriers that I think your group is concerned about, and secondly, they lack validity, for the true goal right, which is not getting into [the health sciences program], the true goal is, is careers." – 3</p>
Fear of compromising admission standards	<p>"the admissions committee isn't, or shouldn't be, happy to achieve a certain admissions [demographic] profile, it should aiming for, admitting people who are going to have careers that are productive, and satisfying to them, that's the goal." - 3</p> <p>"there is some flag in their file, that, you know, they failed a class of something, then we're not, we wouldn't even consider them. Because like, our classes are gonna be far more demanding than anything they are gonna get in undergrad. And um. Yah. So. They need, they need to have been, successful in undergrad." - 6</p>
EDI-reform in admissions as a saving versus justice-restoring and society benefiting action	<p>"if they got the one chance, things could turn for them [...] it's trying to appreciate what that balance is, um, to give an opportunity to somebody, who otherwise would not have had it." – 1</p> <p>"We are doing, no one a favor, by bringing them into [redacted for confidentiality] if this is not a career for them, okay [...] we are selecting people who will serve the needs of Canadian Society – that's the goal, that's the goal right? It's not to, populate [redacted for confidentiality] with this group or that group or whatever, it's people, people who want to be [redacted for confidentiality] as we see [redacted for confidentiality] working in society." – 3</p> <p>"You talk about all these strategies for admissions [...] what are the benefits of doing that, what is the evaluation, like is it just that the class looks more diverse, or, we have a more diverse class then they all graduate or/when they are all successful." – 6</p>
Staff and faculty fear that EDI reform will compromise academic standards	<p>"the faculty, from a very academic standpoint, I think philosophically it's supported, and practically questioned [...] people want positions to be granted on a merit-based criterion. [...] equity seeking, or equity balancing types of things that we have done, isn't always received positively, because they feel like we are reducing standards in order to reach quota." – 4</p> <p>"There is always this debate about, if, we make this adjustment, we say this means, this score is higher than this or whatever, are we setting people up to fail [...] you have to have the same rubric for everyone. [Elsewise the public's concern is that] are we lowering the bar, are we giving them a different criteri[on] to get in." – 6</p>

Table 2. Participants' perspectives on the plausibility of reform

Categories	Supporting Quotes
Viewing EDI reform as an add-on makes it seems implausible	<p>"[By changing the way how we currently do admissions,] that's a lot of work that has never been done by people that are already busy people." - 1</p> <p>"our admissions process at [redacted for confidentiality] utilizes the services of [a significant number of] faculty and students, like [redacted for confidentiality]. Um, so it's way beyond the admission committee, right, our, our file reviews, our interviewing [...] these all are, carried out, and maned, by faculty and students, right. So, it's a huge huge commitment, to do this. Uh, so, is that a barrier? That's a barrier. [...] and it's not just doing it, it's educating the reviewers so that we are all doing the same thing right, so that we are consistent in our review. Well that's a big, big commitment." - 3</p> <p>"[An example of reform is] having extra money available that aren't tied to mark, but are tied to potential, um, to help those students to get their foot in the doors or establishing themselves in that way." - 4</p>
Seeing EDI reform as revision makes it plausible	<p>"We just...we have limited resources; I think...we are already pretty tapped and so to add more would be something we can't do, we have to think of ways to do it, either distributing the work in new ways we haven't thought of, or changing how we do things....and I don't know how to do that." - 4</p> <p>"The bottom line is that, it doesn't matter if you are looking at the university, the faculty, or an individual unit, or an individual program. It doesn't matter what level you are looking at. There's a fixed number of resources available period. Full stop. Whatever we do, if we decide, we are gonna say, we are gonna invest more in, getting, like, more, recruitment, for, um, equity, seeking groups, we decided that's where we gonna put our money, because it's really really important. The conversation that we never have, is what are we gonna give up to get that. And I honestly think, that until we start having those conversations about what we are not gonna do, and what we are gonna stop doing, we are kinda spinning our wheels." - 6</p>

Table 3. Participants' perspectives on how systemic factors impact reform

Categories	Supporting Quotes
Perception of lack of independent control or responsibility towards resolving systemic challenges	<p>"We're part of a continuum, um, and so, our pool of applicants [], is the pool of applicants coming out of [upstream educational programs], and that's what the, those are the people that can come into [redacted for confidentiality], so I don't have control over the applicant pool" - 2</p> <p>"I think to solve this issue, we need to go much deeper than at the very top end, cause universities are at the very top end, we are the very final outcome of this, so we are not the root of the problem [...] I wish I had a solution for you." - 4</p> <p>"The subsidizing or paying for application fees [...] that's an external agency that manages that we don't manage it so students don't pay us, they pay that agency, so there have to be a way to um, either reimburse students or something, [...] we couldn't afford to pay for everybody to do it." - 6</p>
Supportive pressure outside of the university	<p>"Accreditation can sometimes be an enabler, because it's a...people are motivated to make sure that we remain accredited in all of our programs, and so, if the accreditation requirements change then schools are forced to change, um, societal pressure peer pressure from other similar institutions [...] every committee that I am part of now that provincially or nationally the topic of EDI is on the agenda, it includes admission policies as a part of the broad response. So, I think, that's relatively new in the last couple of years." - 5</p>
Supportive pressure across schools and faculties in the university	<p>"...working together across schools and faculties that there is momentum that builds and shares the best practices which is an enabler." - 5</p> <p>"I think we have leadership, especially in [] the top layer of leadership, which is the principal of our university and Dean [] who has very openly spoken of their support around the values around the EDIIA and very much are wanting to, um, grow [our institution as one] that is seemed to be one that not only supports but embraces and embodies EDIIA and are willing to put the resources into it, so I feel like that's a, that's an enabler knowing we are about to have ... [redacted for confidentiality]... I feel like that's gonna help us with making sure this stays front and center and we have the resources to try and do what we need to do to overcome the barriers." - 2</p> <p>"When people walk through the door, changing the conversation that we have [through collaboration and] collective education, is really...we all do different things, but we all are, should be equally respected right, [...] creating, having less of a hierarchy in general. Because if there is not a hierarchy there is nothing to strive to beat down somebody else so..." - 4</p>
Supportive pressure within health sciences programs/schools	<p>"The conversations that are happening, it would indicate to me that people are supportive from the ground up, and I feel like that's a definite enabler [...] I think if people don't buy in to it, even if the leaders are leading by example, people just don't engage." - 2</p> <p>"There are certainly students, particularly students from equity deserving groups that um, or underrepresented groups that's probably a better term, who have been you know pushing for changes and that can be quite effective." - 5</p> <p>"We get emails asking us to do different things and ask us how we are managing things and stuffs [...] and we have about a third of the people in our unit on one of the committees [to improve EDIIA]." - 6</p>