

**ELIZABETH DHUEY**  
elizabeth.dhuey@utoronto.ca

**EDUCATIONAL BACKGROUND**

- 2007**            Ph.D. Economics  
                    University of California at Santa Barbara
- 2002**            M.A. Economics  
                    University of California at Santa Barbara

**SELECT ACADEMIC APPOINTMENTS AND AFFILIATIONS**

- 2025 -**           Faculty Research Fellow: Institute for Gender and the Economy (GATE), UofT
- 2024 -**           Professor of Economics: Department of Management, UTSC
- 2021 -**           Graduate Appointment: Department of Leadership, Higher, and Adult Education,  
                    Ontario Institute for Studies in Education, UofT
- 2020 -**           Status-only Cross-Appointed Faculty: Rotman School of Management – Economic  
                    Analysis and Policy, UofT

**RECENT HONORS / AWARDS**

- 2025**            CWEC/CFÉC Sylvia Ostry Award  
                    Canadian Economic Association
- 2025**            Research Excellence Award  
                    Department of Management - University of Toronto Scarborough
- 2022**            Service Excellence Award  
                    Department of Management - University of Toronto Scarborough

**RECENT OTHER PROFESSIONAL ACTIVITIES:**

- 2024**            EdResearch for Action Writers Fellowship  
                    Annenberg Institute, Brown University
- 2023 -**           Director  
                    Statistics Canada Research Data Centre, University of Toronto
- 2023 -**           Associate Editor  
                    Economic Inquiry
- 2022 - 2025**   Co-Editor  
                    Journal of Research on Educational Effectiveness

September 2025

- 2017 - 2022**    Chair  
Canadian Women Economists Committee/Comité des Femmes Économistes
- 2017 - 2022**    Director  
Canadian Economics Association
- 2020**            Local Organizer (with Gillian Hamilton)  
Canadian Economics Association Annual Meetings
- 2020**            Co-chair for Education Area (with Dave Marcotte)  
Association for Public Policy Analysis & Management (APPAM)  
International Conference

## **RECENT RESEARCH FUNDING AND AWARDS**

Social Sciences and Humanities Research Council (SSHRC) Insight Grant (2025-2029) Balancing the Scales: School Finance Equity Across and Within Canada's Provinces (\$248,610). Principal Investigator: Elizabeth Dhuey

SDGs@UofT Catalyst and Synthesis Grant (2025-2026) Equal Care for All: Policy Solutions to Address Inequities in Access and Quality in the Care Economy (\$20,000) Principal Investigator: Sarah Kaplan. Co-investigators: Elizabeth Dhuey, Linda White, and Michael Perlman.

Social Sciences and Humanities Research Council (SSHRC) Connection Grant (2024-2026) Advancing the care economy: Policies and practices for equitable and high-quality child care and elder care (\$20,000) Principal Investigator: Sarah Kaplan. Co-investigator: Elizabeth Dhuey

EdFund (2024-2026) Assessing the Impact of Local Funding on Special Education: Analyzing Effects on Student Identification and Resource Allocation (\$65,000 USD) Principal Investigator: Elizabeth Dhuey.

J-PAL Learning for All Initiative Board acting on behalf of Massachusetts Institute of Technology. Improving the Quality of Early Childhood Education in Malawi: Resources and Ratios. (\$9,075 USD). Principal Investigator: Catherine Michaud-Leclerc. Co-investigators: Alister Munthali, Elizabeth Dhuey, Laura Derksen, & Michal Perlman.

National Sciences and Engineering Research Council of Canada (NSERC) Discovery Horizons. (2024-2029). Engineering Workforce Transformation Requirements in Response to Artificial Intelligence (\$497,060). Principal Investigator: Susan McCahan. Co-investigators: Elizabeth Dhuey & Cindy Rottmann.

UTSC Clusters of Scholarly Prominence Program. (2023-2026). Education and Training for the 21st Century Workforce (ET21) (\$597,822). Principal Investigator: Elizabeth Dhuey.

University of Toronto Excellence Award (2023) The Role of Fundraising in Ontario's Schools on Educational Inequity (\$5,250) Principal Investigator: Elizabeth Dhuey. Student: Shangkai Zhu

Social Sciences and Humanities Research Council (SSHRC) Insight Grant. (2023-2026). School Choice and School Segregation in Ontario: Using Large-Scale Geo-Data to Uncover Educational Inequalities (\$96,959). Principal Investigator: Katyn Chmielewski. Co-investigator: Elizabeth Dhuey.

Data Sciences Institute Catalyst Grant. (2023-2025). Inequality and Nannies in Canada (\$100,000). Principal Investigator: Ito Peng. Co-investigators: Monica Alexander and Elizabeth Dhuey.

Social Sciences and Humanities Research Council (SSHRC) Insight Grant. (2022-2026). From Future to Now Skills (\$389,600). Principal Investigator: Linda White. Co-investigators: Elizabeth Dhuey, Michal Perlman, and Brad Seward.

Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant. (2022-2023). The Effect of Educator Face Coverings on Early Childhood Development (\$73,800). Principal Investigator: Elizabeth Dhuey. Co-investigators: Laura Derksen and Catherine Michaud-Leclerc.

Social Sciences and Humanities Research Council (SSHRC) Engage Grant. (2022-2023). Early Childhood Development and Education in Malawi (\$25,000). Principal Investigator: Catherine Michaud-Leclerc. Co-investigators: Elizabeth Dhuey, Laura Derksen, and Michal Perlman.

TD-MDAL Research Grant. (2022-2023). Using AI and Machine Learning for Meta-Analysis in the Social Sciences (\$9,828). Principal Investigator: Elizabeth Dhuey. Co-investigators: Michal Perlman and Linda White.

Immigration, Refugees and Citizenship Canada. (2021-2024). Testing effectiveness of online vs in-person delivery for occupation-specific language training (\$56,316). Lead Agency: Catholic Cross-cultural Services.

MITACS Accelerate. (2021-2022). Using AI to Increase Diversity in the Talent Pool (\$25,000). Principal Investigator: Elizabeth Dhuey. Intern: Sumayya Saleem.

Future Skills Centre/Centres des Competences futures. (2020-2021). Knowledge Mobilization and Academic/Policy Partnership Development Grant in support of Research Initiative in Education + Training (\$23,236). Principal Investigator: Elizabeth Dhuey. Co-investigators: Brad Seward.

Ontario Council on Articulation and Transfer (ONCAT). (2020-2021). Recycling higher education: The labour market returns to multicrodentialism (\$115,965). Principal Investigator: Elizabeth Dhuey. Co-investigators: Brad Seward and David Walters.

Employment and Social Development Canada (ESDC). (2019-2021). Research Initiative on Education + Skills (RIES) (\$628,411). Academic Director: Elizabeth Dhuey. Co-investigators: Michal Perlman and Linda White; Project Manager: Brad Seward.

## **RECENT JOURNAL PUBLICATIONS**

(Students bolded)

September 2025

McMullen, E., Perlman, M., **Burns, S.**, Falenchuk, O., White, L., & Dhuey, E. Teaching Interpersonal Problem-Solving Skills to Young Children in ECEC Settings: An Integration of Evidence. Conditionally Accepted at *Review of Educational Research*

Borwein, S., Dhuey, E., Farney, J., & White, L. (Forthcoming) Income Inequality and Parent Education Spending in Canada. *Canadian Journal of Political Science*

**Burns, S., Saleem, S.**, McMullen, E., White, L., Dhuey, E., & Perlman, M. (2025). Enhancing Children's Creativity in Early Childhood Education and Care: A Systematic Review and Multivariate Meta-Analysis of Studies Between 1969 and 2019. *Early Childhood Education Journal*  
<https://doi.org/10.1007/s10643-025-01937-4>

**Burns, S., Saleem, S.**, McMullen, E., Falenchuk, O., White, L., Dhuey, E., & Perlman, M. (2025). A Systematic Review and Meta-Analysis of Approaches to Teaching Problem-Solving Skills in Early Childhood Education and Care Settings: A Focus on Science, Technology, Engineering and Mathematics Activities. *Review of Education*. 13 (2). E70079. <https://doi.org/10.1002/rev3.70079>

White, L., **An, I.Y.**, Dhuey, E., Perlman, M. (2025). Selective Adoption or Comprehensive Learning? Domestic Policy Makers' Use of International Organizations and Global Management Consulting Firm Advice in Future Skills Policy Making in Canada. *International Review of Public Policy*. 7(2). <https://doi.org/10.4000/14ge8>

Davidson, A., Dhuey, E., Perlman, M., Rheault, L., Waese-Perlman, J., & White, L. (2025). Are Citizens Responsive to the Regulatory State? The Effect of Regulation on Evaluations of Early Childhood Education and Care (ECEC). *Public Administration Review*  
<https://doi.org/10.1111/puar.70001>.

**Burns, S., Puri, A., Brathwaite, L., Yu, E., Hoan, E., Yasiniyan, S.**, White, L., Dhuey, E., & Perlman, M. (2025) Conceptualizing and operationalizing creativity in early childhood education and care: A scoping review. *Psychology of Aesthetics, Creativity, and the Arts*.  
<https://doi.org/10.1037/aca0000689>

**Burns, S., Brathwaite, L., Yu, E., Hoan, E., Yasiniyan, S.**, White, L., Dhuey, E., & Perlman, M. (2025). A scoping review and network analysis of the characteristics of peer collaboration in early educational settings from studies using diverse methodologies. *Educational Review*. <https://doi.org/10.1080/00131911.2025.2450228>

**Burns, S., Yu, E., Brathwaite, L., Masum, M.**, White, L., Dhuey, E., & Perlman, M. (2024). Improving young children's peer collaboration in early educational settings: A systematic review. *Review of Education*, 12, e3484. <https://doi.org/10.1002/rev3.3484>

**Saleem, S.**, White, L., Perlman, M., & Dhuey, E. (2024). Promoting equity in hiring: An evaluation of the HireNext Job Posting Assessment. *International Journal of Selection and Assessment*, 32, 479–490. <https://doi.org/10.1111/ijsa.12477>

**Burns, S., Hoan, E., Hreno, S., Yu, E., Brathwaite, L., Wiebe, J. P.**, White, L., Dhuey, E. & Perlman, M. (2024). Navigating technology in the classroom: A scoping review of technology use

during peer collaboration in early educational settings. *Educational Review*, 76(7), 2063–2089. <https://doi.org/10.1080/00131911.2024.2336970>

**Saleem, S.,** Dhuey, E., White, L., & Perlman, M. (2024). Understanding 21st century skills needed in response to Industry 4.0: Exploring scholarly insights using bibliometric analysis. *Telematics and Informatics* 13. <https://doi.org/10.1016/j.teler.2024.100124>

Dhuey, E. (2024). Will the Increased Investment in Early Childhood Education and Care in Canada Pay Off? It Depends! *Canadian Public Policy*: 50(S1), 103-126. <https://doi.org/10.3138/cpp.2023-061>

Dhuey, E., **Furzer, J.,** Perlman, M., & White, L. (2024). Evidence of the Challenge in Engaging Unemployed Youth with Online Learning Platforms. *Canadian Public Policy*. 50(1), 127-148. <https://doi.org/10.3138/cpp.2022-023>

Seward, B., Dhuey, E., & Pan, A. (2023). The Big Short: Early Childhood Education Expansion in Post-Pandemic Canada. *Canadian Public Policy*. 49(3) 306-329. <https://doi.org/10.3138/cpp.2022-059>

Kolbe, T., Dhuey, E., & Doutre, S. M. (2023). Unequal & increasingly unfair: How federal policy creates disparities in special education funding. *Exceptional Children*. 90(1) 57-75. <https://doi.org/10.1177/00144029221148784>

**Saleem, S.,** Dhuey, E., White, L., Waese, J., & Perlman, M. (2023). Examining evidence on skills needed in the 21st century using citation analysis: Analyzing referencing patterns in grey literature produced by influential global management consulting firms and international organizations. *PLoS One*, 18(2), e0247507. <https://doi.org/10.1371/journal.pone.0279723>

White, L. A., **Saleem, S.,** Dhuey, E., & Perlman, M. (2023) A critical analysis of international organizations and global management consulting firms' consensus around twenty-first century skills, *Review of International Political Economy*, 30:4, 1334-1359. <https://doi.org/10.1080/09692290.2022.2097289>

Kolbe, T., Dhuey, E., & Doutre, S. M. (2022). More money is not enough: (Re)considering policy proposals to increase federal funding for special education. *American Journal of Education*, 129 (1), 1-32. <https://doi.org/10.1086/721846>

**Furzer, J.,** Dhuey, E., & Laporte, A. (2022). ADHD misidentification in school: Causes and mitigators. *Health Economics*, 31(9), 1926-1953. <https://doi.org/10.1002/hec.4555>

Dhuey, E., **Lamontagne, J., & Zhang, T.** (2021). The impact of full-day kindergarten on maternal labour supply in Ontario. *Education Finance and Policy*, 16(4), 533-557. [https://doi.org/10.1162/edfp\\_a\\_00321](https://doi.org/10.1162/edfp_a_00321)

Dhuey, E., Eid, J., & Neil, C. (2020). Parental employment effects of switching from half day to full day kindergarten: Evidence from Ontario's French schools. *Canadian Public Policy*, 46(4), 460-482. <https://doi.org/10.3138/cpp.2018-036>