

REGISTRAR'S REPORT TO TSO

September 15, 2021

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INTRODUCTION

I am pleased to present my final quarterly report to you for 2021 in your capacity as the Transition Supervisory Officer (TSO). The report is organized around the College's three strategic priorities as determined by the members of the 8th Council.

The report includes a statistical overview of activity since the beginning of the calendar year as well as an update on activity related to the governance transition.

Governance Transition

- College and Ministry of Education staff continue to meet weekly to discuss various aspects of our transition to a new governance structure.
- On August 6, 2021, regulations were filed outlining eligibility and selection requirements for members of the council, committees and rosters to support the renewed governance structure. Regulations also confirmed the term limits impacting potential applicants and membership prohibitions designed to prevent real or perceived conflict of interest situations. Under regulation, all Ontario Certified Teachers (OCTs) serving on future council, committees and rosters are required to be in good standing with current and relevant knowledge of Ontario's education system.
- On August 16, 2021, the online application system opened for a seven-week period through to September 30, 2021. Applications are being received from OCTs and members of the public for positions on the council, committees and rosters. Following a pre-screening of applications to ensure that eligibility requirements as outlined in regulation have been met, third-party recruitment firms with board-screening expertise will assist with a confirmation of competencies and skills that will inform recommendations to the TSO. As required by regulation, the TSO will be appointing members to council and its sub-committees, committees and rosters, as well as the Council Chair and chairs/vice-chairs of committees and subcommittees. The TSO will also be making recommendations to the Minister of Education and Public Appointments Secretariat for members of the public to serve on the council.

On August 16, an extensive outreach campaign was launched to raise awareness of the application process and the expanded opportunities available to members of the profession and public. Promotion in both English and French took place via social media, print magazine, electronic newsletters and direct email to College members, former Council members, transition roster members, unsuccessful applicants to the transition rosters, stakeholders in education, Indigenous organizations and organizations working in diverse communities.

As of September 13, a total of 395 applications have been submitted and another 1,500 opened, a significant increase from the 69 eligible nominations received for the 2018 Council election.

Recruitment for these positions is ongoing, with additional information available on the College website. All appointments will be confirmed by December 1, 2021. Members will begin their terms on January 1, 2022 with onboarding and training sessions taking place

throughout the month. Authority will transfer from the TSO to the new council and committees on February 1, 2022.

Sexual Abuse Prevention Program (SAPP)

- On September 1, the College announced its partnership with the Canadian Centre for Child Protection (C3P) to develop a new sexual abuse prevention program for Ontario Certified Teachers. Now required through amendments to the Teachers' Qualification Regulation, the online program will launch for all members and potential applicants on January 1, 2022. The program will be free to complete and successful completion will be reflected on a member's certificate and public register page. Members will have until August 31, 2022 to complete the program, with an extension available for exceptional circumstances. Applicants will need to complete the program prior to being certified. College staff are working with C3P to finalize the program content and technology interface to provide a seamless, streamlined experience for all. Information about the program is being shared through faculty presentations and will be communicated broadly through social media, e-newsletters and *Professionally Speaking/Pour parler profession* (PS/Ppp) in the lead up to the launch.

COLLEGE STRATEGIC PRIORITIES

1. Strengthen transparency and accountability

- The College's 2020 annual report, which provides a transparent account of our work for the last year, has been published to our website. The report provides insight into our work and includes information on the College's finances, membership, applications, teacher education and qualifications, as well as complaints, investigations and discipline. It was promoted via our digital properties, including the website, social media and online newsletters. The report is also shared with the Minister of Education as required by the *Ontario College of Teachers Act* (the Act).
- The College's social media audience continues to grow, increasing by a total of 1,209 followers since the last report, from 51,134 to 52,343 across all platforms (Twitter, Facebook, LinkedIn, Instagram, Pinterest and YouTube).
- Staff continue to respond to all inquiries received via Facebook within one to two business days, collaborating with internal stakeholders as needed. From April 22 to July 16, 444 questions were received via Facebook direct message, an increase of 38 percent over the same period last year. This increase occurred during an extremely busy period for the College (including annual membership fee renewals, technical system updates and changes to the Math Proficiency Test requirements), when members and the public had difficulty reaching us via telephone and email.
- We continue to track the performance of the College's email newsletters. Education-based emails have an open rate of 23 percent. Our public newsletter, *The Standard* has an open rate of 27 percent (English) and 24 percent (French), while our member newsletter, *Your College and You* has an open rate of 29 percent in both languages. And

while nearly all versions of our newsletters continue to match or exceed industry open rates, the College's open rates continue to trend downwards to pre-COVID levels.

- PS/Ppp is available in three online formats and traffic to each is tracked to the end of July as follows:
 - Page views on the website: tracked via Google analytics, the number of page views for the June edition of PS/Ppp were 11,194 and 1,453, respectively.
 - The most popular content included Investigation Committee case studies, discipline hearing summaries, Tools of the Trade, Great Teaching and the cover story, True Grit.
 - Uberflip, which tracks metrics for the flipbook version of the publication, reported 7,565 and 2,524 page views in English and French, respectively.
 - Meanwhile, the PDF format of our magazine generated 373 total views in English and 52 in French.
- The College has ensured that 360 new and updated AQ guidelines (up from 122 during the last quarter) meet accessibility requirements. Per the *Accessibility for Ontarians for Disabilities Act* (AODA), all content on the College's website is required to be made accessible to individuals with disabilities. Through training with external subject matter experts, assessment and remediation work, staff continue to ensure that content on the College's website meets AODA requirements, including the production of closed captions and transcripts for video.
- In May and again in July, PS/Ppp won two silver medals from the National Magazine Awards: B2B and tying for third place, and six awards from the Trade Association Business Publications International Tabbie Awards in the following categories:
 - Best Regularly Featured Department: PS, Remarkable Teacher by Bill Harris, Teddy Katz and Richard Ouzounian.
 - Best Photograph: PPP, Pratiques exemplaires, Une classe ou l'on se sent bien, photographed by Matthew Liteplo
 - Gold: Best Focus/Profile Article, Great Teaching, by Stuart Foxman (June 2020)
 - Bronze – Best Department: Tech Class, by Stefan Dubowski
 - Honourable Mentions:
 - Best Single Issue: Professional Boundaries (December 2020)
 - Best Feature Article: Supporting Student Success, by Teddy Katz (September 2020)
 - Best How-To Article: Tech Class, "Video Makes Science Pop," by Stefan Dubowski (December 2020)
 - Best Front Cover Photography: Professional Boundaries, photographed by Matt Liteplo (December 2020)
- In May, we submitted our annual *Fair Registration Practices Report* to the Office of the Fairness Commissioner (OFC). The report provides an overview of our registration

processes and is evaluated by the OFC to ensure they are objective, transparent and fair. If needed, the OFC will create a list of recommendations for the College. A copy of the report, alongside past reports, is available on the College website.

- The College has started to add notations on the public register of criminal proceedings, including sexual offences, that are associated with an open investigation or hearing file where there is no other restriction or relevant notation listed on a member's public register profile. To keep the register as current as possible, news releases distributed by various Ontario police services are proactively monitored for items related to College members. The information is then shared with Investigations and Hearings for validation and posting of a notation. This simple and efficient process strives to ensure the public register is up-to-date with critical and timely information.
- Staff in Communications and Investigations and Hearings have updated the *Resolves Complaints* brochure to inform all new panel members on the Intake, Investigation, and Discipline and Fitness to Practise stages. The brochure will be publicly posted to improve upon the public's expectations and knowledge of the hearings process.
- In May, the College updated its Therapy and Counselling program to provide support for those who allege sexual abuse, a prescribed sexual act or a prohibited act involving child pornography against an Ontario Certified Teacher, regardless of when it occurred. A previous iteration of the program only provided support for incidents that occurred after the program was launched on January 1, 2020. All resources, including the *Eligibility Guide for Therapy and Counselling Funding Program* and our online FAQs were updated to reflect this change.
- The College's *Who Does What in Education?* brochure was included in the June edition of PS/Ppp and promoted on social media. The brochure uses plain and simple language to explain the roles and responsibilities of various education stakeholders.
- In March and April 2021, staff met with representatives from the principals' councils to continue work on the joint project designed to bring greater efficiency and uniformity to investigations conducted by principals and vice-principals. The objective of the project is the development of templates, tips on the conduct of interviews including notetaking, and other tools that can be used by principals and vice-principals during investigations at the school level. Once completed, the materials that have been developed will be distributed by the principals' councils to their respective membership. The use of the materials is not mandatory but will be a resource that principals and vice-principals may use to assist in school-based investigations. If the resources are employed, their use will help the College conduct more timely and effective investigations. The next meeting is being scheduled for October 2021.
- Work continues on the development of a cloud-based Case Management System (CMS) to track prosecution timelines and costs in Discipline and Fitness to Practise hearings. The CMS will give management better insight into current and historical timelines and external prosecution costs, which will in turn help to establish benchmarks and expectations for the College's prosecution teams.

The CMS will also flag cases that are exceeding expectations, both in terms of time and cost, and allow management to make data-supported inquiries as required. The system

will also create better visibility into the performance and costs of the College's two external prosecution teams and provide more predictability in the budget process. Of note, representatives of the two external legal providers have recently been invited to observe bi-weekly development meetings in the spirit of cooperation and to provide feedback and suggestions.

- Between January and June 2021, single-member panels of the Investigation roster adopted/approved 23 Complaint Resolution (CR) agreements between members and the College. In 2020, 61 Memoranda of Agreement were adopted by the Investigation Committee, compared to 86 in 2019 and 61 in 2018.

CR panel meetings are conducted electronically and take place in either English or French, as required.

It is notable that, due to the governance transition in early 2021, no CR panels took place between January 1 and May 9, 2021, however staff continued to assess complaints during this time for CR suitability in order to be prepared when panels were once again available. In the January to June 2021 period, staff assessed 155 complaints at the investigation stage for suitability for the CR program and CR was deemed suitable in 28 matters (18 percent).

Staff also used this opportunity to review and revise various policies and procedures, with a particular emphasis on consolidating those documents as much as possible. This consolidation will enhance clarity in processes and roles (i.e., strengthen transparency), which in turn will underscore and strengthen accountabilities among staff.

- In the first half of 2021, the Internal Resolution team completed 12 hearings before Discipline roster panels. As of June 30, the team had carriage of nine open matters.

In the same period, staff assessed 13 referrals to Discipline for suitability for carriage by in-house counsel. Of those 13 matters, five were retained for internal prosecution (38 percent) and the remainder were transferred to external counsel.

In addition to internal files, staff continue to provide prosecution, penalty and scheduling instructions to the College's two external legal teams and address issues as they arise, including helping to implement the posting of members' criminal charges and convictions to the public register.

Combined CR/IR activity – Year-to-Date

	2021 (to June 30, 2021)	2020	2019
Complaint Resolution			
CR/Resolution by Undertaking assessments (all complaints are assessed for suitability)	155	284	386
CR resolutions (agreements adopted by single-member IC panels)	23	61	86
Resolutions by Undertaking (incompetence/TPA complaints)	4	3	9

Internal Resolution			
DC assessments (all DC referrals are considered for possible Internal Resolution prosecution)	13	65	158
DC hearings completed by Internal Resolution staff (in-house prosecutions staff)	12	25	36

- Staff in Investigations and Hearings have reviewed and are currently revising a number of administrative, scheduling and electronic hearings-related processes, with the goal of continuing to make the discipline process more efficient while ensuring procedural fairness. For example, we are working to automate and streamline certain aspects of the scheduling process, particularly as it relates to panel selection. Further updates will be provided as these process enhancements are piloted in the coming months.

Staff also continue to explore new technologies relating to conducting electronic hearings to ensure a transparent electronic hearings process. For example, YouTube livestreaming options have been considered and tested for use in the College's electronic hearings (in conjunction with the current Zoom platform). Although current limitations with the YouTube platform would create more risk than benefit as a public hearing platform, we continue to explore options that would promote the transparency and accountability of the discipline process.

- Work is underway to revamp the Additional Qualifications (AQ) accreditation and reporting process. A streamlined report will feature plain language and an executive summary approach in lieu of the current 100-page document. Feedback will be shared with every provider that has a course reviewed.
- Draft guidelines for Schedules A and C AQ courses Addressing Anti-Black Racism to Change Pedagogy and Practice have been posted for provincial validation. Staff are also reviewing provincial validation feedback data for 48 AQ course guidelines that was received between April and August, 2021.
- The College is reviewing the fees of its legal service providers to determine if different service model structures (for example, block fees, hourly rates) better serve the operational needs of the organization. The first provider to have fee data assessed is the firm that provides prosecution legal counsel and corporate legal counsel services to the College. Other providers will subsequently have fee data assessed. This analysis will help inform future negotiations and agreements for legal services.

2. Manage risk more strategically

- In late May, the College underwent a comprehensive upgrade of its technical system. The upgrade occurred over the Victoria Day weekend and required shutting down all aspects of the College's digital systems. To notify all stakeholders, the College created and executed a comprehensive plan that provided information via the website, social media, mass email and advance notification on our voicemail. This information allowed stakeholders to plan around our scheduled system upgrade.

- Due to a variety of factors, the College is experiencing growing delays in client service times. To alert those affected, a statement was published to the College website acknowledging and apologizing for ongoing service delays affecting several areas of operation. The statement notified readers that external consultants have been contracted to conduct an in-depth audit of the Membership Services department, with findings expected in fall 2021. The message also notified stakeholders that we are actively seeking opportunities to improve our client services.
- The tool that allows members to use the College's website to self-report criminal offences is now live. Members may now meet their legislated obligations under sections 51.1 and 51.2. of the Act by using this form and new matters are promptly addressed at Intake.
- In May, 2021, the Investigation Roster held its first panel meeting following the dissolution of the Investigation Committee on January 31, 2021. Since that time, there have been six panel meetings. Panel meetings are currently scheduled at least twice a month until December, except for the month of August, when there were five panel meetings.

We continue to address the accumulated volume of cases that arose as a result of the Investigation Committee's hiatus between February 1, 2021 and May 17, 2021. While the work on the accumulated volume continues, the College continues to complete investigations and have those matters readied for consideration by the Investigation roster. As of September 13, 2021, 46 matters are pending disposition by the Investigation roster.

- Between January 1 and June 30, 2021, the TSO has approved three formal requests for the appointment of an investigator as outlined in section 36 of the Act. These appointments permit the investigator to obtain information from third parties (e.g., child and family services, the police) that would not ordinarily be available to the College. These appointments ensure that we obtain the necessary information for the Investigation roster to make fully informed decisions.

Between January 1 and June 30, 2021, the TSO considered formal requests for an interim order to suspend the certificate of qualification and registration for six College members. An interim suspension is imposed when a member's conduct exposes or is likely to expose a student to harm or injury. The interim suspension remains in effect until the matter is disposed of by a College committee. Interim suspensions protect students and ensure that the College is fulfilling its mandate to govern the profession in the public interest.

- As of February 1, 2021, the Investigation roster was given the power to make inquiries where they believe that a member may have fitness to practise issues and where, after making those inquiries, they have reasonable and probable grounds to believe that the member may be incapacitated, to have the member attend for an independent medical examination. This process will help to streamline cases where members have capacity issues, thereby helping to protect students.
- In light of ongoing public health restrictions, internal and external prosecution counsel have been instructed to conduct all hearings electronically so that allegations can be

heard in a timely fashion. The presumption is that hearings will take place electronically unless the committee is satisfied that proceeding electronically will likely cause a party significant prejudice. In virtually every case, College Counsel are now proceeding with digital documents and counsel/witnesses appear by videoconference, thereby avoiding delays and the risk that evidence becomes stale, witnesses cease to participate, and the College is perceived to be acting too slowly.

- College prosecutors continue to offer members Undertakings to Resign and Never Reapply in suitable cases. Posting these undertakings on the public register increases transparency and allows the College to secure a final outcome that protects the public interest without the need for a protracted and costly discipline hearing where the outcome is uncertain.
- College prosecutors must now request permission from the Manager of Professional Conduct before they can schedule multi-day contested hearings (aka 'scheduling instructions'). Only in exceptional cases will multiple consecutive hearing dates be allowed to be scheduled (e.g., cases in which it is almost certain that the parties will not be able to resolve the matter by agreement; where there are multiple witnesses and/or complex issues to determine; and where both sides are prepared to proceed on a contested basis and have taken the necessary steps to start the hearing on time, including complying with the Rules of Procedure). Requiring pre-approval for multi-date hearings has reduced the risk that hearing days will be lost if, as often happens, the parties reach last-minute agreements and only require a half-day of hearing time. It also increases the likelihood that the College will achieve its monthly and annual hearings target by making more dates available for more hearings in any given month.
- In addition to the various training initiatives undertaken with new Discipline-Fitness to Practise transition roster members, the College has been actively preparing for the transition to the modernized council, committee and roster structure. Staff have recommended strategies to ensure that hearings can continue uninterrupted, despite the significant governance changes expected once the new council, committee and roster members take up their roles in February 2022. These risk-mitigation measures will help to ensure that the discipline process continues with minimal disruption through a year of significant transition.
- On August 3, 2021 instructions and links to the online Pivot Report 2021 were distributed to faculties of education, with a deadline for submission of October 1, 2021. Faculties will report 'pivots' for all accredited programs for the period from their first accountability report (Pivot Report Fall 2020), up to and including the intent for the fall/winter 2021-2022 offering.

In this the second year of requiring Pivot Reports from all providers of programs of initial teacher education, staff developed an online version of the reporting tool using MS Forms. Online reporting will simplify the process, allow for automated storage of the responses and facilitate analysis of the information received.

Responding to the COVID-19 pandemic has required many adjustments on the part of the faculties to adapt program delivery and respond to practicum situations in provincial classrooms. The Pivot Reports provide a real-time snapshot of program offerings in Ontario. They illustrate the impact the pandemic is having on *how* the programs are

delivered as well as how they might possibly be offered in the future. This type of forecasting allows staff to prepare for the eventuality of program change applications for “pivots” that may be sustained as enduring program modifications.

- With the release of the professional advisory on Professional Boundaries, the College surveyed a random sample of 1,000 members to assess awareness and utility of the advisory to members in their practice. Of the 521 individuals who submitted a response:
 - most (75 percent) knew that the College issues professional advisories;
 - almost 63 percent knew the advisory on Professional Boundaries existed, and almost 82 percent of those said they had read it;
 - readers found the sections on social media/e-communications and examples most relevant; and
 - just over 55 percent of respondents found the advisory addressed issues they have faced in their practice.

3. Improve stakeholder engagement

- Promotion of this year’s virtual Annual Meeting of Members started in early August and will run through September. Scheduled for September 29, information in the form of stories and ads will run in *Your College and You*, *The Standard* and PS/Ppp. Social media promotions will help drive awareness and registration, while a news item will be posted on the College website.
- The College has always supported, and will continue to support, Canada’s Indigenous communities, especially with the recent discovery of unmarked graves on the sites of former residential schools. Three statements, which were posted after the findings in B.C. and Saskatchewan, and on National Indigenous Peoples Day, acknowledge Canada’s history of residential schools and support the ongoing work and efforts of Indigenous leaders and communities to bring closure to survivors, families, and the community at large.
- A statement was posted on our website in support of the government’s efforts to bolster French-language education in Ontario. The plan addresses French-language needs at all levels and includes increasing the number of French-language teachers and the flexibility of the Initial Teacher Education FSL programming.
- The College has an ongoing advertising arrangement with student-advocacy group Parents Engaged in Education to include content in its monthly newsletter. Most recently, we featured our professional advisories, including:
 - Supporting Students’ Mental Health – Professional Advisory (May)
 - Professional Boundaries – Professional Advisory (June)

The newsletter breaks for the summer from July to August and distribution will resume in September with content focused on our governance recruitment activities.

- We continue to alert applicants and affected members regarding changes to the Math Proficiency Test (MPT), most recently about the Ministry's new testing deadline, extended from August 31 to December 31, 2021. This information was shared via email, via our MPT FAQ online, a news item on the website, *Your College and You* and through our social media channels.
- In July 2020, the College expanded the AQ equivalency process to include awarding qualifications to instructors of AQ courses. This policy change recognizes and highlights the skills required of individuals capable of teaching the course but do not have the qualification. To qualify for equivalent standing for a One-Part (Schedule C) or for Parts 1, 2 and/or 3 of a Three-Part (Schedule D) Specialist Qualification, the following requirements must be met:
 - the member is in good standing
 - the member has submitted the appropriate application for equivalent standing and paid the associated fee for the request
 - the member has provided official evidence from the provider of having successfully taught the course/program three times
 - the qualification requested extend beyond the teacher education program required for initial certification
 - the member holds other qualifications and/or background/experience that would demonstrate the knowledge and skills required for the qualification, including evidence that they created the curriculum.
 - the course/program that the member taught is/was accredited by the College, or approved teacher education coursework (outside Ontario) at the time when the course/program was taught.
 - the member must meet all pre-requisite to be eligible for the equivalent standing for an AQ, where the case may be.
 - a request for equivalent standing can only be made for qualifications found in the current schedules of Ontario Regulation 176/10 (the College will not consider any request for qualifications no longer in existence).
 - For courses taught outside of Ontario, the program/course must align with the qualification guideline developed by the College for which equivalent standing is being requested and represent a pedagogical course/program. Equivalency cannot be granted based on academic courses or experience.
- In July, College staff met with representatives of the Ministry of the Attorney General's Court Services Office (MAG) to discuss how MAG Court staff and the College could work together to ensure that the College can obtain Court documents in a more uniform and timely manner. In August 2021, the College and MAG continued to work together to ensure that Court staff are aware of the role that the College plays in the area of student protection and to refine the College's document request process.

Obtaining Court release documents in a timely fashion is important because the College is required under the Act to post any restrictions on a member's eligibility to teach that

arise from the imposition of restrictions by a Court. The posting of restrictions is essential to ensuring that members of the public and employers are alerted to the potential risk posed by members who are facing criminal charges that have an impact on their eligibility to teach. Obtaining certified documents regarding criminal conviction is also important because the College's Discipline Committee can rely on those documents in making findings of professional misconduct.

- Accreditation program reviews continue to be navigated virtually. Panel members appointed from the interim roster work both synchronously and asynchronously to:
 - Review self-appraisal materials submitted by the faculty under review.
 - Review supporting documentation such as course outlines, teacher candidate work samples, practicum placement data.
 - Review public submissions regarding the effectiveness of the programs under review.
 - Conduct interviews with relevant groups such as teacher candidates, instructors, associate teachers and faculty advisors.
 - Deliberate to produce a panel report summarizing their recommendations and the facts and reasons upon which those recommendations are made.

Staff in Accreditation coordinate the panel work and support providers to submit the most salient evidence for review by the panel. Accreditation work depends on the input of other College units and departments, including Communications who produce and translate posters and materials for faculties to distribute and post on their websites to invite public submissions, I.T. who manage the online disclosure statement for interview participants and Policy who provide support in the analysis of conditions and regulatory wording.

- Multi-session consecutive programs of initial teacher education offer a flexible pathway to the Transitional Certificate of Qualification and Registration. While there is a great deal of stakeholder interest in the potential for this program delivery model to address teacher shortage issues, there is a general lack of understanding about this pathway and the resulting certificate. Staff in the Accreditation Unit and Membership Services are collaborating to develop information materials to promote understanding of both the Transitional Certificate and the multi-session programs that exist in the province. Once completed, this information could be shared more broadly with a view to clarifying the respective roles and responsibilities for faculties, the College and school boards.
- An advisory group of self-identifying community representatives has been formed and will be meeting in late August to review the renaming of the Schedule C AQ Teaching LGBTQ Students. The advisory group's work will be based on research findings reported by staff to the Registrar in May.
- College staff meet regularly with the staff from the College of Early Childhood Educators to exchange information regarding new AQ courses developed based on current priorities for the teaching profession, approaches to consultation used to inform policy change, and resource development.

- Since our last report, staff coordinated or participated in the virtual events listed below, presenting to a variety of audiences to ensure the College could continue to strategically engage with its stakeholders:

Date	Event
June 1	Presentation to Ontario Institute for Studies in Education (OISE) Master of Teaching Students
June 15	Presentation to Internationally Educated Teachers (IETs) sponsored by Achēv
June 15	Presentation at Council on Licensure, Enforcement and Regulation (CLEAR) Symposium
June 22	Presentation for The Bishop Strachan School Staff
July 7	Part 1 PQP Presentation for Ontario Institute for Studies in Education (OISE) University of Toronto (UT)
July 9	Part 1 PQP Presentation Ontario Institute for Studies in Education (OISE) York Region District School Board (YRDSB)
July 12	PQD - l'Association des directions et des directions adjointes des écoles franco-ontariennes (ADFO)
July 15	SOQP presentation for Ontario Public Supervisory Officers' Association (OPSOA)
July 15	Faculty presentation for Queen's University - Indigenous Teacher Education Program (ITEP) Candidates
July 16	PQD 1 et 2 for Université Laurentienne
July 23	Faculty Presentation for Université d'Ottawa Teacher Candidates enrolled in the distance learning program
July 23	Faculty Presentation to Nipissing University Indigenous Teacher Education Program (ITEP) Candidates
July 28	Faculty Presentation to Brock University Tech Teacher Candidates
August 3	PQD - l'Association des directions et des directions adjointes des écoles franco-ontariennes (ADFO)
August 25	Presentation to IETs sponsored by Connecture Canada
August 31	Presentation to The Bishop Strachan School personnel

In June, staff presented to OISE Master of Teaching Students on Professional Boundaries and the Use of Electronic Media. Staff also presented to internationally educated teachers (IETs) about how to apply for membership in the College. On June 15,

the College presented on Lessons Learned from the Pandemic at the CLEAR Symposium. College staff ended the month with a presentation to staff at The Bishop Strachan School focusing on the professional advisories addressing the *Use of Electronic Communication and Social Media*, *Professional Misconduct of a Sexual Nature* and *Professional Boundaries*.

- On August 25, College personnel participated in a webinar directed at IETs sponsored by Connecture Canada, a group that helps Francophone immigrants with promotion and development of entrepreneurial, personal, professional and civic development opportunities in various sectors.
- The College continues to provide presentations to members enrolled in Principal's Qualification Program (PQP) and Supervisory Officer's Qualification Program (SOQP) across the province. The presentations reinforce the concept and importance of self-regulation, including the duty of the College to operate in the public interest. Staff provide members with interactive case studies to help them understand and reflect on the standards of practice, ethical standards and the investigations and hearing process from an administrator's perspective. These sessions also provided an opportunity for the College to highlight resources available to administrators to assist them in their roles. College staff presented at seven PQP and SOQP sessions from June 2021 to August 2021.
- Every year, external relations staff make presentations to faculties of education to provide teacher candidates with important information to help build awareness and knowledge of the College, the teacher certification process and the wealth of services and supports available to members. Faculty presentations offered in the summer months target the specialized teacher education programs such as the Technological Education program, the multi-session and hybrid programs offered in French, and the Indigenous Teacher programs. College staff conducted four faculty presentations in July using various virtual meeting platforms.
- The College will be presenting at the annual conference of the Canadian Network of Agencies for Regulation (CNAR) to share updates on our governance transition journey. College staff will also participate with other regulatory colleagues on a master class panel discussing Truth and Reconciliation and Regulators being held in conjunction with the annual conference. CNAR's annual conference will be held virtually over six afternoon sessions in October 2021.

STATISTICS

Human Resources

- Recruitment is ongoing as vacancies arise from time to time in the 180.5 regular staff positions approved by Council for the 2021 budget. The following summary includes regular College staff, staff seconded from school boards and temporary staff as of September 8, 2021:

Budgeted positions for 2021	<u>180.5</u>
Staff with regular appointments	162.5
Temporary staff replacing staff on leaves and vacancies	9
Staff seconded from school boards	2
Vacant positions at the time of reporting	7
	<u>180.5</u>

Services to Applicants and Members

- Additional Qualifications and Equivalencies:

Type of AQ	Total AQs added to member files Jan. 1-Dec. 31, 2020	Total AQs added to member files Jan. 1-Dec. 31, 2019	Percentage change
AQs	35,399	28,534	+24%
AQ Equivalencies	386	340	+14%

The increase in additional qualifications may be due to working from home during the pandemic and providers offering more AQs online. The College will continue to monitor this to determine if it is a trend.

- The most frequently awarded English AQs in 2020 were:

English AQ Awarded	Total added to member files Jan. 1-Dec. 31, 2020	Total added to member files Jan. 1-Dec. 31, 2019
Special Education, Part 1	3,963	3,101
Mathematics, Primary and Junior, Part 1	2,570	1,662
Teaching English Language Learners, Part 1	2,062	1,695
Special Education, Part 2	1,804	1,579
Religious Education in Catholic Schools, Part 1	1,643	1,338

- The most frequently awarded French AQs in 2020 were:

French AQ Awarded	Total added to member files Jan. 1-Dec. 31, 2020	Total added to member files Jan. 1-Dec. 31, 2019
Mathématiques (cycles primaire et moyen), partie 1	285	
Éducation de l'enfance en difficulté, partie 1	234	234
Éducation religieuse en milieu scolaire catholique, partie 1	189	196
Éducation de l'enfance en difficulté, partie 2	114	127
Éducation de l'enfance en difficulté, spécialiste	104	85

- PQ Additional Qualifications

Type of AQ	Total awarded Jan. 1-Dec. 31, 2020	Total awarded Jan. 1-Dec. 31, 2019	Percentage change
Part/partie 1	1,160	1,188	-2%
Part/partie 1 (Equiv)	1	2	-50%
Part/partie 2	861	1,036	-17%
Part/partie 2 (Equiv)	1	2	-50%

- Supervisory Officer Additional Qualifications

Type of AQ	Total processed Jan. 1-Dec. 31, 2020	Total processed Jan. 1-Dec. 31, 2019	Percentage change
SO	82	83	-1%

- A Certificate of Qualification and Registration with conditions may be issued to members who have incomplete requirements related to their teacher education program. With the implementation of the enhanced teacher education program on September 1, 2015, the College expanded this practice. If an applicant's teacher education program is at least two semesters of postsecondary study but fewer than four, the Registrar imposes conditions to complete additional teacher education coursework. In many cases, the condition added refers to the completion of one or more courses in complementary education coursework which is used to satisfy the duration component of the professional registration requirement. In these cases, members are required to successfully complete one or more additional qualification courses listed in Schedule C.

The English Schedule C AQs most frequently used to satisfy conditions were:

Schedule C AQ	2020	Schedule C AQ	2019
Classroom Management	157	Classroom Management	122
Student Assessment and Evaluation	135	Student Assessment and	103

Schedule C AQ	2020	Schedule C AQ	2019
		Evaluation	
Teaching and Learning through e-learning	104	Teaching Students with Behavioural Needs	91
Teaching Students with Behavioural Needs	99	Occasional Teaching	60
Orientation to Teaching in Ontario Teaching Students with Communication Needs (Autism Spectrum Disorder)	77	Teaching Students with Communication Needs (Autism Spectrum Disorder)	51

The French Schedule C AQs most frequently used to satisfy conditions were:

Schedule C AQ	2020
Suppléance	11
Introduction à l'enseignement en Ontario	7
Évaluation de l'élève	6
Enseignement aux élèves ayant des besoins particuliers (troubles de comportement)	5
Mathématiques - 7e et 8e année	5

- The 5 most frequently awarded English Schedule C qualifications completed by members other than for completing conditions in 2020 were:

Schedule C AQ Title	Members Reported
Teaching Students with Communication Needs (Autism Spectrum Disorder)	1,223
Teaching and Learning Through e-Learning	440
Special Education for Administrators	374
Mathematics, Grades 7 and 8	276
Teaching Students with Behavioural Needs	196

- The 5 most frequently awarded French Schedule C qualifications completed by members other than for completing conditions in 2020 were:

Schedule C AQ Title	Members Reported
Enseignement aux élèves ayant des besoins particuliers (troubles de comportement)	2
Mathématiques - 7e et 8e année	25
Enseignement aux élèves ayant des besoins particuliers en communication (troubles du spectre autistique)	40

Schedule C AQ Title	Members Reported
Éducation de l'enfance en difficulté pour les administrateurs	2
Introduction à l'enseignement en Ontario	1

- Total members certified with conditions after August 31, 2015 were:

Jurisdiction	Total certified with conditions	Fulfilled all conditions	Members with outstanding conditions
Ontario	979	228	751
International	2,990	1,271	1,719
Total	3,969	1,499	2,470

- In 2020, the College certified 2,055 members with conditions related to incomplete requirements for full certification. Currently there are 2,530 members in good standing who have one or more conditions to complete.

The following chart shows a breakdown by year of the number of members who completed their final conditions:

Year	Members who Completed All Remaining Conditions
2010	41,909
2011	708
2012	690
2013	667
2014	567
2015	593
2016	392
2017	306
2018	258
2019	542
2020	898

- Since 2011, the number of members who complete conditions has generally decreased year after year. The largest decreases occurred immediately following regulation changes in 2010 and 2015. In 2010, the requirement for all internationally educated teachers to complete a year of teaching was removed and in September 2015, the certificate validity period for completing the conditions was increased to allow five years to complete the conditions before the certificate expired. Previously the certificates

were valid for only three years. In 2019, the College saw an increase in the number of members who completed conditions. This increase is likely due in part to the fact that members are completing their conditions in the last year of their certificate expiry date (for certificates issued in 2015).

Member and Non-Member Statistics

Status	July 31, 2021	July 31, 2020
<u>Appears on the Public Register</u>		
Good Standing (incl. subject to terms, conditions, limitations)	228,436	236,941
Retired	164,733	156,771
Suspended Non-Payment of Fees	76,545	72,220
Expired	21,567	21,624
Cancelled – Resigned	3,270	3,317
Revoked	432	376
Cancelled	266	269
Suspended and Suspended – Interim	105	89
Sub Total	495,354	491,607
<u>Does Not Appear on the Public Register</u>		
Deceased	38,397	36,384
Unprofiled ⁽¹⁾	21,830	21,631
Closed	12,577	12,674
Removed	6,473	6,413
Registration Initiated ⁽²⁾	6,003	2,793
Document Assessment	4,978	4,271
Denied	3,311	3,229
Never Registered	1,013	1,013
Evaluation Validity Expired	967	977
Application Submitted	325	298
Ready for Evaluation	522	90
Under Evaluation / NMI Response Pending	192	0
Cancelled by Minister	121	121
EURT Review	49	12
Pending Approval	25	16
Credential Evaluation Letter	10	10
Deemed Member from MET	3	3
Sub Total	96,882	90,272
Total	592,236	581,879

(1) Record created when a document is received that cannot be linked to a member or applicant record. This occurs for new applicants who may arrange for documents prior to sending an application. Once the application is received, the document is moved to the new record.

(2) Record created when an individual starts but has not yet completed an application for certification.

Margaret Wilson Library

- For the seven-month period of January to July, total circulation decreased 8 percent year over year [including print and electronic items]. Members borrowed 16,849 items in the current period versus 18,343 items in the same period the previous year. Due to the COVID pandemic, shipping of print items was temporarily halted January 4, 2021. Shipping has now resumed as of July 5, 2021. The library continues to renew print items.
- For the seven-month period January to July, total eBook circulation increased 8.5 percent year over year. Members borrowed 12,744 eBooks in current period versus 11,743 eBooks in the same period the previous year [full text and download]. The month of July had the highest number of eBooks circulated at 3,290 since 2012.
- Library software enhancements enabled members to perform many more research database searches, a huge benefit for members. For the seven-month period January to July, there were 659,684 searches conducted. A new video on how to borrow eBooks was also added to the landing page. The English and French videos have each received 81 view since they were posted on July 30, 2021.

Standards of Practice and Accreditation

Description:	Statistics:
Find an Additional Qualification (AQ) January 1 – August 10, 2021	172 (149 EN) (23 FR)
Accreditation: Submitted Courses during the period of January 1 – July 30, 2021	133
Courses Accredited during the period of January 1 – July 30, 2021	136
Governance Reviewed during the period of January 1 – July 30, 2021	4
Sample/Feedback Reports during the period of January 1 – July 30, 2021	3
Draft AQ Course Guidelines in Provincial Validation until August 20, 2021	48 EN 48 FR

Description:	Statistics:
Draft AQ Course Guidelines in Provincial Validation until October 23, 2021	25 EN 18 FR
Draft AQ Course Guidelines in Provincial Validation until October 30, 2021	6 EN 6 FR

Find an AQ Feedback Analysis

172 Inquiries received from January to August 2021

149 English language inquiries & 23 French language inquiries

NATURE	AQ COURSES	PROVIDERS
<p>The nature of the inquiries:</p> <ul style="list-style-type: none"> • General information about a specific course • Providing feedback about courses • Online and/or Face-to-Face availability of a course • When and where to take a specific course • Recommending a course to a specific provider • Qualification requirements • Course registration process • Recommending a course be offered in French • Course Equivalency 	<p>The top AQ Courses/Programs referenced in the inquiries:</p> <ul style="list-style-type: none"> • Health Care • American Sign Language or Langue des signes québécoise • Mathematics • Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up • Technological Education 	<p>The top 5 Providers referenced in the inquiries:</p> <ul style="list-style-type: none"> • York University • University of Ottawa • Brock University • Ontario Institute for Studies in Education • Western University

Staff have continued to work virtually with providers and review panels in varying stages of the accreditation process. On-going core work pertaining to Ontario Regulation 347/02 Sections 16, 18 and 21 includes:

Section 16 Accreditation with conditions	Section 18 Initial Accreditation Or Renewal of Accreditation	Section 21 Review, Substantial Change in Program
<p style="text-align: center;">Brock</p> <p style="text-align: center;">Indigenous Teacher Education program</p> <p>[Annual Report submitted July 2021]</p>	<p style="text-align: center;">University of Ottawa</p> <p style="text-align: center;">Indigenous Teacher Education program</p> <p>[Decision rendered August 2021]</p>	<p style="text-align: center;">Lakehead University –</p> <p style="text-align: center;">Addition of Intermediate/Senior areas of study at the Orillia campus</p> <p>[Decision rendered June 2021]</p>
<p style="text-align: center;">Université d’Ottawa</p> <p style="text-align: center;">3 French-language programs</p> <p>[Decision rendered – May 2021 Initial Plan to be submitted November 2021]</p>	<p style="text-align: center;">Université d’Ottawa</p> <p style="text-align: center;">French-language Technological Education program</p> <p>[Anticipated decision October 2021]</p>	<p style="text-align: center;">Trent University –</p> <p style="text-align: center;">Change in assessment practices and addition of Environmental Science Intermediate/Senior teaching subject area to its consecutive program</p> <p>[Decision rendered June 2021]</p>
	<p style="text-align: center;">Queen’s University</p> <p style="text-align: center;">5 programs + 2 new multi-session programs</p> <p>[Site visit September 2021]</p>	

*When programs of professional education are accredited with conditions, the College carries the responsibility of monitoring the faculty of education’s progress in satisfying the conditions. Within six months of receiving an accreditation decision with conditions, the faculty must submit an initial plan, outlining the proposed methods and estimated time for satisfying the conditions. Then, the faculty must report annually on their progress until the College deems that the program fully satisfies the requirements for accreditation. (O. Reg. 347/02, s. 16).

Investigations and Hearings

Description	2021	2020
Origin of Concerns for New Intakes		
- Member of the public	124	127
— Secretary of Board – Teacher Performance Appraisal ⁽¹⁾	2	4
- Member of the College	24	26
- Registrar (including employer notifications)	165	156
- Minister of Education	0	0
Total New Intakes	313	309
- Resolved at Intake ⁽²⁾	129	146
• Employer notifications resolved at Intake	34	42
- Transferred to Investigations Unit ⁽²⁾	219	206
- Active Intake files	31	70
Therapy and Counselling Funding Program		
- New applications	1	0
- Applications approved	0	0
- Applications denied	0	0
- Applications being processed at end of reporting period	1	0

⁽¹⁾ Reports related to resignation or termination as a result of unsatisfactory teacher performance appraisal.

⁽²⁾ The number of Intake files noted as “Resolved at Intake” and “Transferred to Investigations Unit” in this chart may have been received by the College in a previous reporting period. The number of matters resolved or closed during a reporting period will therefore not match the number of new files received during the same period.

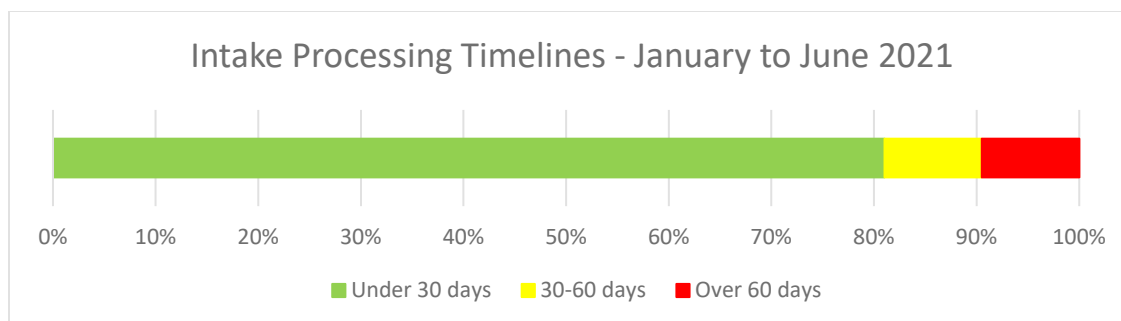
- Between January 1 to June 30, 2021, Intake received approximately 250 telephone calls and emails. The vast majority of calls to Intake are resolved on the day they are received. Email responses are typically sent within 24 hours.

In addition to addressing concerns by telephone and email, Intake completed the processing of 348 formal expressions of concern and employer notifications from January 1 to June 30, 2021. Timelines for Intake processing these files are as follows:

Files completed in under 30 days – 282

Files completed in 30 to 60 days – 33

Files completed in over 60 days – 33



Investigations

IC Panel Dates – Completed and Scheduled (since last report)

June 16 and 30
 July 6 (CR panel)
 July 13 and 27
 August 10, 11, 18, 19 and 24
 September 8 and 22
 September 21 (CR panel)
 October 6 and 20
 November 3 and 17
 December 1 and 14

The following is a summary of the disposition of cases concluded by panels of Investigation roster members between January 1 and June 30, 2021:

Disposition of Cases	Complaints
Refused to investigate: not related to professional misconduct or incapacity 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose; 26(2)(b) (Request for Direction)	4
Referred to Discipline Committee under clause 26(5)(a)	12
Referred to Fitness to Practise Committee under clause 26(5)(a)	1
Not referred under clause 26(5)(a) or (b) and no further action taken	11
Written reminder under subsection 26(5)(d)	0
Written advice under subsection 26(5)(d)	2
Written caution under subsection 26(5)(d)	5
Written admonishment under subsection 26(5)(d)	2
Oral admonishment under subsection 26(5)(c) (in person)	8
Resolved through complaint resolution under subsection 26(5)(d)	23
TPA Undertaking - resolution by undertaking under subsection 26(5)(d)	5
Undertaking to Resign - resolution by undertaking under subsection 26(5)(b)	1
TOTAL	74

The total number of dispositions does not include 16 matters that were withdrawn or abandoned before reaching an Investigation panel.

- The following is a comparison of disposition of cases concluded by panels of the Investigation Committee in 2019, 2020 and 2021 (to June 30). (*Due to the College's governance transition and the dissolution of council and its committees, there were no Investigation Committee panels between February 1 and May 17, 2021.*)

Disposition of Cases	2021 (to June 30)	2020	2019
Refused to investigate: not related to professional misconduct or incapacity 26(2)(a), OR, frivolous, vexatious, abuse of process, manifestly without substance or made for an improper purpose; 26(2)(b) (Request for Direction)	4	12	7
Referred to Discipline Committee under clause 26(5)(a)	12	65	158
Referred to Fitness to Practise Committee under clause 26(5)(a)	1	8	15
Not referred under clause 26(5)(a) or (b) and no further action taken	11	26	33
Written reminder under subsection 26(5)(d)	0	10	5
Written advice under subsection 26(5)(d)	2	13	12
Written caution under subsection 26(5)(d)	5	26	37
Written admonishment under subsection 26(5)(d)	2	24	22
Oral admonishment under subsection 26(5)(c) (in person)	8	41	28
Resolved through complaint resolution under subsection 26(5)(d)	23	61	86
TPA Undertaking - resolution by undertaking under subsection 26(5)(d)	5	3	9
Undertaking to Resign - resolution by undertaking under subsection 26(5)(b)	1	14	0
TOTAL	74	303	412

Note: The total number of dispositions does not include matters that were withdrawn or abandoned before reaching a panel of the Investigation Committee (16 matters in 2021 [to June 30], 38 matters in 2020 and 33 matters in 2019).

- The following is a summary of the disposition and status of the 59 cases concluded by Discipline panels from January 1 to June 30, 2021.

Disposition of Cases	Cases Disposed of by Discipline Panels
Revocation	15
Suspension	26
Reprimand	9
Reinstatement permitted	0
Withdrew Notice of Hearing	4
Withdrew Notice of Hearing + TCL	0
Not Guilty	1
Cancelled-Resigned	4
TOTAL	59

- In addition, Fitness to Practise panels concluded 9 hearings during this same period, 8 of which resulted in the imposition of terms, conditions or limitations and 1 of which resulted in revocation.
- The cumulative number of open hearing files for Discipline and Fitness to Practise matters at year end is:

2021 (as of June 30)	-	199
2020	-	285
2019	-	321
2018	-	232

- Discipline and Fitness to Practise hearings can be categorized as contested or uncontested. Typically, in contested matters, the member does not admit to allegations of professional misconduct, incompetence or incapacity, and the hearing may involve witnesses and/or experts. An uncontested hearing proceeds on agreement and the member admits to, or pleads no contest to, the allegations.

Courts and tribunals continue to encourage resolutions through agreements wherever possible. When parties representing opposing positions are able to reach consensus, it allows resources to be focused on contested hearings of a serious nature.

In *R. v. Anthony Cook*, [2016] 2 S.C.R. 204, 2016 SCC 43, the Supreme Court of Canada examined the reasons joint submissions should usually be accepted by adjudicators, including that the defendant is giving up their right to a full hearing and that the parties, the public and other stakeholders often gain by having such agreements generally accepted. For example, witnesses are spared having to give testimony. The Court concluded that a very high threshold must be met in order to reject a joint submission. Before rejecting a joint submission, adjudicators must consider whether accepting it would bring the administration of justice into disrepute or would not otherwise be in the public interest. The Divisional Court adopted the public interest test for rejecting a joint submission in *Bradley v. Ontario College of Teachers*, 2021 ONSC 2303, and clearly states that this legal test applies to disciplinary bodies.

- The following tables are included to highlight the work of Discipline and Fitness to Practise panels between January 1 and June 30, 2021. Data from the same period over the previous three years is included for comparison.

The “**Concluded matters**” table shows that 68 hearings were concluded in Q1 and Q2 of 2021. A matter is considered to be concluded after the hearing has ended and the panel has issued its Decision and Reasons. During the first half of 2021, the number of concluded matters (i.e., 68) was **46% higher** than the average number of concluded matters (i.e., 46.67) during the first half of the previous three years (the “2018-2020 Q1-Q2 Average”).

Concluded matters – Q1 and Q2

Month	2021	2020	2019	2018
January	8	12	5	13
February	10	16	6	6
March	11	9	5	2
April	12	2	13	5
May	14	6	13	2
June	13	5	12	8
TOTAL	68	50	54	36

- The “**Panel Days**” table shows the number of days spent working on matters by panels of the Discipline and Fitness to Practise Committees, including hearing days, deliberations or decision-writing days and pre-hearing days. The amount of time spent conducting the work of the Discipline and Fitness to Practise Committees in Q1 and Q2 of 2021 (i.e., 87 days) is **64% higher** than the 2018-2020 Q1-Q2 Average (i.e., 53 days).

Panel Days – Q1 and Q2

Month	2021	2020	2019	2018
January	14	9	4	11
February	13	18	8	8
March	12	6	4	7
April	12	5	13	11
May	16	6	9	7
June	20	9	15	9
TOTAL	87	53	53	53

- The following three tables show the breakdown of the nature of the work conducted by Discipline and Fitness to Practise.

The “**Contested Proceedings**” table shows that there were 21 contested proceedings (i.e., hearings and/or motions) held over the course of 30 days in Q1 and Q2 of 2021. This represents a **91% increase** in the number of distinct contested proceedings and a **125% increase** in the number of contested hearing days over the respective 2018-2020 Q1-Q2 Averages (i.e., an average of 11 contested proceedings held over the course of 13.33 days).

Contested Proceedings (and number of actual contested proceeding days) – Q1 and Q2

Month	2021	2020	2019	2018
January	3 (6 days)	2 (2 days)	2 (2 days)	1 (2 days)
February	3 (3 days)	3 (5 days)	0	1 (2 days)
March	3 (4 days)	1 (1 day)	1 (1 day)	3 (3 days)
April	3(4 days)	0	5 (3 days)	3 (3 days)
May	3(3 days)	1 (1 day)	0	4 (6 days)
June	6 (10 days)	1 (1 day)	3 (6 days)	2 (2 days)
TOTAL	21 (30 days)	8 (10 days)	11 (12 days)	14 (18 days)

The “**Agreements/Withdrawals**” table shows the number of uncontested proceedings per month. During Q1 and Q2 of 2021, 64 uncontested proceedings were heard. This represents a **76% increase** over the 2018-2020 Q1-Q2 Average (i.e., 36.33 uncontested proceedings).

Agreements/Withdrawals Heard – Q1 and Q2

Month	2021	2020	2019	2018
January	2	4	2	5
February	10	15	9	3
March	11	6	3	1
April	10	3	12	4
May	18	4	9	0
June	13	7	13	9
TOTAL	64	39	48	22

The “**Pre-Hearings**” table shows the number of pre-hearing conferences held per month. During Q1 and Q2 of 2021, 9 pre-hearing conferences were held. This represents a **25% decrease** from the 2018-2020 Q1-Q2 Average (i.e., 12 pre-hearings).

Pre-Hearings – Q1 and Q2

Month	2021	2020	2019	2018
January	1	2	0	2
February	2	2	1	4
March	1	3	2	0
April	2	3	3	4
May	2	0	3	3
June	1	0	2	2
TOTAL	9	10	11	15

The key takeaway from the above data is that there has been a very significant increase in hearings volume and output during the first half of 2021 compared to the previous three-year averages over that same period. The Tribunals and Professional Conduct units have made a concerted effort to increase hearings volume over the past year and to implement various process efficiencies to support these efforts, including the significant move from in-person hearings to electronic hearings. The data above suggests that these efforts are coming to fruition.

With the dissolution of Council and Committees in February 2021 and the shift to a transitional roster of DC/FTPC members, there has also been a significant increase in the number of panel members available for hearings (i.e., an increase from approximately 21 DC/FTPC committee and roster members to 34 DC/FTPC transition roster members). The increased number of available panel members provides the DC/FTPC with the ability to hold more hearings.

Given the significant increases in hearings volume, we will continue to monitor decision-writing timelines to determine whether the increased volume is sustainable or if it creates a bottleneck that may have a negative impact on timelines and, therefore, the ability to conclude matters and close files in a timely manner.

I trust this information will be of assistance to you and look forward to any questions or comments you may have.

Dr. Derek Haime, OCT
Registrar