Executive Summary
The review team met January 30-31, 2017. In general, the review was positive with evidence of a strong faculty complement, a united and dedicated staff, and excellent student-faculty relations. The 3+1+1 program with Chinese universities has been seen as a significant success and effective in recruiting high quality students to the graduate programs. In general, all of the graduate programs were viewed positively, with the exception of the MSc in Statistics, Actuarial Science field. The review team was also supportive of the creation of the School of Mathematical Sciences.

One of the primary issues raised was with respect to the field in Actuarial Science. The Learning Outcomes for this field were “not well thought out, not well drafted, and were not suitable” according to the external consultants. There was also concern with the number of 3rd and 4th year courses, the number of cross-listed courses without enhanced graduate student requirements, and the small number of graduate (9xxx) courses.

Significant Strengths of Program:
• The strengths of the programs, as identified by the external consultants, are the Financial Modelling field, a united and dedicated staff, the excellent student-faculty relations, the 3+1+1 program, which has been effective in recruiting high quality students to the graduate programs, and initiatives by the library.

Suggestions for improvement & Enhancement:
• Concerns were indicated with respect to the Actuarial Science MSc field, particularly the number of cross-list undergraduate courses, and the learning outcomes (LO). Cross-listed courses should have an enhanced learning element for graduate students.
• There is a faculty gender imbalance, which needs to be addressed.
• Communications with students, following acceptance but prior to registration, could be improved. Also, some course outlines did not have information on how the students were to be assessed.
• Training for Teaching Assistants could be enhanced in several ways including providing feedback to TAs, and greater preparation at the orientation for new TAs. Several students expressed
frustration that the Teaching Support Centre courses were full before they received notification about them.

- While graduate student funding is always an issue, the review team found that it may be useful to re-visit the funding formulas used for students.
- Provide appropriate study space for students.

<table>
<thead>
<tr>
<th>Recommendations required for Program sustainability:</th>
<th>Responsibility</th>
<th>Resources</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>Develop learning outcomes that are relevant, current and appropriate for all 3 fields</td>
<td>Department Graduate Committee</td>
<td>Consult with the Teaching Support Centre</td>
<td>6 months</td>
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<tr>
<td>Revise and/or realign course offerings to support newly articulated learning outcomes at graduate level for all 3 fields</td>
<td>Department Graduate Committee</td>
<td>Consult with the Teaching Support Centre</td>
<td>6 months</td>
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<td>Articulate Equity Strategy for faculty hires</td>
<td>Department Chair / Dean</td>
<td>Dean’s Office Human Resources / Equity Resources Faculty Relations</td>
<td>1 year</td>
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</tbody>
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