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Grace L. Coulombe* (gcoulomb@bates.edu), 3 Andrews Road, c/o Ladd Library, Lewiston, ME 04240, and **Mary B. O’Neill** and **Michael E. Schuckers**. *Quantitative and Mathematics Support Centers: Update from the National Science Foundation Workshop*.

Quantitative and Mathematics Support Centers (QMaSCs) exist in one form or another at nearly every two and four year college and university in the United States. These centers provide help to large numbers of students and are pivotal in keeping students in the Science, Technology, Engineering and Mathematics (STEM) pipeline and in developing a future work force with the required tools for tackling STEM problems, but they often serve students outside of STEM to broaden quantitative competency in the arts, humanities and social sciences. The work of the QMaSCs is focused primarily on assistance for students in undergraduate courses. Leadership and administration of these centers take a variety of forms with some led by tenure-track faculty, others by part-time or full-time staff. While QMaSCs perform a critical academic support function, little is known about them at a national level. Further, there is not an infrastructure for the discussion of center issues or the dissemination of resources to guide directors of QMaSCs, particularly those just starting in that role. In this paper we will present an update on a handbook for QMaSC directors, one of the primary outcomes of a recent National Science Foundation workshop. (Received August 01, 2013)