New computational majors, minors, specializations, and certificates are flourishing in all sectors of American higher education. This reflects the growing centrality of the mathematical sciences to the development of knowledge in traditional STEM fields as well as to a growing list of non-STEM disciplines. It also likely reflects the increasing demand for quantitative competence in the workplace. What is certain is that student demand for these quantitative offerings is robust and departments that offer them typically seek and receive an increased number of faculty lines to respond to that demand.

There is little research on the role that mathematics departments play in these new computational and quantitative offerings. This mini-conference will explore current departmental practices worthy of attention in shaping computational and quantitative education writ large across the curriculum. It will also explore the institutional policy and practice implications of these exemplars as well as the roles that the AMS and its sister organizations might play in supporting departmental leadership initiatives in this domain.

Registration Fee: $200

If you are interested in attending, please register by September 27, 2019, at www.ams.org/minireg.