

1145-Q1-1980 **Matthew Voigt*** (mkvoigt@gmail.com). *Queer Spectrum Students in Undergraduate Mathematics: How their Identity impacts their instructional experience and views of mathematics*. Preliminary report.

There is growing evidence that queer and trans spectrum students (e.g., those identifying as lesbian, gay, bisexual, transgender, or queer) are less likely to be retained in STEM degrees, report hostile campus climates, and are less likely to take advanced math courses in high school. In this study we utilized a mixed-methods design drawing on student surveys and interviews to document how queer spectrum students in precalculus and calculus courses across 14 universities report their instructional experiences and how their identity has impacted their experiences and relation to mathematics. Based on survey responses (n=15,607), queer spectrum students (n=1449) were more likely to report their math classroom as hostile or excluding and anticipated receiving a lower course grade. Follow-up Interviews with 16 students who completed the survey highlighted that many of the students viewed the nature of math through a paradoxical lens of a discipline that is objective and thus neutral to issues of identity, yet hostile and exclusionary to non-normative identities in math spaces. Students expressed a desire for math faculty to use more inclusive practices such as introducing pronouns, including a diversity statement and featuring math problems that included LGBT representation. (Received September 24, 2018)