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Matthew Voigt* (mkvoigt@gmail.com), **Jessica R. Gehrtz** (gehrtz@math.colostate.edu) and **Jess Ellis Hagman** (jess.ellis@colostate.edu). *Programs to support underrepresented students in STEM and the role of mathematics departments*. Preliminary report.

Math departments are becoming increasingly attuned to the particular challenges faced by underrepresented students in STEM and are seeking new ways of supporting student success in introductory mathematics courses. Faculty members often recognize issues of equity and inclusion, but underestimate the extent to which STEM departments can impact and make a difference on these issues at their institution (Apkarian, Kirin, Gehrtz & Vroom, under review). We use open coding of responses to a national survey of math departments to categorize the reported types of support programs for traditionally underrepresented groups of students. Nearly 45% of departments reported that they were unaware of any programs, that none existed, or that some unspecified support was offered by the university. Our work suggests that many of these programs are relatively rare across the universities sampled and are often not deeply connected with the mathematics department. Drawing on case study analysis, we then highlight several programs designed to support underrepresented students in STEM involving math faculty. We target the rationale for the development of these programs as examined through a critical lens (Basile & Lopez, 2015) and how their enactment is experienced by students and faculty. (Received September 25, 2018)