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CURRICULUM VITAE

Denise Sekaquaptewa, Ph.D.

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Education

Ph.D., Psychology, Ohio State University, Columbus, OH 1997
Major Area: Social Psychology
Minor Area: Cognitive Psychology
M.A., Psychology, Ohio State University, Columbus, OH 1994
B.A., Psychology, Arizona State University, Tempe, AZ 1992
Honors College, summa cum laude
A.A., Psychology, Phoenix Community College, Phoenix, AZ 1989
Honors Program, Valedictorian

Employment

Director, ADVANCE Program, University of Michigan, 2023-present
University Diversity and Social Transformation Professor, University of Michigan, 2019-present
Professor, Department of Psychology, University of Michigan, 2011-present
Associate Chair, Department of Psychology, University of Michigan, 2014-2018
Associate Director, ADVANCE Program, University of Michigan, 2012-2016
Associate Professor, Department of Psychology, University of Michigan, 2004-2011
Assistant Professor, Department of Psychology, University of Michigan, 1997-2004
Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan, 1997-present

Editorial Positions

Associate Editor, Personality and Social Psychology Bulletin, 2010-2013
Associate Editor, Cultural Diversity and Ethnic Minority Psychology, 2005-2009
Editorial Board, Journal of Experimental Social Psychology, 2017-2021
Editorial Board, Personality and Social Psychology Bulletin, 2003-2006; 2008-2010

Research Interests

Intergroup relations and diversity-science research; social psychological factors that influence academic outcomes for members of under-represented groups; effects of solo status; stereotype threat; implicit stereotyping and prejudice.

Grants Funded

National Science Foundation, Grant No. 2000518 (2020-2025). ECR-EHR Core Research: “Collaborative Research: Recognition of gender stereotyping as a determinant of stereotype assimilation and contrast effects resulting from subtle bias exposure in STEM.” D. Sekaquaptewa, PI, with Lorelle Meadows, College of Engineering, Michigan Technological University, co-PI. \$1,190,546.00.

National Center for Institutional Diversity Pop-Up Research and Scholarship Grant (2018). “The Negative Consequences of Mere Exposure to Microaggressions.” D. Sekaquaptewa, PI. University of Michigan. \$1900.00.

National Science Foundation, Grant No. 1420168 (2014-2017). “Research on Education and Learning: Microaggressions in Engineering Student Teams: Effects on Learning, Performance, and Persistence.” D. Sekaquaptewa, PI, with Lorelle Meadows, co-PI. \$548,459.00.

National Science Foundation, Grant No. 1137031 (2011-2013). “Research Initiation Grant: Developing strategies to improve women's active participation in engineering student group project teams.” D. Sekaquaptewa, co-PI, with Lorelle Meadows, co-PI. \$148,174.00.

National Science Foundation, Grant No. 936434 (2009-2012). “Taking credit for one's success: How reducing stereotypic attributional bias can improve women's outcomes in science and engineering.” D. Sekaquaptewa, PI. \$499,900.00.

Center for Research on Learning and Teaching Investigating Student Learning Grant, (2010). “The Effect of Group Gender Composition on Student Participation and Learning in Undergraduate Engineering Project Teams.” \$6000.00. D. Sekaquaptewa, Co-PI, with Lorelle Meadows, Co-PI. University of Michigan.

OVPR Faculty Grants and Awards (2009). “Reducing the negative effects of solo status using a Common Ingroup Identity intervention.” \$6000.00. D. Sekaquaptewa, PI. University of Michigan.

National Science Foundation (2007). “WORKSHOP: A Science of Broadening Participation in STEM.” D. Sekaquaptewa, PI. \$36,635.33.

NSF UM-ADVANCE: Elizabeth Caroline Crosby Award (2006). “Gender Stereotypes and Women’s Math-Related Outcomes: An Intervention Study.” D. Sekaquaptewa, PI. University of Michigan.

Institute for Research on Women and Gender Grant (2005). “Gender Stereotypes in the Math Classroom: Assessment, Consequences, and an Intervention.” D. Sekaquaptewa, PI. University of Michigan.

National Science Foundation, Grant No. 91833 (2001-2002). "Solo Status and Self-Construals." D. Sekaquaptewa, PI. \$18,000.00.

Faculty Career Development Award (2000-2001). University of Michigan.

Rackham Faculty Grant and Summer Fellowship (2000). "Solo Status in Women and African-Americans." D. Sekaquaptewa, PI. University of Michigan.

Institute for Research on Women and Gender Seed Grant (1998). "When Being Different is Detrimental: The Effects of Solo Status on the Test Performance of Caucasian and African-American Women." D. Sekaquaptewa, PI. University of Michigan.

Publications (* = current or previous student co-author)

1. Sekaquaptewa, D., & Stewart, A. J. (in press). Diversity, equity and inclusion within the professoriate in higher education. In J. Dovidio, V. Esses, J. Jetten, D. Sekaquaptewa, & K. West (Eds), *The Sage Handbook of Psychological Perspectives on Diversity, Equity, and Inclusion*. Sage.
2. *Vossoughi, N., *Munoz-Salgado, A., Aleibar, D., Meadows, L. A., & Sekaquaptewa, D. (2025). The effects of witnessing subtle gender bias versus rudeness on interpersonal outcomes among women and men. *Social Psychology of Education*.
3. *Vossoughi, N., *Burley, L. C., *Foley, R. P., Meadows, L. A., & Sekaquaptewa, D. (2025). Witnessing gendered microaggressions affects men's and women's outcomes in STEM small group contexts. *Behavioral Sciences*.
4. *Vossoughi, N., Sekaquaptewa, D., & Meadows, L. A. (2025). Undergraduate students' experiences with assumptions of inferiority in engineering group work settings. *Journal of Women and Minorities in Science and Engineering*.
5. Lewis, N. A. Jr., Russell Pascual, N., Sekaquaptewa, D., & Meadows, L. A. (2025). First year to future career: Women's engagement in technical participation is associated with long-term retention. *Behavioral Sciences*.
6. *Munoz-Salgado, A., & Sekaquaptewa, D. (2025). Do they understand me? The role of perceived race-based empathy in graduate students of color's mentorship experiences, academic well-being, and career aspirations. *Cultural Diversity & Ethnic Minority Psychology*.
7. Slade Morris, D., Burley, L. C., Sekaquaptewa, D., & Meadows, L. A. (2022). Recognition of Subtle Bias Tempers Explicit Gender Stereotyping Among STEM Students. Proceedings of the Annual Meeting of the American Society for Engineering Education, Minneapolis, MN, paper 2022-38328.
8. *Derricks, V., & Sekaquaptewa, D. (2021). They're comparing me to her: Social comparison perceptions reduce belonging and STEM engagement among women with token status. *Psychology of Women Quarterly*.
<https://doi.org/10.1177/03616843211005447>
9. Murphy, M. C., Mejia, A. F.,...Sekaquaptewa, D., ...et al. (2020). Open science, communal culture, and women's participation in the movement to improve science.

- Proceedings of the National Academies of Sciences, 117(39), 24154-24164.
www.pnas.org/cgi/doi/10.1073/pnas.1921320117
10. *Gainsburg, I., & Sekaquaptewa, D. (2020). Using an egalitarian social norms message to improve attitudes toward diversity: Examining intended and unintended effects of source and recipient gender. *The Social Psychology of Education: An International Journal*, 23, 1-26. DOI: 10.1007/s11218-019-09529-y
 11. *Lewis, N. A., Sekaquaptewa, D., & Meadows, L. A. (2019). Modeling gender counter-stereotypic group behavior: a brief video intervention reduces participation gender gaps on STEM teams. *The Social Psychology of Education: An International Journal*, 22(3), 557-577. DOI: 10.1007/s11218-019-09489-3
 12. Sekaquaptewa, D., *Takahashi, K., Malley, J., Herzog, K., & Bliss, S. (2019). An evidence-based faculty recruitment workshop influences departmental hiring practice perceptions among university faculty. *Equality, Diversity and Inclusion*, 38(2), 188-210. <https://doi.org/10.1108/EDI-11-2018-0215>.
 13. Sekaquaptewa, D. (2019). Solo status: How low institutional diversity affects members of underrepresented groups. In R. Hernandez, D. Stallings, & S. Iver (Eds.), *National Diversity Equity Workshops 2011-2017* (pp. 141-158). ACS Publications. DOI: 10.1021/bk-2018-1277
 14. *LaCosse, J. L., Sekaquaptewa, D., & *Bennett, J. (2016). STEM Stereotypic Attribution Bias among women in an unwelcoming science setting. *Psychology of Women Quarterly*, 40, 378-397. DOI: 10.1177/0361684316630965
 15. *Lewis, N. A. Jr., & Sekaquaptewa, D. (2016). Beyond test performance: A broader view of stereotype threat. *Current Opinion in Psychology*, 11, 40-43.
 16. Von Hippel, C., Sekaquaptewa, D., & McFarlane, M. (2015). Stereotype threat among women in finance: Negative effects on identity, workplace well-being, and recruiting. *Psychology of Women Quarterly*, 1-10.
 17. *Bennett, J. E., & Sekaquaptewa, D. (2014). Setting an egalitarian social norm in the classroom: Improving attitudes towards diversity among male engineering students. *Social Psychology of Education*, 17(2), 343-355.
 18. Sekaquaptewa, D. (2014). On being the solo faculty member of color: Research evidence from field and laboratory studies. In S. A. Fryberg & E. J. Martinez (Eds.), *The Truly Diverse Faculty: New Dialogues in American Higher Education (Future of Minority Studies)*, pp. 99-120. New York, NY: St. Martins Press LLC.
 19. *Ramsey, L. R., *Betz, D. E., & Sekaquaptewa, D. (2013). The effects of an academic environment intervention on science identification among women in STEM. *Social Psychology of Education: An International Journal*, 16(3), 377-397.
 20. *Betz, D. E., *Ramsey, L. R., & Sekaquaptewa, D. (2013). Perceiving race relevance in everyday events: Target race matters, perceiver race does not. *Group Processes and Intergroup Relations*, 16(6), 699-716.
 21. *Betz, D. E., *Ramsey, L. R., & Sekaquaptewa, D. (2013). Gender stereotype threat among women and girls. In Branscombe, N., & Ryan, M. (Eds.), *The SAGE Handbook of Gender and Psychology*. New York: Sage.
 22. Meadows, L., & Sekaquaptewa, D. (2013). The influence of gender stereotypes on role adoption in student teams. *Proceedings of ASEE Annual Conference*, Atlanta, GA, Paper 2013-6744. [Best Paper Award, ASEE Women in Engineering Division]

23. *Betz, D. E., & Sekaquaptewa, D. (2012). My fair physicist? Feminine math and science role models demotivate young girls. Social Psychological and Personality Science, 3, 738-746.
24. Meadows, L., & Sekaquaptewa, D. (2011). The effect of group gender composition on student participation and learning in undergraduate engineering project teams. Proceedings of ASEE Annual Conference, Vancouver, BC, Paper 2011-1319.
25. *Ramsey, L. R., & Sekaquaptewa, D. (2011). Changing stereotypes, changing grades: A longitudinal study of stereotyping during a college math course. Social Psychology of Education: An International Journal, 14, 377-387.
26. Sekaquaptewa, D. (2011). Discounting their own success: A case for the role of implicit stereotypic attribution bias in women's STEM outcomes. Psychological Inquiry, 22, 291-295.
27. Sekaquaptewa, D., Vargas, P., & von Hippel, W. (2010). A practical guide to paper and pencil implicit measures of attitudes. In B. Gawronski & B. K. Payne (Eds.), Handbook of Implicit Social Cognition: Measurement, theory and applications. New York: Guilford Press.
28. *Tatum, T. J. D., & Sekaquaptewa, D. (2009). Teachers and learners: Roles adopted by African Americans and Whites during interracial discussions about race. Group Processes and Intergroup Relations, 12, 579-190.
29. von Hippel, W., Sekaquaptewa, D., & Vargas, P. (2009). Linguistic markers of implicit attitudes. In R. E. Petty, R. H. Fazio, & P. Brinol (Eds.), Attitudes: Insights from the new implicit measures. New York: Psychology Press.
30. Keller, J., & Sekaquaptewa, D. (2008). Solo status and women's spatial test performance: The role of individuation tendencies. European Journal of Social Psychology, 38, 1044-1053.
31. Sekaquaptewa, D., *Waldman, A., & *Thompson, M. (2007). Solo status and self-construal: Being distinctive influences racial self-construal and performance apprehension in African American women. Cultural Diversity and Ethnic Minority Psychology, 13, 321-327.
32. *Kiefer, A. K., & Sekaquaptewa, D. (2007). Implicit stereotypes, gender identification, and math-related outcomes: A prospective study of female college students. Psychological Science, 18, 13-18.
33. *Kiefer, A. K., & Sekaquaptewa, D. (2007). Implicit stereotypes and women's math performance: How implicit gender math stereotyping influences women's susceptibility to stereotype threat. Journal of Experimental Social Psychology, 43, 825-832.
34. Vargas, P., Sekaquaptewa, D., & von Hippel, W. (2007). Armed only with paper and pencil: "Low-tech" measures of implicit attitudes. In B. Wittenbrink & N. Schwarz (Eds.), Implicit Measures of Attitudes (pp 103-124). New York, NY: Guilford Press.
35. *Kiefer, A. K., Sekaquaptewa, D., & *Barczyk, A. (2006). When appearance concerns make women look bad: Solo status and body image concerns diminish women's academic performance. Journal of Experimental Social Psychology, 42, 78-86.
36. Vargas, P., Sekaquaptewa, D., & von Hippel, W. (2004). It's not just what you think, it's also how you think: Prejudice as biased information processing. In J. D.

- Williams, W-N. Lee, & C. P. Haugvedt (Eds.), Diversity in advertising: Broadening the scope of research directions (pp. 93-119). Mahwah, NJ: Lawrence Erlbaum.
37. Sekaquaptewa, D., & *Espinoza, P. (2004). Biased processing of stereotype-incongruency is greater for low than high status groups. Journal of Experimental Social Psychology, 40, 128-135.
 38. von Hippel, W., Vargas, P., & Sekaquaptewa, D. (2003). Attitudinal process vs. content: The role of information processing biases in social judgment and behavior. J. P. Forgas, K. Williams, & W. von Hippel (Eds.), Responding to the social world: Implicit and explicit processes in social judgments and decisions. New York: Cambridge University Press.
 39. Sekaquaptewa, D., & *Thompson, M. (2003). Solo status, stereotypes, and performance expectancies: Their effects on women's public performance. Journal of Experimental Social Psychology, 39, 68-74.
 40. Sekaquaptewa, D., *Espinoza, P., *Thompson, M., Vargas, P., & von Hippel, W. (2003). Stereotypic explanatory bias: Implicit stereotyping as a predictor of discrimination. Journal of Experimental Social Psychology, 39, 75-82.
 41. *Thompson, M., & Sekaquaptewa, D. (2002). When being different is detrimental: The influence of solo status on the performance of women and racial minorities. Analyses of Social Issues and Public Policy, 2, 183-203.
 42. Sekaquaptewa, D., & *Thompson, M. (2002). The differential effects of solo status on members of high and low status groups. Personality and Social Psychology Bulletin, 28, 694-707.
 43. von Hippel, W., Sekaquaptewa, D., & Vargas, P. (1997). The Linguistic Intergroup Bias as an implicit indicator of prejudice. Journal of Experimental Social Psychology, 33, 490-509.
 44. von Hippel, W., Sekaquaptewa, D., & Vargas, P. (1995). On the role of encoding processes in stereotype maintenance. Advances in Experimental Social Psychology, 27, 177-254.
 45. Downing, J. D., Sekaquaptewa, D., Vargas, P., & Brock, T. C. (1995). "Behavior technologies" caricature of social psychology. American Psychologist, 50, 175-176.

Other publications

Sekaquaptewa, D. (2019). Gender-based microaggressions in STEM settings. Currents: Connecting Diversity Scholarship to Practice and Society, 1(1).
DOI: <http://dx.doi.org/10.3998/currents.17387731.0001.101>

1. **Conference Presentations, Colloquia, and Invited Talks (past seven years; total 100+; * = current or previous student co-author)**
(2025) Presentations at the annual meetings of the Society for Personality and Social Psychology (Denver); European Association of Social Psychology (Sils Maria, Switzerland); Midwestern Psychological Association (Chicago, IL); Society for the Psychological Study of Social Issues (Portland, OR); Society for Experimental Social Psychology (Lisbon, Portugal).
2. (2024) Presentations at the annual meetings of the Society for Personality and Social Psychology (San Diego); Midwestern Psychological Association (Chicago,

- IL); Society for the Psychological Study of Social Issues (Philadelphia, PA); Gender STEM Conference (Heidelberg, Germany); the National Science Foundation ECR PI Meeting (Arlington, VA) and ARC Conference (Baltimore, MD).
3. Sekaquaptewa, D. (2023). Social science research evidence applied to equitable faculty search processes. American Geophysical Union (AGU) Landing Academy Summit, Washington, DC.
4. Sekaquaptewa, D. (2023). Do Microaggressions Matter? Effects of their presence on women and men in academic contexts. Colloquium given in my role as the Thomas Ostrom Scholar-in-Residence, Ohio State University.
5. Sekaquaptewa, D. (2023). Graduate students and their mentors: Ohio state and beyond. Talk given in my role as the Thomas Ostrom Scholar-in-Residence, Ohio State University.
6. Sekaquaptewa, D. (2023). Do Microaggressions Matter? Effects of their presence on women and men in academic contexts. Colloquium given at Northwestern University.
7. *DeLeon, M., *Burley, L. C., *Morris, D. L., Sekaquaptewa, D., & Meadows, L. A. (2023). The Effect of Witnessing and Labeling Gender Bias on Performance and Behavior for Men and Women in STEM. Poster presented at the annual meeting of the Society for the Psychological Study of Social Issues, San Juan, Puerto Rico.
8. Sekaquaptewa, D. (2022). Social science research evidence and faculty equity, diversity, and inclusion (EDI) initiatives. Plenary talk given at the annual meeting of the Society for Experimental Social Psychology, Philadelphia, PA.
9. *Burley, L., *Vossoughi, N., *Slade, D., Meadows, L., & Sekaquaptewa, D. (2022). Witnessing microaggressions reduces teamwork enthusiasm for both men and women. Talk given at the Society for the Psychological Study of Social Issues annual meeting, San Juan, Puerto Rico.
10. *Slade, D., *Burley, L., Sekaquaptewa, D. & Meadows, L., (2022). Recognition of subtle bias tempers explicit gender stereotyping among STEM students. Presentation given at the American Association of Engineering Education annual meeting, Minneapolis, MN.
11. Sekaquaptewa, D. (2022). Unintended stereotyping of women and underrepresented minorities in STEM. Talk for National Diversity Equity Workshop for Chemical Engineering Academic Leaders.
12. Sekaquaptewa, D. (2022). Stereotyping, Implicit Bias, and the Experiences of Women and Underrepresented Minorities in STEM. Talk given at the Department of Immunology and Microbiology, University of Michigan.
13. Sekaquaptewa, D. (2021). An evidence-based faculty recruitment workshop influences hiring perceptions among university faculty. Talk given at the New York Academy of Sciences Science of Racial Justice conference, New York Academy of Sciences.
14. Sekaquaptewa, D. (2021). Stereotyping, implicit bias, and the experiences of women and underrepresented minorities in STEM. BTAA Conference, *Interventions for Supporting Mental Wellness of Undergraduate Women of Color in STEM: Systems and Practical Approaches*, Rutgers University.

15. Sekaquaptewa, D. (2021). Stereotyping, implicit bias, and the experiences of women and underrepresented minorities in STEM. DEI Lecture Series, College of Engineering, University of Michigan.
16. Sekaquaptewa, D. (2021). Witnessing microaggressions in the STEM context: Effects on men and women. Department of Psychology, University of Tennessee.
17. Sekaquaptewa, D., *Vossoughi, N., & Meadows, L. (2021). Witnessing microaggressions in the STEM context: Effects on men and women. Talk given at the Society for Personality and Social Psychology Annual Conference.
18. Sekaquaptewa, D. (2021). Women Faculty of Color Roundtable. University of Delaware.
19. Sekaquaptewa, D. (2020). Observed microaggressions predict lower engineering identification among women in engineering group project teams. Talk given at Promising Practices for the Inclusion of Women in Science, Engineering, and Medicine: Lessons from Kuwait and the United States.
20. Sekaquaptewa, D. (2020). Effects of Stereotyping and Implicit Bias on Underrepresented Minorities in STEM. Talk at Michigan State University Department of Physics.
21. Sekaquaptewa, D. (2020). Effects of Stereotyping and Implicit Bias on Underrepresented Minorities in STEM. Talk at Dickinson College (pandemic cancellation).
22. Sekaquaptewa, D. (2020). Society for the Psychological Study of Social Issues Annual Conference presentations with students.
23. Sekaquaptewa, D. (2020). Unintended stereotyping of women and underrepresented minorities in STEM. Talk at the Society for the Study of Reproduction, Ottawa, CA. (pandemic cancellation)
24. Sekaquaptewa, D. (2020). Racism Forum panelist. Society for Personality and Social Psychology.
25. Sekaquaptewa, D. (2020). Diversity, Equity, & Inclusion Webinar panelist. Society for Personality and Social Psychology.
26. Sekaquaptewa, D. (2020). Society for Personality and Social Psychology Annual Conference presentations with students, New Orleans. LA (2020).
27. SPSSI Annual Conference presentations, San Diego, CA (2019).
28. Sekaquaptewa, D., Meadows, L. A., & *Vossoughi, N. (2019). Third Party Observers' Assessments of Microaggressions Targeting Women in STEM. Invited talk given at the 2019 Weary Symposium on Diversity and Social Identity, Ohio State University, Columbus, OH.
29. Sekaquaptewa, D., *Takahashi, K., Malley, J., Herzog, K., & Bliss, S. (2019). An evidence-based faculty recruitment workshop influences hiring perceptions among university faculty. Invited talk given at the Achieving Equity & Diversity in Faculty Recruiting: Research and Practice conference, University of California – Davis, Davis, CA.
30. Sekaquaptewa, D. (2019). Stereotype threat: When and how STEM outcomes among minority students are diminished by stereotypes about their group. Talk given at the annual meeting of the American Physical Society, Denver CO.

31. Sekaquaptewa, D. (2019). Stereotyping, Implicit Bias, and the Experiences of Women and Underrepresented Minorities in STEM Fields. Talk given at the Department of Physics, McGill University, Montreal, CAN.
32. Sekaquaptewa, D. (2019). How stereotypes affect interpersonal behaviors in small group interactions in STEM. Talk given at the International Convention of Psychological Science, Paris, France.
33. Sekaquaptewa, D. (2019). Gender solo status: Research on how being the only woman affects women's outcomes. Talk given to the Female Force Readiness Advisory Board, United States Navy, Pearl Harbor, HI.
34. Sekaquaptewa, D. (2019). Gender solo status: Research on how being the only woman affects women's outcomes. Talk given to the Women's Mental Health Sub-Community Board, United States Navy, Pearl Harbor, HI.
35. Sekaquaptewa, D. (2018). The Influence of Gender Stereotypes on Behavioral Outcomes Among Students in Group Project Teams. Talk given at the Center for Research on Learning and Teaching Foundational Courses Initiative seminar, University of Michigan, Ann Arbor, MI.
36. Sekaquaptewa, D. (2018). Detrimental effects of observed subtle stereotyping on women in STEM. Talk given at the annual meeting of the Society for Experimental Social Psychology, Seattle, WA.
37. Sekaquaptewa, D. (2018). Stereotyping, Implicit Bias, and the Experiences of Women and Underrepresented Minorities in STEM Fields. Talk given at the University of Kansas Sigma Xi, Lawrence, KS.
38. Sekaquaptewa, D. (2018). The Influence of Gender Stereotypes on Behavioral Outcomes Among Students in Group Project Teams. Talk given at the University of Kansas Department of Psychology, Lawrence, KS.
39. Sekaquaptewa, D. (2018). Detrimental effects of observed subtle stereotyping among female students in engineering. Talk given at the University of Illinois Diversity Summit, Champagne-Urbana, IL.
40. Sekaquaptewa, D. (2018). Subtle stereotyping of women in STEM. Talk given at the Interdisciplinary Committee on Organizational Studies (ICOS), University of Michigan, Ann Arbor, MI.
41. Sekaquaptewa, D. (2018). The science of implicit bias. Talk given at the Reclaiming our Campus Teach-In, University of Michigan, Ann Arbor, MI.
42. Sekaquaptewa, D., *Takahashi, K., Malley, J., Herzog, K., & Bliss, S. (2018). Attending the STRIDE Faculty Recruitment Workshop influences departmental hiring practice perceptions among university faculty. Talk given at Making STRIDES: Diversity and Excellence in Faculty Recruiting, University of Michigan, Ann Arbor, MI.
43. Moore, B., & Sekaquaptewa, D. (2017). Strategies and tactics for recruiting to improve diversity and excellence. Talk given at the National Academic Conference, Framing the Value of Diversity & Inclusion in Higher Education: Setting the Research Agenda, Tulane University, New Orleans, LA.
44. Sekaquaptewa, D. (2017). Stereotyping, implicit bias, and the experiences of women and underrepresented minorities in STEM fields. Talk given at the Annual Meeting of the Society for Industrial and Applied Mathematics, Pittsburgh, PA.

45. Sekaquaptewa, D. (2017). The influence of gender stereotypes on behavior and identification among students in engineering group project teams. Talk given at the Engineering Education Research seminar series, University of Michigan, Ann Arbor, MI.
46. Sekaquaptewa, D. (2017). Observed microaggressions predict lower engineering identification among women in engineering group project teams. Talk given at Rutgers, the State University of New Jersey, New Brunswick, NJ.
47. Sekaquaptewa, D., Meadows, L., *Lewis, N., & *Greenstein, N. (2017). A counter-stereotypic role model raises men's concerns about appearing sexist. Presentation at the Annual Meeting of the Society for the Psychological Study of Social Issues, Albuquerque, NM.
48. Sekaquaptewa, D. (2017). Detrimental effects of witnessing stereotyping on women in STEM. Talk given at the Big ideas in Big Sky Summit: Collaborating to transform the culture of engineering, Gallatin Gateway, MT.
49. Sekaquaptewa, D. (2017). Women in STEM Panel: Findings from social psychological research. Talk given at the Wheaton College Summit for Women in STEM, Norton, MA.
50. Sekaquaptewa, D., Meadows, L., & *Williams, J. (2017). Observed microaggressions predict lower engineering identification among women in engineering group project teams. Presentation at the International Convention of Psychological Science, Vienna, Austria.
51. Sekaquaptewa, D. (2017). Women in STEM: Experiencing stereotyping and implicit bias. Talk given at Berry College Speaker Series on Implicit Bias, Rome, GA.
52. Sekaquaptewa, D. (2017). Detrimental effects of witnessing stereotyping on women in STEM. Annual Meeting of the Council on Graduate Departments of Psychology, Greenville, SC.
53. Sekaquaptewa, D. (2016). Detrimental effects of witnessing subtle stereotyping among women in science. Talk given at the Group Dynamics Seminar, Research Center for Group Dynamics, Institute for Social Research, University of Michigan, Ann Arbor, MI.
54. Sekaquaptewa, D. (2016). Microaggressions and stereotypes: Experiences of women in STEM. Talk given to the National Organization for Women (NOW), Washtenaw County chapter.
55. Sekaquaptewa, D. (2016). Social psychological research on factors shaping the academic climate for women in STEM. Plenary talk given to University of Delaware ADVANCE Program Meeting.
56. Sekaquaptewa, D. (2016). Implicit bias, diversity, and institutional change. Keynote address given at the 7th annual Marshall M. Weinberg Symposium, "The Cognitive Science of Implicit Bias". University of Michigan, Ann Arbor.
57. Sekaquaptewa, D. (2015). Social psychological research on factors shaping the climate for women in STEM." Women in STEM: Insights from Social Psychology Conference. New York, NY.
58. Sekaquaptewa, D. (2015). Solo status. Talk given at the Center for Research on Learning and Teaching/Intergroup Relations Program Faculty Dialogues Institute, University of Michigan, Ann Arbor, MI.

59. Sekaquaptewa, D. (2015). Improving the experience for marginalized students on engineering design teams. Talk given at the annual meeting of the American Association for Engineering Education, Seattle, WA.
60. Sekaquaptewa, D. (2015). Social psychological research on factors shaping the climate for diversity in STEM. Talk given at Grinnell College, Grinnell, IA.
61. Sekaquaptewa, D. (2015). Stereotypic roles and microaggressions in engineering student group project teams. Talk given at the conference Next Generation STEM Learning for All (National Science Foundation), Washington, DC.
62. Sekaquaptewa, D. (2015). The effects of gender stereotypes on students' participation and experiences in science and engineering. Talk given at Michigan Technological University, Houghton, MI.

Honors and Awards

Graduate Mentorship Award, Department of Psychology, University of Michigan, 2022
University Diversity and Social Transformation Professorship, University of Michigan, 2019

Distinguished Service Award, Society for the Psychological Study of Social Issues, 2015
Harold R. Johnson Diversity Service Award, University of Michigan, 2014

Sarah Goddard Power Award (for work advancing the status of women), University of Michigan, 2012

Fellow, Association for Psychological Science, 2012

Fellow, Midwestern Psychological Association, 2012

Fellow, American Psychological Association, 2011

Fellow, Society for the Psychological Study of Social Issues, 2011

Fellow, National Center for Institutional Diversity, University of Michigan, 2007-2008

Rackham Faculty Fellowship, University of Michigan, 1999-2000

National Science Foundation Graduate Fellowship, Ohio State University, 1993-1996

Multi-year Dean's Fellowship, Ohio State University, 1992-1993; 1996-1997

Arizona State University Regents Scholar, 1989-1992

Navajo Nation High Achievement Scholar, 1989-1991

Teaching experience

Psychology 367.01 (Ohio State University). Introduction to Social Psychology.

Small lecture course for undergraduates.

Psychology 120/250. Racism Underground: Hidden and not-so-hidden prejudice in everyday America. Freshman seminar.

Psychology 380: Introduction to Social Psychology. Large undergraduate lecture course (360 students).

Psychology 380: Experimental Research on Stereotyping and Implicit Bias. Midsize undergraduate lecture course (up to 60 students).

Psychology 424/425/426/427: Senior Honors Research I and II for Psychology as a Natural Science and Psychology as a Social Science. Independent research for undergraduates completing an honors thesis in psychology.

Psychology 487. Stereotyping and Gender/Racial Distinctiveness in School and Work Settings. Undergraduate seminar.

Psychology 581. Experimental Methods in Stereotyping Research. Undergraduate seminar.

Psychology 581. Prejudice and Stereotyping: From Personality to Cognition. Seminar open to undergraduate and graduate students.

Psychology 581. The Social Psychology of Attitudes. Seminar open to undergraduate and graduate students.

Psychology 785. Group Processes. Graduate-level seminar.

Psychology 988. Stereotypes and Stereotyping. Graduate-level seminar.

Psychology 988. Stereotyping and Social Distinctiveness. Graduate-level seminar.

Psychology 988. Stereotype Threat and Implicit Bias. Graduate-level seminar.

Informal Teaching

Stereotypes and Prejudice Research Interest Group (lab group)

Undergraduate Research Opportunities Program faculty mentor

Summer Research Opportunities Program faculty mentor

Psychology Honors Thesis Program faculty mentor

Service [past seven years; * = DEI-focused activities and service]

Departmental and University

*Faculty Salary Study Committee, Provost's Office, University of Michigan, 2024.

*DEI 2.0 Ad Hoc Committee, University of Michigan, 2024.

*Faculty Threats and Harassment Survey Development Committee, University of Michigan, 2024.

*Inclusive History Project's Framing & Design Committee, 2022-2023

Executive Committee (elected position), College of Literature, Science, and the Arts, University of Michigan, 2019-2022.

*Workshop: Implicit Bias in Dental Care (with M. Inglehart and A. Schulz), 2021.

* Member, Women of Color in the Academy Project Steering Committee, 2014-2019.

* Member, Psychology Diversity Committee, 2007-2011; Chair, 2014-2018.

Executive Board (elected position), Rackham Graduate School, 2015-2018.

* Member, STRIDE [Strategies and Tactics for Recruiting to Improve Diversity and Excellence in faculty searches], 2011-2017.

Member, Advisory Committee, the Interdisciplinary Program in Organizational Studies, University of Michigan, 2017-present.

* Member, ADVANCE Program Advisory Committee, 2011-present.

National Service

Member at Large – Science Programming, Society for Personality and Social Psychology 2019-2022.

*Member, Advisory Committee, American Geophysical Union, LANDING Program, 2019-2022.

*Member, Advisory Committee, Michigan State University ADVANCE Program, 2019-2022.

*Member, Advisory Committee, Michigan Technological University ADVANCE Program, 2019-2022.

- *Member, Science of Racial Justice Conference Committee, New York Academy of Sciences, 2021.
- *Member, Committee on Addressing the Underrepresentation of Women in Science, Engineering, and Medicine, The National Academies of Science, Engineering, and Medicine (NASEM), 2018-2020.
- *Member, Advisory Committee, University of New Mexico ADVANCE Program, 2017-2020.
- *Member, Committee on Opportunities in Science, American Association for the Advancement of Science (AAAS), 2016-present.
- * Member and Co-Chair, Diversity Committee, Society for the Psychological Study of Social Issues, 2014-2015.
- * Member, Social Scientist Advisory Group, OXIDE (Open Chemistry Collaborative in Diversity Equity, NSF-sponsored) 2010-2015.
- Committee of Visitors, BCS Division Social Psychology Program, National Science Foundation, 2015.