

Educational Background Statement

Zee R. Perry

I am firmly committed to fostering diversity and a welcoming climate for members of groups under-represented in philosophy or in academia more generally. As an undergraduate, I was a participant in the Rutgers Summer Institute for Diversity in Philosophy. While a graduate student, I was a participant in a Princeton-Rutgers Women's metaphysics retreat, as well as the Princeton "Athena in Action" Networking and Mentoring workshop for Graduate Student Women in Philosophy.

I have a strong track record of promoting diversity and inclusion in the philosophical community, and in academia more broadly. I was one of the founding members of the joint student/faculty Climate, Diversity, and Inclusion Committee at NYU, which has taken meaningful steps to improve the climate for students and faculty, including (but not limited to) instituting a biannual climate survey, a yearly diversity lecture, and various changes to our admissions and hiring strategies.

During my tenure on the Climate, Diversity, and Inclusion Committee, I brought my particular experiences as a queer woman and a trans person to the table and advocated for actions like departmental training for NYU "LGBTQ SafeZone" certification. I also added my support to the push to convert some of the NYU Philosophy departments ten(!) gendered bathrooms into single-occupancy, gender-neutral restrooms that would provide a safe and accessible environment for students and faculty who may have small children, who may be trans, non-binary, and/or gender non-conforming, or who might otherwise prefer or require a private space.

My contributions to diversity and inclusiveness go beyond departmental service. I sat on the advisory committee for an early-career women in metaphysics workshop, the first was held at Fordham University in 2015, with organizers Amy Seymour and Joseph Vukov (Fordham). The workshop (which we hope to extend into a series) aims to promote and showcase the work of pre-tenure women metaphysicians, as well as to provide feedback and encouragement towards further development and publication of that work. In the past I have participated in the "Networking and Mentoring Workshop for Graduate Student Women in Philosophy" at Princeton University.

This commitment informs my teaching as well. Indeed, attention to issues of diversity and inclusion are of paramount importance in undergraduate teaching, since effects like stereotype threat can interfere with a student's ability to see themselves as "the sort of person" who could do philosophy. I have tried to structure my courses and focus my teaching so they represent diversity of opinion as well as in the sources of that opinion. This includes not just diversity in gender, race, sexuality, and philosophical/historical tradition, but also a diverse mix of historical and contemporary perspectives, even in courses that are (ostensibly) about only contemporary (or only historical) issues.