

In my service and leadership, I aim to help build and maintain accessible, inclusive, equitable academic communities. This aim guides three commitments: to work towards making philosophy—and higher education more broadly—a viable option to those who wish to pursue it; to support and value the teaching, research, and other labor of junior scholars; and to advocate for crucial protections and benefits to combat systemic inequities in academia. These commitments are deeply personal to me. It is only because of the work of others who have shared these commitments that it has been possible for me to pursue a career as an academic philosopher. It is vitally important to me to be able to do the same for future scholars.

I've exemplified the first of these commitments through my work with programs such as COMPASS at Michigan; the University of Michigan's Summer Bridge Scholar Program; and A2Ethics. COMPASS is a program which supports undergraduate and MA students from underrepresented backgrounds to pursue graduate education in philosophy. As an undergraduate student, I attended COMPASS; the workshop helped me see graduate school as a viable option for me, and quite literally *made* it a viable option. That is, COMPASS not only inspired me to see myself as the type of person who could thrive in graduate school, but also gave me the resources to apply (such as fee waivers for applications that I otherwise couldn't afford, and advice and insight about the application process that I otherwise wouldn't have had access to). Because of the impact COMPASS had on me, I volunteered to help with the COMPASS program upon starting graduate school. I was a COMPASS mentor for five years and co-organized the workshop for three. As a mentor and organizer, I viewed my role as twofold: first, to provide the program participants with honest information about both the value and challenges of graduate school in philosophy (especially issues that specifically impact marginalized students); and second, to help equip them with the confidence and resources needed to pursue graduate school in philosophy, if they chose to do so. Over the past several years, I've been proud to see participants from workshops I've organized join me as colleagues, both at Michigan and in other excellent programs.

The University of Michigan's Summer Bridge Scholars Program (SBSP) is a summer program for incoming first-year college students. The program aims to bridge gaps in opportunity created by inequitable systems in education. In 2025, I worked as an intern with the University of Michigan Library to develop and facilitate lessons on critical information literacy for the Summer Bridge Scholars. Through these lessons, we aimed to give students practical research skills and resources to access support throughout college. As a first-generation college student myself, I found college to be filled with hidden expectations; because of this, I was especially excited to design lessons for SBSP that were specifically designed to make such expectations transparent.

A2Ethics is a local organization promoting ethics and philosophy; they host an annual "Ethics Bowl" for high school students to collaboratively engage with complex ethical issues. This event makes philosophy accessible to students who may not otherwise have the opportunity to study it. I've volunteered as a team coach, co-organizer, and judge for multiple events. Over the years I volunteered at the Ethics Bowl, I found it especially rewarding to see the student participants grow not just in their ethical insights, but also in their abilities to engage with one another thoughtfully and respectfully.

I've exemplified my second commitment—supporting and valuing the work of junior scholars—as a graduate representative; as a teaching consultant and mentor; and as co-organizer of

RGFP. From 2019-2020, I served as one of two graduate representatives to the faculty in my department at the University of Michigan. In this role, I worked with the department chair and with fellow graduate students to address climate concerns in the department, such as unequal distribution of service labor among graduate students and overwork issues for graduate student instructors. While I no longer serve as a graduate student representative, I still actively work to foster a departmental community where my fellow graduate students feel respected and included in the department. In particular, I try to be a support system, advocate, and informal mentor for my colleagues in earlier stages of the program.

I have worked as both a teaching consultant (2022-2025, through the University of Michigan's CRLT—Center for Research on Learning and Teaching) and a teaching mentor (2021-2022, through the University of Michigan Philosophy Department). In these roles, my aim was to support my fellow graduate student instructors in working through challenging classroom dynamics and in developing and realizing their teaching goals. These roles were especially rewarding for me; through my consulting and mentoring, I also learned a great deal about equity-focused pedagogy, both from my colleagues at CRLT and from the instructors I consulted with.

RGFP is an interdisciplinary graduate student working group focused on work on race, gender and feminist philosophy. As a co-organizer, I organized events that were not just philosophically engaging, but also helped support the careers of graduate students and junior faculty working in these important subfields. We hosted a talk by junior professor Perry Zurn about practices of trans inclusion in universities; a works-in-progress session about systemic oppression by junior professor Dee Payton; and several presentations by early-stage UM graduate students.

I've exemplified my third commitment through my extensive service with the University of Michigan's graduate employee union (GEO). With GEO, I worked to find solutions for challenges faced by graduate student instructors (GSIs) within the philosophy department and across the university. From 2020-2021, I served as a departmental steward; I communicated information about rights and benefits to GSIs and connected GSIs experiencing challenges (such as overwork or trouble accessing appropriate accommodations) to appropriate union resources. This was especially critical, given the uncertainty and fear brought about by the pandemic. In 2021-2022, I served as GEO's Grievance Chair; I acted as an advocate for GSIs facing workplace challenges, including instances of discrimination and harassment, barriers to accessing gender-affirming healthcare, and lack of access to necessary resources for safe work. These challenges disproportionately affected marginalized workers and had significant impacts on their ability to make academic progress. While I made some progress resolving these challenges with Academic Human Resources, many were instances of broader systemic issues within the university that couldn't be resolved on a case-by-case basis. For this reason, I took two further steps after serving as Grievance Chair: I developed an "archivist" position within GEO to improve institutional memory, including memory of long-standing workplace issues; and I developed extensive contract language proposals to address many of these issues in our next union contract.

My aim to help build and maintain accessible, inclusive, equitable academic communities also guides my teaching, which I haven't discussed here; for more discussion of my teaching philosophy, please see my teaching statement (linked on my website). I plan to continue working towards this aim through my service, leadership, and teaching throughout my career.