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I am committed to supporting diversity on all fronts, but especially in academia. Having grown up in France and receiving my formal education in a nation that prizes equality and fraternity above all else, I fight to ensure every student gets an equal opportunity at the best possible education, regardless of race, religion, nationality, sexuality, gender, or any other difference our society may discriminate against in other settings. I have been lucky enough to work with a wide variety of students and colleagues during my years in France, Germany, Brazil, and the United States. This has especially been the case during my three years teaching at Rutgers University in Newark, New Jersey, which is renowned for being one of the most diverse student bodies in the country.

I myself am passionate about connecting with other people and cultures different from my own, even having learned to speak English, Spanish, Portuguese, and German in addition my native French. My interest in academia stems from a desire for researching and expanding the knowledge of my field. Having a diverse group of voices in any environment only serves to further the potential for new connections and new discoveries. This is crucial in higher education where our mission is to be leaders as well as learners. In a deeply democratic field such as mathematics, where information flows freely and more knowledge helps everyone, it is important to ensure every kind of voice has a seat at the table, including having everyone's research published and championed regardless of their background.

I am a proud member of the LGBT community and as our culture, and academia, continues to embrace diversity of all kinds, I have been able to be more open with my colleagues. I hope to be a mentor to others who need my support, and by being open and proud of what makes me different, encourage others to do so as well.

In the five years I've known my husband Benjamin Velez, who is Colombian-American and grew up in Miami, I've gained a better understanding of the inequities of access to quality education in the US. I cannot take for granted that every student I teach has an equal mathematics foundation, through no fault of their own. Being aware of this, especially when teaching undergrads, is crucial to being able to elevate every student to the level they need to succeed in higher education.

This translates directly to my commitment to supporting diversity in the classroom. In the classes that I have taught at Rutgers University, it gave me great pleasure to see such a diverse group of students with different backgrounds from myself. Every new semester I made it a point to learn every student's name by looking at the names and faces on my roster while grading their first few assignments. I want them to know that I am seeing each and every one of them as an individual who has my equal attention during classes and my office hours.

Through this experience working with colleagues and students of all different backgrounds, I have gained a firm appreciation for the importance of supporting diversity in all areas. It not only creates a richer atmosphere in which to learn, but also adds another layer of learning on top of the curriculum: where I get to learn from my students, my fellow faculty, and them from me.