

Contributions to Diversity, Equity, and Inclusion  
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Growing up, marriage was *the* topic around my family's dinner table. My grandmother took it upon herself to advise me and my three sisters on the ideal husband. "Marry a doctor," she'd say. "He'll be respected and wealthy." Money was the key selling point in these conversations; a wealthy husband meant I could stay home. To my grandmother, being a housewife was the ultimate sign of success. At the time, I viewed it as an affront to my gender and abilities. Always the contrarian, I pursued unladylike activities throughout my childhood. I assumed that I could prove my grandmother wrong by showing her so. In hindsight, I realize that my grandmother's obsession likely stemmed from her childhood in war-torn Romania; she wanted the best for her granddaughters. To her, the best meant taking advantage of the privileges inherent to the American dream. Indubitably, I have benefited from that privilege and her efforts. My experiences as the contrarian granddaughter helped me build a toolkit for mentoring other contrarians.

I incorporate this toolkit into my teaching. Beyond the stereotype threat intervention I disguised as an icebreaker, I aim to foster an inclusive environment, where students feel comfortable expressing their opinions and respected while expressing them. Although controversial topics in a statistics class are rare, they do happen. For example, I have used "When contact changes minds" as an example of data fraud. This 2014 Science paper claimed that gay canvassers could change people's minds about gay marriage, but straight canvassers were ineffective. I use this retracted paper to highlight how data can be fabricated and how data fraud can have real word consequences. Specifically, the gay marriage campaign in Ireland canvased using this paper's method. Because conservative students may feel uncomfortable voicing their views, I keep the conversation apolitical and focus on the data.

Beyond the classroom, I am an active member of Vanderbilt's Women in Science group, where I have consulted repeatedly on the potential development of a longitudinal study to identify potential causes of the leaky science pipeline. On the popular website, Reddit, I am a moderator for the subreddit Gradadmissions, which focuses on providing resources for students interested in graduate admissions. We organize question and answer sessions. In addition, I am a Science Panelist for askScience and askSocialScience. My responsibilities include answering questions posed by the public about individual differences and research methodology. My activity on social media focuses on advocacy for gender equality in STEM and improved science/statistical literacy.