

**A Tribute to Joan Garfield, Winner of the  
2007 CAUSE/USCOTS Lifetime Achievement Award,  
from the Statistics Education Community**



**Signing the CAUSE Charter: March, 2006**



CAUSE Charter Signing: March, 2006



**Letter of Nomination for Joan Garfield**  
**CAUSE/USCOTS**  
**2007 Statistics Education Lifetime Achievement Award**  
by Allan Rossman and seconded by 12 others

Joan has been the leading researcher in translating findings from educational researcher into implications that are relevant for teachers of statistics at all levels. Her articles and presentations have had an enormous impact on statistics teaching. Along the same lines, Joan has been one of a handful of worldwide leaders in working to legitimize statistics education as a field of study. She's done this through leadership roles in the ASA and IASE and through conducting and publishing lots of her own research. She's also initiated innovative and important activities such as the ARTIST project/database and the SRTL research forums. She played a big role in the creation of JSE, and she's developed a graduate program in statistics education, perhaps the first of its kind. Joan has also been enormously active and helpful as an evaluator on a variety of statistics education projects. She's been a very active member and leader of the ASA; most notable there is her leadership work on the GAISE project. Last but certainly not least, Joan has also been a driving force behind the creation of CAUSE and the remarkable successes that CAUSE has achieved in its short lifetime.

Joan is truly deserving of this recognition for many reasons. She has been one of the key people who, through countless activities, committees, and projects, both of national and international scope, has helped statistics education emerge as a discipline. More importantly, she has been instrumental in promoting research within statistics education, helping to establish journals such as the *Journal of Statistics Education* (JSE) and the *Statistics Education Research Journal* (SERJ), co-founding the Statistical Reasoning, Thinking, and Literacy (SRTL) forums with Dani Ben-Zvi, shaping the work of the CAUSE Research Advisory Board, and launching new initiatives such as the CAUSE Research Cluster to support the development of researchers in statistics education. From a personal standpoint, she has been an invaluable colleague, mentor, and friend for more than two decades, and I wish her the best in the years to come as she leads us further along the paths she has paved.



Bob delMas



Dear Joan,  
My best friend, teacher, mentor, and  
colleague,

With deep appreciation  
and love,

Dani



It has been my privilege to work closely with Joan on both the TEAMS and GAISE projects. These two projects have been major initiatives of ASA, examples of how Joan continues to volunteer her services to ASA in providing needed leadership. I also watched her leadership as Chair of the Section on Statistical Education. She has already given generously of her time to mentor me as I have served the role of section chair in 2006. As part of the program committee for USCOTS, I watched Joan guide the organization of research sessions for the conference. She has that special ability of bringing people together so that her involvement in projects leads to people connecting whose paths might not have crossed otherwise. She is much more interested in getting things accomplished than worrying about whether she receives credit for her contribution to the work. I have matured in my professional career because of Joan. Through our professional relationship, she has inspired me to take on strategic initiatives and leadership roles in ASA related to statistics education. Many others would say the same. Of course, one of Joan's major contributions to statistics education has been her involvement in CAUSE.

Thank you so much for allowing me to contribute to this recognition of Joan.

Take care,  
Christine Franklin

Joan Garfield has been *the* driving force behind getting statistics education research on the map. She has produced a prodigious volume of work in this area. She has an extremely impressive set of collaborators from all over the world. In addition, she has mentored numerous colleagues in the field of statistics education and continues to add well-prepared and enthusiastic young people to the field through her statistics education program at the University of Minnesota. Joan has contributed tirelessly to many professional organizations including the Consortium to Advance Statistics Education and the American Statistical Association's Section on Statistics Education. I am delighted to have this opportunity to applaud Joan for the Lifetime Achievement Award.

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Julie Legler



Joan has not only contributed important research findings, but has inspired and encouraged many of us to begin research in statistics education, and to assist others in their research.

Best,  
Rob Gould

It was with great excitement that I received the news that the CAUSE/USCOTS statistics education lifetime achievement award was given to Joan B. Garfield, a person who so well fits our ideal of statistics educator from both the professional and personal points of view.

At a personal level, I received constant support and encouragement from Joan along my academic career; she is very interested in foreign people and most sensitive to potential linguistic or cultural barriers. I also took many of her ideas and insights to support my own research. For long periods I have corresponded with Joan (via email) almost every day, when, as at the moment, we are engaged in a collaborative project. She is always ready to answer questions, provide references or ideas, adapt to others' ideas, or provide any help she is asked for.

No doubt she has been and continues to be a main influence in what many of us do in statistics education as is visible in our references to her work.

Congratulations and many thanks, Joan!

Carmen Batanero

Thanks, Joan, for your wonderful, ground-breaking contributions to the Statistics Education community. In addition to your vision and originality in education and research, you share your knowledge and expertise with patience, charm, and generosity. I have no doubt that your work has already inspired many statistics educators, and that you will continue to be a guiding light in the field of statistics education. Your seminal research has breathed new life and enthusiasm into my own teaching and I look forward to continuing to be the beneficiary of your wisdom as you go from success to success.

Congratulations - I cannot think of a more deserving recipient of the CAUSE/USCOTS Lifetime Achievement Award in Statistics Education.

Brian Smith



With Deb Rumsey at JSM: August, 2006



I met Joan Garfield in 1994 when she visited Kansas State to give a talk on assessment. I had known of her and her reputation of course, and wondered what she would be like to talk with in person. As soon as I met her I felt I had met a kindred spirit, like we had known each other for years. She gave me ideas, inspiration and encouragement as we talked not only about ways to help students learn statistics, but ways to support teachers in their efforts to teach statistics. If not for Joan, I don't know that I would have been involved in statistics education the way I am now. I think many of us would say the same.

Joan is so kind and giving, and so supportive of those around her. When you greet her, she always says "How ARE you?" and she really wants to know. She knows more people on this earth than anyone else, and she knows how to unite them for a common cause. The stat education community has been blessed by Joan's commitment to our field; she would be world known in any field she chose to work on, and we are blessed that she chose statistics. Joan has reached more students, teachers, administrators, and national level leaders than anyone I know. The impact of her work is everlasting.

Joan, I can't tell you how much you mean to me, and to all of us. Thank you for all that you do, and for all that you are. Thank you for helping thousands of students and teachers to be successful in teaching and learning statistics. And thank you for helping all of us to be better than we ever thought we could be. It's truly because of you.

Deb Rumsey

Joan's contribution to statistics education is absolutely remarkable. I am sure there is a long list of contributions her friends and colleagues have written about her. I would like to echo these statements. In addition, I would like to specifically mention about her outstanding contribution in mentoring junior researchers and educators who are interested in statistics education research globally. The SRTL research conference is an excellent example of her great work in mentoring junior researchers. I, for one, was inspired by Joan's energy and enthusiasm about statistics education research and taking research into practice in teaching of statistics. Thank you very much, Joan, for being such a wonderful role model. You absolutely deserve this lifetime achievement award.

Carl Lee



Back in my grad school days (pre-JSE, let alone pre-SERJ), I recall reading Joan's work and getting excited about the possibility of being able to do research in statistics education. Unfortunately, faculty in my mathematics education PhD program had little expertise in that direction, so I wrote Joan to ask for suggestions for getting started. Joan promptly sent me a bountiful packet of great articles to orient and welcome me to the field and ever since has been an invaluable resource for feedback and networking.

Ever since ICOTS4 in Morocco, it seems that we've managed to share "food for thought" over a meal (always an excellent one -- thanks to Joan's great taste in restaurants!) at every major conference we've both attended.

Under the job title of mathematics educator, I have experienced times and transitions in my career in which I did not have the opportunity to focus more on statistics education research, but when I made my way back, I found Joan to be just as welcoming as before, the only difference was that the statistics education community was that much bigger (but somehow just as welcoming - no easy feat, but surely largely due to Joan's unifying style of leadership!).

Most recently, I have had the pleasure of working with Joan as part of USCOTS, CAUSE, the RAB, and a JSM panel, and I continue to be inspired by her enthusiasm, unselfish energy, work ethic, and continuing passion to move statistics education forward as a field that draws from other fields as appropriate while articulating and building upon its distinctiveness. I will always be grateful not only for her genuine interest in my individual endeavors, but also for the more general way she inspires by showing how excellence can be pursued in an inclusive, unselfish, and welcoming way.

Larry Lesser



**With Jackie Miller at the CAUSE Research Meeting: March, 2006**

The very first time that I “met” Joan was at a conference at Babson College in 1998. She came in to a session and sat right next to me. I proceeded to sit there the entire session and think to myself, “Oh my G-d, how do I introduce myself to THE Joan Garfield?” Since that was my first conference, I was a good first-time attendee and went to my next session without actually meeting Joan. I had read so much of her writing that impacted my own work, and I blew my chance to meet her. Fortunately, I did meet Joan later that year. I had contacted her about my dissertation study, and we met to discuss my work while at AERA. I knew from the moment that I met Joan that she is a genuine person, a creative, driven, woman who cares about those around her and has a passion for bettering the world. What a privilege it is to know Joan!

She sure did help me come out with a bang onto the statistics education scene. It was JSM 1999 in Baltimore where the session chair announced, “the role of Joan Garfield will be played by Jackie Miller.” I substituted for Joan as discussant for an invited panel and for her luncheon roundtable when she had to leave for home due to trouble with her eyes. I believe that the opportunity Joan gave me that year has helped me become who I am today. In fact, Joan has always afforded me opportunities to contribute to the statistics education community and continues to encourage me to be a better statistics educator and researcher.

I am always amazed at how much Joan accomplishes - does she actually eat or sleep? Many people would have thrown in the towel with macular degeneration, but Joan has remained active and has dealt with her condition with grace. Sometimes I think about some of the medical problems I have had (e.g., my back surgery or my recent encounter with a car) and think to myself “if Joan can do what she does, I can certainly make it through this...” Joan is an inspiration to me. She has been a great supporter of and cheerleader for me. I am proud and honored to have Joan as a friend. The best part is that I know it’s not the end - I look forward to working with Joan for many years to come. It’s funny to look back on how afraid I was to even introduce myself to THE Joan Garfield in 1998. Almost 10 years later, I find that Joan is someone I can count on and admire, but also is a real person, and my friend. Congratulations Joan! You deserve this far more than I can put into words. All my best - Jackie Miller

The significance of Joan's contributions to statistics education research can be documented quantitatively by looking to the many research articles, books, and conferences she has produced. However, as her own work attests, there is often much to be gained by "going beyond the numbers" and enriching one's understanding by investigating qualitatively what underlies a quantitative analysis. In the case of Joan's contributions, this is certainly true: For each research article or book chapter she has written, there is a rich story of Joan collaborating with others, sharing her passion for the work, and moving the field forward.

I have had the honor of working with Joan on a variety of projects, and in each case she has not only shown great expertise in and dedication to the work, she has also shown the ability to identify a broader vision for statistics education research and then coordinate groups of people with different but overlapping interests and experience who, together, can make that vision a reality.

Thanks for everything,  
Marsha Lovett



Joan

Congratulations on this well-deserved recognition!  
You have motivated and inspired the statistics education community in so many ways, and you have shown us all that extraordinary vision has little to do with ordinary vision.

Roxy



Joan has had a tremendous influence on statistics education at local, national, and international levels. She has conducted groundbreaking research that has had a profound effect both on the teaching of statistics and on statistics education research, again at all levels. She has been the driving force behind important initiatives, such as the ARTIST project and SRTL forums that will continue to exert a positive influence for decades to come. Joan has also pioneered the first graduate program in statistics education in the U.S., developing a model for other institutions to follow. She is one of the leading contributors to establishing statistics education as its own legitimate field of study.

Perhaps even more importantly, Joan has graciously offered her time, expertise, and kindness to helping and inspiring others who want to get involved with statistics education. My first exposure to Joan came in January of 1992, when she delivered the keynote address at the Winter Meeting of the ASA. Joan summarized educational research findings related to learning statistics, and she suggested implications of these results for effective teaching/learning of statistics. This talk, and the resulting paper published by the *International Statistical Review*, had a tremendous influence on my own teaching and curriculum development, as have Joan's subsequent projects and writings. I know that many statistics educators in addition to myself also owe a considerable intellectual debt to Joan's work.

Considering Joan's prominence in the field back in the early 90's, I was a bit intimidated when I wrote to her out of the blue, as a novice assistant professor seeking guidance about evaluation and assessment of a curriculum development project. But Joan could not have been more gracious in agreeing to meet with me and offer advice. We met at the January Math Meetings in frigid Cincinnati, and Joan supplied not only helpful advice but also very welcome encouragement. She even agreed to come to Carlisle, Pennsylvania in order to visit my classes and provide more first-hand feedback. I've been very fortunate to work with Joan on several projects over the years, and I look forward to continuing such interactions.

Allan Rossman

It all began over tea and bagels at Joan Garfield's kitchen table. Joan encouraged me to apply to her new program in statistics education research at the University of Minnesota. As my adviser, Joan's influences on my research and graduate career are innumerable. Joan set up regular meetings with me as a first year student to review my writing. One result of this effort was my first publication, which she insisted would be published with me listed as the single author.

In my first class with her "Becoming a Teacher of Statistics" students were asked to write a short paper on "difficult topics in statistics." My topic was difficulties students have interpreting  $P$ -values and statistical significance. Joan encouraged me to pursue research on understanding the  $P$ -value in a subsequent course with her, "Statistics Education Research Seminar." The extensive literature on misconceptions, misinterpretations, and misuse of the  $P$ -value became the basis for my dissertation project.

The most ambitious undertaking during my graduate career was working with Joan and my fellow statistics education graduate student colleague, Andy Zieffler, to redesign and launch our undergraduate introductory statistics course. We shifted to using new software, a new textbook, and some newly created activities to make a truly innovative course that adhered to the new Guidelines for Assessment and Instruction in Statistics Education. How could one even embark on such a task? Joan just did. The resultant course is a very popular offering at the University of Minnesota. Thank you, Joan, for your patience, high standards, and professional guidance throughout my graduate program.

Sincerely,  
Sharon J. Lane-Getaz





Distinguished Teaching Award, University of Minnesota: April, 2006

## FROM IDDO GAL TO JOAN GARFIELD

One thing I have learned from my joint work and 15-year friendship with Joan is that we should all continue to experiment. I thus broke from tradition, and decided to write for Joan a *Haiku* poem, upon her receiving the Statistics Education Lifetime Achievement Award 2007.

As you know the Japanese Haiku is based on a fixed structure of 5/7/5 syllables in which the writer has to capture a lot in concise words, using what is said, as well as what is left unspoken, to convey a broader idea. I've been experimenting with this challenging form for a couple years, always in Hebrew. I can only hope that even if my counting of syllables in English is proven wanting, I am forgiven, as this is all in honor of a good friend and a great educator/researcher.

### A Tribute For Joan

**Statistics, for Joan,  
was never just about  
Mean, Median, Mode**

**SRTL. CAUSE.  
ARTIST. Assessment, applets.  
Extraordinaire!**

**To your vision, skill,  
passion, and dedication,  
Your friend salutes.**

--- *Iddo Gal*  
Haifa, Israel  
May 2007

*"I have combined my teaching and research interests into one focus: exploring how to improve student learning of statistics."* That's how Joan introduces herself on her University of Minnesota Web page. Most of us who are interested in improving student learning have traditionally flown blind, following our own instincts (sound or not) and our own unstructured observations of our students. Joan's distinctive contribution has been to bridge the communities of statisticians and education researchers, forcing those of us who aren't too proud to learn from others to consider seriously the findings of scholars like Joan whose work focuses on teaching and learning rather than on statistics or mathematics.

I've learned from Joan's writings and from talking with her; sometimes happily (active learning), sometimes grumbling (assessment). I've also taken advantage of her on several occasions: in inviting her plenary address at the ASA 1992 Winter Meeting, then asking her to write up her survey "How students learn statistics" from that talk for a special issue of the *International Statistical Review*, and in asking Joan to team with George Cobb, Bill Meeker, and me in a special invited lecture on "Statistics education fin de siècle" at the 1993 JSM (see *The American Statistician*, 1995).

Joan fully deserves this lifetime achievement award. She has not merely done good work, but has led a qualitative change in how thinking statisticians approach statistics education. I suspect (though as an outsider I can't be sure) that she has also been a leader in a qualitative change in education research as well. A generation ago, "statistics education," to the extent that it existed as an interest within the education research community, was really "probability education." That is, it was an area within mathematics education concerned with reasoning about randomness. Joan hasn't neglected learning about chance, but much of her work has focused on reasoning about data as well. She has helped give statistics education its own identity as a discipline as well as helped change statistics education in practice.

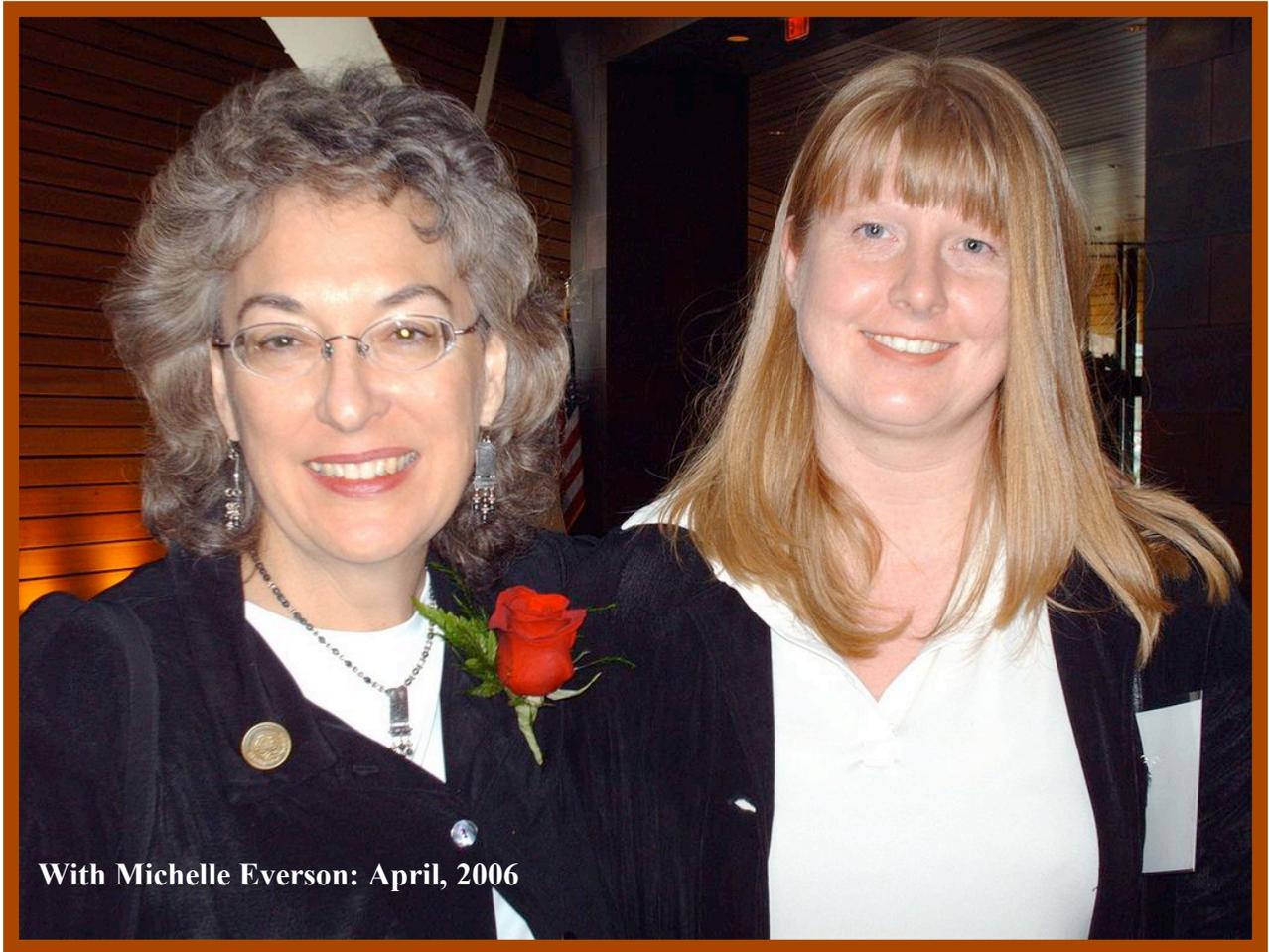
David Moore

When I started attending the PhD program in Statistics at the University of Michigan (UM) and received a position as a teaching assistant I was faced with several questions. How do you teach statistics to first year undergraduate students who had poor mathematical background or just plain disliked or are afraid of mathematics? Or to engineering students who want to know when to use a formula and not why?

I had to look for a knowledgeable instructor in statistics education. These were hard to find at that time. Most of the papers I read and liked them very much had the same author's name, Joan Garfield. She was able to communicate what was important, how problems should be selected, what data to use, how to assess the learning. I finally met Joan. This lucky encounter gave me the rare opportunity to work with a first class researcher. It was always an honor for me to attend her presentations and read her papers. For me Joan was the very definition of a mentor, a person with the knowledge and the desire to share her own knowledge and experience. Joan was a first class researcher who justified my own empirical findings in the field I found fascinating and useful in life. She was always ahead of me showing me the path. Her tireless search for ways to teach better statistics encouraged me to maintain a high level of intellectual rigor in my own research.

I was not at all surprised when the Founders Award Committee of my present employer, the American Statistical Association, presented her with its 2005 award at the Joint Statistical Meetings in Minneapolis. In presenting the award to Joan, the committee stated, "Joan B.Garfield, University of Minnesota, for extraordinary contributions to the advancement of statistics education, through research into how students learn and through development of effective teaching methods; for leadership in statistics education through ASA and other professional organizations; and for outstanding teaching and service to the profession"

Martha Aliaga



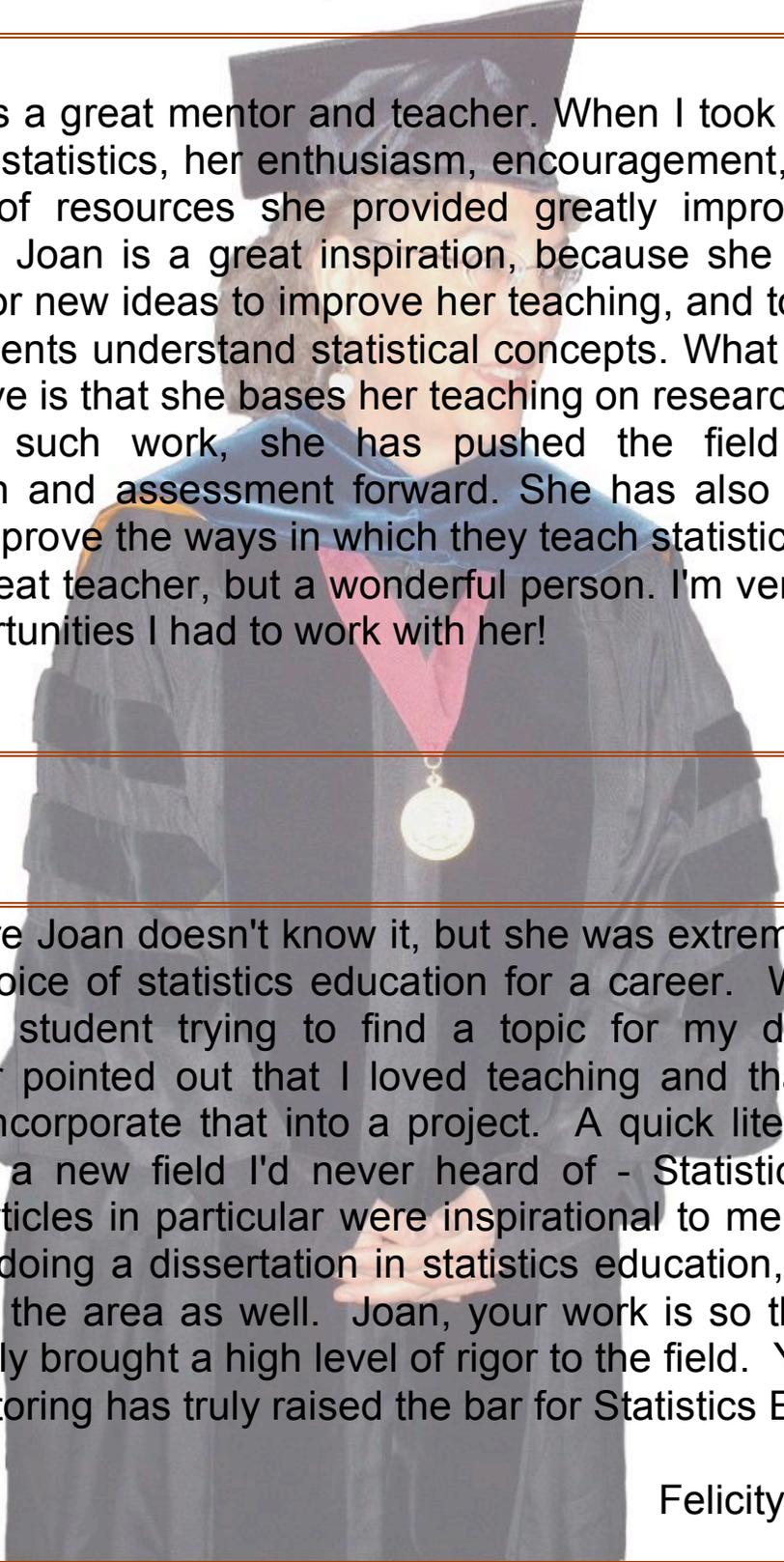
**With Michelle Everson: April, 2006**

It is such an honor for me to write about Joan Garfield, and I don't think I can possibly say enough about the impact Joan has had in my life and career. Joan is such an inspiration to me, and I feel so fortunate to be in a position where I can learn from Joan and seek counsel and advice from her. My office is actually right next door to Joan's office, and I often think about how lucky I am to be able to knock on her door at any time and bend her ear. Joan's door is always open to her students and her colleagues, and I admire this about her. I don't think I could have asked for a better role model than Joan.

I began working with Joan early in my graduate studies. At the time, I really wasn't sure what direction I wanted to go with my career. My focus was in Learning and Cognition, but I always had a passion for statistics, and Joan provided me with a wonderful opportunity one semester to serve as her teaching assistant. Little did I know how that job would change my life! As a graduate student, I learned a lot from Joan about what it means to be a good teacher, and I was fortunate to be able to work with Joan for much of my tenure as a graduate student, and to eventually teach several of my own sections of introductory statistics under Joan's supervision. When I was about to graduate, Joan was instrumental in helping me secure a position as a lecturer in our department. I love this job, and I especially love the fact that I get to continue working with Joan.

Joan is not only a colleague now, but also a friend, and she will forever remain a great mentor to me. I know that Joan is always there for me, and I feel that she will never know just how much that has meant to me as I've attempted to forge my own niche in the statistics education community. Joan never hesitates to let me know about great opportunities she thinks I will benefit from, and she has been tremendously supportive as I've begun to engage in my own research endeavors. Recently, Joan even nominated me for a college teaching award. The fact that the woman who taught me so much about how to be an excellent teacher actually thought I was worthy of this award was really an award in itself. I can only hope to have the impact on my own students that I know Joan had on me and countless other students she has worked with during her career.

Michelle Everson

A person wearing a black graduation cap and gown with a pink sash and a gold medal. The person is smiling and looking towards the camera. The background is white.

Joan is a great mentor and teacher. When I took her course in teaching statistics, her enthusiasm, encouragement, and the vast number of resources she provided greatly improved my own teaching. Joan is a great inspiration, because she is continually looking for new ideas to improve her teaching, and to find ways to help students understand statistical concepts. What is even more impressive is that she bases her teaching on research and theory. Through such work, she has pushed the field of statistics education and assessment forward. She has also helped many others improve the ways in which they teach statistics. Joan is not only a great teacher, but a wonderful person. I'm very thankful for the opportunities I had to work with her!

Kate Bohn

I'm sure Joan doesn't know it, but she was extremely influential in my choice of statistics education for a career. When I was a graduate student trying to find a topic for my dissertation, a professor pointed out that I loved teaching and that I might be able to incorporate that into a project. A quick literature search revealed a new field I'd never heard of - Statistics Education. Joan's articles in particular were inspirational to me. I wound up not only doing a dissertation in statistics education, but basing a career in the area as well. Joan, your work is so thoughtful and has clearly brought a high level of rigor to the field. Your research and mentoring has truly raised the bar for Statistics Education!

Felicity Boyd Enders

A **mentor** and an **inspiration** – these are just a couple words that describe who Joan Garfield is to me. I am currently in my first year of graduate studies as one of Joan's students. Joan's lifelong commitment and genuine passion for the teaching and learning of statistics has been a motivation for so many, including myself. When I read of Joan's work and many achievements, I became inspired to become a part of the statistics education community. No doubt, anyone familiar with Joan's accomplishments would be impressed. Her strong guidance, academic and professional expertise, and honest sincerity are above and beyond what I could have ever imagined as her advisee. And having the opportunity to get to know Joan and establish a student, mentor relationship with her over the past year has been a true pleasure. I feel that I could not be any luckier to have Joan Garfield as my advisor, mentor, and friend.

Jared Dixon



Joan has such drive and energy and brings vitality to so many projects and causes in statistics education!

Beng Chang



With Andy Zieffler at his graduation: May, 2006

It is fitting to write a tribute to Joan Garfield. The word tribute stems from the Latin *tribulum* meaning contribution, and is particularly apt in Joan's case. Professionally, Joan has contributed enormously to the field of statistics education. It seems, in fact, that there would not be a unique discipline of statistics education without Joan. To paraphrase Sir Isaac Newton, if our discipline has moved forward it is by standing on the shoulders of giants, and Joan has borne statistics education upon her shoulders with great perseverance.

Personally she has contributed more than can be expressed to my own (and many others) education and growth as a scholar. I am eternally grateful for the opportunity to study with her and learn from her abundance of wisdom and knowledge. As an advisor and colleague, Joan has been a constant source of inspiration. It has been and will, I am sure, continue to be a sincere pleasure to have opportunity to work with Joan.

Your colleague, advisee and friend,  
Andy Zieffler

Joan Garfield is the Queen Mother of Statistics Education. She has been the 'glue' that has brought so many of us together in so many ways for so many years. Because of Joan, I've met people in statistics education from all over the world, I've been involved in several SRTL events, I've traveled far and wide to statistics meetings and statistics research sessions for ICOTS, PME, ICME, ASA, and NCTM. Most of all, I've continued to conduct research in statistics education, because of Joan's constant prodding, "So, when are you going to 'come back' to statistics?" As a *mathematics* educator, my interests and projects over the years have varied widely, algebra, geometry, problem solving, the mathematical education of teachers--but Joan has always been there to encourage involvement and presentations in statistics education organizations.

The field of Statistics Education has grown by leaps and bounds over the past twenty years, and a lioness' share of the credit for this growth goes to Joan. Thank you so much Joan, for keeping us all thinking about the needs of statistics education, particularly about the relatively young field of research in statistics education, thanks for your CAUSE work, your ARTIST work, your SRTL work, and for just being there in the middle of it all for all of us.

Mike Shaughnessy

It is difficult for me to put into words the impact Joan has had on my career and my life! My first meeting with her was at a JSM roundtable that she was leading. I was a fresh PhD eagerly reading articles in statistics education as I was preparing my own courses for the first time and trying to find direction in my professional life. I couldn't believe how lucky I was to be at this roundtable with Joan, having learned so much from her articles. I remember sheepishly asking if she could help me track down some of her other articles and I was amazed at how helpful she was, not just in finding articles but in remembering me and following up with me. Her well-written and well-timed articles (always seeming to bring to light the next big issue in statistics education) not only touch the masses, but she has also taken the time to be a mentor and a friend to many young statistics teachers as well. I have been riding her coattails ever since and am repeatedly amazed at her insight, her knowledge, and her leadership. Joan gets things done! Joan gets important things done! Joan tirelessly spreads her enthusiasm and love of statistics with a smile. It is very difficult to think of any activity in statistics education these days that she has not been involved in, and I cannot think of anyone else who has had as much impact with such a degree of personal connections.

Beth Chance





Hong Kong prior to the Singapore ICOTS 1998

Joan has been involved in some way in almost every important activity or advance in statistics education, but I'm especially grateful for her role in helping to start the *Journal of Statistics Education*. Joan attended the initial planning workshop at NC State in 1992 where we first discussed the feasibility of starting a new journal about statistics education. She was instrumental in getting *JSE* off the ground. Joan wrote an invited paper, "Teaching Statistics Using Cooperative Learning," for our premier issue. Another paper, "Beyond Testing and Grading: Using Assessment to Improve Instruction," appeared in our second issue. Along with Laurie Snell, Joan was founding co-editor of the regular department "Teaching Bits: A Resource for Teachers of Statistics." In that column, Joan provided abstracts of articles that had appeared in the education and statistics literature that would interest teachers of statistics; in this way, she introduced many of us to education research. Joan continued to co-edit Teaching Bits until 1997. Joan brought hard work, credibility, and vision to *JSE* in those early years that laid a foundation for its continued success 15 years later.

Jackie Dietz

I began working with Joan in 2001 when I was a Carnegie Scholar for the Carnegie Foundation for the Advancement of Teaching. The Vice President of the Foundation, Pat Hutchings, asked me to write an article about the ethical issues involved in comparing two groups of students who were exposed to wildly different teaching methods. Pat wanted to have three people from a variety of disciplines respond to the article. I asked Joan to be a respondent because I knew she was one of the most respected people in the statistics education community. When I emailed Joan to ask her participation, I was a bit nervous as I had never met her in person. She was very gracious and happy to participate. Since that time I have had the pleasure of working with Joan in a variety of ways.

What I like about working with Joan is that she values people and she is not afraid to show it. She is the master of the personal touch. For example, Joan once told me that at meetings I am often quiet, but when I do finally speak, it is something of substance. What a wonderful compliment that was for me to hear. She is also gifted at bringing groups of people together to accomplish specific tasks. The research teams she builds, the ARTIST project team and the CAUSE Research Advisory Board are just a few examples. At these meetings I respect Joan because she may not always agree with every idea discussed, but it is always clear that she has listened intently to each idea. If she disagrees, she offers a counter argument in the nicest way possible.

Put simply, Joan is a class act. The field of statistics education is much richer because of her ideas and the collaborations she has fostered.

John P. Holcomb



*Distinguished Teaching Awards*

*Colleagues and Students are invited to join us in saluting*

**Joan B. Garfield**  
for Excellence in Teaching

A recipient of the 2005-06 Award for Outstanding Contributions to  
Postbaccalaureate, Graduate, and Professional Education



*Professor*  
*Department of Educational Psychology*  
*College of Education and Human Development*  
*University of Minnesota, Twin Cities*

"I am passionate and opinionated about teaching statistics...I have devoted my professional career to promoting reform and improvement in the teaching of statistics at all levels...One of my greatest joys has been to help develop graduate students into excellent teachers of statistics."

The awards are sponsored by the Senate Committee on Educational Policy,  
the Office of the Senior Vice President for Academic Affairs and Provost,  
and the University of Minnesota Alumni Association and its 2006 signature partner Marshall Field's.

**UNIVERSITY OF MINNESOTA**

Dear Joan,

I have heard the biblical prophets described as having a bird's eye view of the world, able to help others of us see what is possible. Your scholarship on statistics education and assessment has been prophetic for all of us in Statistics Education, but perhaps the most important gift you have given me personally is to show me, by example, what is possible in being a colleague. When we first met in the summer of 1991 at the first Chance workshop, you were still early in your career, but I was struck with your generosity of spirit whose first instinct was to collaborate and share credit with others. Such behavior can be revolutionary for a young person in the academy, where the first phrase in the phrase book sometimes seems to be, "I did that!" As you have progressed through your incredible career, you have always and continually welcomed others into the discipline, nurtured young people, and developed collaborations with a wide circle of colleagues. I recall spending an evening with you and your graduate students during my recent sabbatical. It was clear how encouraging you were to the very youngest in our discipline and how much they appreciated having you as mentor. I would very much love to send some Grinnellians your way some day. I consider it our deficiency that none have done so.

You are the perfect choice to receive this lifetime achievement award. Congratulations!

Tom Moore

Joan Garfield has been a driving force in statistics education. She has contributed to the field through her past efforts for ICOTS and the ASA Statistics Education Section. In particular, Joan has focused her research on evaluation and has made significant contributions in that area. I will never forget her enthusiasm for the ICOTS meeting held in Morocco. Joan organized a side trip for a small group and I remember our conversations under the stars at the Moroccan resort and on the bus riding through the desert with the rest of the happy campers. I still have my t-shirt that Joan designed as a remembrance of the conference. I congratulate Joan for this well-deserved Lifetime Achievement Award.

Chris McLaren

Dear Joan,

Your work is just amazing. Your vision has made an enormous impact in statistics education and statistics education research. Your kindness in including me in some of your work, even when I have been ill, has encouraged me to continue my work on students' attitudes toward statistics. I cannot thank you enough for your belief in the importance of students' attitudes. I am honored to work with you.

Fondly,  
Candace Schau

I often remember Joan in Singapore at the Fifth International Conference on Teaching Statistics (1998) chairing the Round Table Discussions on Research. The room was little and we were a lot. Joan was a bit surprised for this, people were standing but we were discussing a strategic point for the future of the IASE, the importance of our field of research, and many researchers had come to hear Flavia Jolliffe to debate “What is Research in Statistical Education.”

After this I have to thank Joan because she was once again very generous to the IASE. She helped Carmen Batanero and myself so that our dream came true and the IASE had its Review. In fact Joan allowed to transform the Newsletter published by the International Study Group for Research on Learning Probability and Statistics into the IASE Statistical Education Research Newsletter that in 2002 became the *Statistics Education Research Journal*.

So I am very glad with this award to Joan. She not only is one of the most important researchers in the field, well know at the international level, but she is also very generous towards her colleagues.

M. Gabriella Ottaviani

I can think of no one more deserving of the lifetime achievement award than Joan Garfield. Joan is unquestionably a leader in statistics education research. Her work is very high quality - smart, interesting, creative, and well-grounded in theory. Furthermore, she is incredibly generous with her time and knowledge, and I've greatly benefited from her willingness to mentor new researchers. Joan is an inspiration to me, both professionally and personally.

Take care,  
Joy Jordan

I first met Joan in the late 1980's when she was an Assistant Professor in the General College at University of Minnesota. At the time she was one of the few people in the USA doing statistics education research who had a background in both education and statistics. I think it is this background plus her creativity and hard work that allowed her to come to the forefront in statistics education. Her major breakthrough at the national level came in 1992 at the ASA Winter Meeting that focused on statistics education where she wowed the audience with her special invited address on the topic of how students learn statistics. She also became involved very early on in her career at the international level and is one of the two people who helped me get involved at the international level. In addition, several times in the 1990's, Joan and I shared a room (to save money!) at both the AERA (American Educational Research Association) Annual Meetings and Joint Statistical Meetings. We had many great times together (including some awesome dinners) and learned a lot from each other. I will leave it to others to speak about her achievements in the past 15 years.

Carol Joyce Blumberg

Joan,

You have been an inspiration and a model to me. Your love of learning and teaching, and your commitment to improving the teaching of statistics, have not only inspired but invigorated so many of us. At the same time, your wisdom, kindness and gentle spirit are the very model of collegueship. You have been a joy to know and to work with, and I'm proud to be considered one of your vast number of colleagues and friends. Congratulations on this well-deserved award. I have no doubt you will accomplish still many more things. Thank you, Joan.

Ron Wasserstein



with Bob Johnson at USCOTS 2005

Congratulations on being chosen for the **2007 CAUSE/USCOTS Lifetime Achievement Award**. There is no one more deserving!

Joan, you are truly one of the most influential, yet unassuming, leaders in the field of assessment for the teaching of statistics. You were so ahead of your time. Assessment is just now becoming the major concern and focus across college institutions. Once you presented at Beyond the Formula in 2000, our entire approach to determining what our students are learning and understanding has completely turned around. Where previously, rote type questions were the norm, they are now replaced with critical thinking and reasoning questions. Learning outcomes are deeply encompassed in our Statistics course description. You were at the forefront of this initiative and we as instructors are forever grateful for your insight and fortitude. Thanks for being the guiding beacon.

Joan, your dedication to the teaching of statistics was shown in August of 2000 when even a violent thunderstorm in Detroit could not prevent you from attending Beyond The Formula IV to share your convictions with respect to teaching Introductory Statistics. That first session on Assessing Outcomes of the Introductory Statistics Course was a catalyst for the theme of assessment for BTF VI in August 2002. You most graciously agreed to be the Keynote Speaker, as well as a session speaker. We were thrilled as were the 105 participants that year! We know your involvement and interest in the conference provided many opportunities for the conference to grow and attract committed and distinguished statistics education speakers and presenters.

Joan, as a reviewer for an early edition of Elementary Statistics, your feedback and ideas were both educational for me and very helpful with improving the 4<sup>th</sup> edition of ES. Our textbook is currently in the tenth edition and we owe a thank you for the influence you have had on all the editions – from reviews and from information and thoughts shared at the BTF conferences.

We thank you and applaud you for the many years of dedicated service,

Bob Johnson and Pat Kuby

In the early 90s we received an NSF grant to develop a course called Chance to be based on chance in the news. We needed someone to evaluate the success of the course and Joan was highly recommended. She not only did the evaluation but, with her well known enthusiasm, helped us develop the course and helped in our chance workshops.

The course was not a great success but once again Joan came to the rescue. She suggested that we also think of using chance in the news to enhance existing statistics courses. Thus, in 1992 we began our internet *Chance News* that has been successful.

I had another chance to see Joan in action in 1999 when I was invited to participate in the First International Research Forum: Statistical Reasoning, Thinking and Literacy held in Israel and led by Joan and Dani Ben-Zvi. Joan made sure that the conference had experts with a variate of different teaching experiences. Then, with the help of Dani, she magically made sense out of the inevitable wide variations in the participants' ideas about statistical reasoning and literacy. I am sure that many others have also benefited from this special talent of Joan.

Cheers,  
Laurie Snell

Dear Joan:

I can't imagine anyone for whom I'd rather be writing a letter to accompany your Lifetime Achievement Award. You have done more than anyone I have known, worldwide and over the three decades of my involvement with statistics education, to encourage statisticians to pay attention to the insights of those who study how students learn statistics. At the same time you have done more than anyone I have known, again worldwide and over three decades, to encourage researchers in statistics education to pay attention to the insights and experience of those of us who study statistics and teach it.

Your inquiring mind and warm heart have provided a lot of the intellectual and emotional glue that has held together our two professions of teaching and statistics. Not only have we avoided our own version of the math wars, but, far more important, we have learned from each other, and in our learning together, we have all become enriched.

On a personal level, working with you over the years has meant all that is already said, and so much more. Many thanks for being such an important part of my life.

With greatest regard, and fondest wishes,

George Cobb

Joan,

The community salutes you for  
your deep scholarship,  
your memorable friendship,  
your tireless team building,  
your selfless mentoring,  
your wise guidance,  
your effective leadership,  
your sincere thoughtfulness,  
your outstanding teaching,  
your fresh ideas,  
your skillful organizing,  
...and for the possibilities your presence brings for tomorrow.

Dennis Pearl



**"Here comes Joan. She wants to assess our Statistical Seasoning & Drinking."**



**The CAUSE/USCOTS Lifetime Achievement Award** in statistics education is a biennial award presented at the U.S. Conference On Teaching Statistics to an individual who, over an extended period of time, has made lasting contributions with broad impact to the field of statistics education.

The award committee is made up of the Director of CAUSE, the Chair of the CAUSE Board of Directors, the Chair of the USCOTS Program Committee, and all past winners. The 2007 committee (Dennis Pearl, Roxy Peck, Deborah Rumsey, and George Cobb) presented the award to Joan Garfield on May 18th, 2007 in Columbus, Ohio.